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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

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

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

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

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

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

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

MISSION AND OBJECTIVES

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

President Mark Hopkins '24
Induction Address (1836)

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

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

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

James D. Canfield '68
Centennial Oration (1893)

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

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

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

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

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

President Francis Oakley
Induction Address (1985)

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

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

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

Morton Owen Schapiro
Induction Address (2000)

THE CURRICULUM

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

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

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

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE

Academic Requirement

To be eligible for the Bachelor of Arts degree a student must pass 32 regularly graded semester courses and receive grades of *C minus* or higher in at least 19 of those semester courses, pass four Winter Study Projects, fulfill the 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 four parts. (*Parts 3 and 4 DO NOT apply to the Class of 2003, 2004, and 2005.*)

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

For the purposes of the 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,

The Curriculum

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.

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

DIVISION I. Languages and the Arts

Art History (<i>except ArtH 268</i>)	Italian
Art Studio (<i>except ArtS 212</i>)	Japanese
Chinese	Latin
Classics	Linguistics
Comparative Literature	Literary Studies
Critical Languages	Music
English	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	Interdepartmental Studies—INTR
American Studies	Legal Studies
Anthropology	Philosophy
Art History 268	Physics 342
Art Studio 212	Political Economy
Asian Studies	Political Science
Cognitive Science	Psychology
Economics	(<i>except PSYC 212, 312, 315, 316, 362</i>)
Environmental Studies 101	Religion
Experimental Studies—EXPR	Science and Technology Studies
First-Year Residential Seminar 101	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 (<i>except PHYS 342</i>)
Computer Science	Psychology 212, 312, 315, 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.

The Curriculum

- 2) **PEOPLES AND CULTURES REQUIREMENT**—intended to help students to begin to understand the cultural diversity of American society and the world at large, so that, as citizens of an increasingly interconnected world, they may become better able to respond sensitively and intelligently to peoples of varied social backgrounds and cultural frameworks. Courses which fulfill this requirement are thus designed to familiarize students with some dimension of American cultural diversity or that of the non-Western world. Each student must complete one graded semester course primarily concerned with: (a) the peoples and cultures of North America that trace their origins to Africa, Asia, Latin America, Oceania, or the Caribbean; Native American peoples and cultures; or (b) the peoples and cultures of Africa, 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 2002-2003 which meet the requirement is on pages 317-321.

- 3) **QUANTITATIVE/FORMAL REASONING REQUIREMENT**—intended to help students become adept at reasoning mathematically and abstractly. The ability to apply a formal method to reach conclusions, to use numbers comfortably, and to employ the research tools necessary to analyze data lessen barriers to carrying out professional and economic roles. *Beginning with the Class of 2006*, prior to their senior year, all students must satisfactorily complete a Quantitative/Formal Reasoning (QFR) course—those marked with a “(Q).” Students requiring extra assistance (as assessed during First Days) are normally placed into Mathematics 100/101, which is to be taken before fulfilling the QFR requirement.

The hallmarks of a QFR course are the representation of facts in a language of mathematical symbols and the use of formal rules to obtain a determinate answer. Primary evaluation in these courses is based on multistep mathematical, statistical, or logical inference (as opposed to descriptive answers). A list of courses offered in 2002-2003 which meet the requirement is on page 320.

- 4) **WRITING REQUIREMENT**—*Beginning with the Class of 2006*, all students are required to take two writing-intensive courses: one by the end of the sophomore year and one by the end of the junior year. Students will benefit most from writing-intensive courses by taking them early in their college careers and are therefore strongly encouraged to complete the requirement by the end of the sophomore year. Courses designated as “writing intensive”—those marked with a “(W)” —stress the process of learning to write effectively. Such courses include a substantial amount of writing (a minimum of 20 pages), usually divided into several discrete assignments. Instructors pay close attention to matters of style and argumentation. Enrollments are limited to 19. A list of courses offered in 2002-2003 which meet the requirement is on page 323.

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

General Structure of Majors

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

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

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

Courses in many major programs require prerequisite courses in related areas. A full description of the detailed structure of each major is found under the heading of that major 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 136.

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 candidate for Honors in either or both of the majors, but a course for Honors in one major may not be used for an Honors course in the other.

The Curriculum

Co-ordinate Programs Offering Concentrations

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

- African and Middle-Eastern Studies
- African-American Studies
- Biochemistry and Molecular Biology
- Cognitive Science
- Environmental Studies
- Legal Studies
- Neuroscience
- Science and Technology Studies
- Women's and Gender Studies (*A concentration in Women's and Gender Studies will be available to the Class of 2003; beginning with the Class of 2004, students will be eligible to major in Women's and Gender Studies.*)

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

Co-ordinate Programs

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

These programs provide educational guidance only, and will not appear on a student's transcript.

Certificate in European Languages

Students may pursue a Certificate in three European languages offered at Williams (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.

The Critical Reasoning and Analytical Skills (CRAAS) Initiative

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

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

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

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

A list of CRAAS courses offered in 2002-2003 is on page 316.

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.

The Curriculum

- 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 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 43 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, boat building, 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, and a three-day trip to Nantucket Island.

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 and Other Off-Campus Study

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

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 Jefferson Strait, 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 four quarters of activities approved by the Department of Physical Education is required except for students excused by the Dean and the Director of Health.

Registration

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

New students register by mail in early summer; soon after arrival at Williams, they meet with their assigned Academic Advisors to discuss the curriculum and their course selections. All course changes for new students are made with the approval of the Faculty Advisors. During the first two years of study, students are limited in the number of courses they may take in one department or subject each semester. For full details, see 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 permanent record of each student's grades is kept and this official record forms the basis for any academic action by the College.

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

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

First-Year Student Warnings

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

Extensions of Deadlines

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

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

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

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

Academic Standards and Regulations

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

Deficiencies

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

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

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

Normally deficiencies can be made up only by courses taken after the deficiencies have been incurred. 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 411). Sophomores are also encouraged to discuss major options and requirements with faculty members from departments and programs in which they have an interest before declaring a major in the spring semester.

The student-run 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 2002-2003 are as follows:

Tuition	\$26,326
Room Fee (including telephone service)	3,600
Full Board	3,630
Student Activities Fee*	144
House Maintenance Fee (upperclass) or First-Year Dues	50
	<hr/>
	\$33,750

Other Expenses

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

Books	800
Clothing, Laundry, Recreation	approximately 1200
	<hr/>
Estimated year's total, <i>exclusive</i> of travel expenses**	\$35,750

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

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

Additional Items

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

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

Expenses

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

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

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

Payment of College Bills

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

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

Students who receive a scholarship(s) that was not awarded through the Williams Office of Financial Aid must complete a Scholarship Information Sheet and mail it to the 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 2002-2003 academic year.

Fall Semester 2002

Date of Withdrawal

Prior to start of classes	September 5	100% (tuition, room, board)
Week 1	September 5-11	90% (tuition, board only)*
Week 2	September 12-18	80% (tuition, board only)*
Week 3	September 19-25	70% (tuition, board only)*
Week 4	September 26-October 2	60% (tuition, board only)*
Week 5	October 3-9	50% (tuition, board only)*
Week 6	October 10-16	40% (tuition, board only)*
Week 7	October 17-23	30% (tuition, board only)*
Week 8	October 24-30	20% (tuition, board only)*
No refund after October 30, 2002.		

Winter Study/Spring Semester 2003

Date of Withdrawal

Prior to start of classes	February 6
February	6-12
February	13-19
February	20-26
February	27-March 5
March	6-12
March	13-19
March	20-26
March	27-April 2
No refund after April 2, 2003.	

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.

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

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

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

Expenses

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.

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 Jefferson Strait, 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

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

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

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

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

Preparation for Graduate and Professional Study

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 After Williams

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

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

Religious Study

Students intending to go to theological seminary are not required to pursue a special course of study at Williams. 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 religious communities vary widely depending on the particular 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, agricultural 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, of which at least six must be graduate seminars (including ARTH 504). In connection with the preparation of a paper for the Graduate Symposium, students will register for an eleventh course (ARTH 509), to be graded pass/fail, in their fourth semester. A demonstration of proficiency in reading two foreign languages is required. Of these two, German is *required*, and French is recommended. In January of the first year, students participate in a European study trip with selected faculty; in January of the second year, students must complete a Qualifying Paper. In addition to all course work, students must, at the end of the second year, 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 on Commencement weekend. To enter the program a successful applicant must have been awarded the degree of Bachelor of Arts or its equivalent from an accredited institution. An undergraduate major in art is not required for acceptance to the program.

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

PRIZES AND AWARDS

The names of persons to whom awards have been made in 2001-2002 are given in the back of the catalog.

George Olmsted Jr., Class of 1924 Prizes

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

Prizes in Special Studies

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ROBERT W. FRIEDRICHS 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 any Williams undergraduate who has been active in the college theatre program and would like to participate in the Williamstown Theatre Festival program as an Apprentice or, if qualified, in some other capacity.

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

ROBERT C. L. SCOTT PRIZE FOR GRADUATE STUDY IN HISTORY. A cash prize from a fund established by former students of Professor Robert C. L. Scott to honor his years of service to Williams and awarded to a senior Honors student 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 Duyn, 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 Duyn Scholar receives a stipend if he is able to devote the summer before the senior year to full-time research in Economics."

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

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

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

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

Essay Prizes

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

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

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

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

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 philosophy or empirical political science. The prize was donated by his classmates through the Williams College Social Council, of which David was a member, and the winner is selected by the political science department.

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

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

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

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

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

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

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

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

General Prizes

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

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

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

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

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

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. MARIOTT 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 sportswomanship.

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 sportswomanship.

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 2002-2003

COURSE NUMBERING SYSTEM

Courses designated by a single number are semester courses.

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

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

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

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

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

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 2002-2003*) 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*).

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 2002-2003 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.

Tutorials

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.*

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 2002-2003

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 218T(S)	Empires in Prehistory and History (W)*	Foias
ANTH 364T(F)	Ritual, Politics, and Power (W)*	D. Edwards
SOC 250T(S)	The Collapse of 'Common Sense' (W)	Jackall
Art		
ARTS 313T(S)	Art of the Public	Diggs
ARTS 364T(S)	Artists' Books	Takenaga
ARTS 386T(S)/		
WGST 385T(S)	Sexuality and Media	L. Johnson
ARTS 418T(S)	Senior Tutorial	Epping
Astronomy		
ASTR 207T(F)	Extraterrestrial Life in the Galaxy: A Sure Thing, or a Snowball's Chance? (W)	Kwitter
Biology		
BIOL 206T(S)	Genomics (W)	Raymond
BIOL 402T(S)/		
ENVI 404T(S)	Current Topics in Ecology (W)	Morales
Chemistry		
CHEM 314T(S)	A Theoretical Approach to Biological Phenomena	Peacock-López
Classics		
CLGR 406T(S)/		
WGST 406T(S)	Coming of Age in the Polis (W)	Hoppin

Tutorials, African and Middle-Eastern Studies

Comparative Literature COMP 254T(S)/ WGST 254T(S)	The Fallen Woman in Literature and Film (W)	Fox
Computer Science CSCI 336T(S)	Computer Networks (Q)	Murtagh
Economics ECON 375T(F)	Speculative Attacks and Currency Crises	Montiel
English ENGL 229T(F) ENGL 311T(S)/ THEA 315T(S) ENGL 343T(F)	Elegies (W) Studies in Shakespeare: <i>Hamlet</i> and <i>Lear</i> (W) Whitman and Dickinson in Context (W)	Fix Kleiner Kent
Environmental Studies ENVI 308T(S)/ PSCI 308T(S)	Environmental Policy (W)	K. Lee
Geosciences GEOS 217T(F)/ ASTR 217T(F) GEOS 218T(S)/ ENVI 218T(S) GEOS 250T(S)	Planetary Geology (W) The Carbon Cycle (W) Tectonics, Erosion, and Climate (W)	Cox Stoll Karabinos
History HIST 135T(S)	The Great War, 1914-1918 (W)	Wood
Music MUS 203T(F), 204T(S) MUS 223T(S)	Composition Music Technology II	Perez Velazquez (<i>fall</i>), D. Kechley (<i>spring</i>) Perez Velazquez
Physics PHYS 402T(S) PHYS 411T(F)	Applications of Quantum Mechanics (Q) Classical Mechanics (Q)	Majumder K. Jones
Political Science PSCI 303T(S) PSCI 305T(F) PSCI 323T(S)	Opening Pandora's Box?: Moral and Political Issues in Genetic Research (W) The Challenges of Knowing: The Holocaust Political Islam (W)*	Macdonald Marcus Lynch
Psychology PSYC 341T(S)	Stereotypes, Prejudice, and Discrimination (W)	Fein
Religion REL 270T(S) REL 285T(F)	Father Abraham: The First Patriarch (W) Haunted: Ghosts in the Study of Religion (W)	Darrow Buell
Spanish RLSP 306T(S)/ COMP 302T(S)	Latino Writing: Literature by U.S. Hispanics (W)*	Bell-Villada
Theatre THEA 322T(S)	Performance Criticism (W)	Salamensky

AFRICAN AND MIDDLE-EASTERN STUDIES (Div. II)

Chair, Associate Professor KENDA B. MUTONGI

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

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

African and Middle-Eastern Studies, African-American Studies

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.

Introductory Course:

All students are required to take this course.

AMES 201 The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow
(Same as History 211 and Religion 236)

Concepts Courses

All students are required to take at least *one* of the following courses:

ANSO 205 Ways of knowing
Anthropology 101 The Scope of Anthropology
Economics 204 Economic Development of Poor Countries
Economics 215 The World Economy
Political Science 202 World Politics: An Introduction to International Relations
Political Science 225 International Security
Religion 302 Religion and Society

Core Courses

All students are required to take at least *three* of the following courses:

Anthropology 346 The Afghan Jihad and its Legacy
History 203 Sub-Saharan Africa Since 1800
History 225/Religion 216 The Middle Ages
History 304 South Africa and Apartheid
History/Women's and Gender Studies 308 Gender and Society in Modern Africa
History 311 Women in the Middle East
History 334 British Imperialism, Eighteenth Century to the Present (Deleted 2002-2003)
History 408 The Modernization Dilemma and the Construction of Modernities in the Middle East and Central Asia
History 425/Religion 215 The First Crusade
Political Science 204 Introduction to Comparative Politics: Dodging the Apocalypse in South Africa
Political Science 323T Political Islam
Religion 205 Zion: Perspectives, Narratives, Desires
Religion 233 Islamic Mysticism: The Sufis
Religion 270T Father Abraham: The First Patriarch

Capstone Course:

All students are required to take this course. Topics vary each year.

AMES/History 402 African Political Thought

AMES 201(F) The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow (Same as History 211 and Religion 236)*

(See under Religion for full description.)

AMES 251(F) The Arab Novel in Translation (Same as Comparative Literature 261)*

(See under Comparative Literature for full description.)

AMES 252(S) The Arabian Nights East and West (Same as Comparative Literature 262)*

(See under Comparative Literature for full description.)

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

(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 DAVID L. SMITH

Advisory Committee: Professors: SINGHAM*, A. WILLINGHAM*. Associate Professors: E. D. BROWN**, MUTONGI, WILDER*. Assistant Professor: HICKS. Senior Lecturer: E. GRUDIN.

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

African-American Studies

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:

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 491 or 492 Senior Project
Economics 204/Environmental Studies 234 Economic Development in Poor Countries
Economics/Environmental 212 Sustainable Development (Deleted 2002-2003)
History 164 Slavery in the American South
History 180/Religion 222 "The God of History": Slavery and Race in Christian Thought (Deleted 2002-2003)
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 (Deleted 2002-2003)
History 456 Civil War and Reconstruction
History 467 Black Urban Life and Culture
History 478 The Ghetto From Venice to Harlem (Deleted 2002-2003)
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 235 Multiculturalism and Political Theory
Political Science 239 Political Thinking About Race: Resurrecting the Political in Contemporary Texts on the Black Experience
Political Science 318 The Voting Rights Act and the Voting Rights Movement
Political Science 331T Non-Profit Organization and Community Change
Political Science/American Studies 332 Fugitive Identities: Slavery and the Boundaries of American Politics (Deleted 2002-2003)
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 (Deleted 2002-2003)
Theatre 210 Multicultural Performance

African-American Studies, American Studies

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 210(F) Ebonics: Exploring an Alternative Form of English (Same as Linguistics 210)*

When a local school system in California certified the teaching of African-American English, it created national controversy focused on linguistics adjustments in a pivotal racial minority community. Is it a separate language, a dialect, slang, bad grammar, broken English, or really not a distinct entity? This course will review these questions in the context of educational challenges facing African-American children whose home speech is Ebonics. The course will deal with the issues through readings, drawing on research and theory in works by Rickford, Rickford, and Smitherman, Perry and Delpit, and Connie Porter using film, group discussions, writing assignments, and lectures.

Format: discussion/lecture. Requirements: two short papers, a mid-term exam, a final paper.

No prerequisites. This is an introductory course, open to all students, including first-year students.

Enrollment limit: 25 (expected: 15).

Hour: 9:55-11:10 TR

WILKERSON

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, REINHARDT. Associate Professor: WONG.*

Assistant Professors: BEAN, CARTER*, L. JOHNSON, KENT. Senior Lecturer: CLEGHORN.*

Bolin Fellow: SZE.

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. 403 is designed for senior majors.

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. Applicants should have a consistent record of high achievement in courses taken for the major, and normally will have done work in the field of study of their proposed thesis. Students who wish to write or produce an honors project should consult with a prospective faculty advisor in their junior year. Formal application to pursue honors should be made by the time of spring registration in the junior year. Students must submit a 1- to 2-page preliminary proposal describing the proposed project to the Chair of the American Studies Program at this time. Final admission to the honors thesis program will depend on the AMST advisory committee's assessment of the qualifications of the student and the merits and feasibility of the project. If the proposal is approved, they will be permitted to register for AMST 491, W030, and AMST 492 the following year. The completed project is due in mid-April. Each student will present a short oral presentation of his or her thesis at the end of spring semester.

ADVISING

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

AMERICAN STUDIES AND OTHER PROGRAMS

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

STUDY AWAY FROM WILLIAMS

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

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

AMERICAN STUDIES COURSES

AMST 100 Politics and Freedom (Same as Political Science 100) (Not offered 2002-2003)

(See under Political Science for full description.)

AMST 135(F,S) African-American Literary Lives (Same as English 135) (W)*

(See under English for full description.)

AMST 201(F) Introduction to American Studies (W)

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

American Studies

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?

Format: discussion. Evaluation will be based on a series of short critical essays and a group project. No prerequisites. *Enrollment limit: 19 per section. (expected: 19 per section). Two sections. Priority to sophomores and first-year students with AP 5 in U.S. History.*

This course is writing intensive.

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

Hour: 1:10-2:25 MR, 11:20-12:35 TR

KENT, KUNZEL

AMST 207(S) Performing Identity: Popular Entertainment in America (Same as Comparative Literature 209 and Theatre 329)

(See under Theatre for full description.)

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 Topics in African-American Performance: Theatre, Film, and Dance of the Harlem Renaissance (Same as Theatre 211) (Not offered 2002-2003)*

(See under Theatre for full description.)

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

(See under English for full description.)

AMST 246 Cultural Encounters in the American West (Same as History 368) (Not offered 2002-2003)*

(See under History for full description.)

AMST 264(S) 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 MR

CLEGHORN

AMST 330(S) Contemporary Latino/a-American Theatre & Performance: The Aesthetics of Resistance (Same as Theatre 330)*

(See under Theatre for full description.)

AMST 331(F) Afro-Latin Identities: Sound and Movement in the Diaspora (Same as Theatre 331)*

(See under Theatre for full description.)

AMST 338 Literature of the American Renaissance (Same as English 338) (Not offered 2002-2003; to be offered 2003-2004)

(See under English for full description.)

AMST 344 Imagining American Jews (Same as English 344) (Not offered 2002-2003; to be offered 2003-2004)

(See under English for full description.)

AMST 345 The Black Arts (Same as English 345) (Not offered 2002-2003; to be offered 2003-2004)*

(See under English for full description.)

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

(See under History for full description.)

AMST 368T The Politics and Rhetoric of Exclusion: Immigration and Its Discontents (Same as History 488T) (Not offered 2002-2003) (W)
(See under History for full description.)

AMST 372(S) African-American Literary Criticism and Theory (Same as English 372)*
(See under English for full description.)

AMST 381 Old New Technologies (Same as ArtS 381) (Not offered 2002-2003)
(See under Art—ArtS for full description.)

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

AMST 403(S) Representing Slavery*

This interdisciplinary course examines American representations of slavery, with special emphasis on accounts of the journey from slavery to freedom. We will first consider such historical material as slave narratives, anti-slavery fiction, and antebellum journalism. Turning to the present, we will explore how and why inherited representations are being reworked, drawing our sources not only from recent historical scholarship but from literary, artistic, and cinematic reconstructions of the story or image of slavery, and from current popular debates over the question of reparations. By studying how Americans have thought and fought over slavery, we will explore the broader contours and meaning of race, sexuality, gender, freedom, subjection, citizenship, and political agency in this country. Authors and artists considered may include Berlant, Burnett, Douglass, Equiano, Hartman, Jacobs, Melville, Morrison, Patterson, Piper, Rogin, Stowe, Walker.

Format: seminar. Requirements: Regular class participation, several short essays, and a 15 page term paper.

Enrollment limit: 25 (expected: 25). Priority given to senior majors in American Studies; other students may be admitted with permission of instructor, if space allows.

Hour 1:10-3:50 T

REINHARDT

AMST 408(F) Race, Gender and Nature (Same as Environmental Studies 408 and Women's and Gender Studies 408)*

This course broadly examines the literature of the construction of race, gender and nature from the perspective of critical studies of science, technology and environmental studies. In this course, we will focus on those accounts that take seriously the question of ideological constructions of race, gender and nature. We will approach our discussions with several key questions in mind. First, how has scientific practice naturalized racial and sexual difference? How have discourses of scientific objectivity have been used to "authorize" social hierarchies organized by race, gender and nation? How is domination of "nature related to these hierarchies? What does understanding the history of the social construction of these categories suggest about the relationship between knowledge and practice? This course examines the social construction of race, gender and nature in and through four general areas: 1) colonialism and industrialization; 2) scientific racism; 3) environmental/ecology studies; and 4) critical science studies. Among the topics we will explore are constructions of "wilderness," colonial environmental history, ecofeminism, the history of eugenics, Social Darwinism, sociobiology and environmental/ecological history, theory and analysis (including a discussion of the urban environment and "environmental justice").

Requirements: Students will be evaluated on 4 criteria: 1) class presentation and leading discussion (20%); 2) Short critical response paper (15%); a medium length research paper (30%); 4) Participation in seminar activities and discussion (35%).

Enrollment limit: 19. (expected: 19.)

Peoples and Cultures.

Hour: 1:10-3:50 W

SZE

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.

American Studies

Anthropology 207 North-American Indians
 ArtH/Environmental Studies 201 American Landscape History
 ArtH/Environmental Studies 252 Campuses (Deleted 2002-2003)
 ArtH/American Studies 264 American Art and Architecture, 1600 to Present
 ArtH 302/Environmental Studies 320 Plans, Planners, Planning
 ArtH/Environmental Studies 305 North-American Suburbs (Deleted 2002-2003)
 ArtH 306/Environmental Studies 326 North-American Dwellings (Deleted 2002-2003)
 ArtH 307/Environmental Studies 327 The North-American Park Idea
 ArtH 403 The American House (Deleted 2002-2003)
 Comparative Literature/Spanish 205 The Latin-American Novel in Translation
 Comparative Literature/French 215 The Fashioning of Fashion: Theory and Practice
 English 110 The Age of the Short Story
 English 129 Twentieth-Century Black Poets
 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 (Deleted 2002-2003)
 English/Women's and Gender Studies 219 Literature by Women
 English/American Studies 220 Introduction to African-American Writing
 English 227 Contesting American Poetics
 English/AMS 231T Literature of the Sea
 English 335 Transcendentalism
 English/American Studies 338 Literature of the American Renaissance
 English/Women's and Gender Studies 341 American Genders, American Sexualities
 English 343T Whitman and Dickenson in Context
 English 347 Henry James
 English 348 Faulkner, Morrison, and the Representation of Race
 English 350 Herman Melville and Mark Twain
 English 354 Contemporary American Poetry
 English 357 Contemporary American Fiction
 English 371 Feminist Theory and the Representation of Women in Film
 English/American Studies 372 African-American Literary Criticism and Theory
 English 376/ArtS 384 Documentary Technologies (Deleted 2002-2003)
 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 (Deleted 2002-2003)
 History 301B Autobiography as History: An American Character?
 History 353 Politics and Culture in Colonial British America (Deleted 2002-2003)
 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 (Deleted 2002-2003)
 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 (Deleted 2002-2003)
 History/Women's and Gender Studies 386 Latinas in the Global Economy: Work, Migration, and Households*
 History 453 Salem Witchcraft (Deleted 2002-2003)
 History 466 /American Studies 364 Imagining Urban America, Three Case Studies: Boston, Chicago, and L.A.
 History of Science 240 Technology and Science in American Culture
 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 (Deleted 2002-2003)
 Sociology 215 Crime in the Streets
 Sociology 311 Modern and Postmodern Culture
 Sociology 368 Technology and Modern Society

Sociology 387 Propaganda
 Spanish 306T/Comparative Literature 303T Latino Writing: Literature by U.S. Hispanics
 Theatre 210 Multicultural Performance
 Theatre/American Studies 211 Topics in African-American Performance: Theatre, Film, and Dance of the Harlem Renaissance

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
 Economics 220 American Economic History
 Economics 355 Feminist Economics
 English/American Studies 218 Introduction to U.S. Latina and Latino Literature (Deleted 2002-2003)
 English/American Studies 220 Introduction to African-American Writing
 English/Women's and Gender Studies 341 American Genders, American Sexualities
 English/American Studies/Women's and Gender Studies 346 Women of Color in the U.S.: Public and Private Culture (Deleted 2002-2003)
 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 270 American Politics From Populism to the 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 (Deleted 2002-2003)
 History 354 Gender and Community in Early America (Deleted 2002-2003)
 History 357 The Rise of American Conservatism
 History 358 The "Good War": World War II and American Culture and Society
 History 359 From Cold War to New World Order (Deleted 2002-2003)
 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/Environmental Studies 371 American Environmental Politics
 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 (Deleted 2002-2003)
 History/Women's and Gender Studies 386 Latinas in the Global Economy: Work, Migration, Household
 History 453 Salem Witchcraft (Deleted 2002-2003)
 History 454 The American Revolution (Deleted 2002-2003)
 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

American Studies

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 242 Planning a Tragedy: America and the Vietnam War
 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/American Studies 332 Fugitive Identities: Slavery and the Boundaries of American Politics (Deleted 2002-2003)
 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
 Religion 277 Apocalypses: Varieties of Millennial Discourse (Deleted 2002-2003)
 Sociology 206 Religion and the Social Order
 Sociology 215 Crime in the Streets
 Sociology 218 Law and Modern Society
 Sociology 265 Drugs and Society
 Sociology 387 Propaganda

SPACE AND PLACE

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

Anthropology 103 Pyramids, Bones, and Sherds: What is Archaeology?
 Anthropology 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 (Deleted 2002-2003)
 ArtH/Environmental Studies 305 North-American Suburbs (Deleted 2002-2003)
 ArtH 306/Environmental Studies 326 North-American Dwellings (Deleted 2002-2003)
 ArtH 307/Environmental Studies 327 The North-American Park Idea
 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 361 Metropolis: The History of New York City (Deleted 2002-2003)
 History 364 History of the Old South
 History 365 History of the New South
 History/Environmental Studies 371 American Environmental Politics
 History 380 Comparative American Immigration History
 History/Environmental Studies 393 Urban Theory (Deleted 2002-2003)
 History 466/American Studies 364 Imagining Urban America, Three Case Studies: Boston, Chicago, and L.A.
 History 478 The Ghetto From Venice to Harlem (Deleted 2002-2003)
 INTR 242/ArtH 268/ArtS 212/Religion 289 Network Culture
 INTR 252 Service, Community, and Self (Deleted 2002-2003)
 Political Science 317/Environmental Studies 307 Environmental Law
 Political Science 335 Public Sphere/Public Space
 Political Science 349T Cuba and the United States
 Sociology 215 Crime in the Streets
 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
 English 129 Twentieth-Century Black Poets
 English/American Studies 218 Introduction to U.S. Latina and Latino Writing (Deleted 2002-2003)
 English/American Studies 220 Introduction to African-American Writing

American Studies

English/Women's and Gender Studies 341 American Genders, American Sexualities
 English 348 Faulkner, Morrison, and the Representation of Race
 English/American Studies 372 African-American Literary Criticism and Theory
 History 148 The Mexican Revolution: 1910 to NAFTA
 History 164 Slavery in the American South
 History 243 Modern Latin America, 1822 to the Present
 History 249 The Caribbean from Slavery to Independence: A Comparison of Empires
 History 281 African-American History Through Emancipation
 History 282 African-American History From Reconstruction to the Present
 History 286 Latino(a) History from 1896 to the Present
 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 (Deleted 2002-2003)
 History 384 Comparative Asian-American History, 1850-1965
 History 385 Contemporary Issues in Recent Asian-American History, 1965-Present
 History/Women's and Gender Studies 386 Latinas in the Global Economy: Work, Migration, Household
 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
 History 456 Civil War and Reconstruction
 History 470 The Chinese-American Experience
 History 472 Slavery, Capitalism, and Revolution: The Impact of the New World on Europe, 1700-1900
 History 478 The Ghetto From Venice to Harlem (Deleted 2002-2003)
 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 249 Latin-American Politics
 Political Science 318 The Voting Rights Act and the Voting Rights Movement
 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 (Deleted 2002-2003)
 Sociology 103 Behind the Rhetoric of Race: Race, Ethnicity, and Public Policy (Deleted 2002-2003)
 Theatre 210 Multicultural Performance
 Theatre/American Studies 211 Topics in African-American Performance: Theatre, Film, and Dance of the Harlem Renaissance

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 (Deleted 2002-2003)
 History 364 History of the Old South
 History 368/American Studies 246 Cultural Encounters in the American West
 History 380 Comparative American Immigration History
 History 454 The American Revolution (Deleted 2002-2003)
 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

ANTHROPOLOGY AND SOCIOLOGY (Div. II)

Chair, Associate Professor JAMES L. NOLAN, Jr.

Professors: M. F. BROWN, D. EDWARDS, JACKALL, JUST. Associate Professor: NOLAN. Assistant Professors: FOIAS, VARESE. Visiting Part-time Lecturer: MISRA.

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 other countries. Because some foreign study programs do not offer courses that can be counted toward the Anthropology or Sociology degrees, however, sophomores planning to study abroad in junior year must consult with the departmental advisor before declaring a major.

THE DEGREE WITH HONORS IN ANTHROPOLOGY OR SOCIOLOGY

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

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

Format: seminar. Requirements: two short essays and one research paper based on local fieldwork.

Prerequisites: Anthropology 101 *or* Sociology 101 and ANSO 205 *or* permission of the instructor. *Enrollment limit:* 25 (*expected:* 22).

Hour: 9:55-11:10 TR

M. F. BROWN

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

Anthropology and Sociology

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: 8:30-9:45 TR

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: 1:10-2:25 TF

First Semester: M. F. BROWN

9:55-11:10 TR

Second Semester: JUST

ANTH 102 Human Evolution: Down From the Trees, Out to the Stars (Same as Environmental Studies 106) (Not offered 2002-2003)

(See full description online:

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

FOIAS

ANTH 103 Pyramids, Bones, and Sherds: What is Archaeology? (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/anth/anth103.html>)

FOIAS

ANTH 107 Introduction to Linguistics (Same as Linguistics 101) (Not offered 2002-2003)

(See under Linguistics for full description.)

ANTH 207 North-American Indians (Not offered 2002-2003)*

(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 2002-2003)*

(See full description online:

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

M. F. BROWN

ANTH 213(F) Center and Periphery: State, Society, and the Individual in Southeast Asia*

From the Opium Warlords of the Golden Triangle to headhunters in Borneo, from the royal courts of Javanese Sultans to pedicab drivers, Southeast Asia presents a broad spectrum of peoples, cultures, and politics. This course provides an introduction to the worlds of Southeast Asia by looking at the relationships between people, society and the state. Thematically the course is organized around the ever-shifting relationships between central authority—both colonial and indigenous—and tribal and peasant communities in the hinterlands. Among other topics, we will examine the "theatre state" in nineteenth-century Bali, the conversion of the Tagalog to Christianity, history as seen through the eyes of Ilongot headhunters, and the nightmare of Cambodia under the Khmer Rouge.

Format: seminar. Requirements: take-home midterm and a research paper.

No prerequisites. *Enrollment limit: 20 (expected: 15).*

Hour: 11:20-12:35 TR

JUST

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

Over the centuries, philosophers and historians have asked how societies evolved from simple hunter-gatherer bands to complex urban 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, civilization and the state, and 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 2002-2003)*

(See full description online:

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

FOIAS

ANTH 216 Native Peoples of Latin America (Not offered 2002-2003)*

(See full description online:

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

M. F. BROWN

ANTH 217 Mesoamerican Civilizations (Not offered 2002-2003)*

(See full description online:

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

FOIAS

ANTH 218T(S) Empires in Prehistory and History (W)*

Cycles of rise and collapse of civilizations are common in our human past. Among the most fascinating cases are those of empires, conquest civilizations, or states that encompass a number of different ethnicities, polities and peoples. However, their rise and often rapid collapse begs an important question: how stable have empires been in human prehistory? Are they intrinsically unstable political forms? The course will address these questions by examining the major empires of the Old and New World in pre-modern history: Akkadian; Babylonian; Persian; Assyrian; Greek; Roman; Chinese; Ottoman; Aztec and Inca empires. Using readings by political scientists, historians, epigraphers, archaeologists and political anthropologists, we will consider the causes of the expansion and collapse of these empires. We will also examine their sociopolitical and economic structures as mechanisms to provide a cross-cultural comparison of the differential success and final decline of all these empires. Format: tutorial. Requirements: Students will write approximately six papers of 5-6 pages each.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference to first-year students, sophomores, and majors. This course is writing intensive.*

Hour: TBA

FOIAS

ANTH 219 The Art and Archaeology of Maya Civilization: A Marriage Made in Xibalba (Same as Arth 209) (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/anth/anth219.html>)

FOIAS

ANTH 224 Morality and Modernity in the Muslim Middle East (Not offered 2002-2003)*

(See full description online:

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

D. EDWARDS

ANTH 225(S) Visible Culture*

Seeing comes before words, but words quickly exert their dominance, reducing the visible to a subset of the written. This is as true in anthropology as in most other academic disciplines, in which the visual is made significant insofar as it is transmitted in print. This course examines the potential of images (particularly when presented in the form of photographs, video and film) for revealing aspects of culture normally obscured by the written word and for transmitting different, sometimes undervalued insights and knowledge of the social world. In the course of the semester, we will examine some of the ways in which filmmakers have approached the task of documenting and understanding our own society and those of other peoples. In addition, we will compare print and film representations of the same society to gauge what is lost and gained through the use of different media, and we will evaluate the success of various experiments using visual tools to represent cultural phenomena. In the course of the semester, we will also consider differences between mainstream, independent, academic, and indige-

Anthropology and Sociology

nous documentary filmmakers.

Format: seminar. Requirements: class participation, midterm, final, and independent project.

Prerequisite: Anthropology or Sociology 101 or other department course. *Enrollment limit: 20 (expected: 20).*

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

D. EDWARDS

ANTH 230 (formerly ANSO 230) Sociolinguistics (Same as Linguistics 202 and Sociology 230) (Not offered 2002-2003)

(See under Linguistics for full description.)

ANTH 231 The Written Word: Writing Systems and Literacy (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/anth/anth231.html>)

JUST

ANTH 232(S) Gendered Spaces and Sexual Cultures (Same as Women's and Gender Studies 232)*

How has sexuality come to be imagined and theorized historically and how has it emerged as an object of inquiry in the social sciences? What are the cultural processes through which the conceptual, experiential and embodied categories of male/female, man/woman, masculine/feminine are produced? How is the relationship between nature and nurture talked about? This course addresses these questions by examining gender and sexuality as a set of social relations whose boundaries are fluid, and that occupy a range of possibilities. We will look at ideas of sex, classifications of sexuality, and ritualized practices that form a multitude of sexual cultures—from “boy insemination” in Melanesia to the “third gender hijras” in India, to the “Pride” marches in San Francisco and New York City. Through a variety of cross cultural texts, we will explore the ways in which particular sites, for instance, the domestic sphere, the work place, political movements, the clinic, the anthropological field site, become gendered spaces. In so doing, we will also reflect on anthropology and ethnographic writing as gendered pursuits.

Format: seminar. Evaluation will be based on oral presentations, brief weekly response papers, and a 10-page final paper.

No prerequisites. *Enrollment limit: 20 (expected: 20). Preference given to anthropology and sociology majors.*

Hour: 8:30-9:45 MWF

MISRA

ANTH 273 Sacred Geographies (Same as INTR 273 and Religion 273) (Not offered 2002-2003)*

(See full description online:

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

DARROW, JUST

ANTH 312 The Evolution of Culture (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/anth/anth312.html>)

FOIAS

ANTH 320(S) (formerly ANSO 320) Health and Illness in Cross-Cultural Perspective*

Medical practices reflect the cultural values and beliefs of the societies in which they arise. This course will compare the ideology and social dynamics of health care in a variety of non-Western and Western societies. Topics will include: changing health patterns through human history; cultural definitions of well-being and illness; the social impact of illness; ritual healing and its interpretation; cross-cultural differences in childbirth practices; and health care in pluralistic societies.

Format: seminar.

Requirements: two written exercises and a take-home final exam.

Prerequisite: Anthropology 101 or ANSO 205 recommended, but not required.

Enrollment limit: 25.

Hour: 2:35-3:50 MR

M. F. BROWN

ANTH 328T (formerly ANSO 328) Emotions and the Self (Not offered 2002-2003) (W)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/anth/anth328.html>)

JUST

ANTH 331(F) Witchcraft, Sorcery, and Magic*

Beliefs in magic, malign and otherwise, have been nearly universal in human experience. This course examines these beliefs in an attempt to understand their cognitive basis, symbolic effectiveness, and social consequences. In particular we will approach the question of “magical thinking”: is magical thought “mistaken science” or a universal non-rational way of seeing the world? What does the fact of presumably rational people holding apparently irrational beliefs say about the whole idea of rationality? Are witches self-aware agents who believe in the malign magic they practice, or are they innocent,

marginalized victims of hegemonic powers? To answer these and other questions we will draw on case studies from a broad range of ethnographic and historic sources, including Aguaruna love magic, Azande oracles, Voodoo in Brooklyn, and witches in Renaissance Italy and twentieth-century England.

Hour: 8:30-9:45 TR

JUST

ANTH 333(F) AIDS in Cultural Perspective*

AIDS constitutes a complex social phenomenon—a pandemic, an illness, a set of symbols, a network of relations, a way of life. It is undoubtedly the source of intense individual and social suffering. It is, at the same time, a cultural object whose meanings shift with the particular contexts in which it circulates. This course will explore the historical, cultural and political-economic dimensions of AIDS in a variety of settings and manifestations: as a biomedical, epidemiological, statistical and juridical category, as a chronic illness that generates personal narratives, as a reflection of global and local inequities of power and material resources, as the generator of social and political mobilization at the local and transnational level, and as a metaphor for the conditions of modern life. We will examine ethnographic material from North America, Latin America and the Caribbean, Africa and Asia that will show how AIDS and responses to it exist within “local moral worlds.” We will also look at reports from the WHO and UNAIDS, journalistic and popular writing and films to analyze some of the language and imagery that comes to surround AIDS.

Format: lecture. Evaluation will be based on class participation, oral presentations, final take home examination, and a 15-page research paper.

No prerequisites. *Enrollment limit: 30 (expected: 30). Preference to anthropology and sociology majors.*

Hour: 9:55-11:10 TR

MISRA

ANTH 342 Dispute and Conflict, Settlement and Resolution: The Anthropology of Law (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/anth/anth342.html>)

JUST

ANTH 346(F) The Afghan Jihad and its Legacy*

The U.S. military campaign in Afghanistan climaxes a quarter-century of conflict in that country. Though the greatest suffering has been borne by the Afghan people themselves, the rest of the world has also been profoundly affected by the events that have taken place in Afghanistan. This course examines the history of Afghanistan's recent travails and the legacy of the conflict. Among the issues we will consider are the conflict of Marxism and militant Islam in Afghanistan and the guerrilla struggle that arose in response to the Soviet invasion in 1980; the rise of the Taliban and their treatment of women; the role of non-Afghan “volunteers” in the war and the evolution of al-Qaeda; the process of nation-building and reconstruction; and the involvement of the United States in Afghanistan and the implications of the Afghan campaign for U.S. foreign, military, and domestic policy. In addition to reading about and discussing various aspects of the war, its causes and its aftermath, students will also have an opportunity to work with the Williams Afghan Media Project archive of video and photographs.

Class format: seminar. Requirements: class participation, midterm, final and research paper.

No prerequisites. *Enrollment limit: 20 (expected: 20).*

Hour: 1:10-3:50 W

D. EDWARDS

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

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

Format: tutorial. Requirements: students will write a 5-page paper every other week and will be given the opportunity to rewrite one or more of these papers.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference to majors and students who have taken another anthropology or sociology course. This course is writing intensive.*

Hour: TBA

D. EDWARDS

Anthropology and Sociology

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

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

ANTH 493(F)-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

11:00-12:15 MWF

Second Semester: VARESE

SOC 201 (formerly ANSO 201) Violence (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/soc/soc201.html>)

JACKALL

SOC 202(S) Terrorism and National Security

An analysis of modern terrorism and its threat to national security. First, the course begins with an historical and comparative examination of organized terrorism in different countries, both state-initiated terrorism and that directed against states. Second, it analyzes the roots, social organization, and goals of terrorism directed against the United States at home and abroad, with a particular focus on terrorism emanating from radical Islamists in the last quarter-century. Special attention to: the resurgence of militant Islam and the reasons for Islamists' antagonism toward the West; the recruitment, training, and indoctrination of terrorists; the ideologies and self-images of terrorists; case studies of specific terrorist attacks and their social psychological effects on American citizens. Third, the course examines military actions taken to extirpate terrorism and the efficacy of such actions. Fourth, the course analyzes the exigencies and dilemmas of ensuring public safety in a democratic society. Special attention to: the structure and ethos of intelligence work; the investigation of terrorist networks and their financing; the technology and organization of ascertaining identities; and the control of illegal immigration. Fifth, the course examines the threat of terrorists' use of biological, chemical, and nuclear weapons of mass destruction and the defenses against such threats. Finally, it appraises the structure and content of mass media coverage of terrorism, as well as official and nonofficial propaganda on all sides of these issues. Experts in different fields will give guest lectures throughout the course.

Format: lecture/discussion. Requirements: term paper, final examination. No prerequisites. *Enrollment limit: 60 (expected: 60). Open to all classes, to staff, and to the community.*

Hour: 11:20-12:35 TR

JACKALL

SOC 206 Religion and the Social Order (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/soc/soc206.html>)

NOLAN

SOC 214(F,S) Mafias*

The course analyzes five criminal organizations that have emerged in different times and contexts: the Sicilian Cosa Nostra, the American Mafia, the Russian Mafia, the Hong Kong Triads and the Japanese Yakuza. We explore the extent to which these cases, notwithstanding their differences, share crucial characteristics and features. The course begins by defining State, Mafia group, Mafia and organized crime, and distinguishes the Mafia from superficially related phenomena, such as corruption and patronage. The course examines parallels between state behavior in early modern Europe and Mafia behavior as well as the nature of the protection market and what Mafias do in both legal and illegal markets. The second part of the course focuses on how Mafias perform their roles. We shall study the resources, the organization, and instances of co-operation and competition between Mafias. The third part of the course analyzes the relationships between Mafias and other organizations, such as states, political parties, and politicians. We shall ask whether 'Mafia protection' is supplied by organizations other than Mafias, such as insurgent and nationalist movements. Finally, the course explores the fac-

tors that facilitate the emergence, the expansion and the decline of Mafias. Special attention will be paid to the origins of Mafias. The course is multidisciplinary and draws on concepts from political theory, industrial economics, and political economy, as well as on the history and sociology of different countries, such as Hong Kong, Italy, Japan, Russia, and the United States.

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

No prerequisites. *Enrollment limit: 25 (expected: 25). Preference to first-year students, sophomores, and majors.*

Hour: 2:35-3:50 MR
1:10-2:25 TF

First Semester: VARESE
Second Semester: VARESE

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 and Sociology majors.*

Hour: 11:20-12:35 TR

JACKALL

SOC 218(F) Law and Modern Society

This class is designed to introduce students to the field of law and society. The course begins with an overview of the various theoretical perspectives on the subject: both classical (i.e. functionalism, conflict theory, and Weberian interpretations of legal rationality) and contemporary (i.e. structuralism, critical legal studies, and cultural perspectives on the law). Among the themes reviewed in this section are sociological understandings of deviance, legitimation, and the law's relationship to religion and the economy. Employing the interpretive frameworks supplied by the theoretical models, the next part of the course reviews empirical research in criminal and civil law, including investigations into the behavior of police, the criminal courts, jails and prisons, personal injury tort law, civil disputing, plea bargaining, and other dimensions of civil litigation. The course concludes with an examination both of the influence of social change on the nature and direction of law and, conversely, of the effects of legal change on culture. Considered in this part of the course are the changing cultural and legal understandings of freedom, sexual behavior, family, and education.

Format: lecture/discussion.

Requirements: a short paper and midterm and final exams.

Hour: 11:00-12:15 MWF

NOLAN

SOC 230 (formerly ANSO 230) Sociolinguistics (Same as Anthropology 230 and Linguistics 202) (Not offered 2002-2003)

(See under Linguistics for full description.)

SOC 231 The Underground Social Economy (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/soc/soc231.html>)

VARESE

SOC 250T(S) The Collapse of 'Common Sense' (W)

Increasingly in our society, one person's common sense is another person's nonsense. This tutorial analyzes the social and cultural centrifugality of our times, the resultant collapse of both common meaning systems and common standards of practical reason in the world of affairs, and what seems to be the growing inefficacy of our institutions in addressing fundamental social problems. Topics include: the intellectual and institutional groundwork of the widespread social fragmentation and individual bewilderment of our society; the emergence and consequences of the politics of identity, the culture of advocacy, and the proliferation of salvational ideologies; the accelerating problem of the "perverse" consequences of well-intended social action, both in the university and in the world of affairs; and the crisis and dilemmas of leadership in our society.

Format: tutorial.

Prerequisites: Sociology 101. Enrollment limit: 10 (expected: 10). Preference given to majors in anthropology and sociology. This course is writing intensive.

Hour: TBA

JACKALL

SOC 265 Drugs and Society (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/soc/soc265.html>)

NOLAN

Anthropology and Sociology

SOC 280 (formerly ANSO 352) Leadership and Legitimacy (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/soc/soc280.html>)

JACKALL

SOC 309(F) Altruism and the Rescue of Persecuted Minorities*

Genocide is a feature of modern life, from Yugoslavia to Rwanda. Equally important is the individual and/or collective rescue of persecuted people. This seminar explores why and under what conditions some people risk danger to themselves in order to rescue others. The first part of the seminar examines various explanations of altruistic behavior, ranging from notions of altruism as sophisticated self-interest; as kin selection; as reciprocity; as empathy or sympathy; as rooted in specific "altruistic" personalities; or as stemming from moral motivations, often based in religion. We also explore the connection between altruistic behavior, economic incentives, and situational factors, which either facilitate or hamper pro-social motivations. The second part of the seminar focuses on altruistic behavior in risky situations, with a special focus on the rescue of Jews during the Holocaust, the rescue of Armenians during the 1915 Turkish persecution, and the rescue of black slaves through the underground railroad in the United States. Topics include the importance of being asked for help; the nature of collective action; the social organization of rescue efforts through networks of like-minded empathizers; the avoidance of moral responsibility through diffusion; and group size and empathy avoidance. Special attention to the study of foreign humanitarian interventions undertaken by international organizations and states in the post-Second World War period, with specific focus on the dilemmas faced by groups such as Oxfam in Kosovo, Rwanda, and Somalia.

Format: seminar. Requirements: extensive reading, several class presentations, major term paper.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference to majors, and to students with previous anthropology or sociology courses.*

Hour: 2:35-3:50 TF

VARESE

SOC 311 (formerly ANSO 311) Modern and Postmodern Culture (Not offered 2002-2003)

(See full description online:

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

NOLAN

SOC 368 Technology and Modern Society (Not offered 2002-2003)

(See full description online:

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

NOLAN

SOC 387(F) (formerly ANSO 387) Propaganda

A sociological analysis of the phenomenon of mass persuasion in modern society. The course will examine the institutional and technical apparatus of modern propaganda and the role of intellectuals and technicians in shaping and disseminating propaganda. The symbolic content of specific kinds of propaganda-political, commercial, social, and organizational-will be considered with attention to propaganda that seeks to overthrow social structures as well as maintain them. The course will proceed through a series of intensive case studies with a particular focus on propagandists themselves, considered as experts with symbols, and on the institutional milieu in which they work. Among other examples, we will examine the U.S. Committee on Public Information during the First World War; the Nazi Ministry of Propaganda; the propaganda machinery in contemporary states of both the left and right, with special attention to the Middle East; conservative and liberal "public interest" groups; propaganda in contemporary social movements and national political campaigns; the workings of corporate personnel offices; and advertising and public relations agencies in the United States. Throughout the course, we will analyze how the language, ideologies, and visual symbols of particular varieties of propaganda seem to affect mass audiences.

Format: seminar. Requirements: full participation in seminar, class presentations, and a major paper.

No prerequisites, but preference to majors in anthropology and sociology. *Enrollment limit: 19 (expected: 19).*

Hour: 1:10-3:50 W

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, HEDREEN, E. J. JOHNSON, OCKMAN, TAKENAGA**. Visiting Clark Professors: CORN§§, HOLOD§. Associate Professors: GLIER, JANG***, LALEIAN, LEVIN, M. LEWIS, MCGOWAN, PODMORE*. Assistant Professors: ALL, CHAVOYA, L. JOHNSON, LOW*, SOLUM. Croghan Bicentennial Visiting Professors in Art History: KINNEY§, MAGUIRE§§. Lecturers: CONFORTI§, SATTERTHWAITE, L. SHEARER§§. Senior Lecturer: E. GRUDIN. Part-time Lecturers: B. BENEDICT§§, H. EDWARDS, D. JOHNSON§, MCCALLUM§. Part-time Lecturer in Arts and Humanities: DIGGS. Visiting Part-time Lecturers: GANZ§, HOLLY§, SIMPSON§, SOUTH. Visiting Part-time Lecturer in the graduate Program in Art History: MATHEWS.

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 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 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.

Art

ArtH 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 (ArtH 301) develops awareness of the theoretical implications, as well as the possibilities and limitations of different art-historical methods. The requirement of a seminar or graduate course in the senior year enables students to apply that knowledge of methodology to their most specialized work in the Art History route.

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

History and Practice Route: This route allows students to study in depth both the history of art and the making of it. It offers considerable flexibility: students may propose courses of study that emphasize particular media, themes or methodological issues. To mention just three examples, students may design sequences of courses that focus on architecture, gender or narration in both the history of art and contemporary practice. 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: Michael Glier, Ann McCallum, and Ben Benedict in studio; E. J. Johnson and Michael Lewis in history.

COURSE NUMBERS

First Digit

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

Middle Digit

Art History (ArtH)

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 = printmaking; 7 = sculpture; 8 = video; 9 = independents, honors.

THE DEGREE WITH HONORS IN ART

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

Art 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.

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

Art Studio: (starting with the Class of 2003)

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

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

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

History and Practice:

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

ART HISTORY COURSES

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

An historical survey of Western architecture, sculpture, and painting, concentrating on a limited number of major works from key periods. Training in visual analysis is emphasized, so that the student can learn to understand the ideas conveyed in works of art. Architecture and sculpture studied in the first semester, painting in the second semester.

Format: 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.

Arth 101-102 cannot be taken on a pass/fail basis; however, the course may be audited. Students who have audited Arth 101-102 (lectures 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: 9:00-9:50 MWF, 11:00-11:50 MWF

First Semester: E. J. JOHNSON

9:00-9:50 MWF, 11:00-11:50 MWF

Second Semester: E. GRUDIN

Conferences: See Classroom Directory

ARTH 172 Introduction to Asian Art: From the Land of the Buddha to the World of the Geisha (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth172.html>)

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.

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

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 an obligatory all-day field trip.

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

This course is conceived as an introduction to ArH/Environmental Studies 252, 305, 306, and 307.
Hour: 10:00-10:50 MWF Conferences: 1:10-3:50 T,W SATTERTHWAIT

ARTH 203(F) Chicana/o Film and Video*

Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicana/os in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood "border" and gang films before approaching Chicana/o-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalist resistance and feminist critiques, queer theory and the performative aspects of identity.

Evaluation: one short paper, mid-term exam, final exam and take home essays.

No prerequisites. *Enrollment limit: 30 (expected 20).*

Hour: TBA

CHAVOYA

ARTH 206(S) Gender and Race in Recent Art Practice (Same as Women's and Gender Studies 206)

(See under Women's and Gender Studies for full description.)

ARTH 209 The Art and Archaeology of Maya Civilization: A Marriage Made in Xibalba (Same as Anthropology 219) (Not offered 2002-2003)*

(See under Anthropology for full description.)

ARTH 213(F) Greek Art and Myth (Same as Classics 213)

At no other time in the history of art is myth represented with as much immediacy and sophistication as in Greek art. In this course, we will become familiar with the representation of the figures and the stories of the gods, goddesses, heroes, and heroines in painting and sculpture of the seventh through first centuries B.C. Of special interest will be: the various techniques developed by Greek artists for representing narratives visually; the historical, social, and conceptual issues that underlie mythology, such as war, marriage, sacrifice, and the nature of men, women, and the gods; and the various modern approaches to the interpretation of Greek myths, including the myth-and-ritual school, psychoanalysis, and structuralism. Reading will include selections from ancient authors in translation, such as Homer, Hesiod, Pindar, Aeschylus, Sophocles, and Euripides, as well as from modern scholarship on Greek art, myth, and narrative.

Format: lectures, illustrated with slides. Requirements: six 15-minute quizzes, one short paper, and a final exam.

No prerequisites. *Enrollment limit: 50. Not open to students who have taken Classics 104 without permission of the instructor.*

Hour: 1:10-2:25 MR

MCGOWAN

ARTH 216 Body of Evidence: Greek Sculpture and the Human Figure (Same as Classics 216) (Not offered 2002-2003)

(See full description online:

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

MCGOWAN

ARTH 220(S) The Mosque*

The mosque (masjid) is the site of communal prayer rituals and other activities of Islam. By definition, it must simply be a clean space oriented towards Mecca. In actuality, mosques have taken diverse architectural forms ranging from simple hypostyle halls of mud-brick to elaborate complexes of reinforced concrete and plate glass. This course will address the stylistic and regional differences from the seventh to twentieth century, including the columned halls of the central Arab lands, the centralized domed structures such as monumental calligraphy, glazed tilework and stucco. The course will culminate in a consideration of modern mosque architecture in which tradition and modernism combine to generate new forms of sacred space.

Format: lecture/discussion. Requirements: paper; midterm and final exams. *Enrollment limit: 40.*

Hour: 1:10-2:25 MR

H. EDWARDS

Art

ARTH 222(F) Rome as City and Idea

Rome and its empire were synonymous from the beginning, unlike other imperial capitals like Paris, London, or Baghdad. Thus Rome is an idea—one of the central ideals of western culture—as much as it is a venerable, actual place. This course will trace the history of the city and its ideological projection from the physical decline of late antiquity, through the Christian transformation of the middle ages, to the archaeological project of recovering pre-Christian Rome that was initiated in the fourteenth and fifteenth centuries. We will study the Christian reuse of old Roman buildings and art forms as well as new churches and their mosaic and sculptural decoration.

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

Enrollment limit: 40 (expected: 18).

Hour: 1:10-2:25 TF

KINNEY

ARTH 223 Early Medieval Art and Architecture (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth223.html>)

LOW

ARTH 224 Romanesque and Gothic Art and Architecture: The Medieval Church in Context (Not offered 2002-2003)

(See full description online:

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

LOW

ARTH 225(S) The Art of Constantinople and Its Empire

This course will look at the art and architecture of Constantinople (Byzantium) and its empire from the fourth to the fifteenth centuries. Considering major works of architecture, gold and glass mosaics, frescoes, book illuminations, panel paintings (icons), enamels, jewelry and silks, it will explore the means by which the Byzantines constructed their spiritual and worldly identities through art. Issues to be explored will include the visual expression of imperial power, the phenomenon of iconoclasm, the Byzantine concept of portraiture, religion and magic in Byzantine art, and the techniques employed by Byzantine artists.

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

No prerequisites. *Enrollment limit: 40 (expected: 15).*

Hour: 2:35-3:50 MR

MAGUIRE

ARTH 231(S) 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 define the Renaissance as a period of astounding creativity and achievement in the visual arts: the rebirth of classical culture, renewed attention to naturalism, and developing individuality and intellectual status of the artist. We will then take up a series of thematic lenses (including religion, domestic life, gender identity, civic ritual, political power, and artistic style) in order to pose questions about the character and purpose of art in different social contexts. 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: ArH 101-102. *Open to majors as well as non-majors. Enrollment limit: 40.*

Hour: 11:00-12:15 MW

SOLUM

ARTH 232(F) 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: ArH 101-102. *Open to majors as well as non-majors. Enrollment limit: 40.*

Hour: 11:00-12:15 MWF

SOLUM

ARTH 235 Architecture 1400-1700 (Not offered 2002-2003)

(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 2002-2003)

(See full description online:

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

FILIPCZAK

ARTH 246 Baroque Art: Images of Men and Women (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth246.html>)

FILIPCZAK

ARTH 253(F) Art in the Age of the Revolution, 1760-1860

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

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

Prerequisites: ARTH 101-102 or permission of instructor. *Expected enrollment: 40.*

Hour: 11:20-12:35 TR

OCKMAN

ARTH 254(S) Manet to Matisse

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

Format: lecture/discussion.

Prerequisite: ArH 101-102. *Enrollment limit: 40 (expected:40).*

Hour: 9:55-11:10 TR

OCKMAN

ARTH 257(F) Architecture 1700-1900

In the eighteenth and nineteenth centuries a new conception of architecture arose, based on archaeological discoveries, the development of new building materials, and convulsive social changes. This course looks at the major architectural movements of this period, and the theoretical ideas that shaped them. Topics include Neoclassicism, new building types, Victorian Architecture, the development of the architectural profession, and Art Nouveau. Major architects to be discussed include Piranesi, John Soane, Schinkel, Pugin, and H.H. Richardson. When possible, primary sources will be used. Students will be given experience in reading plans and writing about buildings.

Requirements: one short paper and design project, midterm, final, and a field trip.

Prerequisites: ArH 101-102 or permission of instructor.

This course does not satisfy the pre-1800 requirement.

Hour: 9:55-11:10 TR

M. LEWIS

ARTH 261(S) Transatlantic Modernism: Paris and New York in the Early-Twentieth Century

Modernism in the American visual arts at home and abroad, emphasizing transatlantic expatriation, cultural politics, and creative alliances. Painters and sculptors and some of the literary figures who interacted with artists are the focus. Topics and artists: the Armory Show, Cubism, Marcel Duchamp, Futurism, Fernand Leger, Charles Demuth, Georgia O'Keeffe, Gerald Murphy, Francis Picabia, Gertrude Stein, Alfred Stieglitz, John Storrs, Florine Stettheimer, and William Carlos Williams.

Format: lecture/discussion. Evaluation based on midterm, final, paper and participation in class.

Prerequisite: ArH 101-102. *Enrollment limit: 25 (expected: 18).*

Hour: 2:35-3:50 MR

CORN

ARTH 262(S) Modern Architecture

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

Format: lecture. Requirements: biweekly quizzes, a final exam, and an architectural design project for which no previous training is expected.

Prerequisites: ArH 101-102. *Enrollment limit: 60.*

Hour: 11:20-12:35 TR

E. J. JOHNSON

Art

ARTH 263 European Painting and Sculpture, 1900-1945 (*Not offered 2002-2003*)

(See full description online:

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

HAXTHAUSEN

ARTH 264(S) American Art and Architecture, 1600 to Present (Same as American Studies 264)

American art is often looked at as a provincial version of the real thing—i.e., European art—and found wanting. This course examines American architecture, painting, and sculpture on its own terms, in the light of the social, ideological and economic forces that shaped it. Special attention will be paid to such themes as the Puritan legacy and attitudes toward art; the making of art in a commercial society; and the tension between the ideal and the real in American works of art.

Requirements: three 5-page papers, midterm, final, and a field trip.

Prerequisites: ArH 101-102 *or* permission of instructor.

Hour: 11:20-12:35 TR

M. LEWIS

ARTH 266(F) History of Russian Art (Same as Russian 208)

This course offers a survey of Russian art from the first to the third millennium, from religious icons to commercial ones. We will look at early broadsides, society portraits, landscapes, and genre paintings, as well as a wide range of Russian handicrafts. Special emphasis will be placed on the halcyon period from 1910 to 1930, when Russian Cubo-Futurists, Suprematists, and Constructivists profoundly influenced the development of art throughout the Western world. After examining the Socialist Realism of the Stalin era, we will progress through Moscow conceptualism to the current appropriation of Western style into a post-Soviet aesthetic.

Requirements: active class participation, two 3- to 5-page papers, one class presentation, and a final 10-15 page paper or final exam.

No prerequisites.

Hour: 11:20-12:35 TR

GOLDSTEIN

ARTH 267 Art in Germany: 1960 to the Present (Same as ArH 567) (*Not offered 2002-2003; to be offered 2003-2004*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth267.html>)

HAXTHAUSEN

ARTH 268(S) Network Culture (Same as ArtS 212, INTR 242 and Religion 289)

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

ARTH 269(S) Contemporary Performance Art History: Space, Time, Action

The artist's body was increasingly used as both the subject and object of art in the twentieth century. By focusing on visual artists engaged in performance practices, we will examine the connections between time, action, and space, and the role of documentation in ephemeral forms of art. We will consider how the body became a formal medium and its impact on the theory and practice of the visual arts from the 1970s to the present. Throughout the course, we will explore the relationships between form, content, theory, practice, site, and context as well as analyze the visual, conceptual, and political effects (and possibilities) of the work.

Evaluation: two short papers, one research paper and presentation.

Prerequisite: ArH 101-102. *Enrollment limit: 30 (expected 20).*

Hour: TBA

CHAVOYA

ARTH 270(F) Japanese Art and Culture*

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

Evaluation will be based on six quizzes and three short essays, and class attendance.

No prerequisites.

Hour: 9:55-11:10 TR

JANG

ARTH 271(F) Visual Culture of the Islamic World*

The course is a one-semester introduction to visual culture of the Islamic world, beginning with contemporary material. The course will examine how visual culture has functioned and continues to operate within Islamic civilization. Visual culture encompasses but is not limited to specific histories of art and architecture; aspects of crafts and popular art will be discussed also. Material in the course will be drawn from the seventh to the twentieth centuries, and will be presented discussed thematically as well as chronologically. Attention will be given to relationships between visual culture, history and literature, using specific case studies, sites or objects which may be related to various branches of

Art

Islamic literature, including historical, didactic, philosophical writings, poetry, and religious texts. The course is designed to serve non-specialists. *All reading will be available in English.*
Format: lecture/discussion. Evaluation will be based on papers, projects and participation in class.
No prerequisites. *No enrollment limit (expected: 20).*
Hour: 11:00-12:15 MWF

HOLOD

ARTH 274 Chinese Calligraphy: Theory and Practice (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth274.html>)

JANG

ARTH 278 The Golden Road to Samarqand (Not offered 2002-2003; to be offered 2003-2004)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth278.html>)

H. EDWARDS

ARTH 301(S) Methods of Art History

A survey of the discipline of art history. Special emphasis is placed on the development of formal analysis, iconography, social history, and materialist approaches to art history. Additional topics include perspective, visual narration, biography, postmodernism, and the feminist critique of art history. The goal of the course is to become familiar with the development of the discipline of art history and its theoretical underpinnings.

Class format: lecture and discussion. Requirements: five short papers, one presentation, and class participation.

Prerequisite: Arth 101-102. *Limited to majors in Art History and required of them.* Art History majors may take Arth 448 in lieu of Arth 301.

Hour: 9:55-11:10 TR

HEDREEN

ARTH 302(S) Plans, Planners, Planning (Same as Environmental Studies 320)

This course seeks to explain the rise of Anglo-American planning, by studying exemplars, thinkers, and schemes during the modern period, such as utopian visions like Titus Salt's 1849 milltown: "I will do all I can to avoid evils so great as those resulting from polluted air and water, and hope to surround me a well-fed, contented and happy body of operatives." San Francisco's 1883 laundry restrictions, the World's Columbian Exposition of 1893 in Chicago, New York's Zoning Resolution of 1916, practitioners like Kessler, Bartholomew, Nolen, and Clathorpe, the new towns of Columbia and Reston, theorists like Lynch will be among the topics for discussion and analysis, in a seminar stressing the visual and spatial foci of plans.

Format: seminar. Evaluation will be based on class participation, class presentations, a final research paper.

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

Hour: 11:00-12:15 MW

SATTERTHWAITE

ARTH 307(S) The North-American Park Idea (Same as Environmental Studies 327)

This research seminar considers those sites whose nature may be displayed in an idealized form, for reasons of stewardship, curiosity, delectation, or some other intention. Among the "open spaces" to be studied, both in terms of design intent and design execution, are: commons and squares; groves and pleasure grounds; cemeteries; exposition grounds; playgrounds; a few "landmark" subdivisions; and those large natural areas or reservations generally subsumed, in common usage, by the wording "national park." Many of these "parks" are sites of leisure activities, and the design and furnishing of outdoor recreation will be a major concomitant theme. One kind of primary evidence, in the form of texts, will be contemporary reports, letters, and journals from the period of these sites' creation. Secondary evidence will lie in accounts of the behavior induced by the scouting, wilderness, ecological and naturalist-explorer movements. Frederick Law Olmsted, Steven Mather, Robert Moses, and Walt Disney are among the seminal figures whose careers in park creation will be scrutinized.

Evaluation will be based on four essays and a class presentation. (This course includes an obligatory all-day field trip to the Boston environs, beginning with the new Financial District park at Post Office Square, the seventeenth-century Old Granary Burying Grounds and the Boston Common, continuing by foot out the Emerald Necklace some ten miles to the Arnold Arboretum's living collections and to Franklin Park.)

No prerequisites. *Open to sophomores.*

Hour: 1:10-2:25 MR

SATTERTHWAITE

ARTH 320 Picturing God in the Middle Ages (Not offered 2002-2003)

(See full description online:

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

LOW

Art

ARTH 321 Inventing Joan of Arc: The History of a Hero(ine) in Literature, Pictures, and Film (Same as INTR 321) (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth321.html>)

LOW

SEMINARS

ARTH 362(F) Art of California: "Sunshine or Noir"

California has long been considered a land of "sunshine and noir," unique in the national and international imagination as a land of physical recreation and destruction, a land of opportunity and social unrest. In this course, we will study the visual arts and culture of California from the 1960s to the present. Although we will focus on southern California, particularly Los Angeles, we will also consider movements in San Diego and the San Francisco-Oakland Bay Area. The course will approach California pop, conceptual, funk, performance, installation, public, and media arts to pursue questions of influence and interpretation concerning the relations between space, place, identity, and style in the visual arts and popular culture. Alongside analyzing California's visual culture, we will examine the region's cultural geography through historical and theoretical readings. Particular attention will be given to the region's special relations to Hollywood, the automobile, beach-surf culture, and the great diversity that characterizes the state.

Evaluation: two papers and a presentation.

Prerequisite: Arth 101-102. *Enrollment limit: 20 (expected 15).*

Hour: TBA

CHAVOYA

ARTH 363(F) The Holocaust Visualized

This seminar will examine how memories of the Holocaust have been conveyed through visual means and consider what historical, cultural and political circumstances have caused various nations to remember the Holocaust differently. We will discuss the issues prompted by public memorials, exhibitions and, as one writer puts it, the "museumification" of concentration camps. How should we define the Holocaust? Whose memory should take precedence? What is lost or gained by the inclusion of texts with images? How might memory be misrepresented by the exhibition of visual materials such as video testimony, photographs and artifacts? In addition, we will study art about the Holocaust, including Art Spiegelman's non-comic "comic book" *Maus* and non-fiction films such as *Night and Fog*, *Shoah* and *Schindler's List*, to ask whether constructed or simulated images can convey the experience of the Holocaust as well as documentary ones.

Requirements: active participation in class discussion and regular participation in a class listserver discussion group, class trip to the United States Holocaust Memorial Museum in Washington, one oral presentation, and one research paper; no exams.

No prerequisites, *but course not open to auditors or first-year students. Enrollment limit: 12.*

(*This course is part of the Jewish Studies program.*)

Hour: 1:10-3:50 R

E. GRUDIN

ARTH 376(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 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 Japanese artists tried to break away from their Chinese counterparts, while working with highly derivative material, both iconographically and artistically.

Evaluation will be based on short essays, class attendance, participation in discussions, and oral presentations.

No prerequisites. *Enrollment limit: 9. Permission of instructor.*

Hour: 1:10-3:50 W

JANG

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 2002-2003)

(See full description online:

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

MCGOWAN

ARTH 421 Chartres Cathedral: The History and Reception of a Medieval "Masterpiece" (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth421.html>)

LOW

ARTH 422 Making the Stones Speak: The Emergence and Development Of the Romanesque Sculpted Portal (Not offered 2002-2003)

(See full description online:

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

LOW

ARTH 432 Art and Private Life in Renaissance Italy (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth432.html>)

SOLUM

ARTH 433(F) *Mundus alter*: The Arts in Renaissance Venice

To its modern-day visitors the city of Venice seems a world apart, yet a belief in Venice's singularity is nothing new. The fourteenth-century Tuscan poet, Petrarch, referred to the island as *mundus alter*, or another world, and Venetians themselves have long been cultivating a sense of "otherness." Distinguished by its great wealth and piety, stable government, diversity of peoples, and unique geographical situation (a city of canals that served as the European gateway to the Holy Land and Byzantium), Renaissance Venice experienced this period of artistic renewal in ways different from other Italian centers. This seminar will examine the art produced in Venice during the fifteenth and sixteenth centuries with an underlying focus on the concept of *Venezianità*, or "Venetian-ness," that shaped the myth in which the city wrapped itself.

Format: seminar. Requirements will include class discussion, presentations, and a 15- to 20-page research paper.

Prerequisite: Arth 101-102. *Enrollment limit: 12 (expected: 12). Open to juniors, seniors and graduate students.*

Hour: 1:10-3:50 W

SOLUM

ARTH 448 Art about Art: 1400-2000 (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth448.html>)

FILIPCZAK

ARTH 451(F) Sex, Race and Prostitution in Nineteenth-Century France: Manet's Olympia and its Legacy (Same as Women's and Gender Studies 451)

An indisputable icon of modernism, Manet's Olympia, picturing a white working-class prostitute, a black servant offering her flowers, and a black cat, caused an uproar of epic proportions when it was exhibited in the Salon of 1865. The ways in which Olympia challenged codes of representation outraged contemporaries and continue to fascinate in our time. This course examines the valences of this image, including the inflammatory discourses of realism, prostitution, and inter-racialism, from the time it was exhibited to its most recent status as feminist cult image and gender bender. Beginning with T. J. Clark's absorbing analysis of the critical writing of 1865 (*The Painting of Modern Life, 1985*), the course explores scholarly interventions by Michael Fried, Sander L. Gilman, Lorraine O'Grady, and Denean Sharpley-Whiting, as well as influential writings on prostitution by Alain Corbin, Hollis Clayson, and Charles Bernheimer. Finally, we consider the crucial role the painting and the issues it raises continue to play in recent artistic productions by artists including Renee Green, Kazuo Morimura, Renee Cox, Carrie Mae Weems, and Ida Applebroog. How might this "Olympia revival" help us re-conceptualize the art historical discourse?

Format: seminar. Extensive reading, 2-3 short position papers, oral presentation, 15- to 20-page research paper, attendance of relevant public lectures, and possible field trip to New York required.

Prerequisite: Arth 101-102. *Enrollment limit: 12 (expected: 12).*

Hour: 1:10-3:50 T

OCKMAN

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 R

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

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, 9:00-12:00 TR, 1:10-3:50 MW, 10:00-10:50 F and 7-9:30 p.m. M

First Semester: ALI, EPPING, GLIER, LEVIN

1:10-3:50 M, 9:00-12:00 TR, 10:00-10:50 F and 7-9:30 p.m. M Second Semester: ALI, EPPING, LEVIN

ARTS 212(S) Network Culture (Same as Arth 268, INTR 242 and Religion 289)

(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 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. *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) 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. *Enrollment limit: 20.*

Hour: 1:10-3:50 TR

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. *Enrollment limit: 15.*

Hour: 9:00-12:00 T

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 de-

pendent 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. 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. *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.*

Hour: 1:10-3:50 MR

LALEIAN

ARTS 256(S) Fabricated and Manipulated Photography

Based on the assumption that photography, not unlike painting, is merely a tool for the artist to incorporate in practice. This is an introduction to the expressive qualities of the medium. Shooting will be preconceived and accidents facilitated by the alchemy inherent in the basic properties of chemical photography. Students will use a digital camera (provided by the department), learn to develop b/w film and the basis of b/w printing technique. Students will be asked to respond to a series of both analogue and digital assignments. 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 is 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. *Enrollment limit: 12. Priority will be given to majors and to those non-majors who have been bumped from ArtS 257, 256 and 255 in the past.*

Hour: 1:10-3:50 MR

LALEIAN

ARTS 263 Printmaking: Intaglio and Relief (*Not offered 2002-2003; to be offered 2003-2004*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arts/arts263.html>)

TAKENAGA

ARTS 264 Printmaking: Lithography (*Not offered 2002-2003*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arts/arts264.html>)

TAKENAGA

ARTS 266(S) Low Tech Printmaking

This course will cover a variety of easy techniques to make multiple images, including xeroxing, linoleum-cuts, stenciling, cardboard plates, rubber stamping, and monotyping. Students will be encouraged to hand-color or add to many of the prints, incorporating drawing, painting, photography, book-making and collage. With less emphasis on complicated techniques, the focus of the course will be more upon form and content, investigating how the reproduction and serial nature of printmaking has an impact upon artmaking. There will be a minimum of five assignments during the semester and students are expected to work substantial hours outside of class.

Students will be evaluated in terms of the quality of the finished work and upon attendance in class and participation in critiques.

Prerequisite: ARTS 100. *Enrollment limit: 15. Lab fee.*

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

Hour 10:00-12:50 W

TAKENAGA

ARTS 275 Sculpture: Cardboard and Wood Plus (*Not offered 2002-2003*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arts/arts275.html>)

PODMORE

ARTS 276(S) Sculpture: Metal and Plaster Plus

This course is an introduction to the media and processes of sculpture. The focus will be on the interplay of form, concept, and material. A variety of materials will be explored, however, the emphasis will be on techniques and processes associated with metal and plaster and how they relate to sculpture. Metal techniques will include gas welding, arc welding, and MIG welding. Plaster processes will include modeling and casting. This course is based on a series of sculpture projects which will investigate both the formal and the conceptual aspects involved in creating personal statements in a visual format. A substantial amount of time outside class is necessary to complete these projects.

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

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

Hour: 1:10-3:50 MW

SOUTH

Art

ARTS 280(F) Media and Performance

This course deals with performance and the moving image. Reading and viewing assignments and production workshops will explore different strategies for directing performance. Techniques will include those derived from theatrical and cinematic tradition, as well as strategies derived from conceptual art tradition.

Students will produce at least 3 short videos. Requirements also include the discussion of assigned readings; responses to the required weekly screenings of illustrative films and videos; and critiques of students' ongoing video projects.

Prerequisites: ArtS 100, Theatre 100, or permission of instructor. *Enrollment limit: 12 (expected: 12).*

Hour: 1:10-3:50 T

L. JOHNSON

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. *Enrollment limit: 10.*

Hour: 1:10-3:50 T

L. JOHNSON

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 Collage (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arts/arts315.html>)

EPPING

ARTS 317T The Miniature (Not offered 2002-2003; to be offered 2003-2004)

(See full description online:

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

LEVIN

ARTS 319(F) Junior Seminar: Strategies of Imaging

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 en-

tries, 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: 1:10-3:50 TR

EPPING

ARTS 323(S) Theatre of Images (Same as Theatre 323 and Women's and Gender Studies 323)

(See under Theatre for full description.)

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 Abstraction (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arts/arts344.html>)

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: 9:55-12:35 T

TAKENAGA

ARTS 371T Addressing Identity—The Non-Traditional Figure (Not offered 2002-2003)

(See full description online:

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

PODMORE

ARTS 381 Old New Technologies (Same as American Studies 381) (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arts/arts381.html>)

L JOHNSON

ARTS 382T The Moving Image and Performance Style (Same as Theatre 326T) (Not offered 2002-2003)

(See full description online:

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

L. JOHNSON, BUCKY

ARTS 386T(S) Sexuality and Media (Same as Women's and Gender Studies 385T)

Sexuality and Media is a video production class focused on the representation of sexualities in film and video. The course will ask, what visual and narrative strategies shape desire in media? What stories about normative and non-normative sexualities are told by means of those strategies? How has historical context shaped the stories that media tells about sexuality, and how have queer media makers used media to shape the historical context that they live in?

Students will engage moving images from a variety of contexts, primarily cinema, avant garde film and video, and tv news. Assignments will be realized as video productions, in response to issues raised by the cinematic history of sexuality. Brief writing assignments will also be required.

Films and videos considered may include works by: Jean Genet, Dorothy Arzner, Jack Smith, Kenneth Anger, Chantal Ackerman, Isaac Julien, Shirley Clarke, Patty Chang, John Greyson, Lisa Cholodenko, Yoko Ono, Gregg Bordowitz, Denise Gonzalves, Andy Warhol, and others. Related readings will also be required.

Art

This class will approach ideas and cinematic forms at a high level and a fast pace. In terms of media production, however, no prior experience is necessary, and students will learn appropriate technical skills throughout the course. Taught in a tutorial format, each student will meet with the professor in groups of two, and will respond to thematic issues raised by the course material, using video production as the primary medium of response.

Prerequisites: Drawing 100, Women's and Gender Studies 100, or American Studies 201, or permission of instructor. *Enrollment limit: 10 (expected: 10). Preference given to Art majors, American Studies majors and Women's and Gender Studies concentrators.*

Hour: 1:10-3:50 W

L. JOHNSON

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: 1:10-3:50 W

GLIER

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(S) Museums: History and Practice

This course will examine the history of museums in Europe and America, focusing on historical traditions and current expectations affecting institutional operations today. Historical tradition and current practice as it relates to museum governance and administration, architecture and installation, acquisitions and collections, cultural property issues, as well as the many roles of exhibitions in museum programming will be addressed, along with museums' social responsibility as scholarly and public institutions in an increasingly market-driven, non-profit environment.

Evaluation will be based on oral presentations as well as two term papers.

Hour: 2:30-5:00 T

CONFORTI

ARTH 502(F) Photography and the Graphic Arts During the Second Empire

In this seminar we will pursue an intensive study of French photography during the 1850s and '60s, with an emphasis on the major technological innovations (the transition from paper negatives to glass, and salt prints to albumen, as well as photomechanical processes) and the intersections between photography, printmaking, and painting. We will examine the roles of government commissions, photographic societies, public exhibitions, and contemporary criticism, as well as crosscurrents between England and France. In addition to exploring commercial photography and amateurism, we will undertake in-depth analyses of the careers of Gustave Le Gray, Édouard Baldus, Nadar, Charles Nègre, and Charles Marville. This seminar meets in the study room of the Department of Prints, Drawings, and Photographs of the Clark Art Institute.

Enrollment limit: 11, with reading knowledge of French strongly encouraged.

Hour: 2:30-5:00 R

GANZ

ARTH 503 Studies in Decorative Arts, Material Culture, Design History, 1700-2000 (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth503.html>)

CONFORTI

ARTH 504(F) Methods of Art History and Criticism

This course charts art history's evolution from the Renaissance to the present, with emphasis on the questions and analytic methods the discipline has generated over the past century. Close readings of art-historical texts that exemplify particular approaches will be checked against the interpretations they might yield of individual artists, works, genres, or styles. Topics include: art history's institutional and intellectual history; style-based periodization; changing relationships between art history, art theory, and art criticism; models for the interpretation of the visual arts, including iconography, semiotics, and anthropology; the social participation of art and artists; the challenges of identity politics to traditional art history; and the writing of art history as a self-conscious practice. Each student will be responsible for short papers and presentations on selected readings and works of art, and for a longer final paper.

Hour: 2:30-5:00 T

HOLLY

ARTH 506 The Print: History, Theory, and Practice (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth506.html>)

GANZ

ARTH 507 Research in Art History Today (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth507.html>)

HOLLY

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

This course is designed to acquaint students with observation and examination techniques for works of art, artifacts, and decorative art objects; give them an understanding of the history of artist materials and methods; and familiarize them with the ethics and procedures of conservation.

This is not a conservation training course but is structured to provide a broader awareness for those who are planning careers involving work with cultural objects.

Class format will include slide presentations, lectures, gallery talks, hands-on opportunities, technical examinations and group discussions. Sessions will be held at the Williamstown Art Conservation Center, Williams College, Clark Art Institute, and the Governor A. Nelson Rockefeller Empire State Plaza Art Collection in New York. Examination questions may be formulated from exhibitions at these locations.

Six exams will be given. Exam scores will be weighed in proportion to the number of sessions covered by the exam (e.g., the paintings exam, derived from six sessions in the course, will count as 25% of the final grade). There is no overall final exam. Some exams may be designated "open book"; however, all work should be a student's individual effort.

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

Staff of Williamstown Conservation Center

ARTH 509(S) Graduate Student Symposium

This course is designed to assist qualified fourth-semester graduate students in preparing a scholarly paper to be presented at the Graduate Program's annual spring symposium. Working closely with a student/faculty ad hoc advisory committee, each student will prepare a twenty-minute presentation based on the Qualifying Paper. Special emphasis is placed on the development of effective oral presentation skills.

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 2002-2003)

(See full description online:

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

GANZ

ARTH 512(S) Monument/Antimonument: The Art of Memorial

The urge to commemorate individuals, heroic acts, historic events whether unspeakable or splendid is both human and timeless. This seminar will document and explore the concept of what is monumental, as well the nature of commemorative monuments, from the ancient Mediterranean (Egypt; Mycenae; Greece of the Archaic, Classical, and Hellenistic Periods; Imperial Rome) and their influence on monuments in later history, especially those of the nineteenth and twentieth centuries. The current trend towards countermonuments, or anti-monuments, such as Maya Lin's Vietnam Veterans Memo-

Art

rial or the Gerzes' vanishing Monument Against Fascism, War and Violence and For Peace and Human Rights in Hamburg/Harburg will be discussed in light of the monumental tradition of combining word, image, and architecture to create memorials that will endure in both spatial and temporal terms. The current discussion of Holocaust memorials and the problems inherent in the design of a monument for the WTC will also be addressed. Students will be asked to design a commemorative project for the final class meeting.

Requirements: participation; presentations and term paper; short design project.

Hour: 2:30-5:00 R

MCGOWAN

ARTH 517(F) Between Optics and Aesthetics: Concepts of the Beautiful in Islamic Art

This seminar will explore the function of the visual in classical Islamic civilization. It will deal with the scientific studies, such as those of Ibn Al-Haytham, and with examples of literary and artistic expression. The aim of the course is to introduce the student to the diverse ways in which thinkers, writers, and makers sought to understand and engage with the ocular. This course is intended as an introduction to art and aesthetic theory as developed within medieval Islamic civilization, with special attention to the study of vision, and its physical and psychological dimensions.

Texts will be available in translation. Requirements will include weekly discussion of readings, a final paper. Trips to collections are planned as well as two visiting speakers.

Hour: 2:30-5:00 W

HOLOD

ARTH 521 Picturing God in the Middle Ages (*Not offered 2002-2003*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth521.html>)

LOW

ARTH 541(S) Peter Paul Rubens

The Flemish painter Peter Paul Rubens (1577-1640) was an exceptionally learned and thoughtful artist whose works reward intensive study. This seminar will discuss them in terms of the functions they served, taking into account his choice and interpretation of subjects as well as issues of style, working method (including collaboration), size, and format. Attention will also be given to his designs for the title pages of books, examples of which exist in local collections (Chapin Rare Books Library and the Clark Art Institute).

Short and long oral report. 25-page research paper, with the first part submitted half-way through the semester and the full version at the end.

Hour: 2:30-5:00 M

FILIPCZAK

ARTH 551(F) Winslow Homer

In this seminar we will explore the life and art of Winslow Homer (1836-1910). Paintings, prints, watercolors, and photographs in the collections of the Clark Art Institute and WCMA will focus our discussions and provide the basis for understanding Homer's art-making and his place within the art-culture of his day. A consideration of his subjects will necessarily intersect with many of the nation's most pressing issues during his era: the Civil War and Reconstruction; the rise of middleclass leisure; the relation of man to the environment. Students' responsibilities will include class discussion, two short papers, an oral presentation (and response to someone else's), and a final research paper.

Enrollment limit: 12.

Hour: 2:30-5:00 M

SIMPSON

ARTH 553 Thomas Eakins (*Not offered 2002-2003*)

(See full description online:

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

SIMPSON

ARTH 555 Whistler, Sargent and American Cosmopolitanism (*Not offered 2002-2003*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth555.html>)

SIMPSON

ARTH 560 The Subject of Representation: Contemporary Art and Film (*Not offered 2002-2003*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth560.html>)

L. SHEARER

ARTH 561 Ambiguous Icons: Problems of Meaning in Twentieth-Century Imagery (*Not offered 2002-2003*)

(See full description online:

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

HAXTHAUSEN

ARTH 563(F) Moving Pictures: The Un-Easy Relationship Between Early Film and Fine Art, 1895-1910

The introduction of new technology always changes the way we see—and the way we use visual representations to communicate. This certainly was the case when film was presented to mass audiences beginning in 1895. In this course we will try to situate early film (i.e., pre-feature films—actualities, reenactments, skits, trick films, etc.) within the larger visual culture of the turn of the century by using art historical methods to interpret it. Our primary goal will be to understand the impact of the new medium by looking at early films side-by-side with fine art painting of the period.

The emphasis will be on definitions of reality and realism as they pertain to cinema and the American Ashcan School (1900-1910), but broader issues of Impressionism and Post-Impressionism in New York and Paris will also be explored.

Format: seminar. Requirements: There will be a short and a long paper, both of which will be presented and discussed in class.

Enrollment limit: 10.

Hour: 2:30-5:00 R

MATHEWS

ARTH 564 Art in the Weimar Republic (Not offered 2002-2003)

(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 2002-2003)

(See full description online:

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

HOLLY

ARTH 566(S) American and European Art Between the Wars

Students will attend the lectures of the undergraduate course “Transatlantic Modernism: Paris and New York in the Early 20th Century,” which examines modernism in the American visual arts at home and abroad. In the seminar students will discuss and debate specialized readings relating to the core themes of transatlantic expatriation, cultural politics, and creative alliances. Each student will make a class presentation and write a research paper on a topic of his or her own choosing.

Enrollment limit: 12.

Hour: 2:30-5:00 W

CORN

ARTH 567 Art in Germany: 1960 to the Present (Same as Arth 267) (Not offered 2002-2003; to be offered 2003-2004)

(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.

HAXTHAUSEN

ARTH 568(S) Cubism and Its Interpretations

No artistic tendency of the early twentieth century had greater international impact than Cubism, which affected the practice of artists of the most diverse orientation throughout Europe and Russia. It is equally true that no twentieth-century movement has generated a comparable mass of critical and scholarly literature. Indeed, a study of the historiography of Cubism can, arguably more than that of any other twentieth-century tendency, serve as a microcosm of the evolving concerns of art-historical discourse, from the formalism of the early to mid-twentieth century to more recent concerns with sexuality, semiotics, “primitivism,” the market, and social history. This seminar will closely re-examine the objects of classic Cubism themselves (primarily Picasso, Braque, Gris) as well as the developing historiographic interpretations of this art.

Requirements and basis for evaluation: students will be responsible for leading class discussion on one set of readings, 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: 1:00-4:00 F

HAXTHAUSEN

ARTH 570 American Orientalism (Not offered 2002-2003)*

(See full description online:

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

H. EDWARDS

ARTH 573 Images and Anti-images: Zen Art in China and Japan (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/arth/arth573.html>)

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 Italian Readings in Art History (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rllit/rllit509.html>)

ASIAN STUDIES (Div. I & II, see explanation below)

Chair, Professor GEORGE T. CRANE

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

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 234/Comparative Literature 216 Post-Mao Literature and Culture
 Chinese 243 Gender Issues in Traditional Chinese Literature (Deleted 2002-2003)
 Chinese 244/Comparative Literature 218 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 (Deleted 2002-2003)
 Economics/Environmental Studies/Women's and Gender Studies 223 Gender and Economic Development (Deleted 2002-2003)
 English/American Studies 367 Treacherous Terrain: Asian American Literacy and Cultural Production (Deleted 2002-2003)
 History 112 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 (Deleted 2002-2003)
 History/Women's and Gender Studies 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 (Deleted 2002-2003)
 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.

Asian Studies

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 211(F) Pacific War Experience in Japanese Literature and Film (Same as Comparative Literature 211 and History 320)

In this course, Japanese writers' and directors' artistic reconstructions of battlefield, A-bomb, defeat and occupation experience are examined in the light of survivor psychology. Issues to be explored include the experience and psychological effects of war-related trauma, survivor guilt, loss and mourning, memory, victim consciousness, responsibility and memorialization. Through consideration of these matters, students will learn about the legacies of war and defeat and develop appreciation of the difficulties involved in coming to terms with the burdened past.

Format: lecture/discussion. Requirements: two short papers (5 pages), take home final exam, and regular in-class participation, including completion of 1-page response papers for most course readings and/or films.

No prerequisites. *Expected enrollment: 15.*

Hour: 11:20-12:35 TR

STAHL

ASST 212(S) The Politics of Collective Memory of World War II in Asia and Europe (Same as Comparative Literature 210 and History 321)

This course is a comparative study of the construction of collective memories of the Second World War in countries that were aggressors and countries that experienced defeat and occupation in the wars in Asia and Europe. Particular attention will be given to East and West Germany, France, Japan, and China. After beginning with an examination of survivor/trauma psychology and the theoretical literature on the construction of public memory, students will consider the diverse ways in which societies have faced and reconciled themselves to, as well as constructed interpretations and representations of, their troubled wartime past.

Format: lecture/discussion. Requirements: two short papers (5 pages), take home final exam, and regular in-class participation, including completion of 1-page response papers for most course readings and/or films.

No prerequisites. *Expected enrollment: 15.*

Hour: 11:20-12:35 TR

STAHL

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; interested students must contact the coordinator of the Chinese Program well before the independent study is planned, and present a proposal to the program coordinator of the professor with whom they are interested in working by the first day of pre-registration week. Those students entering with proficiency in Chinese should see the program coordinator 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: 11:00-11:50 MTWRF, 12:00-12:50 MTWRF

C. CHANG

CHIN 131 Basic Cantonese (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/chin/chin131.html>)

C. KUBLER

CHIN 152 Basic Taiwanese (Not 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: 9:00-9:50 MTWRF

SILBER

CHIN 234(S) Post-Mao Literature and Culture (Same as Comparative Literature 216) (W)*

With the end of the Cultural Revolution and the death of Mao in 1976, China's social and cultural scene began to loosen, and by the mid-1980s exploded with new venues, methods, and material. Writers, artists, and filmmakers, often influenced by the West, flexed the bounds of state control by experimenting with new forms and treating new or previously taboo themes. In this course we will trace developments in Chinese culture from 1978 to the present, treating fiction (including works by Wang Meng and Mo Yan), poetry (e.g., Bei Dao), reportage, essays, film (e.g., Zhang Yimou and Chen Kaige), and popular culture from a variety of literary and cultural studies perspectives. *All readings, screenings, and discussions will be in English.*

Format: discussion with some informal lecture. Evaluation will be based on class participation and three shorter writing assignments (3 pp. each) and one final paper of 10-12 pages.

No prerequisites. *Enrollment limit: 19 (expected:19). This course is writing intensive.*

Hour: 1:10-2:25 MR

SILBER

CHIN 244 Writer and Society in Twentieth-Century China (Same as Comparative Literature 218) (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/chin/chin244.html>)

SILBER

Asian Studies

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: 1:10-3:50 W

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: 10:00-10:50 MWF

Staff

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: 2:35-3:50 MR

Staff

CHIN 412(S) Introduction to Classical Chinese*

Also termed Literary Chinese in English and *Wenyan* or *Gudai Hanyu* in Chinese, Classical Chinese was the standard written language of China from around the fifth century BC until the 1920s and served for many centuries as the written lingua franca of China, Japan, Korea, and Vietnam. Moreover, remnants of Classical Chinese are still used frequently in Modern Chinese, in both writing (e.g., newspaper and road signs) and speech (e.g., proverbs and aphorisms). After several weeks of study of basic grammar and vocabulary, we will read short texts in literature, history, and philosophy from the works of authors such as Confucius, Mencius, Laozi, Zhuangzi, Sima Qian, and the Tang poets Li Bai and Du Fu. While the main objective is to develop reading proficiency in Classical Chinese, the course also serves to enhance proficiency in Modern Chinese through classroom discussion in Mandarin, translation of Classical Chinese into Modern Chinese, and comparison of Classical Chinese and Modern Chinese vocabulary and grammar.

Conducted in Mandarin.

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

Prerequisite: Chinese 202 *or* permission of the instructor.

Hour: 2:35-3:50 TF

Staff

CHIN 431 Introduction to Chinese Linguistics (Same as Linguistics 431) (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/chin/chin431.html>)

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 YAMADA (lectures) SAKURAI (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: 11:20-12:35 TR

Conferences: 11-11:50 MWF, 12-12:50 MWF

YAMADA (lectures), SUDA (conferences)

11:20-12:35 TR

Conference: 12-12:50 MWF

YAMADA (lectures), SUDA (conferences)

JAPN 211(F) Kawabata and Oe: Tradition and Modernity in Contemporary Japanese Fiction (Same as Comparative Literature 217)

Two Japanese novelists have been awarded the Nobel Prize in Literature: Yasunari Kawabata (1968) and Kenzaburo Oe (1994). While the former is recognized for his subtlety, traditional sensibilities and aesthetics, the latter is renowned for his unbridled imagination, contemporary concerns, and modernist techniques. In this course, the enduring tension between tradition and modernity will be explored through examination of the Nobel acceptance speeches and representative literary works of these two internationally acclaimed authors.

Format: lecture/discussion. Requirements: two short papers (5 pages), take home final exam, and a regular in-class participation, including completion of one-page response papers for most course readings and/or films.

No prerequisites. *Expected enrollment: 15.*

Hour: 2:35-3:50 MR

STAHL

JAPN 212(S) Japanese Cinema (Same as Comparative Literature 214)

This course studies the Japanese cinema by first focusing upon the major directors of the Japanese tradition, Kurosawa, Ozu and Mizoguchi, and then examining the work of post-1960 filmmakers such as Oshima and Imamura. Close attention will be given to the distinctive cinematic style of Japan as well as positioning the national cinema in the context of both high and popular culture.

Format: lecture/discussion. Requirements: two short papers (5 pages), take home final exam, and a regular in-class participation, including completion of one-page response papers for most course readings and/or films.

No prerequisites. *Expected enrollment: 15.*

Hour: 2:35-3:50 MR

STAHL

JAPN 271 Transitional Japanese Literature Into the Twentieth Century (Same as Comparative Literature 271) (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/japn/japn271.html>)

KAGAYA

Asian Studies, Astronomy, Astrophysics

JAPN 276 Premodern Japanese Literature and Performance (Same as Comparative Literature 276) (Not offered 2002-2003)*

(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

Staff

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

Staff

JAPN 403 Advanced Japanese (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/japn/japn403.html>)

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. Observatory Supervisor/Instructor: SOUZA.

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 104 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, 141, or 151 and Mathematics 104 or 105 in the fall. Students with very good background placing them out of Physics 142 *and* out of Mathematics 104 may choose to take Physics 201 and Mathematics 105 instead. Astronomy 111 will often be taken in the fall of the sophomore year; however, many students take it in the fall of their first year at Williams, along with physics and math. Students who might place out of physics courses should read the section on placement under Physics. Students who place out of Physics 131 or 141 into Physics 142 or 151 should particularly consider taking Astronomy 111 in the fall of their first year.

In addition to the major courses described below, other courses in geosciences, mathematics, and computer science may also be appropriate.

MAJOR REQUIREMENTS FOR ASTROPHYSICS

- Astronomy 111 Introduction to Astrophysics
- or* Astronomy 101 Stars: From Suns to Black Holes
and either Astronomy 102 The Solar System—Our Planetary Home
or Astronomy 104 The Milky Way Galaxy and the Universe Beyond
- Three 400-level astronomy courses
- or* Two 400-level astronomy courses *and* one of the following:
 - Astronomy 211 Observing and Data Reduction Techniques in Astronomy
 - Physics 302 Statistical Physics
 - Physics 402 Applications of Quantum Mechanics
 - Physics 405 Electromagnetic Theory
 - Physics 411 Classical Mechanics
 - Physics 418 Gravity
- Physics 131 Particles and Waves
- or* Physics 141 Particles and Waves—Enriched
- or* equivalent placement
- Physics 142 Foundations of Modern Physics
- or* Physics 151 Seminar on Modern Physics
- Physics 201 Electricity and Magnetism
- Physics 202 Waves and Optics
- Physics/Mathematics 210 Mathematical Methods for Scientists
- Physics 301 Introductory Quantum Physics
- Mathematics 105 Multivariable Calculus

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, Astrophysics

ASTRONOMY MAJOR

The Astronomy major is designed for students with an interest in learning about many aspects of modern astronomy, but who do not choose to take the advanced physics courses of the astrophysics major. It is also appropriate as a second major for students concentrating in another field. The Astronomy major emphasizes understanding the observed properties of the physical systems that comprise the known Universe, from the Sun and solar system, to the evolution of stars and star clusters, to the Milky Way Galaxy, to external galaxies and clusters of galaxies. Because some knowledge of physics and calculus is necessary to understand many astronomical phenomena, the Astronomy major requires the first two semesters each of the physics and calculus that are also required of Physics majors and Astrophysics majors.

There are several possible routes through the Astronomy major, depending on preparation and interest. Students considering a major in Astronomy should consult with members of the department early and often. A first-year student, unsure about choosing between Astronomy and Astrophysics, may wish to take not only Astronomy 111 but also Physics 131, 141, or 151 and Mathematics 104 (if necessary) in the fall. Students who might place out of physics courses should read the section on placement under Physics.

MAJOR REQUIREMENTS FOR ASTRONOMY

- Astronomy 111 Introduction to Astrophysics
- or Astronomy 101 Stars: From Suns to Black Holes
and either Astronomy 102 The Solar System—Our Planetary Home
or Astronomy 104 The Milky Way Galaxy and the Universe Beyond
- Two 200-level Astronomy courses
- Two 400-level Astronomy courses
- Physics 131 Particles and Waves
- or Physics 141 Particles and Waves—Enriched
- or equivalent placement
- Physics 142 Foundations of Modern Physics
- or Physics 151 Seminar on Modern Physics
- Mathematics 104 Calculus II
- Mathematics 105 Multivariable Calculus
- or 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 discuss the discovery of planets around stars other than the Sun. This course is independent of and on the same level as Astronomy 102 and 104.

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

PASACHOFF

ASTR 102 The Solar System—Our Planetary Home (*Not offered 2002-2003; to be offered 2003-2004*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/astr/astr102.html>)

KWITTER

ASTR 104(S) The Milky Way Galaxy and the Universe Beyond

It has been less than a century since the Sun was discovered not to be at the center of the Milky Way Galaxy, and our Milky Way Galaxy determined to be only one of countless "island Universes" in space. The new millennium is bringing a host of technological advances that are enabling us to understand ever more clearly our place in the Universe and how the Universe began. For example, the Hubble Space Telescope brings clearer images of celestial objects than have ever been obtainable before, and is allowing progress on determining the past and future of the Universe. The Chandra X-ray Observatory, launched in 1999, is giving us unprecedentedly detailed views of violent objects like supernova remnants and galaxies containing giant black holes. In addition, observations of the early Universe are giving clues into how its currently observed structure arose, and is confirming and enlarging our understanding of the Big Bang. Astronomy 104, a non-major, general introduction to part of contemporary astronomy comprising the study of galaxies and the Universe, will explore the answers to questions like: What is the Milky Way?; Why are quasars so luminous?; Is the Universe made largely of "dark matter"?; Is there "dark energy"? What determines the ultimate fate of the Universe? This course is independent of, and on the same level as Astronomy 101 and 102. Observing sessions will include use of the 24" telescope and other telescopes for observations of stars, star clusters, planets and their moons, nebulae, and galaxies, as well as daytime observations of the Sun.

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

PASACHOFF

ASTR 106 Observing the Sun and Stars (*Not offered 2002-2003*)

(See full description online:

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

PASACHOFF

ASTR 330 The Nature of the Universe (*Not offered 2002-2003*)

(See full description online:

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

Astronomy, Astrophysics

ASTR 336(S) Science, Pseudoscience, and the Two Cultures (Same as History of Science 336) (W)

A famous dichotomy between the sciences and the humanities, and public understanding of them, was laid down by C. P. Snow and has been widely discussed, with ignorance of the second law of thermodynamics compared with ignorance of Shakespeare. In this seminar, we will consider several aspects of science and scientific culture, including how scientific thinking challenges the claims of pseudoscience. We will consider C. P. Snow and his critics as well as the ideas about the Copernican Revolution and other paradigms invented by Thomas Kuhn. We will discuss the recent "Science Wars" over the validity of scientific ideas. We will consider the fundamental originators of modern science, including Tycho, Kepler, Galileo, and Newton, viewing their original works in the Chapin Library of rare books and comparing their interests in science with what we now call pseudoscience, like alchemy. We will review the history and psychology of astrology and other pseudosciences. Building on the work of Martin Gardner in "Fads and Fallacies in the Name of Science," and using the current journal "The Scientific Review of Alternative Medicine," we consider from a scientific point of view what is now called complementary or alternative medicine, including both older versions such as chiropractic and newer nonscientific practices.

Format: seminar. Evaluation will be based on biweekly 5-page papers, participation in discussions, and a 15-page final paper.

No prerequisites. *Enrollment limit: 12 (expected: 12). Preference will be given to juniors and seniors and to those with backgrounds in science, history of science, or philosophy. This course is writing intensive.*

Non-major course. Does not count toward the Astrophysics, Astronomy or Physics major.

Hour: 1:10-3:50 W

PASACHOFF

COURSES WITH PREREQUISITES

ASTR 111(F) Introduction to Astrophysics (Q)

A survey of some of the main ideas in modern astrophysics, with an emphasis on the observed properties and evolution of stars, this course is the first in the Astrophysics and Astronomy major sequences. It is also appropriate for students planning to major in one of the other sciences or mathematics, and for others who would like a quantitative introduction that emphasizes the relationship of contemporary physics to astronomy. Topics include astronomical instrumentation, radiation laws and stellar spectra, physical characteristics of the Sun and other stars, stellar formation and evolution, nucleosynthesis, white dwarfs, pulsars and neutron stars, and black holes.

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 and discussion, 3 hours per week; laboratory and observing sessions. Evaluation will be based on weekly problem sets, two hour tests, a final exam, lab reports, and an observing portfolio.

Prerequisites: a year of high school physics, or concurrent college physics, or permission of the instructor, and Mathematics 104 or equivalent. *This is a quantitative/formal reasoning course.*

Hour: 11:20-12:35 TR

Lab: 1-4 M,R

KWITTER

ASTR 207T(F) Extraterrestrial Life in the Galaxy: A Sure Thing, or a Snowball's Chance? (W)

A focused investigation of the possibility of life arising elsewhere in our Galaxy, and the chances of our detecting it. In this course, pairs of students will explore the astronomical and biochemical requirements for the development of Earth-like life. We will consider the conditions on other planets within our solar system as well as on newly-discovered planets circling other stars. We will also analyze the famous "Drake Equation," which calculates the expected number of extraterrestrial civilizations, and attempt to evaluate its components. Finally, we will examine current efforts to detect signals from intelligent alien civilizations and contemplate humanity's reactions to a positive detection.

Pairs of students will meet weekly with the instructor. Evaluation will be based on the student's papers, responses to the partner's papers, and evidence of growth in understanding over the semester. Prerequisites: Astronomy 111 or Biology 101-102 or Chemistry 101-102, or equivalent science preparation. *Enrollment limit: 10. Preference given to students who have had Astronomy 111. Instructor's permission required. This course is writing intensive.*

Hour: TBA

KWITTER

ASTR 211 Observation and Data Reduction Techniques in Astronomy (Not offered 2002-2003; to be offered 2003-2004)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/astr/astr211.html>)

KWITTER

ASTR 217T(F) Planetary Geology (Same as Geosciences 217T) (W)

(See under Geosciences for full description.)

Astronomy, Astrophysics, Biochemistry and Molecular Biology

ASTR 402(S) Between the Stars: The Interstellar Medium (W)

The matter between the stars—the interstellar medium—manifests itself in many interesting and unexpected ways, and, as the detritus of stars, its properties and behavior hold clues to the history and future evolution of both stars and the galaxies that contain them. Stars are accompanied by diffuse matter all through their lifetimes, from their birthplaces in dense molecular clouds, to the stellar winds they eject with varying ferocity as they evolve, to their final fates as they shed their outer layers, whether as planetary nebulae or dazzling supernovae. As these processes go on, they enrich the interstellar medium with the products of the stars' nuclear fusion. The existence of life on Earth is eloquent evidence of this chemical enrichment.

In this course we will study the interstellar medium in its various forms. We will discuss many of the physical mechanisms that produce the radiation we observe from diffuse matter, including radiative ionization and recombination, collisional excitation of “forbidden” lines, collisional ionization, and synchrotron radiation. This course will be both writing- and observing-intensive. Weekly short papers will be assigned; these papers will be thoroughly edited by the professor and returned so that comments can be absorbed for future submissions. In class, students will present key ideas from the assigned reading and will solve relevant problems. Throughout the semester students will also work in small groups to design, carry out, analyze, and critique their own observations of the interstellar medium using the equipment on our observing deck.

Format: seminar and discussion, 3 hours per week, plus computer work and observing. Evaluation will be based on weekly papers, class presentations/problem-solving, and observing projects.

Prerequisite: Physics 201. *Enrollment limit: 10. This course is writing intensive.*

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

Hour: 1:10-2:25 MR

KWITTER

ASTR 408T The Solar Corona (Not offered 2002-2003; to be offered 2003-2004) (W)

(See full description online:

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

PASACHOFF

ASTR 412T Solar Physics (Not offered 2002-2003) (W)

(See full description online:

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

PASACHOFF

ASTR 418 Astrophysics of The Milky Way and Other Galaxies (Not offered 2002-2003)

(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: RAYMOND, ROSEMAN, SWOAP. Assistant Professors: ADLER*, CHIHADÉ*, GEHRING, LASKOWSKI*, SAVAGE. 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

Biochemistry and Molecular Biology

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.

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

Lab: 1-5 W,R

GEHRING

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

This lecture course provides an in-depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis 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 several exams, a paper, and performance in the laboratories including lab reports that emphasize conceptual and mathematics analysis of the data generated.

Prerequisites: Biology 101 and Chemistry 202 or 155 and 251/255. May be taken concurrently with Chemistry 256. *Enrollment limit: 40 (expected: 36). Preference given to junior and senior Biology and Chemistry majors and BIMO concentrators. This is a quantitative/formal reasoning course.*

Hour: 10:00-10:50 MWF

Lab: 1-5 T,R

BANTA

Biochemistry and Molecular Biology, Biology

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 306 Advanced Molecular Genetics
Biology 308 Plant Growth and Development
Biology 309 Mammalian Molecular Physiology
Biology 313 Immunology
Biology 315 Microbiology: Diversity, Cellular Physiology, and Interactions
Biology 409 Molecular Physiology
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 364^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 changed its curriculum in the 2001-2002 year and many course numbers changed. 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 Professors: RAYMOND, ROSEMAN, SWOAP. Visiting Associate Professor: BANTA. Senior Lecturer: D. C. SMITH. Assistant Professors: ADLER*, LASKOWSKI*, MORALES, SAVAGE. Associate Professor of Marine Science for the Williams-Mystic Program: CARLTON. 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.

Biology

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 other than 493-494, 497, or 498.

Any other three courses *or* any other two courses and two semesters of Organic Chemistry.

NOTE: Independent study courses and AMS 311 (Same as Biology 231) do not fulfill the 300-level or 400-level course requirements. Both WIOX 215, *Biology: Ecology of Flowering Plants*, and WIOX 216, *Biology: Evolution*, in the Williams Oxford Program qualify for major credit.

Distribution Requirement

In order to ensure that majors broaden their knowledge of biology, one of the elective courses for the major must include an upper-level course covering biological processes at levels of organization above the cell. Courses that satisfy this distribution requirement are indicated in the individual course description.

COURSE SELECTION AND PLACEMENT

It is preferable for students who plan to major in biology, or think they may be interested in doing so, to take Biology 101, 102 during their first year at Williams. It is also possible to begin the Biology major during the sophomore year, although students should understand that it may require taking 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.

COURSES RELATED TO THE BIOLOGY MAJOR

Students planning to pursue their interest in biology and related fields after completing their undergraduate degrees are strongly encouraged to take one year of chemistry, at least one semester of mathematics (a course in statistics is recommended), and one semester of Physics. Students may wish to check the requirements for graduate admission at relevant universities, and are also encouraged to consult with the Biology Department's graduate school advisor, Professor Raymond, about prerequisites for admission to graduate programs.

BIOCHEMISTRY AND MOLECULAR BIOLOGY

Students interested in Biochemistry and Molecular Biology (BIMO) should consult the general statement under Biochemistry and Molecular Biology.

NEUROSCIENCE

Students interested in Neuroscience (NSCI) should consult the general statement under Neuroscience.

ENVIRONMENTAL STUDIES

Students interested in Environmental Studies (ENVI) should consult the general statement under Environmental Studies.

THE DEGREE WITH HONORS IN BIOLOGY

In order to be recommended for the degree with honors, a Biology major is normally expected to have completed the equivalent of two semesters and a winter study (031) of independent research culminating in a thesis which demonstrates outstanding achievement of an original and innovative nature. Although the presentation of a thesis and associated oral presentation in the fall and poster defense in the spring are required for consideration for a degree with honors, their completion should not be interpreted as a guarantee of a degree with honors. The principal considerations in admitting a student to the program of independent honors research will be mastery of fundamental material and skills, ability to pursue independent study successfully, and demonstrated interest and motivation. Students interested in participating in the honors program should consult with the department 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 two semesters of Organic Chemistry).

In addition to the normal honors route, which includes two semesters (Biology 493-494) and a winter study of research (WSP 031) during senior year, students have the option, *subject to the approval of their thesis advisor*, to begin the honors research during winter study junior year or during the second semester junior year. Students beginning honors in winter study of junior year would take Biology 494 in the spring of their junior year followed by Biology 493 in the fall of their senior year; students beginning honors during the second semester of junior year would take Biology 494 that semester, followed by Biology 493 in the fall of senior year and winter study research in the winter of the senior year.

CREDIT FOR COURSES AT OTHER INSTITUTIONS

Students who enroll in study away programs may receive credit for up to two 200-level electives towards the biology major upon approval of the course syllabi by the Biology Department's study abroad coordinator, Professor Banta.

Students wishing to register for courses in biology involving college-level prerequisites should consult, in person, with a member of the Biology Department, during the spring registration period. Such consultations will include a review of the course syllabi and the transcripts of the relevant previous college work, and students should bring these materials with them.

BIOL 101(F) The Cell

This course provides an introduction to the cellular aspects of modern biology. It explains the development of cell structure and function as a consequence of evolutionary processes, and it stresses the dynamic properties of living systems. Topics considered include biological molecules and enzyme action, membrane structure and function, energy exchange and design of metabolic systems, expression of genetic information, 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 enrollment limit (expected: 2 sections of 90 each).*

Hour: 9:00-9:50 MWF, 11:00-11:50 MWF Lab: 1-4 M,T,W,R

D. LYNCH

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

Lab: 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, a short paper, 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, 2:35-3:50 T

ALTSCHULER

BIOL 133 Biology of Exercise and Nutrition (Not offered 2002-2003; to be offered

2003-2004)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/biol/biol133.html>)

Biology

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 next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria and AIDS. The final part of the course covers the place of human 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 and debates, three hours a week. Evaluation will be based on two hour exams, a short paper, panel preparation, 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 202(F) Genetics (Q)

Genetics, classically defined as the study of heredity, has evolved into a discipline whose limits are continually expanded by innovative molecular technologies. This course covers the experimental basis for our current understanding of the inheritance, structures, and functions of genes. It introduces approaches used by contemporary geneticists and molecular biologists to explore questions about aspects of biology ranging from embryonic development to aging. The laboratory part of the course provides an experimental introduction to modern genetic analysis. Laboratory experiments include linkage analysis, bacterial transformation with plasmids, DNA restriction mapping, and computer-based cloning.

Format: lectures/laboratory, six hours a week. Evaluation: Biweekly problem sets, weekly laboratory exercises and laboratory reports, and three examinations; 90% of the final grade is determined by performance on written exercises and exams.

Prerequisites: Biology 101 and 102. *No enrollment limit (expected: 85). This is a quantitative/formal reasoning course.*

Hour: 11:00-11:50 MWF

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

ALTSCHULER

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

This course combines lectures with field and indoor laboratory exercises to explore factors that determine the distribution and abundance of plants and animals in natural systems. The course begins with an overall view of global patterns and then builds from the population to the ecosystem level. An emphasis is given to basic ecological principles and relates them to current environmental issues. Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow).

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

Prerequisites: Biology 101 and 102, or Environmental Studies 101 or 102, or permission of the instructor. *No enrollment limit (expected: 35). This is a quantitative/formal reasoning course.*

Required course in the Environmental Studies Program. Satisfies distribution requirement in major.

Hour: 9:00-9:50 MWF

Lab: 1-4 M,T

MORALES

BIOL 204 Animal Behavior (Not offered 2002-2003; to be offered 2003-2004)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/biol/biol204.html>)

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

Lab: 1-4 M,T,W

SWOAP

BIOL 206T(S) Genomics (W)

Genomics, the study of complete DNA sequences of organisms, has been touted as the new revolution in biology. Yet at this early stage of the field, a limited amount of new biology has been revealed through experimental and analytical manipulations of genomic information. This tutorial course,

aimed primarily at sophomores, explores the extent to which genomics research has, and has not, expanded our understanding of biology. We begin by understanding the experimental means of acquiring correct and complete DNA sequence(s) of a species. This background allows a critical analysis of the current data and databases used in genomic analysis. Reading recent primary literature, we will then fully examine experimental approaches that assess interesting biological phenomena on a genome-wide basis. For example, we will study papers describing the genome-wide changes in messenger RNA levels when a pathogen infects a host, or when fruit flies proceed through a normal twenty-four hour cycle, in order to assess how these experiments enlighten our understanding of particular biological systems. The course will also explore topics in proteomics, the study of complete protein sequences obtained from genomics analysis. The quest for understanding the diversity and evolution of a protein family, for discovering a minimal genome capable of life, or for predicting the precise molecular functions of proteins based on comparative genomic analyses are potential proteomics issues to be analyzed.

The class will meet as a whole once per week to discuss and refine questions on required readings of primary literature. Each student will also be assigned to a weekly tutorial meeting with the instructor and one other student. Every other week at this tutorial meeting, students will present a written and oral critical analysis of the assigned reading. Students not making a presentation will question and critique the work of their colleague.

Format: discussion 75 minutes a week, tutorial meeting 1 hour a week. Evaluation will be based on discussion participation, tutorial participation, and five tutorial papers of four pages each.

Prerequisite: Biology 202. *Enrollment limit: 10 (expected: 10). Preference given to sophomores. This course is writing intensive.*

Hour: 8:30-9:45 TR

RAYMOND

BIOL 207 Biology of Conservation and Extinction (Same as Environmental Studies 217) (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/biol/biol207.html>)

BIOL 209 Biological Modeling with Differential Equations (Same as Mathematics 335) (Not offered 2002-2003) (Q)

(See under Mathematics for full description.)

Prerequisite: Mathematics 105 and Biology 101 or equivalents thereof.

BIOL 211(S) Invertebrate Paleobiology (Same as Geosciences 212)

(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.

Hour: 9:55-11:10 TR

Lab: 1-4 M,T,W

H. WILLIAMS, ZIMMERBERG

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.

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

Evaluation will be based on hour exams, field quizzes, a course 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: 9:00-9:50 MWF

Lab: 1-4 M,T

J. EDWARDS

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.

Biology

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

Lab: 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 above the population level. This course explores community and ecosystem level phenomena in the regional landscape through self-designed field and laboratory experiments that are conducted by the class as a whole during the first half of the course. During the second half of the course individuals or small groups of students will undertake a term project. Extensive use of the College's Hopkins Memorial Forest and its databases will be utilized in the course.

Field laboratories emphasize hypothesis-oriented experiments; field trips introduce the diversity of natural communities and ecosystems in New England.

Format: lectures, discussions, workshops three hours a week plus laboratory three hours a week. One all-day field trip to Central New Hampshire is planned after spring break. Evaluation will be based on lab reports, the term project, and a public presentation of the project results.

Prerequisite: Biology/Environmental Studies 203 or 220. *Enrollment limit: 28 (expected: 22). Preference given to Biology majors and Environmental Studies concentrators.*

Satisfies distribution requirement in the major.

Hour: 8:30-9:45 TR

Lab: 1-4 T,W

ART

BIOL 303(S) 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, six hours a 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: 9:55-11:10 TR

Lab: 1-4 M,T

H. WILLIAMS

BIOL 304 Neurobiology (Not offered 2002-2003; to be offered 2003-2004)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/biol/biol304.html>)

BIOL 305(F) Evolution (Q)

This course offers a critical review of contemporary scholarship on evolutionary biology. Topics include microevolutionary models, molecular evolution, phylogenetic inference, adaptation, and speciation. Assigned readings include current research literature.

Format: discussions and lectures three hours a week. Evaluation will be based on two problem sets and three worksheets, two examinations, an independent research paper using phylogenetic inference, and a literature review essay; 85% of the final grade is determined by performance on written exercises and examinations.

Prerequisite: Biology 202. *Enrollment limit: 36 (expected 24). Preference given to Biology majors. This is a quantitative/formal reasoning course.*

Satisfies distribution requirement in major.

Hour: 11:00-11:50 MWF

D. C. SMITH

BIOL 306(F) Advanced Molecular Genetics (Q)

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. This is a quantitative/formal reasoning course.*

Hour: 11:20-12:35 TR

Lab: 1-4 M,W

BANTA

BIOL 308 Plant Growth and Development (Not offered 2002-2003; to be offered 2003-2004)

(See full description online:

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

BIOL 313(F) 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 MW

Lab: 1-4 W,R

RAYMOND

BIOL 315 Microbiology: Diversity, Cellular Physiology, and Interactions (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/biol/biol315.html>)

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

Lab: 1-5 W,R

GEHRING

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

This lecture course provides an in-depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Format: lectures, three hours a week; laboratory, four hours a week. Evaluation is based on several exams, a paper, and performance in the laboratories including lab reports that emphasize conceptual and mathematics analysis of the data generated.

Biology

Prerequisites: Biology 101 and Chemistry 202 or 155 and 251/255. May be taken concurrently with Chemistry 256. *Enrollment limit: 40 (expected: 36). Preference given to junior and senior Biology and Chemistry majors and BIMO concentrators. This is a quantitative/formal reasoning course.*
Hour: 10:00-10:50 MWF Lab: 1-5 T,R BANTA

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

(See full description online:

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

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

In this tutorial, we will examine current issues in ecology and evolutionary biology with a special focus on recent synthetic approaches. The tutorial will begin by considering whether there are general laws in ecology at the level of populations. Next, we will explore recent approaches in ecology, such as macroecology, that attempt to address the issue of biocomplexity. Finally, we will consider the application of ecological principles to concerns arising from a human-dominated biosphere, such as the relationship between biodiversity and ecosystem function. The course will end with a topic chosen by students.

Evaluation will be based on four 5-page papers, oral presentations, and discussion participation.

Prerequisite: Biology/Environmental Studies 203 or Biology 204 (*Animal Behavior*). *Enrollment limit: 12 (expected: 12). Preference given to senior Biology majors. This course is writing intensive.*

Satisfies distribution requirement in major.

Hour: 8:30-9:45 MWF

MORALES

BIOL 409(F) (formerly 309) 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. Student-led discussions will come from the original literature.

Format: discussions, 3 hours a week. Evaluation will be based on class participation and four papers (four pages each).

Prerequisite: Biology 202, Biology 205, or permission of instructor. *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: 8:30-9:45 TR, 9:55-11:10 TR

SWOAP

BIOL 411 Plasticity in the Nervous System (Not offered 2002-2003; to be offered 2003-2004)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/biol/biol411.html>)

ZOTTOLI

BIOL 412 Biochemical Regulatory Mechanisms (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/biol/biol412.html>)

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

RESEARCH AND THESIS COURSES

Individual research projects must be approved by the department. Application should be made to the department prior to spring registration.

NOTE: Senior thesis and independent study courses do not count as 300-level or 400-level course requirements for the major.

BIOL 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, Associate Professor LEE Y. PARK

Professors: R. CHANG, L. KAPLAN**, LOVETT, PEACOCK-LÓPEZ, D. RICHARDSON, THOMAN, Professor Emeritus: MARKGRAF. Associate Professor: L. PARK. Assistant Professors: BINGEMANN, CHIHADÉ*, GEHRING, 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 began changing in the fall of the 2001-2002 academic year. As a result, 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. However, juniors and seniors who have already begun a chemistry major are subject to somewhat different requirements and should consult the table on page 110 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 sophomores and to any students taking their first chemistry courses during Fall 2002 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

Chemistry

- 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 Ms. Gehring, 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. Bingemann, Mr. Chang, 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 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 program offered jointly with the Physics Department, and should consult the information on page 218 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(F) Fighting Disease: The Evolution and Operation of Human Medicines (See under "Former Curriculum" for full description.)

CHEM 113 Chemistry and Crime: From Sherlock Holmes to Modern Forensic Science (See under "Former Curriculum" for full description.) (*Not offered 2002-2003*)

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 2002-2003*)

COURSES WITH PREREQUISITES

CHEM 151(F) Concepts of Chemistry (Q)

This course provides a general introduction to chemistry for those students who are anticipating professional study in chemistry, in related sciences, or in one of the health professions, as well as for those students who are interested in exploring the fundamental ideas of chemistry as part of their general education. In addition to presenting an overview of chemical concepts, the course provides the foundation for the further study of organic chemistry, physical chemistry, and biochemistry, and it gives special attention to the principles of qualitative and quantitative analysis.

The principal topics include chemical bonding, molecular structure, stoichiometry, chemical equilibrium, acid-base reactions, oxidation-reduction reactions, solubility equilibria, and related applications. Laboratory work comprises a system of qualitative analysis and quantitative techniques.

Chemistry

Format: lectures, three hours a week; laboratory, four hours a week. Evaluation is based on quantitative weekly problem set assignments, laboratory work and reports, quizzes, one hour test, and a final exam.

Prerequisites: Basic proficiency in mathematics as demonstrated in the diagnostic test administered to all first-year students at the beginning of the academic year. In lieu of that, Chemistry 151 may be taken concurrently with Mathematics 100(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: 120). This is a quantitative/formal reasoning course.

Hour: 9:00-9:50 MWF

Lab: 1-5 M,T,W,R,F; 8-12 T

LOVETT

CHEM 153(F) Concepts of Chemistry: Advanced Section (Q)

This course parallels Chemistry 151 and provides a foundation in chemistry for those students who are anticipating professional study in chemistry, related sciences, or one of the health professions, as well as for those students who are interested in exploring the fundamental ideas of chemistry as part of their general education. It is designed for those students with sound preparation in secondary school chemistry and to provide the foundation for further study of organic (Chemistry 156) or physical/inorganic (Chemistry 256) chemistry. Principal topics include kinetic theory of gases, modern atomic theory, molecular structure and bonding, states of matter, chemical equilibrium (acid-base and solubility), and an introduction to atomic and molecular spectroscopies.

Laboratory work includes synthesis, characterization (using instrumental methods such as electrochemical and spectroscopic techniques), and molecular modeling.

Format: lectures, three hours a week; laboratory, four hours a week. Evaluation is based on quantitative weekly problem set assignments, laboratory work and reports, hour tests, and a final exam.

Prerequisites: placement exam and permission of the instructor are required. *No enrollment limit (expected: 28). This is a quantitative/formal reasoning course.*

Hour: 9:00-9:50 MWF

Lab: 1-5 M,T

BINGEMANN

CHEM 155(F) Current Topics in Chemistry (Q)

This course provides a foundation in chemistry for those students who are anticipating professional study in chemistry, related sciences, or one of the health professions, as well as for those students who are interested in exploring the fundamental ideas of chemistry as part of their general education. This course is designed for those students with strong preparation in secondary school chemistry and will focus on topics in physical and inorganic chemistry and their practical applications, providing a foundation for advanced study in these areas. Topics include chemical thermodynamics, kinetics, structure and bonding, coordination chemistry, electrochemistry and spectroscopy and their application to fields such as materials science, industrial, environmental, biological, and medicinal chemistry.

Laboratory work includes synthesis, characterization, and reactivity of coordination complexes, electrochemical analysis, and molecular modeling.

Format: lectures, three hours a week; laboratory, four hours a week. Evaluation is based on quantitative weekly problem set assignments, laboratory work and reports, hour tests, and a final exam.

Prerequisites: placement exam administered during First Days and permission of the instructor. *No enrollment limit (expected: 12). This is a quantitative/formal reasoning course.*

Hour: 8:00-8:50 MWF

Lab: 1-5 W

R. CHANG, PEACOCK-LÓPEZ

CHEM 156(S) Organic Chemistry: Introductory Level (Q)

This course provides the necessary background in organic chemistry for students who are planning advanced study or a career in chemistry, the biological sciences, or the health professions. It initiates the systematic study of the common classes of organic compounds with emphasis on theories of structure and reactivity. The fundamentals of molecular modeling as applied to organic molecules are presented. Specific topics include basic organic structure and bonding, isomerism, stereochemistry, molecular energetics, the theory and interpretation of infrared and nuclear magnetic spectroscopy, substitution and elimination reactions, and the addition reactions of alkenes and alkynes. The coordinated laboratory work includes purification and separation techniques, structure-reactivity studies, organic synthesis, IR and NMR spectroscopy, and the identification of unknown compounds.

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

Prerequisite: Chemistry 151 or 153 or 155 or placement exam or permission of instructor. *No enrollment limit (expected: 120).*

Hour: 10:00-10:50 MWF

Lab: 1-5 M,T,W,R,F; 8-12 R

T. SMITH

CHEM 251(F) Organic Chemistry: Intermediate Level

This course is a continuation of Chemistry 156 and it concludes the systematic study of the common classes of organic compounds with emphasis on theories of structure and reactivity. Specific topics include radical chemistry, an introduction to mass spectrometry and ultraviolet spectroscopy, the theory and chemical reactivity of conjugated and aromatic systems, the concepts of kinetic and ther-

modynamic control, an extensive treatment of the chemistry of the carbonyl group, alcohols, ethers, polyfunctional compounds, the concept of selectivity, the fundamentals of organic synthesis, an introduction to carbohydrates, carboxylic acids and derivatives, acyl substitution reactions, amines, and an introduction to amino acids, peptides, and proteins. The coordinated laboratory work includes application of the techniques learned in the introductory level laboratory, along with new functional group analyses, to the separation and identification of several unknown samples. Skills in analyzing NMR, IR, and MS data are practiced and further refined.

Format: 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 156 or permission of instructor. *No enrollment limit (expected: 100).*

Hour: 10:00-10:50 MWF

Lab: 1-5 M,T,W,R; 8-12 T

RICHARDSON

CHEM 255(F) Organic Chemistry: Intermediate Level—Special Laboratory Section

This course is a continuation of Chemistry 156 and contains the same material as Chemistry 251 except for the laboratory program described below:

The aim of this advanced laboratory section is to enrich and enhance the laboratory experiences of motivated students of recognized ability by providing a laboratory program that more closely resembles the unpredictable nature and immediacy of true chemical research. Students synthesize, isolate, and characterize (using a range of modern physical and spectroscopic techniques) a family of unknown materials in a series of related experiments constituting an integrated, semester-long investigation. A flexible format is employed in which the students are responsible for helping to plan the course of their laboratory work based upon discussions with the instructor of the previous week's experimental results. Students are drawn from Chemistry 156 with placement based upon student selection and nomination by the Chemistry 156 instructor. Participants attend their regular Chemistry 251 lecture but attend the special laboratory section instead of a Chemistry 251 laboratory section.

Format: lectures, three hours a week, as in 251; laboratory, four hours a week, and a weekly one-hour discussion session. Evaluation is based on the requirements for the Chemistry 251 lecture and performance in this special laboratory section including written laboratory reports and participation in discussions. *Enrollment limit: 12 (expected: 12). Preference given to sophomores. Permission of the instructor is required.* This course was developed under a grant from the Ford Foundation.

Hour: 10:00-10:50 MWF

Lab: 1-5 R

RICHARDSON

CHEM 256(S) Introduction to Physical and Inorganic Chemistry

This course treats topics in physical and inorganic chemistry, building on the themes of structure, bonding, and reactivity established in organic chemistry. As the final course in our introductory curriculum, Chemistry 256 completes the foundation required for the study of chemistry at the advanced level. Topics include chemical thermodynamics, kinetics, nuclear chemistry, electrochemistry, structure and bonding, and coordination chemistry. Laboratory work includes the synthesis, characterization, and reactivity studies of coordination complexes, kinetic, electrochemical, and spectroscopic analysis.

Format: 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: Chemistry 251, or permission of instructor. *No enrollment limit (expected: 80).*

Hour: 9:00-9:50 MWF

Lab: 1-5 M,T,W,R; 8-12 T

SCHOFIELD

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 2002-2003)

CHEM 332 Materials Science: The Chemistry and Physics of Materials (See Chemistry 318 under “Former Curriculum” for full description.) (Not offered 2002-2003)

CHEM 335 Inorganic/Organometallic Chemistry (See Chemistry 305 under “Former Curriculum” for full description.) (Not offered 2002-2003)

CHEM 341 Toxicology and Cancer (See Chemistry 308 under “Former Curriculum” for full description.) (Not offered 2002-2003)

CHEM 342(S) Synthetic Organic Chemistry (See Chemistry 303 under “Former Curriculum” for full description.)

CHEM 344 Physical Organic Chemistry (See Chemistry 311 under “Former Curriculum” for full description.) (Not offered 2002-2003)

Chemistry

CHEM 361(S) Physical Chemistry: Structure and Dynamics (See Chemistry 302 under “Former Curriculum” for full description.)

CHEM 364(S) Instrumental Methods of Analysis (See Chemistry 304 under “Former Curriculum” for full description.)

CHEM 366 Physical Chemistry: Thermodynamics (See Chemistry 301 under “Former Curriculum” for full description.) (*Not offered 2002-2003*)

CHEM 367 Biophysical Chemistry (See Chemistry 306 under “Former Curriculum” for full description.) (*Not offered 2002-2003*)

CHEM 368 Quantum Chemistry and Molecular Spectroscopy (See Chemistry 401 under “Former Curriculum” for full description.) (*Not offered 2002-2003*)

CHEM 426 Topics in Biochemistry and Molecular Biology (See Chemistry 406 under “Former Curriculum” for full description.) (*Not offered 2002-2003*)

CHEM 436T Bioinorganic Chemistry (See Chemistry 316T under “Former Curriculum” for full description.) (*Not offered 2002-2003*)

CHEM 441T Heterocyclic Chemistry (See Chemistry 312T under “Former Curriculum” for full description.) (*Not offered 2002-2003*)

CHEM 464T A Theoretical Approach to Biological Phenomena (See Chemistry 314T under “Former Curriculum” for full description.) (*Not offered 2002-2003*)

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.

^eThe 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 Ms. Gehring, 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. Bingemann, Mr. Chang, 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.

Chemistry

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 program offered jointly with the Physics Department, and should consult the information on page 218 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 111(F) Fighting Disease: The Evolution and Operation of Human Medicines

The past decade has seen an explosion in the number of pharmaceuticals available to doctors and their patients. Pills are now available to treat conditions as varied as depression and baldness, and a cure for the common cold is in development. A visit to the doctor now seems incomplete without a prescription. Changes in Food and Drug Administration and health insurance policies combined with the tremendous increase in advertisement of prescription drugs have also placed a larger burden on consumers in deciding which drugs to take, as well as in paying for the medication.

This course focuses on understanding, at a biochemical level, how several drugs work their curative magic as well as how they may lead to undesired side effects. We examine the processes through which drugs are discovered or created and how they are then brought to consumers. Topics range from the discovery of aspirin and the effect of World War II on the discovery of cheap treatments for malaria to advances in protease inhibitors and combination therapies which have dramatically extended the lives of AIDS patients. The main focus of the course is basic concepts in chemistry and biology which underlie the action of any drug. We also explore the connections between basic research, biotechnology companies, multinational pharmaceutical firms, patent attorneys, regulatory agencies, doctors, and insurers which eventually lead to the availability of a given drug.

This course is designed for the non-science major who does not intend to pursue a career in the natural sciences. Principles in organic chemistry and biochemistry will be developed as needed.

Format: lectures, three hours a week. Evaluation is based on quizzes, problem sets, class participation, one short paper, a midterm, and a final exam.

No prerequisites. *No enrollment limit (expected: 40).*

Hour: 11:00-11:50 MWF

T. SMITH

CHEM 113 Chemistry and Crime: From Sherlock Holmes to Modern Forensic Science (*Not offered 2002-2003*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/chem/chem113.html>)

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 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 more than 50 million HIV-infected persons worldwide.

After an introduction to chemical structure, 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.

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 2002-2003*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/chem/chem119.html>)

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, exams, and an independent project.

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: 9:55-11:10 TR

Lab: 1-5 M,W

THOMAN

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, or Chemistry 155 and 251/255. May be taken concurrently with Chemistry 256 with permission of instructor. *No enrollment limit (expected: 10).*

Hour: 8:30-9:45 TR

Lab: 1-5 W

BINGEMANN

CHEM 303(S) Synthetic Organic Chemistry

The origins of organic chemistry are in the chemistry of living things and the emphasis of this course is on the chemistry of naturally-occurring compounds. This course presents the logic and practice of chemical total synthesis while stressing the structures, properties and preparations of terpenes, poly-

Chemistry

ketides and alkaloids. Modern synthetic reactions are surveyed with an emphasis on the stereochemical and mechanistic themes that underlie them. To meet the requirements for the semester's final project, each student chooses an article from the recent synthetic literature and then analyzes the logic and strategy involved in the published work in a final paper. A summary of this paper is also presented to the class in a short seminar. Laboratory sessions introduce students to techniques for synthesis and purification of natural products and their synthetic precursors.

Format: lectures, three hours a week; laboratory, four hours a week. Evaluation is based on problem sets, midterm exams, laboratory work, a final project, and class participation.

Prerequisites: Chemistry 201-202, or Chemistry 155 and 251/255. May be taken concurrently with Chemistry 256. *No enrollment limit (expected: 12).*

Hour: 9:55-11:10 TR

Lab: 1-5 M

RICHARDSON

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, exams, and an independent project.

Prerequisites: Chemistry 201-202, or Chemistry 155 and 251/255. May be taken concurrently with Chemistry 256 with permission of instructor. *No enrollment limit (expected: 15).*

Hour: 11:00-11:50 MWF

Lab: 1-5 W,R

L. PARK, 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: 8:30-9:45 TR

Lab: 1-5 T

L. PARK

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 201-202, or Chemistry 155 and 251/255, and Mathematics 104 or equivalent. May be taken concurrently with Chemistry 256 with permission of instructor. *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 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 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

GEHRING

CHEM 311 Physical Organic Chemistry (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/chem/chem311.html>)

CHEM 312T Heterocyclic Chemistry (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/chem/chem312.html>)

CHEM 314T(S) 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 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/chem/chem316.html>)

CHEM 318 Materials Science: The Chemistry and Physics of Materials (Same as Physics 318)

(Q) (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/chem/chem318.html>)

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

Lab: 1-5 W,R

GEHRING

CHEM 322(S) Biochemistry II—Metabolism (Same as Biology 322 and Biochemistry and Molecular Biology 322) (Q)

This lecture course provides an in-depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Chemistry, Classics

Format: lectures, three hours a week; laboratory, four hours a week. Evaluation is based on several exams, a paper, and performance in the laboratories including lab reports that emphasize conceptual and mathematics analysis of the data generated.

Prerequisites: Biology 101 and Chemistry 202 or 155 and 251/255. May be taken concurrently with Chemistry 256. *Enrollment limit: 40 (expected: 36). Preference given to junior and senior Biology and Chemistry majors and BIMO concentrators. This is a quantitative/formal reasoning course.*
Hour: 10:00-10:50 MWF Lab: 1-5 T,R BANTA

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

PEACOCK-LÓPEZ

CHEM 406(S) Topics in Biochemistry and Molecular Biology

This course involves critical reading, analysis, and discussion of papers from the current biochemistry and molecular biology literature. Specific topics vary from year to year but are chosen to illustrate the importance of a wide range of both biological and chemical approaches to addressing important questions in the biochemical and molecular biological fields.

Format: seminar/tutorial, three hours a week. Evaluation is based on class discussions, oral presentations, several short papers, and a final paper.

Prerequisite: BIMO 321 or permission of instructor. *Enrollment limit: 12 (expected: 5). Preference given to seniors.*

Hour: 12:00-12:50 MWF

GEHRING and LOVETT

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

Professors: CHRISTENSEN*, FUQUA**, HOPPIN. Associate Professor: KRAUS. Harry C. Payne
Visiting Professor of Liberal Arts: PORTER. Assistant Professor: 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 Latin at any level. (4) A senior independent study is normally required to complete the Classical Civilization major. Several of the courses elected, including the independent study, should relate to each other in such a way as to reflect a concentration on a particular genre, period, or problem of Greek and Roman civilization, including topics in ancient art and archaeology, religion in the Greco-Roman world, and ancient philosophy.

In addition to the courses in *Classical Civilization*, appropriate courses from other departments or from approved study abroad programs may be elected for the major. Examples of such courses, which may vary from year to year, are ArtH 412 (*Monsters and Narrative: Greek Architectural Sculpture*), 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 201 or Latin 202, or equivalent language preparation. The numbering of the 400-level courses partially reflects the order in which they are offered over a two-year period for Greek and a three-year period for Latin. It also indicates a good order in which to take the 400-level courses but not an essential order, and individual students may enter the sequence at any point. While not every student will take every course, the rotation of 400-level courses is arranged to permit exposure, in a three- to four-year period, to most of the important periods and genres of classical studies.

Classical Civilization Courses: The numbering of these courses often suggests a recommended but rarely necessary sequence of study within a given area of classical studies. Most of the translation courses do not assume prior experience in Classics or a cross-listed field.

CLASSICAL CIVILIZATION

CLAS 101(F) Greek Literature (Same as Comparative Literature 107)

The literature of the archaic and classical Greek polis was produced by and for a "performance society." As we read in translation Homer's *Iliad* and *Odyssey*, Hesiod's *Works and Days*, the poetry of an Archilochus, Sappho, Solon, Theognis, or Pindar, tragedies by Aeschylus, Sophocles, and Euripides, comedies by Aristophanes, brief selections from the historians Herodotus and Thucydides, and some portions of Plato's philosophical writings, we will attend closely to the performance contexts in which these works were first produced, both to enrich our literary analysis of each work and to spin the thematic threads we will follow through this complex and varied literature. From the oral epics of Homer and Hesiod in the eighth century to Plato's written "dialogues" in the fourth, the problem of *paideia*, education or socialization, preoccupied Greeks of the polis. Who should be educated, about what things, by whom, and how? How do we learn or know something, and what kinds of knowledge is it possible or desirable to attain? Which types of familial and civic arrangements create which types of *anthropoi*, human beings? What kinds of *anthropoi* should society aim to create? What could or

Classics

should an *anthropos* be? How do categories like male and female, slave and free, or Greek and barbaros relate to one another and to the category *anthropos*? Is *anthropos* a category of “being” or “doing”—in short, of performance?

Format: lecture with some discussion. Evaluation will be based on participation in class but chiefly on several short response papers, two 5- to 7-page essays, and a take-home final examination.

No prerequisites. *Enrollment limit: 40 (expected: 40). Preference will be given to first-year students and sophomores.*

Hour: 1:10-2:25 MR

HOPPIN

CLAS 102 Roman Literature (Same as Comparative Literature 108) (Not offered 2002-2003; to be offered 2003-2004)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/clas/clas102.html>)

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 *Œdipe*, 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 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., 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 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/clas/clas201.html>)

KRAUS

CLAS 203(F) Introduction to Judaism (Same as Religion 203) (W)

(See under Religion for full description.)

CLAS 207 Biblical Interpretation in Classical Antiquity (Same as Comparative Literature 207 and Religion 207) (Not offered 2002-2003)

(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 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/clas/clas208.html>)

KRAUS

CLAS 213(F) Greek Art and Myth (Same as ArtH 213)

(See under Art—ArtH for full description.)

CLAS 216 Body of Evidence: Greek Sculpture and the Human Figure (Same as ArtH 216) (Not offered 2002-2003)

(See under Art—ArtH for full description.)

CLAS 221 Greek Philosophy (Same as Philosophy 221) (Not offered 2002-2003)

(See under Philosophy for full description.)

CLAS 222(S) (formerly 216) Greek History (Same as History 222)

(See under History for full description.)

CLAS 223 (formerly 218) Roman History (Same as History 223) (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/clas/clas223.html>)

CHRISTENSEN

CLAS 239 Women in Greece and Rome (Same as History 322) (Not offered 2002-2003)

(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 2002-2003)

(See under Religion 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: HOPPIN

CLGR 201(F) Intermediate Greek

Reading of selections from Hesiod and from Plato, combined with grammar review. The primary goal of this course is to develop fluency in reading Greek. We will also read the texts closely to explore important continuities and changes in Greek culture between the archaic and classical periods. The emphasis will vary from year to year, but possible subjects to be explored include: the education and socialization of the community's children and young adults; religion and cult practices; the performative aspects of epic (and choral) poetry and of prose genres like oratory and the philosophical dialogue; traditional oral poetry and storytelling and the growth of literacy; the construction of woman, of man; the development of the classical polis.

Format: recitation/discussion. Evaluation will be based on classroom participation, quizzes, tests, and a final exam.

Prerequisites: Greek 101-102 or two years of Greek in secondary school. *Enrollment limit: 12 (expected: 5-10).*

Hour: 8:30-9:45 TR

HOPPIN

CLGR 402 Homer: *The Iliad* (Not offered 2002-2003; to be offered 2003-2004)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/clgr/clgr402.html>)

PORTER

CLGR 403 Greek Lyric Poetry (Not offered 2002-2003; to be offered 2003-2004)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/clgr/clgr403.html>)

CLGR 404 Greek Tragedy (Not 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 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/clgr/clgr405.html>)

CLGR 406T(S) Coming of Age in the Polis (Same as Women's and Gender Studies 406) (W)

Studying a society's modes of rearing its young, and especially the ways it prepares and tests adolescents for their "coming of age" into their adult roles, provides an excellent approach to exploring its fundamental values and institutional practices. Archaic and classical Greek literature not only reflects but actively reflects upon the socialization of boys and girls in the Greek polis. In this course we will read in Greek selections from the Homeric Hymns to Demeter and Apollo and, in its entirety, a tragedy (e.g., Sophocles' *Philoctetes*), examining these texts through the lens of "coming of age." We will read in English brief selections from Homeric epic and from elegiac and lyric poetry (monodic and choral), and several Athenian tragedies and perhaps a comedy. We will also read critical literature on childrearing, religious cults for boys and girls of different ages, and the role of dance, song and poetry

Classics

in preparing the young for their adult roles, particularly in fifth-century Athens.

Students will be divided into tutorial pairs chiefly according to their previous experience in Greek courses. Students will meet with the instructor once a week either individually or in pairs to present their translations of the Greek assigned for that week, and they will also meet once a week in pairs for the oral presentation of written 5- to 7-page reports. At the latter meeting, each student will alternate between making a formal presentation one week and, in the next week, offering an oral critique of the other student's presentation.

Class format: recitation/discussion. Evaluation will be based on the translations, reports, and critiques presented in the tutorial sessions.

Prerequisite: Greek 201 or permission of the instructor. *Enrollment: 10 (expected: 6-8). This course is writing intensive.*

Hour: 11:00-12:15 MWF

HOPPIN

CLGR 407(F) The Sophists

This course considers the nature of the sophistic movement and its impact on Athens and Athenian authors in the second half of the fifth century B.C.E. We will devote the first half of the term to developing an understanding of the movement through selected readings, both in Greek and in translation, from the extant fragments of Protagoras, Gorgias, Antiphon, and other sophistic thinkers; from those dialogues of Plato (e.g., *Protagoras*, *Symposium*, *Gorgias*) and Xenophon (e.g., *Memorabilia*) that focus on the sophists and their relationship to Socrates; and from Thucydides ("Melian Dialogue") and Euripides (e.g., *Hecuba*), both of whom were profoundly influenced by the sophists. During the second half of the course we will read, in Greek and in its entirety, Aristophanes' *Clouds*, with a focus on trying to understand both the play itself and the complex relationship of its playwright to Socrates and the sophists. We will also read, in translation, one or two other plays of Aristophanes (e.g., *Birds*, *Frogs*).

Format: The course will be run as a seminar, with classes devoted primarily to translation and discussion of the texts we are reading. Evaluation will be based on 75-minute midterm and final exams consisting primarily of translation of assigned Greek texts, and above all on participation in class, presentation of oral reports, and a substantial final paper.

Prerequisite: Greek 202 or consent of instructor. *Enrollment limit: 10 (expected: 7).*

Hour: 2:35-3:50 MW

PORTER

LATIN

CLLA 101(F)-102(S) Introduction to Latin

This is a full-year course on the fundamentals of the Latin language. The first semester and part of the second emphasize learning basic grammar; the rest of the second semester is devoted to reading selections from Latin poetry (including Vergil's *Aeneid* and some Medieval Latin poetry, e.g., the *Carmina Burana*) and from Latin prose (e.g., Pliny's Letters and/or the Vulgate Bible). This course is designed for the student with no previous preparation in Latin or who has had only a little Latin and wishes a refresher. *Credit is granted for the first semester only if the second semester is taken as well. Students with some previous experience in Latin may want to enroll in CLLA 102 only: consult the department.*

Format: recitation/discussion. Evaluation will be based on frequent quizzes, tests, classroom exercises, and a final exam.

Enrollment limit: 18 (expected: 10-12).

Hour: 9:00-9:50 MWF

9:00-9:50 MWF

First Semester: MANOLARAKI

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: 9:00-9:50 MWF

KRAUS

CLLA 202(S) Intermediate Latin II: The Early Empire

Like Latin 201, this course pairs poetry and prose and aims to develop students' fluency in reading Latin while acquainting them with a vitally important period in Roman history. More than Latin 201, however, this course attends to the development of students' analytic and interpretative 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

Classics

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: 1:10-2:25 TF

MANOLARAKI

CLLA 402 Literature of the Republic (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/clla/clla402.html>)

HOPPIN

CLLA 403 Roman Love Elegy (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/clla/clla403.html>)

CLLA 404(F) Vergil's *Aeneid*

Although he used the *Iliad* and *Odyssey* as literary models, Vergil created a thoroughly Roman—and Italian—epic with the *Aeneid*, a poem which addresses contemporary politics (the principate of Augustus) through the figure of Aeneas, the mythical hero of Troy. We will pay close attention to the political as well as the literary background of Rome's greatest literary achievement, and one of the major issues we will explore is the degree to which Vergil's *Aeneid* provides a new model of the Roman military and political leader.

Evaluation will be based on contributions to class, a midterm exam, and a final paper.

Prerequisite: Latin 202 or permission of instructor.

Hour: 9:55-11:10 TR

MANOLARAKI

CLLA 405 The Roman Historians: Livy and Tacitus (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/clla/clla405.html>)

CLLA 406 Horace Odes 1-3 (Not offered 2002-2003; to be offered 2003-2004)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/clla/clla406.html>)

CLLA 407 The Rhetoric of Cruelty (Not offered 2002-2003; to be offered 2003-2004)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/clla/clla407.html>)

PANOUSI

CLLA 408 Myth and Biography in Later Latin Literature (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/clla/clla408.html>)

CLLA 409(S) Satire

Satura quidem tota nostra est—"Satire is completely ours" wrote the Latin rhetorician Quintilian. What does it mean to "possess" a literary genre? Did the Romans invent satire? Is satire quintessentially Roman in its character? Do Romans exert a kind of imperial control over satire, i.e., can only Romans and Latin discourse achieve mastery over this genre? Or, according to a looser reading, does "nostra" suggest that satire is "about us," that rather than Rome mastering satire, satire has mastered Rome? We will explore these issues by tracing the history and character of satire from its Greek and Roman origins, through its masters—Horace, Persius, and Juvenal—until its application by Jerome and the Caena Cypriani in a later Christian context. Attention will also be given to variant forms of the genre such as the Menippean satire of Varro, Petronius, and the anonymously written "pumpkinification" of the emperor Claudius.

Format: recitation/discussion. Evaluation will be based on translations, participation, class presentations, and an 8-10 page research paper.

Prerequisite: Latin 202 or permission of the instructor. *Enrollment: 12 (expected: 8).*

Hour: 1:10-2:25 MR

KRAUS

CLASSICS

CLAS 493(F)-W031, 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.

COGNITIVE SCIENCE (Div. II)

Chair, Associate Professor KRIS N. KIRBY

Advisory Committee: Professors: GERRARD, H. WILLIAMS. Associate Professors: DANYLUK**, KIRBY. Assistant Professors: CRUZ, ZAKI.

Cognitive science is concerned with how humans, non-human animals, and computers acquire, represent, manipulate, and use information. As an interdisciplinary field it combines research and theory from computer science (e.g., artificial intelligence), cognitive psychology, philosophy, linguistics, and neuroscience, and to some extent evolutionary biology, math, and anthropology. Complex issues of cognition are not easily addressed using traditional intra-disciplinary tools. Cognitive researchers in any discipline typically employ a collection of analytic and modeling tools from across traditional disciplinary boundaries. Thus, the methods and research agenda of cognitive science is broader than those of any of the fields that have traditionally contributed to cognitive science. The Cognitive Science Program is designed to provide students with the broad interdisciplinary foundation needed to approach issues of cognition.

THE CONCENTRATION

The concentration in Cognitive Science consists of six courses, including an introductory course, four electives, and a senior research project.

Minds, Brains, and Intelligent Behavior (COGS 222) is the entry-point into the concentration, and provides an interdisciplinary perspective on issues of cognition. Ideally, it should be taken before the end of the sophomore year. Emphasizing the highly interdisciplinary nature of the field, the four electives must be distributed over at least three course prefixes. In the fall of the senior year, concentrators will conduct interdisciplinary *Research in Cognitive Science* (COGS 493), supervised by members of the advisory committee from at least two departments.

REQUIRED COURSES

Cognitive Science 222 *Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science*
Cognitive Science 493 *Research in Cognitive Science*

ELECTIVES

Four electives are required, chosen from at least three prefixes, at most two of which can be at the 100 level.

Computer Science 108 *Artificial Intelligence: Image and Reality*
Computer Science 361 *Theory of Computation*
Computer Science 373 *Artificial Intelligence*
Linguistics 101 *Introduction to Linguistics*
Linguistics 202 *Sociolinguistics*
Mathematics 360 *Mathematical Logic*
Neuroscience 201 *Introduction to Neuroscience*
Philosophy 103 *Logic and Language*
Philosophy 202 *Language and Mind*
Philosophy 230 *History and Philosophy of Psychology*
Philosophy 331 *Epistemology*
Psychology 221 *Cognitive Psychology*
Psychology 322 *Concepts: Mind, Brain, and Culture*
Psychology 326 *Decision Making*

RECOMMENDED

The following courses are recommended for students seeking a richer background in cognitive science. These will not count as electives for the cognitive science concentration.

Biology 204 *Animal Behavior*
Biology 305 *Evolution*
Mathematics 433 *Dynamic Mathematical Modeling*
Philosophy 209 *Philosophy of Science*
Psychology 201 or Statistics 101, 201, 231, or 331

THE DEGREE WITH HONORS IN COGNITIVE SCIENCE

Formal admission to candidacy for honors will occur at the end of the fall semester of the senior year and will be based on promising performance in COGS 493. This program will consist of COGS W031-494(S), and will be supervised by members of the advisory committee from at least two departments. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors.

COGS 222(S) *Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science* (Same as INTR 222, Philosophy 222 and Psychology 222) (Q)

This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer sci-

Cognitive Science, Comparative Literature

ence, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, information theory, symbolic and connectionist architectures, the neural basis of cognition, perception, learning and memory, language, action, reasoning, expert systems, and artificial intelligence.

Requirements: several short papers and self-paced weekly lab exercises.

Prerequisites: Psychology 101 *or* Philosophy 102 *or* Computer Science 134 *or* permission of the instructors. Background in more than one of these is recommended. *Enrollment limit: 25 (expected: 25). This is a quantitative/formal reasoning course.*

This course satisfies the Division II distribution requirement.

Hour: 1:10-2:25 MR

CRUZ and KIRBY

COGS 493(F) Research in Cognitive Science

Independent empirical or theoretical research for one semester, under the guidance of two Cognitive Science faculty from different departments. Research must be interdisciplinary, but may consist of a scholarly paper, empirical research, computer or mathematical modeling, or any combination of the above. Students will meet biweekly to discuss their projects, and give oral presentations of their projects at the end of the fall semester.

COGS W031-494(S) Senior Thesis

The senior concentrator, having completed the fall research project and with approval from the advisory committee, may devote winter study and the spring semester to a senior thesis based on the fall research project.

COMPARATIVE LITERATURE (Div. I)

Chair, Associate Professor JULIE A. CASSIDAY

Professors: DRUXES, GOLDSTEIN, B. KIEFFER, G. NEWMAN*, STAMELMAN***. Associate Professors: CASSIDAY, ROUHL. Assistant Professors: CARTER*, FOX, FRENCH, SILBER, VAN DE STADT. Mellon Post-Doctoral Fellow: STONE.

Students motivated by a desire to study literature in the broadest terms, as well as those interested in particular examples of literary comparison, will find an intellectual home in the Program in Comparative Literature. The Program in Comparative Literature gives students the opportunity to develop their critical faculties through the analysis of literature in its international and multicultural context. By crossing national, linguistic, historical, and disciplinary boundaries, students of Comparative Literature learn to read texts for the ways they make meaning, the assumptions that underlie that meaning, and the aesthetic elements evinced in the making. Students of Comparative Literature are encouraged to examine the widest possible range of literary communication, including the metamorphosis of genres, forms, and themes.

Whereas specific literature programs allow the student to trace the development of one literature in a particular culture over a period of time, Comparative Literature juxtaposes the writings of different cultures and epochs in a variety of ways. The rubrics of the Program's core courses—Literary Genres, Literary Movements, Literature and Theory, and Cultural Studies—introduce the student to a variety of critical methods. Because interpretive methods from other disciplines play a crucial role in investigating literature's larger context, the Program offers courses intended for students in all divisions of the college and of all interests. These include courses that introduce students to the comparative study of world literature and courses designed to enhance any foreign language major in the Williams curriculum. In addition, the English Department allows students to count one course with a COMP prefix as an elective within the English major.

The Program supports two distinct majors in *Comparative Literature* and *Literary Studies*. The major in Comparative Literature requires advanced work in at least one language other than English and is strongly recommended for students contemplating graduate study in the discipline. Both majors provide a strong basis for any career demanding analytical, interpretive, and evaluative skills and allow the student, within a framework of general requirements, to create a program of study primarily shaped by the student's own interests.

MAJORS

Comparative Literature

The Comparative Literature major combines the focused study of a single national-language literature with a wide-ranging exploration of literary forms across national, linguistic, and historical boundaries. Each student declaring the major must select a single foreign language as his or her specialty, although the serious study of literature in foreign languages other than the student's specialty is strongly encouraged. The languages currently available are French, German, Ancient Greek, Latin, Russian, and Spanish. Each student will also be paired with a faculty advisor with whom the student will meet each semester to discuss how best to fulfill the requirements for the major.

Eleven courses are required for the major:

Comparative Literature 111 The Nature of Narrative (Literary Genres)

Comparative Literature

Any three of the following core courses:

- Comparative Literature 221 Twentieth-Century European Poetry (Literary Genres)
- 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 254T The Fallen Woman in Literature and Film (Cultural Studies)
- Comparative Literature 321 The Cultures of Poetry (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 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 306T, 360T
- Religion 210, 211, 304
- Theatre 210, 211, 322T, 328

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 221 Twentieth-Century European Poetry (Literary Genres)
- 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 254T The Fallen Woman in Literature and Film (Cultural Studies)
- Comparative Literature 321 The Cultures of Poetry (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:

Comparative Literature

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 306T, 360T
Religion 210, 211, 304
Theatre 210, 211, 322T, 328

Comparative Literature 402 Senior Seminar (variable topics)

Students who are considering a major in Literary Studies should aim to complete core course requirements by the end of their sophomore year. Students who choose to study abroad during their junior year may receive major credit for up to 4 courses taken during study abroad. At least three courses towards the 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(F) Greek Literature (Same as Classics 101)

(See under Classics for full description.)

COMP 108 Roman Literature (Same as Classics 102) (*Not offered 2002-2003; to be offered 2003-2004*)

(See under Classics for full description.)

COMP 109(S) Greek and Roman Drama: Renewal and Transformation (Same as Classics 103 and Theatre 311)

(See under Classics for full description.)

COMP 111(F) The Nature of Narrative (Same as English 120) (W)

In this course we will read first-rate fiction by first-rate writers from a wide variety of traditions and eras in an effort to understand the meaning of narrative. How does narrative technique shape our understanding of a given text? In what ways, and for what purposes, do authors create different narrators to present a story? Our texts may include writings from Antiquity, and by Cervantes, Goethe, Austen, Gogol, Balzac, Flaubert, Dostoevsky, and Kafka. We will accompany these texts with pertinent theoretical pieces by—among others—Aristotle, Plato, Culler, Benjamin, and Foucault. *All readings in English.*

Format: lecture/discussion. Requirements: active class participation, three short papers, and a final 10-page paper.

No prerequisites. *Enrollment limit: 19 (expected: 19). This course is writing intensive.* (Literary Genres)

Hour: 11:00-12:15 MW, 1:10-2:25 MR

B. KIEFFER, ROUHI

COMP 201 Reading the Hebrew Bible (Same as Classics 201 and Religion 201) (*Not offered 2002-2003*)

(See under Classics for full description.)

COMP 203 Nineteenth-Century Russian Literature in Translation (Same as Russian 203) (*Not offered 2002-2003*)

(See under Russian for full description.)

COMP 204(S) Twentieth-Century Russian Literature in Translation (Same as Russian 204) (W)

(See under Russian for full description.)

COMP 205(F) The Latin American Novel in Translation (Same as Spanish 205)*

(See under Romance Languages—Spanish for full description.)

COMP 207 Biblical Interpretation in Classical Antiquity (Same as Classics 207 and Religion 207) (*Not offered 2002-2003*)

(See under Classics for full description.)

Comparative Literature

COMP 209(S) Performing Identity: Popular Entertainment in America (Same as American Studies 207 and Theatre 329)

(See under Theatre for full description.)

COMP 210(S) The Politics of Collective Memory (Same as Asian Studies 212 and History 321)

(See under Asian Studies for full description.)

COMP 211(F) Pacific War Experience in Japanese Literature and Film (Same as Asian Studies 211 and History 320)

(See under Asian Studies for full description.)

COMP 212(S) Drama/Trauma: Theatres of the Psyche (Same as English 214 and Theatre 212)

(See under Theatre for full description.)

COMP 213 Femininity on Stage (Same as Theatre 215) (Not offered 2002-2003)

(See under Theatre for full description.)

COMP 214(S) Japanese Cinema (Same as Japanese 212)

(See under Japanese for full description.)

COMP 215 The Fashioning of Fashion: Theory and Practice (Same as French 215) (Not offered 2002-2003)

(See under Romance Languages—French for full description.)

COMP 216(S) Post-Mao Literature and Culture (Same as Chinese 234) (W)*

(See under Asian Studies—Chinese for full description.)

COMP 217(F) Kawabata & Oe: Tradition & Modernity in Contemporary Japanese Fiction (Same as Japanese 211)

(See under Japanese for full description.)

COMP 218 Writer and Society in Twentieth-Century China (Same as Chinese 244) (Not offered 2002-2003)*

(See under Asian Studies—Chinese for full description.)

COMP 221(F) Twentieth-Century European Poetry (W)

The course will be a comparative study of modern poetry as written in the twentieth century, and especially since World War II, by European poets of various national backgrounds as they have come to confront different historical events, lyrical traditions, and personal experiences and as they have meditated poetically on the reality of everyday things, on the nature of perception and language, on the instability of the poetic self, and on poetry's unique power to understand and give meaning to the mysteries of human life. From England, we will study the postcolonial writings of the West-Indian poet Derek Walcott; from France, the machine-age and war poetry of Guillaume Apollinaire; from Germany, the mystical works of Rainer Maria Rilke and the post-Holocaust and dialogical poems of Paul Celan; from Ireland, the poetry of political and domestic struggle of Eavan Boland and Seamus Heaney; from Italy, the crystalline lyrics of Eugenio Montale; from Poland, the poems of revolt and exile of Czesław Miłosz; from Portugal, the heteronymic poetry of Fernando Pessoa; and from Russia, the acmeist work of Osip Mandelstam. Students will also read theoretical and critical essays on poetry and poetics by these poets and others. The course will be conducted entirely in English, and discussion will be given to the "sea-change" a translation necessarily imposes on a poetic work. *All readings in English.*

Format: seminar. Requirements: active class participation, class presentations, one exam, and three 8-page papers.

No prerequisites. *Enrollment limit: 19 (expected: 10-12). This course is writing intensive.* (Literary Genres)

Hour: 11:20-12:35 TR

STAMELMAN

COMP 224(F) The Feature Film (Same as English 204)

(See under English for full description.) (Literary Genres)

COMP 231 Romanticism (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/comp/comp231.html>)

COMP 232(S) European Modernism: Culture, Identity, and the Body in Flux (W)

This course will explore a series of movements and theories that shaped much of European thought, culture, and literature from 1890 until 1945. Given the tremendous political, social, and geographic upheaval of this period, which included the Bolshevik Revolution and two devastating world wars, we will examine the varied responses that such chaos occasioned in the writing of that time. Change can be both prohibitive and liberating, and we will consider how it dissolved and reshaped individual

Comparative Literature

notions of identity, tradition, morality, the creative process, spirituality, physical life, gender, and, perhaps most importantly, how it forced writers to ponder what it means to be human. Readings will include Wilde, Kafka, Proust, Freud, Mann, Mandelstam, Bulgakov, Woolf, Babel, Akhmatova, and Orwell. We will also consider works from the other arts so as to broaden our understanding of aesthetic practice during this period. *All readings in English.*

Format: lecture/discussion. Requirements: active class participation, two short papers, one class presentation, and one final paper.

No prerequisites. *Enrollment limit 19 (expected: 19). This course is writing intensive.* (Literary Movements)

Hour: 11:20-12:35 TR

VAN DE STADT

COMP 240 Introduction to Literary Theory (Same as English 230) (Not offered 2002-2003) (W)

(See under English for full description.) (Literature and Theory)

COMP 252 Modern Women Writers and the City (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/comp/comp252.html>)

COMP 254T(S) The Fallen Woman in Literature and Film (Same as Women's and Gender Studies 254T) (W)

The fallen woman is a recurrent character that appears in many guises throughout the history of narrative. In this course we will explore how and why the fallen woman in her various manifestations has had such a prominent role in literature and film across different cultures and epochs. From Eve to the wily courtesan, from the adulteress, to the femme fatale of hard-boiled films, she is a figure that often reveals more about society than anyone else. At the same time, by virtue of being "fallen" she is usually on the fringes. Outside society, and outside morality, she lacks a recognizable social role. This situation provides her character with a fascinating and paradoxical point of view that allows her to see through society's self-conception. We will read several great works of literature and watch some of the classic films in which the fallen woman is the central character and in which her unique perspective is highlighted. Authors will include Cervantes, Balzac, Flaubert, Maupassant, Hawthorne, Wharton, James, Proust, and Rodoreda. We will watch films directed by, among others, Renoir, Buñuel, Mizoguchi and Pasolini. Additional reading will be drawn from historical and critical works. *All readings in English.*

Format: tutorial. Requirements: meetings between the instructor and each pair of students will take place once a week. Each student will write a 5- to 7-page paper every other week to which his partner will formally respond during our meeting.

Prerequisite: any literature course at Williams or permission of the instructor. *Enrollment limit: 10 (expected: 10). This course is writing intensive.* (Cultural Studies)

Hour: TBA

FOX

COMP 261(F) The Arab Novel in Translation (Same as African and Middle Eastern Studies 251)*

This course explores the relationship between the development of the Arab novel and the challenges faced by the Arab World in the twentieth century. The Arab novel is neither a mere copy of its western counterpart nor is it simply an organic outgrowth of the literary tradition of the Arab World. It is, rather, a literary response to the region's own particular experiences with modernity. As such, it is a rich site to explore how groups and individuals in the region have dealt with issues such as urbanization, war, imperialism, nationalism, and gender. We will consider how the issues faced by the region have had an impact on literary language and style. We will also discuss the translation of Arabic literature into English, since translation not only transforms the original text but also determines which texts one is able to read. How does this fact affect our ability to address the above issues if the novels that are available to non-Arabic speakers are not necessarily representative of literary production in Arabic itself? We will explore these questions through the reading of novels by writers such as Naguib Mahfouz (Nobel Prize winner from Egypt), Ghassan Kanafani (Palestine), Hanan al-Shaykh (Lebanon), al-Tayyib Salih (The Sudan), Assia Djebar (Algeria) and others. In addition to novels, we will read a variety of secondary texts and watch at least one feature film from the region. *All readings in English.* Format: discussion with some lecturing. The final grade will be based on class participation, short weekly reaction papers, a short individual or group presentation, and a final paper of 6 to 8 pages related to the student's presentation topic.

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

Hour: 9:55-11:10 TR

STONE

COMP 262(S) The Arabian Nights East and West (Same as African and Middle Eastern Studies 252)*

Why is it that the most famous work of Arabic literature in the West was, until recently, relatively unread in the Arab world? This course will examine the discovery-some would say invention-of The Arabian Nights in the West and the reasons for its languishing for so long in relative obscurity in the

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Arab World. We will also study closely the text itself, an amazing collection of narratives framed by the famous tale of the king Shahriyar and his story-telling wife Shahrazad. Toward the end of the course we will look at some of the modern creative texts-written and filmic-inspired by The Arabian Nights in both the West and the Arab world. Primary readings will be supplemented by secondary historical and critical literature on the work and the course will deal centrally with issues of narration, colonialism, orientalism, translation, and gender. *All readings in English.*

Requirements: The final grade will be based on class participation, short weekly reaction papers, one individual or group presentation and a final paper of 6 to 8 pages.

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

Hour: 1:10-2:25 TF

STONE

COMP 271 Transitional Japanese Literature Into the Twentieth Century (Same as Japanese 271) (Not offered 2002-2003)*

(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 2002-2003)*

(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 302T(S) Latino Writing: Literature by U.S. Hispanics (Same as Spanish 306T) (W)*

(See under Romance Languages—Spanish for full description.)

COMP 303 Cervantes' *Don Quixote* (Same as Spanish 303) (Not offered 2002-2003; to be offered Spring 2004)

(See under Romance Languages—Spanish for full description.)

COMP 304(S) Dante (Same as English 304)

(See under English for full description.)

COMP 305(F) Dostoevsky and His Age (Same as Russian 305)

(See under Russian for full description.)

COMP 306 Tolstoy and His Age (Same as Russian 306) (Not offered 2002-2003; to be offered 2003-2004)

(See under Russian for full description.)

COMP 308 Medieval Dream Vision (Same as English 308) (Not offered 2002-2003; to be offered 2003-2004)

(See under English for full description.)

COMP 312(S) Gender and Sexuality from Fin-de-Siècle to Fascism (Same as German 312)

(See under German for full description.)

COMP 321 The Cultures of Poetry (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/comp/comp321.html>)

COMP 322T Performance Criticism (Same as Theatre 322T) (Not offered 2002-2003)(W)

(See under Theatre for full description.)

COMP 325(F) Decadence and Modernity (Same as English 385 and Theatre 325)

(See under Theatre for full description.)

COMP 340 Literature and Psychoanalysis (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/comp/comp340.html>)

COMP 343(S) Modern Critical Theory (Same as English 373)

(See under English for full description.) (Literature and Theory)

COMP 369(F) Modernism: Theory and Fiction (Same as English 359)

(See under English for full description.) (Literary Movements)

COMP 381(F) Melancholy and History (Same as English 381)

(See under English for full description.)

COMP 391 Kafka and His Descendants (Same as English 391) (Not offered 2002-2003)

(See under English for full description.)

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

COMP 401(S) The Middle Ages Imagined (Same as English 401)

(See under English for full description.) (Cultural Studies)

COMP 402(S) Senior Seminar: Everyday Life in Literature and Film

To bring the all-too familiar everyday to our attention, artists and writers have made it strange. What happens when we view everyday life from elsewhere? While everyday culture has often been experienced as repressive and alienating in modern Western societies, a new importance assigned to everyday life was seen as liberating in Japan during the twenties and in contemporary China. The contours of the everyday are delightfully vague, and it always exceeds theorizing. For instance, is its privileged place the street or the home? Is it lived largely in institutions that regulate our daily lives, or is it lived between and outside them? Everyday commodities like sugar, the car, standardized housing, the postcard will be analyzed. Fiction by Flaubert, Tolstoy, Kafka, Woolf, Perec, Saramago, Suri, Ha Jin, and Yoshimoto. Several films will also be discussed. Theory may include excerpts from Freud, Kracauer, Goffman, Lefebvre, de Beauvoir, Friedan, Barthes, Foucault, and Bourdieu. *All readings in English.* Format: seminar. Requirements: two oral reports, one 5-page paper, and a 15-page final paper or project.

Prerequisites: one 300-level literature or theory course. *No maximum enrollment (expected: 15).*

Hour: 1:10-2:25 MR

DRUXES

COMP 493(F)-W031-494(S) Senior Thesis—Comparative Literature

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

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: FREUND, LERNER*, TERESCO.

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.

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

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 com-

Computer Science

puter 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 algorithm 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) Understanding the Web: Technologies and Techniques (Q)

This course will enable students to understand the technology that underlies the World Wide Web and provide them with the skills needed to effectively use this 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.

Format: lecture/laboratory. Evaluation will be based on homework, laboratory work and examinations. 55% of a student's final grade will be determined by performance on examinations.

Prerequisites: Mathematics 100 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 (expected: 40). This is a quantitative/formal reasoning course.*

Hour: 9:55-11:10 TR

Lab: 1:10-2:25 R, 2:35-3:50 R

MURTAGH

CSCI 108(S) Artificial Intelligence: Image and Reality (Q)

Over 50 years ago, scientists began to envision a world where computers and humans could converse. In 1956 the field of “Artificial Intelligence” was officially born, and the work on “AI” began in earnest. Walking and talking robots are still mostly the stuff of science fiction, but AI is close to making them reality. In this course, we will explore the field of Artificial Intelligence. We will try to answer the question “what makes a machine intelligent?” Among the systems we will explore in lecture will be game-playing systems, systems that learn from their environments, and systems that create plans for complex tasks. Underlying all the topics addressed in this course will be two fundamental issues: How can information be represented in a computer so that the machine is able to make use of it? How can the system manipulate that information so that it is able to perform a task that requires intelligence? This course will emphasize hands-on laboratory experience. Laboratory projects will focus on the building and programming of simple robots.

Format: lecture/laboratory. Evaluation will be based on weekly laboratory programming assignments, four problem sets, short papers, and a final examination having similar format to the problem sets.

This course does not assume any programming experience, but assumes that the student is comfortable working with a computer. This course is not open to students who have successfully completed a Computer Science course numbered 136 or above. *Enrollment limit: 18 (expected: 18). Preference to first-year students and sophomores. This is a quantitative/formal reasoning course.*

Hour: 12:00-12:50 MWF

Lab: 1-4 R

DANYLUK

CSCI 109 The Art and Science of Computer Graphics (Not offered 2002-2003) (Q)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/csci/csci109.html>)

BAILEY

COURSES INTENDED FOR BOTH NON-MAJORS AND MAJORS**CSCI 134(F,S) Introduction to Computer Science (Q)**

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.

Format: lecture/laboratory. Evaluation will be based on weekly programming assignments, two test programs, and midterm and final examinations.

Prerequisites: Mathematics 100 or 101 (or demonstrating proficiency in the Quantitative Studies diagnostic test—see catalog under Mathematics). 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. *Enrollment limit: 30 per section (expected: 25 per section). This is a quantitative/formal reasoning course.*

Hour: 9:00-9:50 MWF, 10:00-10:50 MWF

Lab: 1-4 M,T

First Semester: FREUND, MURTAGH

9:00-9:50 MWF, 10:00-10:50 MWF

Lab: 1-4 M,T

Second Semester: DANYLUK, TERESCO

CSCI 136(F,S) Data Structures and Advanced Programming (Q)

This course builds on the programming skills acquired in Computer Science 134. Special emphasis is placed on analysis, modularization, and data abstraction. Students are introduced to some of the most important and frequently used data structures: lists, stacks, queues, trees, hash tables, graphs, and files. Other topics covered include analysis of algorithm complexity and program verification.

Format: lecture/laboratory. Evaluation will be based on programming assignments and examinations. Prerequisite: Computer Science 134 or equivalent. (Mathematics 251 is recommended, but not required as a prerequisite or corequisite for the course.) *Enrollment limit: 36 (expected: 20). This is a quantitative/formal reasoning course.*

Hour: 9:00-9:50 MWF

Lab: 1-4 W

First Semester: BAILEY

10:00-10:50 MWF

Lab: 1-4 W

Second Semester: BAILEY

CSCI 237(F) Computer Organization (Q)

This course studies the basic instruction set architecture and organization of a modern computer. Over the semester the student learns the fundamentals of translating of higher level languages into assembly language, and the interpretation of machine languages by hardware. At the same time, a model of computer hardware organization is developed from the gate level upward. Final projects focus on the design of a complex control system in hardware or firmware.

Evaluation will be based primarily on weekly labs, final design project, two exams.

Prerequisite: Computer Science 134, or both experience in programming and permission of the instructor. *Enrollment limit: 40 (expected: 25). This is a quantitative/formal reasoning course.*

Hour: 11:00-11:50 MWF

BAILEY

Computer Science

CSCI 256(S) Algorithm Design and Analysis (Q)

This course is concerned with investigating methods of designing efficient and reliable algorithms. By carefully analyzing the underlying structure of the problem to be solved it is often possible to dramatically decrease the computational resources needed to find a solution. Through such analysis one can also verify that an algorithm will perform correctly, as well as accurately estimate its running time and space requirements. We will present several algorithm design strategies that build on data structures and programming techniques introduced in Computer Science 136, including induction, divide-and-conquer, dynamic programming, and greedy algorithms. Particular topics to be considered will include algorithms in graph theory, computational geometry, string processing, and advanced data structures. In addition, an introduction to complexity theory and the complexity classes P and NP will be provided.

Format: lecture. Evaluation is based upon problem sets and programming assignments, and midterm and final examinations.

Prerequisites: Computer Science 136 and Mathematics 251. *Enrollment limit: 40 (expected: 25). This is a quantitative/formal reasoning course.*

Hour: 11:00-11:50 MWF

BRUCE

CSCI 323 Software Engineering (Not offered 2002-2003; to be offered 2003-2004) (Q)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/csci/csci323.html>)

LERNER

CSCI 334(S) Principles of Programming Languages (Q)

This course examines concepts and structures governing the design and implementation of modern programming languages. It presents an introduction to concepts of compilers and run-time representations of programming languages; features of programming languages supporting abstraction; and programming language paradigms including procedural programming, functional programming, object-oriented programming, polymorphism, and concurrency. Programs will be required in languages illustrating each of these paradigms, in particular ML and advanced object-oriented languages.

Format: lecture. Evaluation is based upon weekly problem sets and programming assignments, a midterm examination and a final examination.

Prerequisite: Computer Science 136. *Enrollment limit: 50 (expected: 25). This is a quantitative/formal reasoning course.*

Hour: 11:20-12:35 TR

FREUND

CSCI 336T(S) Computer Networks (Q)

In this course, we study the principles underlying the design of computer networks. We will examine techniques for transmitting information efficiently and reliably over a variety of communication media. We will look at the addressing and routing problems that must be solved to ensure that transmitted data gets to the desired destination. We will come to understand the impact that the distributed nature of all network problems has on their difficulty. We will examine the ways in which these issues are addressed by current networking protocols such as TCP/IP and Ethernet. This course will be taught in the tutorial format. Students will meet weekly with the instructor in pairs to present solutions to problem sets and reports evaluating the technical merit of current solutions to various networking problems. In addition, students will be asked to complete several programming assignments involving the implementation of simple communication protocols. There will be a midterm and a final examination. Format: tutorial. Evaluation will be based on problem sets, programming assignments, and examinations; 60% of a student's final grade will be based on examinations, 40% on problem sets and programming assignments.

Prerequisites: Computer Science 136 and Computer Science 237. *Enrollment limit: 10 (expected: 10). Preference will be given to seniors, followed by juniors. This is a quantitative/formal reasoning course.*

Hour: 8:00-8:50 MWF

MURTAGH

CSCI 337T Digital Design and Modern Architecture (Not offered 2002-2003; to be offered 2003-2004) (Q)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/csci/csci337.html>)

BAILEY

CSCI 338(S) Parallel Processing (Q)

This course is a broad introduction to parallel and distributed computing. Topics include parallel programming techniques, languages, and libraries, a survey of parallel architectures, performance analysis, and theoretical issues of parallel computation. Parallel hardware, both in the department and at supercomputing centers, is used to implement several programming projects. PROJECT COURSE. Prerequisites: Computer Science 256 or Computer Science 237.

Enrollment limit: 30. Expected enrollment: 15. Format: lecture/laboratory/discussion.

QFR: Evaluation will be based on parallel programming projects, written assignments, and two ex-

Computer Science

aminations. The final project will include a research paper and class presentation. At least 75% of the student's final grade will be determined by projects, written assignments, and exams. *This is a quantitative/formal reasoning course.*

Hour: 9:55-11:10 TR

TERESCO

CSCI 361(F) Theory of Computation (Same as Mathematics 361) (Q)

Formal models of computation such as finite state automata, recursive functions, formal grammars and Turing machines will be studied. These models will be used to provide a mathematical basis for the study of computability. Applications to compiler design and computational undecidability will also be covered.

Format: lecture. Evaluation is based upon weekly problem sets, a midterm examination, and a final examination.

Prerequisites: Computer Science 256 or both a 300-level mathematics course and permission of the instructor. *Enrollment limit: 30 (expected: 25). This is a quantitative/formal reasoning course.*

Hour: 12:00-12:50 MWF

BRUCE

CSCI 371(F) Computer Graphics (Q)

In this course, we explore the fundamental techniques involved in modeling and rendering two- and three-dimensional scenes. Course material covers a broad range of topics, including graphics data structures and algorithms, interactive windowing systems, curve and surface modeling techniques and fractals. Students will complete a series of projects including perfecting tools for the rendering of shaded images of three-dimensional scenes.

Format: lecture and laboratory. Evaluation will be based upon programming assignments and examinations.

Prerequisites: Computer Science 136 and either Mathematics 211 or both Computer Science 109 and permission of the instructor.

Enrollment limit: 30 (expected: 20). This is a quantitative/formal reasoning course.

PROJECT COURSE

Hour: 11:00-11:50 MWF

LENHART

CSCI 373 Artificial Intelligence (Not offered 2002-2003; to be offered 2003-2004) (Q)

(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 (Q)

This course explores the design and implementation of computer operating systems. Topics include historical aspects of operating systems development, systems programming, process scheduling, synchronization of concurrent processes, virtual machines, memory management and virtual memory, I/O and file systems, system security, and distributed operating systems. The Unix operating system is used as a model to help understand operating system concepts.

Format: lecture/laboratory/discussion. Evaluation will be based heavily on programming projects and written examinations, with a smaller component based on problem assignments.

Prerequisites: Computer Science 136 and Computer Science 237. *Enrollment limit: 30 (expected: 20). This is a quantitative/formal reasoning course.*

PROJECT COURSE

Hour: 11:20-12:35 TR

TERESCO

CSCI 434 Compiler Design (Not offered 2002-2003; to be offered 2003-2004) (Q)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/csci/csci434.html>)

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 TF

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 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 conduct the midterm and final exams and determine the final grades.

To be eligible for a Critical Languages course, the student must:

- ◆ demonstrate proven capability for independent work and previous success in foreign language study;
- ◆ explain how study of the language will integrate with his or her major or other academic interests;
- ◆ present a letter of recommendation from a Williams faculty member;
- ◆ in some cases take a pretest for placement;
- ◆ have attained sophomore standing or higher;
- ◆ have at least a 3.00 Grade Point Average.

Interested students should obtain an application form for the desired course in early April. Forms are available at the Center for Foreign Languages, Literatures, and Cultures in Weston Hall. Students must meet with the program coordinator and hand in the completed application forms no later than one week before preregistration. The application must be approved before registering for the course.

Students should note that Critical Languages courses are hyphenated, meaning no credit is given for the first semester until the second semester is successfully completed. Students must normally begin a course in the fall semester. It cannot be taken Pass/Fail.

Critical Languages, Economics

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 program.*)

CRHI 201(F)-202(S) Hindi*

CRKO 201(F)-202(S) Korean*

CRSW 201(F)-202(S) Swahili*

ECONOMICS (Div. II)

Chair, Associate Professor DAVID J. ZIMMERMAN

Professors: BRADBURY*, C. HILL, HUSBANDS FEALING*, MONTIEL, SCHAPIRO, S. SHEPPARD, WINSTON. Associate Professors: BRAINERD, GOLLIN, SWAMY, ZIMMERMAN. Assistant Professors: BAKIJA*, CONNING*, DE BRAUW, FRANKL*, GEIREGAT, KHAN, MANI, OAK, P. PEDRONI, SCHMIDT, SHORE-SHEPPARD. Visiting Professor Emeritus: BRUTON. Visiting Professor: BARTLETT, FORTUNATO. Visiting Associate Professor: SAMSON. Visiting Assistant Professor: MATHESON.

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 Statistics 201 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. 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 (*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 201 and 346. (The statistical methods course should be taken before 401.)

Three Economics electives, of which at least two must be selected from advanced electives numbered 350 to 394

Economics 401 Senior Seminar

To complete the major, economics students must receive a passing grade on the oral examination given in the course of Economics 401. A student who fails the oral examination must re-take the exam and receive a passing grade.

The primary objectives of the major are to develop an understanding of economic aspects of contemporary life and to equip the student to analyze economic issues of social policy. The introductory courses stress use of the basic elements of economic analysis for understanding and resolving such issues. The two required intermediate theory courses then provide a more thorough grounding in economics as a discipline by examining the strengths and weaknesses of the price system in allocating economics resources and by examining the aggregate processes which determine employment, inflation, and growth. A course in statistical methods (253 or 255, or alternatively, Statistics 201 plus Statistics 346) equips the major to understand and apply the basic tools of quantitative empirical analysis. Majors must take three electives, in at least two of which they apply parts of the theory learned in the required intermediate theory courses. In the senior seminar, the student studies a series of current theoretical or policy problems, applying analysis and research methods.

The normal requirement that nine economics courses be taken at Williams will usually be waived only on the basis of transferred credit deemed acceptable by the department. Credit is granted based on grades consistent with college policy on various examinations:

- ◆ Students who receive a 5 on the Microeconomics AP or Macroeconomics AP exam, or a 5 on each, may place out of Economics 110 or 120, or both, respectively, but major credit will be given for only one course.
- ◆ The Department will grant major credit for both Economics 110 and 120 to a student who receives a 6 or 7 on the higher-level Economics IB examination, and that student can place into any 200-level course or intermediate-level micro or macro course.
- ◆ For A levels credit, the Department will grant major credit for both Economics 110 and 120 to a student who receives a grade of A or B.

Prospective majors please note that instructors in all sections of Economics 251, 252, 253, and 255 feel free to use elementary calculus in assigned readings, lectures, problem sets, and examinations; therefore, Economics 110 and 120 and Mathematics 103 or its equivalent are required as prerequisites for these courses except for 251 which only requires Economics 110 and Mathematics 103 as a prerequisite. By elementary calculus is meant differentiation of single variable polynomial functions and conditions for a maximum or minimum; it does not include integration or multivariable calculus. Instructors in advanced electives (courses numbered 350-394) may also use elementary calculus in assigned readings, lectures, problem sets, and examinations. Students interested in graduate study in economics 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 110 or 120 (or 101). Courses between 260 and 349 are intermediate electives which do not build on specific prior experience, but do require some maturity, so they have *any two economics courses or permission of the instructor* as prerequisites. Courses 350 and above are advanced electives primarily designed for Economics and Political Economy majors and have intermediate theory prerequisites.

ECON 110(F,S) Principles of Microeconomics (Q)

This course is an introduction to the study of the forces of supply and demand that determine prices and the allocation of resources in markets for goods and services, markets for labor, and markets for natural resources. The focus is on how and why markets work, why they may fail to work, and the policy implications 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,

Economics

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. No prerequisites. *Enrollment limit: 40 (expected: 40). This is a quantitative/formal reasoning course.*
Hour: 1:10-2:25 MR, 8:30-9:45 TR, 9:55-11:10 TR, 2:35-3:50 MR First Semester: BARTLETT, SCHMIDT
11:00-12:15 MWF, 11:20-12:35 TR, 8:30-9:45 TR, 9:55-11:10 TR

Second Semester: BRAINERD, SCHAPIRO, TBA

ECON 120(F,S) Principles of Macroeconomics (Q)

An introduction to the study of the aggregate national economy. Develops the basic theories of macroeconomics and applies them to topics of current interest. Explores issues such as: the causes of inflation, unemployment, recessions, and depressions; the role of government fiscal and monetary policy in stabilizing the economy; the determinants of long-run economic growth; the long- and short-run effects of taxes, budget deficits, and other government policies on the national economy; and the workings of exchange rates and international trade. Economics 110 and 120 may be taken in either order.

Format: lecture/discussion. Requirements: problem sets, short essays, midterm(s), final exam.

No prerequisites. *Enrollment limit: 40. This is a quantitative/formal reasoning course.*

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

First Semester: MATHESON

9:55-11:10 TR, 1:10-2:25 TF, 8:30-9:45 TR

Second Semester: MATHESON, TBA

ECON 203(S) Gender and Economics (Same as Women's and Gender Studies 203)

This course uses economic analysis to explore how gender differences can lead to differences in economic outcomes, in both households and the labor market. Questions to be covered include: How does the family function as an economic unit? How do individuals allocate time between the labor market and the household? How have changes in family structure affected women's employment, and vice-versa? What are possible explanations for gender differences in labor force participation, occupational choice, and earnings? What is the role of government in addressing gender issues in the home and the workplace? How successful are government policies that primarily affect women (e.g., comparable worth policies, AFDC/TANF, subsidization of child care)? The course will focus on the current experience of women in the United States, but will place these gender differences in a historical and cross-cultural context.

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

Prerequisite: Economics 110. *Enrollment limit: 40 (expected: 25).*

Hour: 1:10-2:25 TF

SCHMIDT

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: 11:00-12:15 MWF

GOLLIN

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 101 or Economics 110 and 120. *Students who have completed Economics 251 must have the permission of the instructor. Enrollment limit: 40.*

Hour: 9:55-11:10 TR

SCHMIDT

ECON 207(F,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: 11:00-12:15 MWF

1:10-2:25 MR

First Semester: DE BRAUW

Second Semester: DE BRAUW

ECON 208 Modern Corporate Industry (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/econ/econ208.html>)

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: 11:20-12:35 TR

BRAINERD

ECON 211 Women in Development (Same as Women's and Gender Studies 211) (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/econ/econ211.html>)

ECON 213 The Economics of Natural Resource Use (Same as Environmental Studies 213)

(Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/econ/econ213.html>)

GOLLIN

ECON 215(S) 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: 1:10-2:25 MR

SAMSON

ECON 216(S) Economics of Sports

With annual attendance at sporting events exceeding 200 million in United States, sports has become big business in the United States. Player contracts exceeding \$100 million have become commonplace, and nearly 50 new professional sports facilities have been constructed in the last 10 years alone. What has caused this massive transformation of the sports landscape? This course covers the unique economic issues that face athletes and sports franchises including topics such as professional player salaries, competitive balance, anti-trust issues, public financing of sport facilities and mega-events, and college athletics. Theoretical models will be presented and critiqued with empirical evidence from U.S. and world sports teams and sports labor markets.

Format: lecture/discussion. Requirements: exams, written problem sets and research paper.

Economics

Prerequisites: Economics 110 or 101. *Enrollment limit: 40 (expected: 40). Preference given to Economics majors.*

Hour: 2:35-3:50 MR

MATHESON

ECON 220 American Economic History (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/econ/econ220.html>)

ECON 221(F) Economics of the Environment (Same as Environmental Studies 221)

This course will allow students to develop an understanding of theory behind environmental economics and to apply this theory to real-world economic situations. Particular attention will be paid to situations where the free market fails to provide its participants with optimal outcomes. 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, and international environmental treaties such as the Kyoto Protocol.

Format: lecture/discussion. Requirements: exams, written problem sets and research papers.

Prerequisites: Economics 110, or 101. *Enrollment limit: 40 (expected: 25). Preference given to Economics majors.*

Hour: 8:30-9:45 TR

MATHESON

ECON 226 Latin American Economic Development (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/econ/econ226.html>)

ECON 230 The Economics of Health and Health Care (Not offered 2002-2003) (W)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/econ/econ230.html>)

SHORE-SHEPPARD

ECON 233 Transition Economies in Eastern Europe (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/econ/econ233.html>)

ECON 235 Urban Centers and Urban Systems (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/econ/econ235.html>)

S. SHEPPARD

ECON 240T Colonialism and Underdevelopment in South Asia (Not offered 2002-2003) (W)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/econ/econ240.html>)

SWAMY

ECON 251(F,S) Price and Allocation Theory (Q)

A study of the determination of relative prices and their importance in shaping the allocation of resources and the distribution of income. Subjects include: behavior of households in a variety of settings, such as buying goods and services, saving, and labor supply; behavior of firms in various kinds of markets; results of competitive and noncompetitive markets in goods, labor, land, and capital; market failure; government policies as sources of and responses to market failure; welfare criteria; limitations of mainstream analysis. Instructors may use elementary calculus in assigned readings, lectures, exams, and problems.

Format: lecture. Requirements: problem sets, one or two midterms, and a final exam.

Prerequisites: Economics 110 and Mathematics 103 or its equivalent. *Enrollment limit: 25 (expected: 25). This is a quantitative/formal reasoning course.*

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

First Semester: BRAINERD, SHORE-SHEPPARD

1:10-2:25 TF, 2:35-3:50 TF

Second Semester: OAK

ECON 251M(F,S) Price and Allocation Theory (Q)

These sections of Economics 251 will employ a somewhat more mathematical exposition of micro-theory and require Mathematics 105 or the equivalent. *This is a quantitative/formal reasoning course.*

Hour: 11:20-12:35 TR

First Semester: MANI

2:35-3:50 TF

Second Semester: S. SHEPPARD

ECON 252(F,S) Macroeconomics (Q)

A study of macroeconomic theory and policy: the determinants of aggregate output, employment and prices, and the tools of monetary and fiscal policy used by the government in attempts to promote growth and limit inflation. The purpose is both to explain macroeconomics theory and to use it as a framework for discussing the current state of the U.S. economy and for analyzing recent economic policy. Instructors may use elementary calculus in assigned readings, exams, and lectures.

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. This is a quantitative/formal reasoning course.*

Hour: 1:10-2:25 MR, 2:35-3:50 MR, 2:35-3:50 TF
1:10-2:25 MR, 2:35-3:50 MR, 2:35-3:50 TF

First Semester: GEIREGAT, P. PEDRONI
Second Semester: KHAN, P. PEDRONI

ECON 253(F,S) Empirical Economic Methods (Q)

An introduction to applied quantitative economic analysis. The course will acquaint students with the empirical dimension in economic research by familiarizing them with the basic empirical methods used by economists and with their strengths and limitations. Emphasis throughout will be on the practical application of the principles being developed. Computer work will be part of the course, but no previous training in computers is expected. Instructors may use elementary calculus in assigned readings, exams, and lectures. Students may substitute the combination of Statistics 201 and 346 for Economics 253 or 255.

Format: lecture. Requirements: problem sets, two midterms, and a final exam.

Prerequisites: Mathematics 103 or its equivalent and one course in economics. *Enrollment limit: 35 (expected: 30). This is a quantitative/formal reasoning course.*

Hour: 1:10-2:25 TF, 2:35-3:50 TF
11:00-12:15 MWF, 8:30-9:45 MWF

First Semester: SWAMY
Second Semester: SHORE-SHEPPARD, SWAMY

ECON 255(S) Econometrics (Q)

An introduction to the theory and practice of applied quantitative economic analysis. This course familiarizes students with the strengths and weaknesses of the basic empirical methods used by economists to evaluate economic theory against economic data. Emphasizes both the statistical foundations of regression techniques and the practical application of those techniques in empirical research. Computer exercises will provide experience in using the empirical methods, but no previous computer experience is expected. 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. *Enrollment limit: 25 (expected: 20). This is a quantitative/formal reasoning course.*

Hour: 2:35-3:50 TF

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: 9:55-11:10 TR

GEIREGAT

ADVANCED ELECTIVES

ECON 353(S) Decision-making and Judgment (Q)

Studies of decision-making suggest that most people substantially violate even undemanding models of rationality. Are people truly irrational, and, if so, can anything be done about it? This course focuses on normative decision-making (how we should make decisions under general conditions), descriptive decision-making (how we do make decisions under actual conditions), and the contrast between the two. We proceed to a view of prescriptive decision-making, or how we might combine normative and descriptive insights to improve decision-making and judgment. Topics include decision-analytic methods for improving decision-making rigor (e.g., decision trees); microeconomic concepts and tools for optimization problems; game theory as appropriate; insights from cognitive psychology on heuristics (short cuts) that sometimes help, but often distort, decision-making; integrated models of judgment that call for both analysis and intuition; insights from the newly-emerging studies of judgment and wisdom. Until a few years ago, this topic was given normative treatment in departments of engineering, statistics and economics, and was separately taught as a descriptive science in departments of psychology. The apparent value of combining the two into a single, prescriptive analysis of decision-making and judgment has led to a recent wave of interdisciplinary approaches such as the

Economics

one adopted in this course.

Requirements: multiple problems and case analyses, one project, final exam.

Prerequisites: Economics 101 and 251. Mathematics 140 or equivalent recommended, but not essential. *Enrollment limit: 25 (expected: 25). This is a quantitative/formal reasoning course.*

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

FORTUNATO

ECON 355 Feminist Economics (Not offered 2002-2003) (W)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/econ/econ355.html>)

ECON 356 Topics in World Economic History (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/econ/econ356.html>)

FRANKL

ECON 357T The Strange Economics of College (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/econ/econ357.html>)

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: 2:35-3:50 MR

KHAN

ECON 359(S) 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: 9:55-11:10 TR

D. ZIMMERMAN

ECON 360(F) International Monetary Economics

This course studies the macroeconomic behavior of economies that trade both goods and assets with other economies: international financial transactions, especially the buying and selling of foreign money, the role of central banks and private speculators in determining exchange rates and interest rates, and the effects of international transactions on the overall performance of an open economy. Additional topics may include the “asset market approach” to exchange rate determination, the nature and purpose of certain international institutions, and important current events.

Format: lecture. Requirements: two hour tests and a choice between a 10-page paper or a comprehensive final.

Prerequisites: Economics 251 and 252. *Expected enrollment: 15-20.*

Hour: 11:20-12:35 TR

P. PEDRONI

ECON 361T Questioning the Philosophical and Psychological Foundations of Economics (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/econ/econ361.html>)

ECON 362(F) 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 corpora-

Economics

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

FORTUNATO

ECON 363(S) Money and Banking

This course consists of three broad areas of study. First, we will explore the role of money and its interaction with other economic variables. Second, we will study the role of the central bank and the conduct of monetary policy. Although special attention will be given to the organization and the operation of the Federal Reserve System, other monetary policy regimes will also be considered. Finally, we will look at the role of financial intermediaries (especially banks) in the flow of funds between savers and investors.

Format: lecture. Requirements: problem sets, paper, midterm, and a final exam.

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 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/econ/econ365.html>)

BRAINERD

ECON 366(F) Rural Economies of East Asia*

This course will focus on understanding the ways village economies are changing in East Asia, analyzing the role of economic growth, development, women's roles, and migration in changing village economies.

Format: seminar.

Prerequisites: Economics 251 (Economics 255 would be useful). *Non-economics majors should consult with the professor about taking the course. Enrollment limit: 20 (expected: 15).*

Hour: 1:10-2:25 MR

DE BRAUW

ECON 367(S) Empirical Methods in Macroeconomics (Same as Economics 514) (Q)

Macroeconomics and related fields in international finance and development have evolved specialized empirical techniques, known generally as macroeconometrics, which are designed to meet the practical challenges that the data and the empirical questions pose in these fields. The course will introduce the theory and application of these techniques, and students will learn how to implement these techniques using real world data to address practical questions drawn from the fields of macro, international finance and development. Topics to which these techniques will be applied include business cycle analysis and forecasting, sources of exchange rate volatility and determinants of long run economic growth. Computer work and programming will be an integral part of the course, but no previous training is expected.

Format: seminar. Requirements: short empirical projects, midterm, term paper.

Prerequisites: Economics 255 or equivalent and Economics 252. *Enrollment limit: 20 (expected: 15).*

This is a quantitative/formal reasoning course.

Hour: 11:20-12:35 TR

P. PEDRONI

ECON 369(S) Agriculture and Development Strategy (Same as Economics 512)

(See under Economics 512 for full description.)

ECON 371 Economic Justice (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/econ/econ371.html>)

ZIMMERMAN

ECON 372(F) Public Choice (Q)

Public Choice is a discipline right at the intersection of economics and political science. In this course we use the basic postulates of rational, utility maximizing behavior to analyze the process of political decision making in a democracy. The course covers topics such as the behavior of voters and politicians in elections, the analysis of legislative policymaking process, the role of the bureaucrats in government, the role of interest groups and money in politics, etc. After having developed a perspective on the way a government "actually" functions (rather than the way it "ought to" function), we will go on to reevaluate the role of the government in the lives of its citizens.

Format: lecture/discussion. Requirements: problem sets, a midterm and a final exam.

Prerequisites: Economics 251, or permission of the instructor. *Enrollment limit: 20 (expected: 20).*

Preference to senior majors, then junior majors. This is a quantitative/formal reasoning course.

Hour: 2:35-3:50 MR

OAK

Economics

ECON 373(S) Open-Economy Macroeconomics (Same as Economics 513)

(See under Economics 513 for full description.)

ECON 375T(F) Speculative Attacks and Currency Crises

This course will review the causes and consequences of currency crises in industrial countries and emerging economies. Topics to be covered include analytical models of balance of payments crises, empirical research on the determinants of currency crises, the relationship between currency and banking crises, and the channels of “contagion” of crises across countries. The evolution of a series of important recent crises with systemic implications will be examined, including the European crisis of 1992, the Mexican crisis of 1994, the Asian crisis in 1997, and the Russian crisis of 1998. Several more recent currency crises with effects more restricted to the crisis countries themselves will also be studied.

Format: tutorial. Requirements: Students will be expected to write a paper every other week.

Prerequisites: Economics 252. *Enrollment limit: 10.*

Hour: TBA

MONTIEL

ECON 376 The Economics of Labor (Not offered 2002-2003) (W)

(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 2002-2003)

(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 2002-2003)

(See under Economics 519 for full description.)

ECON 382 Industrial Organization (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/econ/econ382.html>)

ECON 383(S) Cities, Regions and the Economy

Cities and urbanization can have significant impacts on the economy. In many developed economies, a process of regional decline is associated with older, industrial cities. In developing countries, the process of economic growth is generally associated with increasing urbanization. Urbanization, with its increasing concentration of population and production, puts particular pressure on markets to allocate resources for provision of land, housing, transportation, labor and public goods. Urbanization can alter the productivity of land, labor, and capital in ways that can improve the welfare of residents and the performance of the broader economy. In this course we will examine these conflicting economic forces and examine some recent research that contributes to our understanding of the difference between regional growth and decline, and the role that the urban structure plays in these processes. We will examine the function of land, housing, transportation, and labor markets in the urban context, and the scope for public policies to improve the performance of the regional economy. Format: lecture/discussion. Requirements: two midterms and a research paper.

Prerequisites: Economics 251. *Enrollment limit: 20 (expected: 18). Preference given to seniors and juniors.*

Hour: 1:10-2:25 TF

S. SHEPPARD

ECON 384 Advanced Topics in Finance and Capital Markets (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/econ/econ384.html>)

ECON 385 Game Theory and Information (Not offered 2002-2003) (Q)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/econ/econ385.html>)

ECON 386 Environmental Policy and Natural Resource Management (Same as Economics 515) (Not offered 2002-2003)

(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 389(F) Developing Country Macroeconomics (Same as Economics 509)

(See under Economics 509 for full description.)

ECON 391(F) Development Economics I (Same as Economics 501)*

(See under Economics 501 for full description.)

ECON 392(S) Development Economics II (Same as Economics 502)*
(See under Economics 502 for full description.)

ECON 393(F) International Trade and Development (Same as Economics 507)
(See under Economics 507 for full description.)

ECON 394 History of Economic Thought (Not offered 2002-2003)
(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.

Hour: TBA

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

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 as empirical methods, data sources, and theoretical approaches) and each one will report on his/her work at various stages for criticism by the group as a whole. Some work is required during the preceding semester.

Prerequisites: admission by the department, and for Economics 404, completion of Honors WSP. *Required for honors in economics unless a student writes a year-long thesis.*

ECON 493(F)-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 (Same as Economics 391)*

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

ECON 502(S) Development Economics II (Same as Economics 392)*

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 eco-

Economics

conomic 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: 1:10-2:25 TF

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

SAMSON

ECON 507(F) International Trade and Development (Same as Economics 393)

This course explores foreign exchange problems of developing countries and possible means to deal with them; evolving theories of comparative advantage and their relevance to trade policy; strategies of import substitution and export promotion and their consequences for employment, growth, and income distribution; foreign investment, external debt, IMF stabilization programs, and the world financial system.

Format: lecture/discussion. Requirements: problem sets, two midterms, and a final.

Prerequisites: Economics 251 and 252. *Not open to students who have taken Economics 358. Undergraduate enrollment limited and only accepted with instructor's permission.*

Hour: 9:55-11:10 TR

KHAN

ECON 509(F) Developing Country Macroeconomics (Same as Economics 389)

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 Statistics/Econometrics (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/econ/econ510.html>)

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: 8:30-9:45 MWF

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: 11:00-12:15 MWF

MANI, TBA

ECON 514(S) Empirical Methods in Macroeconomics (Same as Economics 367) (Q)

(See under Economics 367 for full description.)

ECON 515 Environmental Policy and Natural Resource Management (Same as Economics 386) (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/econ/econ515.html>)

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 MWF

DE BRAUW

ECON 519 Regulation of Business (Same as Economics 381) (Not offered 2002-2003)

(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 CHRISTOPHER PYE

Professors: I. BELL, R. BELL**, BUNDTZEN, FIX, KNOPP, LIMON***, PYE, RAAB, J. SHEPARD, D. L. SMITH, SOKOLSKY, SWANN, TIFFT. Margaret Bundy Scott Visiting Professor: WEINSTEIN. Arthur Levitt, Jr. '52 Artist-in-Residence: COCHRAN. Visiting Professors: L. GRAVER, S. GRAVER. Associate Professors: CASE*, KLEINER, P. MURPHY, ROSENHEIM*. Assistant Professors: CARTER*, CHAKKALAKAL, DAVIS, KENT. Visiting Assistant Professor: NOHRNBERG§. Senior Lecturers: CLEGHORN, GLÜCK***. Part-time Lecturers: DE GOOYER, K. SHEPARD§§.

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

English

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. *All Gateway courses are writing-intensive. Completion of a Gateway course is a requirement for the major.*

300-LEVEL COURSES

The majority of English Department courses are at the 300 level. 300-level courses are open to sophomores, juniors, and seniors. They are normally not open to first-year students, although in exceptional cases first-year students may enroll in a 300-level course with consent of the instructor.

400-LEVEL COURSES

400-level courses are intensive, discussion-oriented classes that place a premium on independent, student-initiated work. Such classes can be structured in a variety of ways. A course might alternate tutorial sessions with seminar meetings, or it might take the form of a colloquium, with discussions organized around individual or group presentations on different aspects of a topic. Or a class might be oriented around a long final paper on a topic of the student's devising and involve conferences focused on the progress of that project. Limited to 15 students, 400-level courses are open to students who have completed at least one 300-level English course; they should be attractive to any student interested in a course that emphasizes intensive discussion and independent work.

ADVISING

All junior and senior English majors are assigned a departmental faculty member as an advisor. Students' preferences for advisors are solicited during the preregistration period in April, and assignments are announced at the start of the school year.

Non-majors who wish to discuss English Department offerings are invited to see any faculty member or the department chair.

MAJOR

Majors are urged to select a balance of intermediate and advanced courses, and to choose classes from both the American and British traditions. Each student can fashion his or her own sequence of study within a basic pattern that insures coherence and variety. This pattern comprises at least nine courses.

They are also urged to elect collateral courses in subjects such as art, music, history, comparative literature, philosophy, religion, theatre, and foreign languages with a view to supporting and broadening their studies in literature. In particular, the study of classical and modern languages, as well as of foreign literatures, is strongly recommended.

Requirements

The nine courses required for the major must include the following:

- 1) Any 100-level English class except English 150. Students exempted by the department from 100-level courses will substitute an elective course.
- 2) At least *two* courses dealing primarily with literature written before 1700 (identified in parentheses at the end of the course description).
- 3) At least *two* courses dealing primarily with literature written between 1700 and 1900 (identified in parentheses at the end of the course description).
- 4) At least *one* course dealing primarily with literature written after 1900 (identified in parentheses at the end of the course description).
- 5) At least *one* "criticism" course (identified in parentheses at the end of course description). A course fulfilling the criticism requirement entails a sustained and explicit reflection on problems of critical method, whether by engaging a range of critical approaches and their implications or by exploring a particular method, theorist, or critic in depth. Please note that when a criticism course also deals with literature satisfying a historical distribution requirement (pre-1700, 1700-1900, etc.), the course may be used to satisfy either the criticism or the chronological requirement, *but not both*.
- 6) At least *one* 200-level Gateway course (listed at the end of the 200-level course descriptions). Gateway courses are designed for first- and second-year students contemplating the major or intending to pursue more advanced work in the department; these courses focus on analytical writing skills while introducing students to critical methods and historical approaches that will prove fruitful as they pursue the major.

The English Department encourages majors to consider courses offered in the Comparative Literature Program. 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 2003, the Director of Honors is Professor Kathryn Kent.

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 writ-

English

ing 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.

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 20 pages of writing in various forms. These courses are prerequisites for taking most other English courses. Students who receive a 5 on the AP English Literature exam may take upper-level courses without first taking a 100-level. *All 100-level English courses are writing intensive.*

ENGL 107(F,S) Green World (Same as Environmental Studies 107) (W)

This course will explore the rich and various ways in which literature has constructed and interpreted the green-written world: as the symbol of youth, love, beauty, and passing time; as a pastoral paradise where man's fall from grace brings death into the world; as a scene of cyclical renewal and spiritual rebirth; as the archetypal symbol of man's desire to transform chaos into civilization and art—to tame, order, idealize, and copy nature's bounty while humanizing, plundering, and destroying the environment. We will engage a wide range of genres from the Renaissance to the present: Burnett's classic children's book, *The Secret Garden*, Shakespeare's comedy, *As You Like It*, selections from *Genesis* and *Paradise Lost*, selected nature lyrics by Marlowe, Donne, Herbert, Marvell, Wordsworth, Keats, and Frost; Gluck's *The Wild Iris*, Woolf's *To the Lighthouse*, contemporary prose meditations on building gardens and protecting the earth by Jamaica Kincaid and Michael Pollan. We will conclude with the hilarious Peter Sellers film, *Being There*, where Chance's proverbial gardening lore is taken for political wisdom.

Format: discussion/seminar. Requirements: active participation in class discussion, and 20 pages of writing in the form of short essays.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference to first-year students. This course is writing intensive.*

Hour: 11:00-12:15 MWF
1:10-2:25 MR

First Semester: I. BELL
Second Semester: I. BELL

ENGL 108(F) Forms of Revenge (W)

Even in its most brutal expression, revenge lies close to art. Writers in almost every period have exploited this affinity and vengeance is as basic to the detective novel and the suburban sitcom as it is to ancient epic and the medieval fabliau. In this course, we will consider the representation of revenge in a range of genres. Works by Homer, Shakespeare, Poe, Nabokov, Neil Jordan and Lucille Ball.

Format: discussion/seminar. Requirements: 20 pages of writing in the form of short papers.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference to first-year students. This course is writing intensive.*

Hour: 2:35-3:50 TF

KLEINER

ENGL 110(S) The Age of the Short Story (W)

This class will emphasize the development of critical reading skills through its focus on the short story, a particularly crucial genre in the nineteenth century. We will examine the humorous, grotesque, political, and realistic strains of short fiction in America across the century, and consider the function of the story as both an artistic practice of economy and as a presence in periodical publishing—where it functions both to entertain and to editorialize. Readings include a range of authors, such as Hawthorne, Poe, Edward Everett Hale, Rebecca Harding Davis, Bret Harte, Sarah Orne Jewett, Charles Chestnutt, and Henry James.

Format: discussion/seminar. Requirements: class participation and 20 pages of writing in the form of frequent short papers.

No prerequisites. *Enrollment limit: 19 per section (expected: 19 per section). Preference to first-year students. Two sections. This course is writing intensive.*

Hour: 10:00-10:50 MWF, 11:00-11:50 MWF

DAVIS

ENGL 120(F) The Nature of Narrative (Same as Comparative Literature 111) (W)

(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 (W)

Stupidity fascinates authors, and they do not merely despise it—they feel it and make us feel it. Why? Around the same time that psychologists began measuring and ranking intelligence—and stupidity, under various names, of course occupied the space below (average) intelligence—literary authors were finding types of stupidity within intelligence. What is stupidity? Why can't it stay sequestered from intelligence? Is there such a thing as literary stupidity? (Can one be specifically a bad reader not only of books but of life?) What are the problems of intelligence? We shall be reading stories, novellas, novels, and plays by Melville, Poe, Henry James, Kafka, Borges, Stoppard and others, and we shall be viewing such films as *Mr. Death* and *Forrest Gump*.

Format: discussion/seminar. Requirements: active class participation, and five papers totaling 20 pages.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference to first-year students. This course is writing intensive.*

Hour: 8:30-9:45 TR

LIMON

ENGL 127(F) The Celtic Other World: From Myth to Romance and Beyond (W)

Written down between the twelfth and fifteenth centuries in manuscripts like the Book of the Dun Cow (Irish) and the White Book of Rhydderch (Welsh), stories about the Celtic Other World sparkle even in translation. With delicate description, whimsical humor, exuberant excess, and heroic energy, they conjure up a world in which the boundaries between magic and reality collapse in unexpected,

English

thought-provoking ways. In the Irish story “Da Derga’s Hostel,” a bird flies through a skylight to father the hero Conare Mar. In “The Wooing of Etain,” a woman turns her rival into a scarlet fly. In the Welsh story “Culhwch and Olwen,” the warrior Clust, though “buried seven fathoms in the earth,” can still “hear an ant stirring from its bed in the morning fifty miles away.” The magic of Arthurian romance is almost exclusively Celtic in origin. By Chretien de Troyes (twelfth-century France), we will read *Yvain, The Knight with the Lion* and *Perceval, the Story of the Grail* and from fourteenth-century England we will read Sir Gawain and the Green Knight. From medieval romance, we will follow the influence of the Celtic Other World in Shakespearean comedy (*A Midsummer Night’s Dream*), and in romantic, Victorian, and early modern poetry by Keats, Tennyson, and Yeats. 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.

Format: discussion/seminar. Requirements: weekly writing assignments, both formal and informal, including required electronic journal postings. Students will do 20 pages of writing in the form of frequent short papers and will be evaluated on writing and class participation.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference to first-year students. This course is writing intensive.*

Hour: 11:20-12:35 TR

KNOPP

ENGL 129(F) Twentieth-Century Black Poets (W)*

From Langston Hughes to contemporary poets such as Amiri Baraka and Angela Jackson, African American poets have been preoccupied with the relations of poetry to other traditions. Vernacular speech, English poetry, jazz and other musical forms, folk humor and African mythology have all been seen as essential sources for black poetry. This course will survey major poets such as Hughes, James Weldon Johnson, Countee Cullen, Robert Hayden, Gwendolyn Brooks, Baraka, Jackson, and Yusef Komunyakaa, reading their poems and their essays and interviews about poetic craft. We will ask how black poetry has been defined and whether there is a single black poetic tradition or several. Format: discussion/seminar. Requirements: twenty pages of writing in the form of a journal on the readings and several short papers.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference to first-year students. This course is writing intensive.*

Hour: 1:10-2:25 MR

D. L. SMITH

ENGL 134(S) New American Fiction (W)

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. Format: discussion/seminar. Evaluation will be based on class participation, four short papers, and a final paper.

No prerequisite. *Enrollment limit: 19 (expected: 19). Preference to first-year students.*

Hour: 8:30-9:45 TR

K. SHEPARD

ENGL 135(F,S) African-American Literary Lives (Same as American Studies 135) (W)*

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.

Format: discussion/seminar. Requirements: 20 pages of writing, in the form of short papers.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference to first-year students. This course is writing intensive.*

Hour: 9:55-11:10 TR

11:20-12:35 TR

First Semester: CHAKKALAKAL

Second Semester: CHAKKALAKAL

ENGL 137(F) Shakespeare’s Warriors and Politicians (W)

From history, legend, and his own imaginative powers, Shakespeare has fashioned superlative warriors: Hotspur, Othello, Macbeth, Antony, and Coriolanus are larger-than-life soldiers on the battlefield. They are, however, frequently undone by love and politics. Hotspur is no match for the shrewd political maneuvering of Prince Hal; Othello’s love for Desdemona turns to hate through the machinations of the Machiavellian Iago; Macbeth is pushed to regicide by his wife; and Antony is twice undone—made “a strumpet’s fool” by Cleopatra and defeated by a mere “boy” in the supreme politician Octavius Caesar. This course will examine six plays by Shakespeare, where the virtues and weaknesses of the warrior and the politician are seen to be in tension: *Henry IV, Part I*, *Othello*, *Macbeth*, *Antony and Cleopatra*, *Coriolanus*, and *Troilus and Cressida*. In the last two plays, Shakespeare portrays the convergence of sex, war, and politics with a new cynicism that leaves no character unscathed.

English

Format: discussion/seminar. Requirements: twenty pages of writing in the form of four essays, ranging in length from 3-7 pages, and several short journal style writing assignments, as well as active participation in class.

No prerequisites. *Enrollment limit: 19 per section (expected: 19 per section). Preference to first-year students. This course is writing intensive.*

Hour: 1:10-2:25 TF, 2:35-3:50 TF

BUNDTZEN

ENGL 139(F) The Experience of Poetry (W)

"If I feel physically as if the top of my head were taken off," Emily Dickinson wrote, "I know that is poetry." This course will explore the particular pleasures and excitements of poetry, reading work by John Donne, Robert Frost, Elizabeth Bishop, e. e. cummings, William Butler Yeats, Mary Oliver, Stephen Dunn, Edwin Arlington Robinson, and many others. We will raise such questions as, How exactly is poetry different from prose? Can we ever determine the "true" meaning of any poem? Can we argue successfully that some poems are good and some are bad? How is our reading of a poem affected by what we know about the author, or the historical moment when the poem was composed, or the shape of the book in which it first appeared?

Format: discussion/seminar. Requirements: 20 pages of writing in the form of two or three short assignments of varying lengths, and two 5- to 6-page papers, one of which will be revised, as well as class participation.

No prerequisites. *Enrollment limit: 19 per section (expected: 19 per section). Preference to first-year students. This course is writing intensive.*

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

RAAB

ENGL 140(F) Writing the Environment (W)

Covering both English and American traditions, we will study the abiding preoccupation of writers from the Romantics onward with nature and the environment. The location of nature as site of knowledge, experience and self-examination, as well as the sense of its endangerment will be of primary concern. A strong emphasis will be placed on reading poetry, and the course will include poems by Wordsworth, Coleridge, Keats, Shelley, Clare, Hopkins, Hardy, Frost, Moore, Bishop, Heaney and Ammons. We will also read Thoreau's *Walden* and Darwin's *Voyage of the Beagle*, along with shorter prose pieces by John Burroughs, Gary Snyder and Rachel Carson.

Format: discussion/seminar. Requirements: class participation, four short papers (about 5 pages each).

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference to first-year students. This course is writing intensive.*

Hour: 11:00-12:15 MWF

NOHRNBERG

ENGL 150(F) Expository Writing (W)

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.

Format: discussion/seminar. Requirements: a substantial amount of writing (20 pages) will be assigned in the form of short essays. Regular class meetings will be supplemented by individual conferences.

No prerequisites. *Enrollment limit: 12 (expected: 12). This course is writing intensive.*

Hour: 2:35-3:50 TF

DE GOOYER

ENGL 150(S) Expository Writing (W)

This is the same course as English 150(F), except that admission to the course in the spring semester is determined not by diagnostic examination, but by the permission of the instructor.

No prerequisites. *Enrollment limit: 12 (expected: 12). This course is writing intensive.*

Hour: 11:20-12:35 TR

K. SHEPARD

200-LEVEL COURSES

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.

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: 35 per section (expected: 35 per section). Three sections.*

(Pre-1700)

Hour: 11:00-12:15 MWF

11:20-12:35 TR, 8:30-9:45 TR

First Semester: PYE

Second Semester: R. BELL, KNOPP

English

ENGL 202(S) 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*, Pinter's *Homecoming*, and Stoppard's *Arcadia*.

Format: lecture/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: 2:35-3:50 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, 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, Scorsese and Spielberg. Critical readings will be assigned.

This is a relatively large *lecture course*, supplemented by required discussion sections. Requirements: one short written exercise; one six-page paper; a midterm and a final exam.

No prerequisites. *Enrollment limit: 90 (expected: 90).* *Enrollment preference as follows: (1) English and Comparative Literature majors; (2) Sophomores; (3) Junior non-majors; (4) Senior non-majors; (5) First-year students.* (Post-1900)

Hour: 11:20-12:35 TR

TIFFT, J. SHEPARD

ENGL 205 The Art of Poetry (Not offered 2002-2003; to be offered 2003-2004) (W)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/engl/engl205.html>)

ENGL 209(F) American Literature: Origins to 1865 (Same as American Studies 209)

This survey of American writing before 1865 will trace literary forms including the sermon, the essay, the romance, and the slave narrative, and inquire into the value and authority associated with these different modes of writing. In addition, we will reflect upon the difficulties in constructing an American literature and the way authors have understood their work as a way of teaching, entertaining, expressing, or even escaping America. Readings will include Anne Bradstreet, Edward Taylor, Mary Rowlandson, Jonathan Edwards, William Bartram, Michel-Guillaume-Jean de Crèvecoeur, Benjamin Franklin, Hannah Webster Foster, James Fennimore Cooper, Ralph Waldo Emerson, Edgar Allan Poe, Nathaniel Hawthorne, and Frederick Douglass.

Format: lecture/discussion. Requirements: two papers, midterm, and final exam.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 40 (expected 40).* (1700-1900)

Hour: 1:10-2:25 TF

DAVIS

ENGL 210(S) American Literature: 1865-Present (Same as American Studies 210)

This course is designed to provide an introduction to American literature from the post-Civil War period to the present. Beginning with Walt Whitman, we will read a series of influential American texts—both fiction and poetry. We will situate these works not only within the literary movements of the time (e.g., realism, modernism, and postmodernism), but also within other important historical and cultural occurrences (e.g., immigration and migration, civil rights, commodity culture). Throughout, the emphasis will be on the diverse, sometimes conflicting traditions that make up the American literary canon. Readings may include works by such authors as Twain, Chopin, Chesnut, Hemingway, Hughes, Hurston, Faulkner, Ellison, Ginsburg, Pynchon, Morrison, and Cisneros.

Format: lecture/discussion. 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

CLEGHORN

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.

Format: lecture/discussion. Requirements: frequent short exercises, two 5- to 7-page papers, midterm and a 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: 8:30-9:45 MWF

KLEINER

ENGL 212(S) British Literature: Restoration Through the Nineteenth Century

Taking advantage of a relatively quick movement through many representative texts, this survey will follow the development of several important strands in British literature from 1700 to 1850. The course will include many major and some minor figures—and both poetry and prose—with the aim of drawing connections, in order to understand the genesis, growth and transformation of the interests and attitudes that make up the “periods” described by literary history. Writers will include Milton, Pope, Swift, Johnson, Austen, Wordsworth, Shelley, Byron, Keats, Tennyson, Arnold, the Brownings.

Format: discussion/seminar. Requirements: class participation, short informal writing assignments, two short papers, an hour test, and a final exam.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).* (1700-1900)

Hour: 8:30-9:45 TR

P. MURPHY

ENGL 214(S) Drama/Trauma: Theatres of the Psyche (Same as Comparative Literature 212 and Theatre 212)

(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, Nabokov, and Morrison. Occasional sessions will be scheduled during the term for informal discussions and questions.

Format: lecture. Requirements: midterm and final exams, and occasional short writing exercises.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 100 (expected: 80).*

Hour: 10:00-10:50 MWF

P. MURPHY and SWANN

ENGL 219 Literature by Women (Same as Women's and Gender Studies 219) (Not offered 2002-2003; to be offered 2003-2004)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/engl/engl219.html>)

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.

Format: discussion/seminar. Requirements: a series of quizzes, three short papers, and possibly a final exam.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 35 (expected: 35). One section each semester: (Post-1900)*

Hour: 1:10-2:25 TF

9:55-11:10 TR

First Semester: D. L. SMITH

Second Semester: D. L. SMITH

ENGL 229T(F) Elegies (W)

This tutorial—intended primarily for sophomores—explores elegies as a literary genre. In their most familiar form, elegies honor and memorialize the dead. More broadly conceived, the genre includes works lamenting other kinds of loss as well—the loss of a lover, place, country, or cherished version of one's past. We'll consider the special challenges and opportunities of the elegiac voice: how it manages to give public expression to private grief; negotiates problems of tone and perspective; worries about and celebrates the capacity of language to generate hope and consolation; and seeks a kind of solace in the literary effort to evoke, preserve, or rewrite a lost life or an absent past. This course focuses primarily on poetry, English and American, across a broad historical range. We'll first read poems from 1600-1900—including works by Jonson, Milton, Donne, Dryden, Gray, Shelley, Tennyson, and Whitman, and then turn to some of the twentieth-century's great poetic elegists—Owen, Yeats, Auden, Lowell, and Heaney. Finally, we'll consider how the elegiac voice works in fiction, especially in stories by Joyce “The Dead” and Nabokov “Spring in Fialta.”

Requirements: Students will meet with the instructor in pairs for an hour each week; they will write a 5-6 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). Preference to sophomores.*

Hour: TBA

FIX

ENGL 231T(F,S) Literature of the Sea (Same as American Maritime Studies 231T)(W) (Offered only at Mystic Seaport.)

(See under American Maritime Studies for full description.)

English

ENGL 253(S) Non-Fiction Writing

A student-led course focusing on reading and (especially) writing non-fiction. Two seniors are instructors for the course, with a faculty member acting as sponsor and mentor. Grading is done by the instructors in close collaboration with the faculty sponsor. This year, the course will focus on the writing of personal essays. We will explore the reasons for writing personal essays and the problems of writing about one's own experience, and through diverse readings and discussion we will consider different approaches to personal writing. Throughout the course students will be involved in the various stages of the writing process, and will complete assignments ranging from short essays, and a longer, multiple-draft final essay. Authors to be read may include Abbey, Baldwin, Dillard, Barry Lopez, Thomas Lynch, Oates, and others.

Requirements: frequent short writing assignments and a longer final paper.

No prerequisites. *Enrollment limit: 12 (expected: 12).*

Hour: 9:55-11:10 TR

STUART WARSHAWER '03, MATTHEW SWAN '03 (Instructors)

P. MURPHY (Sponsor)

ENGL 284(S) Adaptation: Words into Images (See under English-Creative Writing Courses 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.

ENGL 222(S) Studies in the Lyric (W)

In this course we will explore the scope and limits of the lyric poem: its penchant for introspection and irony, its forms of intimacy and exclusion, its skepticism about and passion for its project. We will consider how the formal elements of the lyric poem (such as versification, tone, image, and syntax) work to dramatize these concerns in ways that shift over time. Readings will include poems by Donne, Blake, Coleridge, Keats, Tennyson, Dickinson, Yeats, and Berryman, among others, as well as critical essays on the nature of lyric poetry.

Format: discussion/seminar. Requirements: active class participation and four writing assignments, amounting to twenty pages of writing.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 19 (expected: 19).*

Preference to first- and second-year students and majors who have yet to take a Gateway. This course is writing intensive. (1700-1900 or Post-1900)

Hour: 1:10-2:25 MR

SOKOLSKY

ENGL 225(F,S) Romanticism and Modernism (W)

The literature of Europe in the nineteenth and twentieth centuries was dominated by two aesthetic movements, Romanticism and Modernism, respectively. While Modernism is often thought to mark a decisive break with Romanticism in part because both movements presented themselves as "new," a radical departure from what had gone before—there are important continuities and affinities as well as breaches between the two movements. This course will investigate the nature of Romanticism and Modernism, and the relation between them. We will study major works from each period, including polemics, poetry, novels, and short stories by Wordsworth, Coleridge, Percy and Mary Shelley, Yeats, Eliot, the French Symbolist poets, Wilde, and modern novelists such as Joyce and Woolf. We will explore each movement's engagement with a range of topics and issues: for example, the subjective experience of time and memory; the nature of symbolization, and the role of "feeling" in art; the relation of the individual mind to social life; the conflicted appeal for the artist of "common" language and experience, on the one hand, and avant-garde forms of expression, on the other. Our broader aim will be to invite potential English majors to think critically about the principles that underlie the ordering of literary history into aesthetic movements and "periods." In this writing-intensive course, we will regularly attend in class to analytic procedures and the framing of arguments; once or twice during the semester, classes will be replaced by tutorial sessions, in which students will meet in pairs with the instructor.

Format: discussion/seminar. Requirements: four or five short essays, including at least one revision.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 18 (expected: 18). Preference to first and second-year students, and Majors who have yet to take a Gateway. This course is writing intensive. (1700-1900 or Post-1900)*

Hour: 1:10-2:25 MR

11:00-12:15 MWF

First Semester: P. MURPHY

Second Semester: TIFFT

ENGL 227(F) Contesting American Poetics (W)

How do poems come to assume their particular forms? What is a poem's horizon of possibilities? To answer these questions, we will engage in comparative poetics, focussing on nineteenth- and twentieth-century American work. Beginning with an extended consideration of Whitman and Dickinson,

we will learn to identify a poet's poetic program (however loosely defined) as it changes over time and circumstance. In addition to poems, we will consider letters, journals, essays and taped performances. We will pay special attention to the social and political contexts of "schools" or "movements," listening for each poet's underlying sense of her or his place in the world. The course will be organized around pairings selected from the following list: Hart Crane; Marianne Moore; William Carlos Williams; Langston Hughes; Robinson Jeffers; Imiri Baraka; Adrienne Rich; Gary Snyder; the Black Mountain School (e.g., Olson, Creeley, Levertov); the Beats (e.g., Ginsberg, Corso, Ferlinghetti); the New York School (e.g., Ashbery, O'Hara). Students should emerge from this course with a solid sense of the varieties of modern American poetry, but also, and perhaps more importantly, an immediate understanding of how to handle poems as readers.

Format: discussion/seminar. Requirements: This course is designated both as "writing intensive" and as part of the Critical Reasoning and Analytical Skills initiative: students will be asked to write frequently and to revise steadily, producing a total of 20 pages of writing over the course of the semester. Prerequisite: a 100-level English course, except 150. *Enrollment limit: 19 (expected: 19). Preference to first- and second-year students and majors who have yet to take a Gateway course. This course is writing intensive.*

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

(Post-1900)

Hour: 2:35-3:50 TF

CLEGHORN

ENGL 228(F) Augustan and Modernist Satire (W)

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 the works of Dryden, Swift, Pope, Rochester, Congreve, Eliot, Lewis, Huxley, Orwell and Waugh, the seminar 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.

Format: discussion /seminar. Requirements: class participation, three papers of varying length along with e-mail responses.

Prerequisites: a 100 level English course, except 150. *Enrollment limit: 19 (expected: 19). Preference to first and second-year students and majors who have yet to take a Gateway course.*

This course is writing intensive. (1700-1900 or Post-1900)

Hour: 2:35-3:50 MR

NOHRENBURG

ENGL 230 Introduction to Literary Theory (Same as Comparative Literature 240) (Not offered 2002-2003) (W)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/engl/engl230.html>)

ENGL 234(S) Heroic and Mock-Heroic (Gateway) (W)

This Gateway course studies the heroic and mock-heroic traditions in English poetry and drama, beginning with Shakespeare and ending with T. S. Eliot and James Joyce. Among our concerns: what constitutes "heroic" conduct? how are these values articulated? how is "the heroic" redefined in various works from different eras from antiquity to modernism? how is heroism challenged, complicated, and sometimes satirized by mock-heroic projects? how might heroic and mock-heroic elements coexist in a single vision? Such inquiries will be focused upon Shakespeare's *Henry IV* and *Henry V*, Milton's *Paradise Lost*, Pope's *The Rape of the Lock*, Byron's *Don Juan*, Browning's *Aurora Leigh*, poems by Tennyson, Yeats, and Eliot, and an episode from Joyce's *Ulysses*.

Format: discussion/seminar. Requirements: 20 pages of writing in the form of weekly papers, alternating between journal entries and formal essays of three or four pages.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 19 (expected: 19). Preference to first and second-year students and majors who have yet to take a Gateway course. This course is writing intensive. (Pre-1700)*

Hour: 11:00-11:50 MWF

R. BELL

ENGL 236(S) Witnessing (Gateway) (W)

This class will explore the complexity of "witnessing"—recounting what one sees in a way that insists on the truth and, possibly, the urgency and corrective power of one's vision. Our readings will be eclectic, and may include: TV news; documentary films; eighteenth-century travel narratives; poems by Dante, William Blake, and Carolyn Forché; religious visions and prophecies; fiction by John Bunyan and Toni Morrison; memoirs by Elizabeth Prince and Eli Wiesel. Toward the end of the semester, we will focus on two historical events—the slave trade and the Holocaust—reading a variety of documentary and fictional accounts. Our discussions will examine how, and to what ends, our texts both claim the authority of the "eye-witness account" and challenge assumptions about what we can "see" and know.

Format: discussion/seminar. Requirements: twenty pages of writing in the form of frequent informal responses to the readings and 4 formal essays, each of which will involve a revision. For two of these

English

essays, students will work in pairs in a tutorial session.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 19 (expected: 19). Preference to first and second-year students and majors who have yet to take a Gateway course. This course is writing intensive.* (1700-1900 or Post-1900)

Hour: 9:55-11:10 TR

SWANN

300-LEVEL COURSES

ENGL 304(S) Dante (Same as Comparative Literature 304)

A study of Dante's works emphasizing *The Divine Comedy*. All readings in translation.

Format: lecture/discussion. Requirements: five short papers, three exams, and a 10-page final paper.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).* (Pre-1700)

Hour: 9:55-11:10 TR

KLEINER

ENGL 305 Chaucer (Not offered 2002-2003; to be offered 2003-2004)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/engl/engl305.html>)

ENGL 307(F) Introduction to Medieval Literature

Not a survey in the historical sense, but an exploration of issues and controversies in medieval studies. Landmark literary works from a variety of genres will be juxtaposed with both medieval and contemporary theoretical texts, and with relevant critical essays, to evaluate both the questions we ask of medieval texts and the answers we find. How do we read the gender roles and power politics encoded in the literature of courtly love, for example? C. S. Lewis argued in 1936 that medieval courtly love idealized women and refined men. Contemporary feminist, psychoanalytic, and queer theorists would offer strikingly different perspectives. How might these different perspectives affect our reading of *The Romance of the Rose*, the most influential courtly love poem of the Middle Ages? How do we read the status of language in a period keenly aware of the gulf between God's Word and human words, Truth and fiction? How do deconstructionist theories about the inadequacy of language compare to medieval theories? And what relevance do these have to a reading of the *General Prologue* of Chaucer's *Canterbury Tales*—a work in which the narrator is obsessed almost to paralysis with both divine Truth and poetic truth? Other works and topics we might consider are chivalric ideals in an Arthurian romance: what exactly are knights questing for in Chretien's *Yvain, The Knight with the Lion*? How helpful are the suggestions of queer theory and Marxist theory? Saints' lives and/or the *Book of Margery Kempe*: what are we to make of the extremes of holiness in an era that elevated hysterics into saints and ostracized saints as social misfits? The goal of the course is to introduce students to some landmark works of medieval literature and, more importantly, to a variety of critical ways to think about them.

Format: lecture/discussion. Requirements: frequent short electronic journal postings, two 6- to 8-page papers, and a final exam.

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 or Criticism)

Hour: 1:10-2:25 MR

KNOPP

ENGL 308 Medieval Dream Vision (Same as Comparative Literature 308) (Not offered 2002-2003; to be offered 2003-2004)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/engl/engl308.html>)

ENGL 311T(S) Studies in Shakespeare: *Hamlet* and *Lear* (Same as Theatre 315) (W)

"Who's there?" Hamlet begins with a question. It is directed from one player to another but also clearly to the audience, and it challenges us to think about who we are and what we are doing there. In this tutorial, we will read *Lear* and *Hamlet*, concentrating on the puzzles of reception that they pose. Along with the plays, we will consider critical texts by Charles Lamb, T.S. Eliot, William Empson, and Stanley Cavell, and watch performances—some respectful, some parodic—by Lawrence Olivier, Kenneth Branagh, and Arnold Schwarzenegger.

Format: tutorial. Requirements: Students will meet with the instructor in pairs for an hour each week; they will write a 5- to 7-page paper every other week (five in all), and comment on their partners' papers in alternate weeks. Emphasis will be placed on developing skills not only in reading and interpretation, but also in constructing critical arguments and responding to them.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 10 (expected: 10).* This course is writing intensive. (Pre-1700 or Criticism)

Hour: TBA

KLEINER

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."

Format: discussion/seminar. 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 (Same as Women's and Gender Studies 316)

During Elizabeth I's reign, love poetry and dramatic comedy acquired a remarkable popularity and brilliance, unparalleled in English literary history. What is the "art"—the language, form, and rhetoric—of Elizabethan courtship? What kind of society generated this literary obsession, and conversely, what kind of culture and sexual relationships did the literature of courtship and seduction produce? This course explores the links between literary conventions and social conventions, sexual politics and court politics. It studies gems of English Renaissance literature (Shakespeare's *Twelfth Night* and *Much Ado About Nothing*, love poetry by Shakespeare, Spenser, Sidney, and Donne, Castiglione's *The Courtier*) along with court rhetoric, political negotiations, the first poem written and published by an Englishwoman, the first 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 and lots of discussion.

Format: discussion/seminar. Requirements: weekly journal entries, 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 319(F) Shakespeare in Love (Same as Theatre 319)

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 course will read, analyze, and discuss in depth Shakespeare's sonnets, three comedies (*A Midsummer Night's Dream*, *As You Like It*, *Twelfth Night*) and three tragedies (*Romeo and Juliet*, *Othello*, and *Antony and Cleopatra*). We will examine the ways in which attitudes toward love, sexuality, gender, subjectivity, dialogue, society and performance evolve as Shakespeare's poetic style and dramatic technique mature, and the genre shifts from lyric to tragedy and comedy.

Requirements: active participation in class discussion, Blackboard postings, and a final 10- to 12-page research paper.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 20).* (Pre-1700)

Hour: 9:55-11:10 TR

I. BELL

ENGL 321(S) Samuel Johnson and the Literary Tradition

Johnson has been exceptionally influential not only because he was a distinguished writer of poems, essays, criticism, and biographies, but also because he was the first true historian of English literature, the first who sought to define its "tradition." We will read Johnson's own works and Boswell's *Life of Johnson* to discover Johnson's talents, tastes, and standards as an artist, as a moral and literary critic, and as a man. We next will use Johnson's *Preface to Shakespeare* and *Lives of the English Poets* to examine how this great intelligence assessed writers from the Renaissance through the eighteenth century. While reading his commentary on Shakespeare and his critical biographies of Milton, Dryden, Pope, Swift, and Gray, we will analyze selected works by these writers so as to evaluate Johnson's views and to sharpen our understanding of the relationships between his standards and our own.

Format: discussion class. Requirements: two papers and a final exam.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).* (Criticism or 1700-1900)

Hour: 2:35-3:50 TF

FIX

ENGL 327 British Literature and the Colonial Subject (Not offered 2002-2003; to be offered 2003-2004)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/engl/engl327.html>)

ENGL 331(F) What is Romanticism?

This class will revisit the old critical question, "What is Romanticism?" We will read a range of British Romantic-era texts: poetry and prose of the canonized Romantic poets (Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats) together with work by their popular contemporaries, including poets Charlotte Smith, Mary Robinson, and Felicia Hemans, and essayists William Hazlitt and Thomas De Quincey. We will ask: to what extent are at least some of these authors self-consciously shaping the literary movement we now call "Romanticism"? How do they seek to define this movement, and what might they be defining it against? In what ways do "Romantic" aesthetics and ideology shape and/or react to the broader political, social and economic culture of early-nineteenth-century England?

Format: discussion/seminar. Requirements: two 5-page papers and one 10-page paper.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).* (1700-1900 or Criticism)

Hour: 1:10-2:25 MR

SWANN

English

ENGL 333 Nineteenth-Century British Novel (Not offered 2002-2003; to be offered 2003-2004)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/engl/engl333.html>)

ENGL 335(F) Transcendentalism

The most well-known American transcendentalists are Emerson and Thoreau, but their works could not have come into being outside of the complex and eccentric circle within which they moved. In this course we shall read Emerson and Thoreau's works alongside those of their friends and associates, including Bronson Alcott, Margaret Fuller, Orestes Brownson, and Theodore Parker, to gain a sense of the diversity of the movement, which encompassed church reforms, educational experiments, and utopian communes. We will also read the hostile and satiric voices of contemporary critics of the transcendentalists to understand the radicalism of this now-hallowed movement. Critical questions will center around the problems posed by writings founded in religious fervor, the interaction between argument and artistry which marks the ambition to change a society through writing, and the advantages and disadvantages of historical context as a methodology.

Format: discussion/seminar. Requirements: two 5-page papers and an 8- to 10-page final paper.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 20).*

(1700-1900)

Hour: 11:00-12:15 MWF

DAVIS

ENGL 337 Victorian Culture (Not offered 2002-2003; to be offered 2003-2004)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/engl/engl337.html>)

ENGL 338 Literature of the American Renaissance (Same as American Studies 338) (Not offered 2002-2003; to be offered 2003-2004)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/engl/engl338.html>)

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, and the emergence of a transgender movement have had on queer cultural production. Readings may include works by the following theorists—Almaguer, Butler, Sedgwick, Foucault, Freud, Hammond—as well as James's “The Beast in the Jungle,” Stein's *QED*, Cather's “Paul's Case,” Larsen's *Passing*, Fitzgerald's *The Great Gatsby*, Diaz's “Drown,” Feinberg's *Stone Butch Blues*, and poetry by Lorde, Hughes, Pratt, and Rich, as well as screenings of contemporary videos and films such as *Looking for Langston* and *The Wedding Banquet*.

Format: discussion/seminar. Requirements: active class participation, several short writing assignments, two 5-page papers, and one 8- to 10-page paper.

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: 11:20-12:35 TR

KENT

ENGL 342 Postcolonial Literature (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/engl/engl342.html>)

ENGL 343T(F) Whitman and Dickinson in Context (W)

In this tutorial, we will read closely the works of two of the most influential and fascinating poets in the U.S., Walt Whitman and Emily Dickinson. In addition to studying in depth their poems and other writings—in Whitman's case, his essays; in Dickinson's, her letters—we will delve into some of the major critical debates surrounding their work, both individually and when compared to one another. For example, Whitman is often viewed as perhaps the most public nineteenth-century American poet, whereas Dickinson is regarded as perhaps the most “private.” We will interrogate this assumption, exploring how each poet represents publicity and privacy in his/her work, as well as their efforts to “perform” and/or reform the American self. We will also examine how each poet engages questions of gender and sexuality, as well as contemporary debates surrounding such issues as abolition/slavery, women's suffrage, temperance, and territorial expansion. Finally, we will explore Whitman and Dickinson's relation to significant literary and philosophical movements of the period, including trans-

dentalism and the culture of sentiment. Throughout the course, emphasis will be on analyzing and generating interpretations of Whitman and Dickinson's works, constructing critical arguments, formulating cogent written critiques, and carrying on an oral debate about a variety of interpretations. Students will meet with the instructor in pairs for an hour each week. They will alternate between writing 5- to 7-page papers and commentaries on their partner's papers.

Format: tutorial. Students will be evaluated on their written work, their oral presentations of that work, their analyses of their colleague's work, and on a final, comprehensive essay that will address the themes engaged in the tutorial.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 10 (expected: 10). This course is writing intensive.* (1700-1900)

Hour: TBA

KENT

ENGL 344 Imagining American Jews (Same as American Studies 344) (Not offered 2002-2003; to be offered 2003-2004)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/engl/engl344.html>)

ENGL 345 The Black Arts (Same as American Studies 345) (Not offered 2002-2003; to be offered 2003-2004)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/engl/engl345.html>)

ENGL 347(S) Henry James

This course will be devoted to the work of Henry James, whose brilliant, demanding innovations of prose style and acute psychological and ethical explorations mark the shift from the nineteenth-century to the modern novel. James writes about what it meant for American and European societies around the turn of the century to be mutually exposed to, and by, one another. In so doing, he raises questions about what it means to be civilized, to be smart, and to be rich. We will consider how the drama of consciousness is played out in his characters' struggles with love and conscience, and in his own preoccupation with capturing stylistically the narrative logic of the passions. We will read the novellas *Daisy Miller*, *The Beast in the Jungle*, *The Aspern Papers*, and *The Turn of the Screw*; the novels *Portrait of a Lady*, *The Bostonians*, *The Ambassadors*, and *The Golden Bowl*; and assorted critical writings.

Format: discussion/seminar. Requirements: one 5- to 7-page and one 8- to 10-page paper.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 20).* (1700-1900)

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

SOKOLSKY

ENGL 348(F) Faulkner, Morrison, and the Representation of Race*

This course has two abiding aims. One aim is to explore in depth—and back to back—the fiction of (arguably) the two major twentieth-century novelists concerned with race in America. The other aim is to work towards evaluative criteria that might be genuinely attentive to both the intricacies of race and the achievements of form. A particular challenge we will face throughout the course is the following: how to focus on race (and secondarily gender) in both writers' work yet keep their distinctive voices from disappearing into "white/male" and "black/female." Faulkner readings will include some short stories and the following novels: *The Sound and the Fury*, *Light in August*, and *Absalom, Absalom!* Morrison readings will include *Playing in the Dark* and the following novels: *Sula*, *Song of Solomon*, *Beloved*, and *Paradise*.

Format: discussion/seminar. Requirements: one short paper (5-6 pp), one longer paper (12-14 pp).

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).* (Post-1900)

Hour: 9:55-11:10 TR

WEINSTEIN

ENGL 350(S) Herman Melville and Mark Twain

Despite their profound differences in literary style and personal temperament, Herman Melville and Mark Twain had much in common. Both gained national popularity through their travel writings, both were acute and critical observers of American political life, and both were adventurous innovators in the craft of prose fiction. Melville, however, spurned his own success and alienated his readers with a series of complex, difficult, and unsettling novels. Mark Twain, on the other hand, expanded his popularity with astonishing effectiveness. This course will examine and compare the works and careers of these writers. A comparative approach to works such as *Benito Cereno* and *Pudd'n'head Wilson*, satirical works addressing slavery and racial attitudes, should be illuminating. On the other hand, we will also attend to the traits that make these writers such singular literary artists.

Format: discussion/seminar. Requirements: one short paper of five to seven pages and a final paper of about fifteen pages.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 20).* (1700-1900)

Hour: 1:10-2:25 TF

D. L. SMITH

English

ENGL 353(F) Modern Poetry

In this course, we will explore the tangled and controversial means by which poets writing chiefly between the two World Wars tied the political, social, and intellectual ferment of the era to the fate of poetry. Both dire and admiring accounts of these poets' work point to a central impulse to aestheticize political and philosophical problems. Considering issues such as occultism, Irish nationalism and unrequited love in the poetry of W. B. Yeats; pedantry, religious conversion, and baby-talk in that of T. S. Eliot; and cosmopolitanism, isolationism and insurance in that of Wallace Stevens, we will consider the ways in which these poets' work both plays out and eludes accusations of self-reflexive lyricizing. We will examine the roles of aristocratic bias, abstruse erudition, and proto-fascism in their work, as well as critics' tendencies to equate these impulses. Although we will focus chiefly on the work of these three poets, we will also refer to the poetry of William Carlos Williams, Ezra Pound, Robert Frost, Marianne Moore and Langston Hughes, considering whether the populism and comparative stylistic accessibility of some of these poets is an antidote to, or another means to formulate, the concerns of so-called "high modernism."

Format: discussion/seminar. Requirements: one short and one long paper. Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).* (Post-1900)

Hour: 2:35-3:50 MR

SOKOLSKY

ENGL 354(F) Contemporary American Poetry

A study of recent American poetry concentrating on individual volumes by George Oppen, John Berryman, C.K. Williams, Robert Pinsky, Anne Carson, Frank Bidart, Stephen Dobyns, Ellen Voigt, Mark Strand, and others.

Format: discussion/seminar. Requirements: one short, one longer paper.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25.* (Post-1900)

Hour: 8:30-9:45 TR

GLÜCK

ENGL 356(S) Dead Poets' Society

Ted Hughes's publication of *Birthday Letters* in January, 1998, was portrayed in the press and reviews as breaking a 35-year silence on his wife Sylvia Plath's suicide in 1963. What made this volume of poems a best-seller was its confessional and biographical drama. Hughes addresses his dead spouse and returns to all of the major events in their shared life, simultaneously exposing his feelings and intuitions about what went wrong in their marriage and why Plath was driven to take her life. Less evident to the general reading public was that *Birthday Letters* extends a dialogue between Plath and Hughes on the nature of poetry and poetic identity that began in their courtship. Plath felt that Hughes initiated her into a strong feminine voice, and she, in turn, was responsible for introducing the young British Hughes's work to an American audience. Many of Plath's *Ariel* poems are written on the reverse side of Hughes's poems and are often in heated exchange with them; Hughes was the editor of Plath's posthumous publications and could be said to have 'authored' *Ariel* because of his power over selecting poems for this volume; in addition, Hughes has written several critical assessments of Plath's work that presume final authority on how her work should be understood and received. *Birthday Letters*, with its frequent borrowing of titles and images from Plath's poems and its revisiting of incidents she describes in her letters, journals, and fiction, prolongs a conversation and collaboration between two poets that began in 1956 and may still be heard whenever they are read together. This course will explore the Plath-Hughes marriage, both biographically and poetically. Topics may include: the conflict between Plath's confessional sensibility and Hughes's modernist aesthetic and questions about the literary merits of baring one's soul; the role of biography generally in literary interpretation; the controversies surrounding posthumous publication of Plath's work; and the extent to which some of Hughes's final publications constitute 'having the last word' on both personal and poetic disagreements with his dead wife.

Format: discussion/seminar. Requirements: active participation in class, one 4-5 page paper, one 6-8 page paper, two oral presentations in class, and a take home final exam.

Prerequisites: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 20).* (Criticism or Post-1900)

Hour: 2:25-3:50 MR

BUNDTZEN

ENGL 357(F) 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.

Format: discussion/seminar. 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: 11:20-12:35 TR

LIMON

ENGL 359(F) Modernism: Theory and Fiction (Same as Comparative Literature 369)

Drawing on a range of theorists and novelists, this course will explore some of the most compelling energies and problems that drive a century of Western Modernism (from the 1840s through the 1940s). On the theory side, we begin with Kierkegaard's *Fear and Trembling*, to be followed by Nietzsche's *Genealogy of Morals* and some of Freud's major essays. On the fiction side, we read Dostoevsky's *Notes from Underground* prior to launching a more sustained inquiry into the work of three modernists: Kafka, Proust, and Woolf. The course will conclude by attending to a number of provocative essays in Walter Benjamin's *Illuminations*.

Format: discussion/seminar. Requirements: one short paper (5 pp), one longer paper (10-12 pp), a final exam.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).* (Criticism or Post-1900)

Hour: 11:20-12:35 TR

WEINSTEIN

ENGL 360(F) Joyce's *Ulysses*

This course will explore in depth the demanding and exhilarating work widely regarded as the most important novel of the twentieth century, James Joyce's *Ulysses*, which both dismantled the traditional novel and revitalized the genre by opening up new possibilities for fiction. We will discuss the ways in which compelling issues of character and theme (e.g., questions of heroism and betrayal, oedipal dynamics, sexuality and the politics of gender, civic engagement and artistic isolation, British imperialism and Irish nationalism), are placed in counterpoint with patterns drawn from myth, theology, philosophy, and other literature, and will consider the convergence of such themes in an unorthodox form of comedy. In assessing *Ulysses* as the outstanding paradigm of modernist fiction, we will be equally attentive to its radical and often funny innovations of structure, style, and narrative perspective. In addition to Joyce's novel, readings will include its epic precursor, Homer's *Odyssey*, as well as biographical and critical essays. (Students unfamiliar with Joyce's short novel *A Portrait of the Artist as a Young Man*, which introduces characters later followed in *Ulysses*, are urged to read it in advance of the course.)

Format: discussion/seminar. Requirements: active participation in class discussions, several group reports, a midterm exam, and two papers.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).* (Post-1900)

Hour: 1:10-2:25 TF

TIFFT

ENGL 361 Nabokov and Pynchon (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/engl/engl361.html>)

ENGL 364(S) Classical Hollywood Cinema

This course addresses the "Golden Age" of Hollywood cinema, the 1930's and 1940's, when Hollywood set the stylistic and narrative norms for mainstream cinema and turned out more films, of a higher general quality, than at any other time in its history. We will survey this enormous and varied cultural outpouring mainly by exploring several of the film genres into which films of the period were organized: the gangster film, the Western, the screwball comedy, *film noir*, and the melodrama (e.g., respectively, *Scarface*, *Stagecoach*, *Bringing Up Baby*, *The Maltese Falcon*, and *Gaslight*). Some attention will also be given to tracking the work of individual "authors" or directors (e.g., Ford, Hawks, Lubitsch, Hitchcock), and analyzing the nature of the star system in general and the cultural significance of particular stars (e.g., Humphrey Bogart, Cary Grant, Katherine Hepburn, John Wayne, Ingrid Bergman). Theoretical and critical readings will be chosen to illuminate these approaches to film study. This course will require a substantial commitment of time for the frequent mandatory screenings and the regular reading assignments.

Format: discussion/seminar. Requirements: active participation in class discussions, two papers, a midterm, and a final exam.

Prerequisites: a 100-level prerequisite course and either English 204 or permission of the instructor.

Enrollment limit: 25 (expected: 20). (Criticism or Post-1900)

Hour: 1:10-3:50 W

TIFFT

ENGL 365(F) Studies in Dramatic Literature: Beckett, Pinter and Stoppard (Same as Theatre 313)

A study of the work of three of the most original and influential contemporary playwrights. Our main focus will be on Beckett's *Waiting for Godot*, *Endgame*, Krapp's *Last Tape* and *Happy Days*; on Pinter's *The Birthday Party*, *The Caretaker*, *The Homecoming*, *Old Times* and *Betrayal*; and on Stoppard's *Rosencrantz and Guildenstern Are Dead*, *Travesties*, *The Real Thing*, and *Arcadia*. The plays will be considered both as literary and theatrical texts and at different points may be connected to projects undertaken by Williamstheatre and in Theatre Department courses.

Format: discussion/seminar. Requirements: one 4-to 5-page paper, and an independent project of each

English

student's own devising that will result in an essay of 15-20 pages.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 20 (expected: 20).* (Post-1900)

Hour: 2:35-3:50 MR

L. GRAVER

ENGL 366 Modern British Fiction (Not offered 2002-2003; to be offered 2003-2004)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/engl/engl366.html>)

ENGL 371(S) Feminist Theory and the Representation of Women in Film (Same as Women's and Gender Studies 371)

Woman's position as the "object of the gaze" is the focus of much recent critical film theory. Central to these theoretical writings is a psychoanalytically-based (Lacanian) perspective that endows men with access to subjectivity as viewers and agency within narrative, and assigns woman a role as fantasized object within a male economy of desire. This perspective, which we find in the work of Laura Mulvey, Jacqueline Rose, Stephen Heath, and Mary Ann Doane, is complemented by a more socio-ideological approach in the work of E. Ann Kaplan, Tania Modleski, and Teresa de Lauretis. We will attempt first to understand the theoretical texts in which the feminine figures as a central term for aesthetic discourse and ideological controversy. Second, we will analyze films, applying and testing these critical perspectives. Questions concerning the problematic subjectivity of the female spectator will be primary, and we will be especially concerned with the ways in which various kinds of works—from those considered to be highly conventionalized or "classical" to those deemed "avant-garde" or subversive in the way they treat convention—address themselves to a male versus a female spectator. Finally, we will evaluate the interpretive possibilities afforded by psychoanalytic and socio-ideological methods both separately and together. In addition to reading selections from film theorists and critics, we will look at such films as *Aliens*, *Now, Voyager*, *Thelma and Louise*, *Vertigo*, *Mulholland Drive* and *Boys Don't Cry*.

Format: discussion/seminar. Requirements: active participation in class discussions, one 4- to 5-page paper, one 6- to 8-page paper, three short journal-style assignments, and a take-home final exam.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).* (Post-1900 or Criticism)

Hour: 1:10-2:25 MR

BUNDTZEN

ENGL 372(S) African-American Literary Criticism and Theory (Same as American Studies 372)*

Beginning with Alain Locke's "The New Negro," this course is intended to introduce students to some of the overarching issues and themes of African American literary criticism in the Twentieth Century. Moving through four historical periods—the Harlem Renaissance, the Protest Era, the Black Arts Movement and Postmodernism—we will investigate the critical methods and strategies through which an African American literature and collectivity has been, and continues to be, formed. We will move through these periods by reading the critical work of W.E.B. DuBois, Jessie Fauset, Zora Neale Hurston, Sterling Brown, Richard Wright, James Baldwin, Ralph Ellison, Stephen Henderson, Barbara Smith, Barbara Johnson, Toni Morrison, Henry Louis Gates, Jr., Sherley Anne Williams, Stuart Hall and Paul Gilroy. In doing so, we will be asking a set of practical questions: What is the relationship between sociopolitical criticism and literary history? Should Afrocentric ideology govern the theoretical and critical examination of African American literature? What role does literature play in shaping contemporary debates about the social construction or political realities of race and gender? What is the nature of the relationship between American and African American literary history? How has the formation of African American literature challenged or affirmed other literary and national paradigms?

Format: discussion/seminar. Requirements: four short essays and one oral presentation as well as participation in class discussion.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected 25).* *Preference given to English majors, students with an African-American concentration, and qualified non-majors.* (Criticism or Post-1900)

Hour: 2:35-3:50 MR

CHAKKALAKAL

ENGL 373(S) 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.

Format: discussion/seminar. Requirements: two 5-page, and a final 10-page paper.
Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 25).* (Criticism)
Hour: 11:00-11:50 MWF PYE

ENGL 374(S) The Monologue (See under English–Creative Writing Courses for full description)

ENGL 375 Issues in Literary History (Not offered 2002-2003; to be offered 2003-2004)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/engl/engl375.html>)

ENGL 381(F) Melancholy and History (Same as Comparative Literature 381)

We will explore the literary uses of melancholy, considering it not as a pensive retreat from history, but as a series of dynamic transactions with it. We will examine a range of conflicting impulses toward a lost past in texts written during periods of political, social, or economic upheaval, whose crises are often figured in the guise of female characters' psychic traumas. In such texts, melancholy provides a logic by which we interpret and represent history, and a mode of social and cultural critique. The course will be divided into three parts: "The Melancholy State," "Hypochondria and the Body Politic," and "Mania and Charisma." Readings will be drawn from Jane Austen's *Persuasion*, George Eliot's *Daniel Deronda*, Vladimir Nabokov's *Invitation to a Beheading*, Tom Stoppard's *Arcadia*, and Tony Kushner's *Angels in America*, as well as poetry by Gray, Keats, and Dickinson. We will also consider representations of the Great Depression in such screwball comedies as *My Man Godfrey* and *Nothing Sacred*. Theoretical texts will be drawn from the work of Freud, Melanie Klein, Kristeva, Burke, Marx, Weber and Benjamin.

Format: discussion/seminar. Requirements: two 10-page papers or one 20-page paper.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected: 20).* (Criticism or 1700-1900)

Hour: 1:10-3:50 W

SOKOLSKY

ENGL 385(F) Decadence and Modernity (Same as Comparative Literature 325 and Theatre 325)

(See under Theatre for full description.)

ENGL 391 Kafka and His Descendants (Same as Comparative Literature 391) (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/engl/engl391.html>)

ENGL 396(S) Fiction Without Borders*

This course explores the effects of globalization—the economic integration of national markets—on the production of literature in the late-twentieth and early-twenty-first centuries. As trading blocs in Latin America, North America, Europe and Asia are being formed and consolidated, a growing number of literary texts are being produced that focus on the social and cultural consequences of economic globalization. This literature confronts both the possibilities and pitfalls of this new global era by addressing issues of immigration, multiculturalism, pluralism and ethnic identity through provocative experiments with narrative form. The reading list covers a broad terrain: from Salman Rushdie's and V.S. Naipaul's reflections on "coming to America" to the perils of border-crossings described in the fictions of Gayl Jones, Jhumpa Lahiri, Michael Ondaatje and Rohinton Mistry.

Format: discussion/seminar. Requirements: two short essays (8-10 pages) and a series of journal entries.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 25 (expected 25).* *Preference given to English majors and qualified non-majors.* (Post-1900)

Hour: 2:35-3:50 TF

CHAKKALAKAL

400-LEVEL COURSES

On the aims of these courses, please see description at beginning of the English Department section of the catalog.

ENGL 401(S) The Middle Ages Imagined (Same as Comparative Literature 401)

No other period of literature has so continuously and popularly riveted the imaginations of writers and filmmakers as the Middle Ages. One recent literary historian has claimed that the images and ideas we associate with the Middle Ages are essentially the invention of twentieth century medieval scholars who saw the period through the lenses of their own personal interests and values—among them J. R. R. Tolkien and C. S. Lewis. But medieval writers also created images to serve their own interests and values and those of their patrons. We will read some landmark essays by medievalists who have defined the Middle Ages for the twentieth century—C. S. Lewis on courtly love, J. R. R. Tolkien on epic and romance, Mikhail Bakhtin on carnival, and (less well known outside medieval studies but no less influential) D. W. Robertson, Jr. on religious values. Against these essays we will set some major

English

works by medieval writers with aggressive polemical agendas of their own: Andreas Capellanus's *The Art of Courtly Love*, Chretien de Troyes' *Yvain the Knight with the Lion*, St. Augustine's *On Christian Doctrine*, selections from Geoffrey Chaucer's *Canterbury Tales*. In the second half of the course students will explore the "afterlife" of medieval literature in popular fiction and film of their own choosing. Choices might range from *Camelot* (the musical), to *Monty Python and the Holy Grail* to Marian Zimmerman Bradley's *Mists of Avalon* to Umberto Eco's *The Name of the Rose*. The course will be run as a colloquium in which students work in small groups on selected topics and present their work orally to the group. Each student will submit a final paper of 15-20 pages on a topic that represents a culmination of the student's work and interests over the course of the semester.

Format: discussion/colloquium. Requirements: three or four group oral presentations and a final paper of 15-20 pages.

Prerequisites: one or more 300-level literature courses. *Enrollment limit: 15 (expected 15). Preference to English and other literature majors and qualified non-majors.* (Pre-1700 or Criticism)

Hour: 11:20-12:35 TR

KNOPP

ENGL 430(S) The Brontës: The Making of Myths (Same as Women's and Gender Studies 430)

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 mythologizing and demythologizing of their life and work in contending nineteenth- and twentieth-century biographical and critical accounts of the Brontës. In addition to regular class discussion, the course entails six colloquia, three involving student-led exploration of critical readings on Brontë texts, the others focusing on independent work-in-progress on term projects and competing Brontë biographies.

Format: discussion/colloquium. Requirements: active participation, three colloquia presentations, two short papers, and a 15-page term paper.

Prerequisite: at least one 300-level English course. *Enrollment limit: 15 (expected: 15). Preference to English majors and concentrators in Women's and Gender Studies.* (1700-1900)

Hour: 2:35-3:50 TF

S. GRAVER

ENGL 434(F) William Blake

In this course we will study the illuminated works of the poet and printmaker William Blake. Our texts will include *Songs of Innocence and Experience*, *The Marriage of Heaven and Hell*, *Visions of the Daughters of Albion*, *America*, *Europe*, and *Jerusalem*, all of which we will read in facsimile editions. We will also read a range of historical and critical materials. Our discussions will attempt to articulate and explore the particular ways in which Blake's books challenge us as readers of literature, as consumers of cultural products, and as political thinkers.

Format: discussion/seminar. Requirements: frequent informal short writing assignments, one 5-page, and one longer (10-15) paper, preceded by conference. *Enrollment limit: 15 (expected: 15).* (1700-1900 or Criticism)

Hour: 1:10-3:50 W

SWANN

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 (expected: 15). One section fall semester; one section spring*

English

semester: Interested students should preregister for the course and attend the first class. Selection will be based on writing samples.

Hour: 2:35-3:50 MR
9:55-11:10 TR

First Semester: J. SHEPARD
Second Semester: J. SHEPARD

ENGL 284(S) Adaptation: Words into Images

Economy of words, resonance and the play between traditional and untraditional structure are shared values which make short stories and feature films related forms. And yet the successful adaptation of a great short story into a great movie is rare. The primary point of this class is to write a full-length screenplay which is an adaptation of an existing short story. Students will also read a selection of stories by such authors as J.D. Salinger, Alice Munro, James Salter and Richard Ford and watch a selection of movies by screenwriters including Robert Towne, Mike Leigh, Woody Allen, and Alexander Payne & Jim Taylor. In two short papers, students will consider the results of selected adaptations and analyze the transitions from story to movie; they will also be expected to try their own hand at an adaptation.

Format: discussion/seminar. Requirements: a full-length screenplay and two short analytical papers. Prerequisite: a 100-level English course, except 150. *Enrollment limit: 20 (expected: 20).*

(Post 1900)

Hour: 11:00-12:15 MW

COCHRAN

ENGL 374(S) The Monologue

The monologue is an eccentric theatrical device—the single voice speaking uninterrupted for an extended time in a departure from realistic dialogue. The class will be a study of this device and will require both creative writing and video production. After reading and watching many examples from theater and movies, students will write a series of original monologues and they will choose one as the basis for a short video which they will cast, direct, shoot and edit. A written analysis of the student's production process will also be required. Final works will be shown in a video 'display' of monologues.

Format: discussion/seminar. Requirements: exercises in writing monologues; short video production; written analysis of the production process.

Prerequisite: a 100-level English course, except 150. *Enrollment limit: 15 (expected: 15).*

Hour: 8:30-9:45 MW

COCHRAN

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: 1:10-2:25 TF

J. SHEPARD

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.

KENT, 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.

ENVIRONMENTAL STUDIES

Director, Professor HENRY W. ART

Professors: ART, K. LEE. Research Associate: FOX. Assistant Director: GARDNER.

MEMBERS OF THE CENTER

HENRY W. ART, Professor of Biology
LOIS M. BANTA, Visiting Associate Professor of Biology
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GEORGES B. DREYFUS, Professor of Religion
JOAN EDWARDS, Professor of Biology
HILARY FRENCH, Class of 1946 Visiting Professor of International Environmental Studies
JENNIFER L. FRENCH, Assistant Professor of Spanish Language
ANTONIA FOIAS, Assistant Professor of Anthropology
WILLIAM T. FOX, Professor of Geosciences, *Emeritus* and Research Associate in Environmental Studies
SARAH S. GARDNER, Visiting Assistant Professor in Environmental Studies
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FRANCIS C. OAKLEY, Professor of History, *Emeritus*
DAREL E. PAUL, Assistant Professor of Political Science
SHEAFE SATTERTHWAITE, Lecturer in Art and Planning Associate in Environmental Studies
CHERYL SHANKS, Associate Professor of Political Science
STEPHEN C. SHEPPARD, Professor of Economics
DAVID C. SMITH, Senior Lecturer in Biology
DAVID L. SMITH, Professor of English
MARVIN S. SOROOS, Class of 1946 Visiting Professor of International Environmental Studies
JULIE SZE, Bolin Fellow in American Studies
JOHN W. THOMAN, Jr., Professor of Chemistry
PETER D. VAN OOT, Visiting Professor of Environmental Law

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.

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 (Deleted 2002-2003)
- 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 International Conservation Biology
- 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 201/Environmental Studies 205 Geomorphology
- Geosciences/Environmental Studies 206 Geological Sources of Energy
- Geosciences/Environmental Studies 208 Water and the Environment
- Geosciences/Environmental Studies 214 Remote Sensing and Geographic Information Systems
- Geosciences/Environmental Studies 215 Climate Changes
- Geosciences/Environmental Studies 218T The Carbon Cycle
- Williams-Oxford 245 Geography: The Geographical Environment: Physical

Environmental Studies

Humans in the Landscape

American Maritime Studies 201/History 255 History of the Sea
American Maritime Studies/English 231T Literature of the Sea
American Studies/Environmental Studies/Women's and Gender Studies 408 Race, Gender and Nature
Anthropology 102/Environmental Studies 106 Human Evolution: Down From the Trees, Out to the Stars
Anthropology/Environmental Studies 209 Human Ecology
Anthropology 214/Environmental Studies 224 The Rise and Fall of Civilizations
ArH/Environmental Studies 201 American Landscape History
ArH/Environmental Studies 252 Campuses (Deleted 2002-2003)
ArH 302/Environmental Studies 320 Plans, Planners, Planning
ArH/Environmental Studies 305 North-American Suburbs (Deleted 2002-2003)
ArH 306/Environmental Studies 326 North-American Dwellings (Deleted 2002-2003)
ArH 307/Environmental Studies 327 The North-American Park Idea
ArH/Environmental Studies 310 American Agricultural History (Deleted 2002-2003)
ArtS 329 Architectural Design II
Economics 366 Rural Economics of East Asia
English/Environmental Studies 107 Green World
English/Environmental Studies 378 Nature/Writing (Deleted 2002-2003)
Environmental Studies/American Studies 405 Automobiles and American Civilization (Deleted 2002-2003)
History 102/Environmental Studies 116 Environmental History of Africa
History/Environmental Studies 371 American Environmental Politics
History/Environmental Studies 474 The History of Oil
History of Science 305/Environmental Studies 315/History 292 Technology and Culture
Religion/Anthropology/INTR 273 Sacred Geographies
Religion/Environmental Studies 276 Grounding the Sacred: Religion and Ecology in the United States (Deleted 2002-2003)
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 (Deleted 2002-2003)
Economics/Environmental Studies 213 The Economics of Natural Resource Use
Economics/Environmental Studies 221 Economics of the Environment
Economics/Environmental Studies 238 The Regions of America (Deleted 2002-2003)
Economics 369/512 Agriculture and Development Strategy
Economics/Environmental Studies 377 Environmental Economics and Policy
Economics 383/516 Cities, Regions and the Economy
Environmental Studies 211 Global Trends, Sustainable Earth
Environmental Studies 230 International and Environmental Justice Issues (Deleted 2002-2003)
Environmental Studies 231/Political Science 226 Globalization and the Environment
Environmental Studies 232/Political Science 220 Managing Global Commons
Environmental Studies 307/Political Science 317 Environmental Law
Environmental Studies/Political Science 308 Environmental Policy
Environmental Studies/History 393 Urban Theory (Deleted 2002-2003)
Political Science 229 Global Political Economy
Political Science 264 Politics of Global Tourism

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: 10:00-10:50 MWF

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

Lab: 1-5 T,W

MORALES, THOMAN and STOLL

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 2002-2003)

(See under Anthropology for full description.)

ENVI 107(F,S) Green World (Same as English 107) (W)

(See under English for full description.)

ENVI 116 Environmental History of Africa (Same as History 102) (Not offered 2002-2003) (W)*

(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 201(F) American Landscape History (Same as ArtH 201)

(See under Art—ArtH for full description.)

ENVI 203(F) Ecology (Same as Biology 203) (Q)

(See under Biology for full description.)

ENVI 205(F) Geomorphology (Same as Geosciences 201)

(See under Geosciences for full description.)

ENVI 206 Geological Sources of Energy (Same as Geosciences 206) (Not offered 2002-2003; to be offered 2003-2004)

(See under Geosciences for full description.)

ENVI 208(S) Water and the Environment (Same as Geosciences 208)

(See under Geosciences for full description.)

ENVI 209 Human Ecology (Same as Anthropology 209) (Not offered 2002-2003)*

(See under Anthropology for full description.)

ENVI 211(F) Global Trends, Sustainable Earth

This course examines the possibility of a sustainability transition, a future in which material prosperity may be combined with preservation of the life-support systems of the human and natural world. Over the past 200 years the human presence on the planet has changed dramatically, as seen in long-range trends of environmental modification, population growth, and economic change. Although human population growth is slowing, this is but one ingredient of a sustainable long-term relationship between humans and nature. Other important aspects, including loss of biodiversity, consumption and a globalizing economy, and technological change will be reviewed, in an effort to illuminate the idea

of a transition toward sustainability and the challenges implied by its ambitions and hopes. Course objectives: 1) Students should understand the idea of a sustainability transition, including the strengths and weaknesses of this social-learning approach to environment and social action. 2) Students should be able to explore long-term, large-scale phenomena, calling upon a variety of disciplinary methods and drawing together information about both human activities and the natural world. Format: seminar. Requirements: there will be two research exercises, an in-class midterm, and a final exam.

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

Hour: 11:00-12:15 MW

K. LEE

ENVI 213 The Economics of Natural Resource Use (Same as Economics 213) (Not offered 2002-2003)

(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 215(F) Climate Changes (Same as Geosciences 215) (Q)

(See under Geosciences for full description.)

ENVI 217 Biology of Conservation and Extinction (Same as Biology 207) (Not offered 2002-2003)

(See under Biology for full description.)

ENVI 218T(S) The Carbon Cycle (Same as Geosciences 218) (W)

(See under Geosciences for full description.)

ENVI 220(S) Field Botany and Plant Natural History (Same as Biology 220)

(See under Biology for full description.)

ENVI 221(F) Economics of the Environment (Same as Economics 221)

(See under Economics for full description.)

ENVI 224(S) The Rise and Fall of Civilizations (Same as Anthropology 214)*

(See under Anthropology/Sociology for full description.)

ENVI 231(F) Globalization and the Environment (Same as Political Science 226)

The large protests over the last few years at international gatherings ranging from the World Trade Organization (WTO) meeting in Seattle in December 1999 to the World Economic Forum in New York in January 2002 point to widespread public concern about the environmental and social consequences of globalization. This course will explore the issues behind the protests, including environmental challenges such as burgeoning trade in timber and hazardous chemicals and related social threats such as growing income inequality and diminishing cultural diversity. We will also examine possible opportunities stemming from globalization, from growing commerce in environmentally beneficial products and technologies such as shade-grown coffee and wind power to the use of new communications technologies to create powerful international citizens' coalitions for change. And we will study institutional changes needed to shift the world economy onto a more environmentally and socially sustainable course, including reforming international economic organizations such as the WTO, the International Monetary Fund, and the World Bank and strengthening international environmental treaties and institutions.

This course complements Environmental Studies 232(S) *Managing Global Commons*. Hilary French is the Class of 1946 Visiting Professor of International Environmental Studies in the autumn semester. She is Director of the Global Governance Project at the Worldwatch Institute in Washington, D.C., and a consultant to the United Nations Environment Programme.

Format: lecture/discussion. Requirements: midterm, 13- to 15-page research paper.

No prerequisites. *No enrollment limit (expected: 25).*

Hour: 9:55-11:10 TR

H. FRENCH

ENVI 232(S) Managing Global Commons (Same as Political Science 220)

Aristotle once observed "that which is common to the greatest number has the least care bestowed upon it." More recently, biologist Garrett Hardin coined the phrase "the tragedy of the commons" in warning that jointly owned and freely available resources tend to be overused to their destruction. This course focuses on issues related to the use and management of global commons, in particular the oceans and seabed, the atmosphere, outer space, and Antarctica. We will examine the extent to which these global commons are subject to environmental tragedies and review the international laws and institutions that have been created to manage use of these domains, which lie outside exclusive jurisdiction of nation-states. Among the specific problems to be addressed are marine pollution, the decline of ocean fisheries, the depletion of the ozone layer, global climate change, and resource exploitation in Antarctica.

This course complements Environmental Studies 231(F) *Globalization and the Environment*.

Environmental Studies

Marvin Soroos is the Class of 1946 Visiting Professor of International Environmental Studies in the spring semester. He is professor of political science at North Carolina State University.

Format: lecture/discussion and role-playing exercises. Requirements: two examinations and a term paper.

No prerequisites. *No enrollment limit (expected: 25).*

Hour: 9:55-11:10 TR

SOROOS

ENVI 234(F) Economic Development in Poor Countries (Same as Economics 204)*

(See under Economics for full description.)

ENVI 302(F) Environmental Planning and Analysis Workshop

This course introduces the theories, methodologies, and legal framework of planning and allows students to experience the planning process through hands-on project work in the region. The first part of the course introduces the literature and illustrates it through analysis and discussion of case studies. In the second section of the course, students apply their skills through the study of an actual planning problem. The project work draws on students' past curricular and extracurricular activities and makes use of interdisciplinary knowledge and methodologies. Teams of students, working in conjunction with a client in the community, research and propose solutions to a current environmental planning problem. The course culminates in public presentations of each team's planning study. This course also includes field trips and computer labs. Format: discussion/project lab.

Requirements: midterm exam, short written exercises, class presentations, workshop presentations, final group report.

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: 11:00-12:15 MW

Lab: 1-4 M,W

ART and GARDNER

ENVI 304(S) Instrumental Methods of Analysis (Same as Chemistry 304)

(See under Chemistry 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 201 and Environmental Studies 101. This is a companion course to Environmental Studies/Political Science 308 (*Environmental Policy*). The courses may be taken in either order. *No enrollment limit (expected: 20).*

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

VAN OOT

ENVI 308T(S) Environmental Policy (Same as Political Science 308T) (W)

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 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 policies. We will take up the organizational forms and politics that underlie governing in a "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.

Work required: Each student completes, in stages, a 20-page research paper on an environmental policy or controversy. Initial proposal, bibliography, and graphic materials are assembled, culminating in a 12-page background paper describing the issues and actors. The research paper should incorporate the background paper, with revisions, into a 20-page analysis of the case and its governmental dynamics, including policy recommendations. There is also a 90-minute exam on the course readings.

Format: tutorial.

Prerequisites: Environmental Studies 101; Political Science 201 is recommended. This is a companion course to Environmental Studies 307/Political Science 317 (*Environmental Law*). *Enrollment: 12 (expected: 12). Preference to seniors and juniors. This course is writing intensive.*

Hour: TBA

K. LEE

Environmental Studies, First-Year Residential Seminar

ENVI 312(S) Communities and Ecosystems (Same as Biology 302)

(See under Biology for full description.)

ENVI 315(F) Technology and Culture (Same as History 292 and History of Science 305)

(See under History of Science for full description.)

ENVI 320(S) Plans, Planners, Planning (Same as ArtH 302)

(See under Art—ArtH for full description.)

ENVI 327(S) The North-American Park Idea (Same as ArtH 307)

(See under Art—ArtH for full description.)

ENVI 328 Toxicology and Cancer (Same as Chemistry 308) (Not offered 2002-2003)

(See under Chemistry for full description.)

ENVI 333 The Ecology of Biological Resources (Same as Biology 333) (Not 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.)

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 2002-2003)

(See under Economics 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.

Hour: TBA

Members of the Center

ENVI 402(S) 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: 7-9:30 p.m. M

K. LEE

ENVI 404T(S) Current Topics in Ecology (Same as Biology 402T) (W)

(See under Biology for full description.)

ENVI 408(F) Race, Gender and Nature (Same as American Studies 408 and Women's and Gender Studies 408)*

(See under American Studies for full description.)

ENVI 474 The History of Oil (Same as History 474) (Not offered 2002-2003)

(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.

First-Year Residential Seminar, Geosciences

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.

FRS 101(F) Introduction to Religion

This course examines the structure and dynamics of certain aspects of religious thought, action, and sensibility—employing psychological, sociological, anthropological, and philosophical modes of inquiry. We will begin with a survey of stances toward religion that have come to dominate the century's view of the place and the truth of religion. These include the phenomenological, Mircea Eliade's *Sacred and the Profane*; the psychoanalytic, Sigmund Freud's *Civilization and Its Discontents*; the sociological, Emile Durkheim's *Elementary Forms of Religious Life*; the anthropological in the works of Clifford Geertz, Victor Turner, Claude Levi-Strauss and Carolyn Bynum; and finally the theological in the works of Paul Tillich and Mary Daly. With the tools we develop in the first half of the course we then turn to the study of some religious traditions: Hinduism, Buddhism, Confucianism, Judaism and Christianity. In this portion we will read such world classics as the Bhagavad Gita, Hebrew Scriptures, Gospel of Matthew, and Kierkegaard's *Fear and Trembling*. Emphasis on class discussion and the writing of interpretive papers.

Requirements: weekly 1-page papers in response to assigned questions, including visits to art museums and religious services. Writing these papers should help discussions, both in the classroom and in the dorm. Midterm paper and self-scheduled final. FRS students in the past have greatly appreciated having an entry-full of companions to talk with as they thought about how to respond to the course materials. This luxury is provided only within the framework of FRS.

Enrollment limited to FRS students.

Hour: 8:30-9:45 TR

DARROW

GEOSCIENCES (Div. III)

Chair, Professor DAVID P. DETHIER

Professors: DETHIER, M. JOHNSON, KARABINOS, WOBUS. Assistant Professors: COX, STOLL. 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.

1 Environmental Geoscience. For students interested in surface processes and the application of geology to environmental problems such as land use planning, resource planning, environmental impact analysis, and environmental law. Such students should also consider enrolling in the coordinate program of the Center for Environmental Studies.

- 103 Environmental Geology and the Earth's Surface

- 104 Oceanography
- 206 Geological Sources of Energy *or*
- 208 Water and the Environment
- 214 Remote Sensing and Geographic Information Systems
- 215 Climate Changes

(Students interested in Environmental Geosciences should consult with Professors Dethier or Stoll.)

II Oceanography, Stratigraphy and Sedimentation. For students interested in the study of modern and ancient sedimentary environments and the marine organisms that inhabited them.

- 101 Biodiversity in Geologic Time
- 104 Oceanography
- 206 Geological Sources of Energy
- 212 Invertebrate Paleobiology

(Students interested in Oceanography, Stratigraphy, and Sedimentation should consult with Professors M. Johnson or Cox.)

III The Solid Earth. For students interested in plate tectonics, the processes active within the Earth, the origin and deformation of rocks and minerals, and mineral exploration.

- 102 An Unfinished Planet
- 105 Geology Outdoors
- 303 Igneous and Metamorphic Petrology

(Students interested in The Solid Earth should consult with Professors Wobus or Karabinos.)

With the consent of the department, certain courses at the 200 level or higher in Biology, Chemistry, Mathematics, 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, 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

Geosciences

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

Lab: 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

Lab: 1-3 W

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

Lab: 1-3 M,W

DETHIER and STOLL

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

Lab: 1-3 M,T

COX

GEOS 105(F) Geology Outdoors (W)

An introduction to geology through student field projects. The mountains, lakes, rivers, and valleys of the Williamstown area provide unusual opportunities for learning geology in the field. Student projects will include the study of streams as active agents of erosion and deposition, the effects of glaciation on the New England landscape, and the history of mountain building in the Appalachians. Following several group projects introducing the techniques of field geology, students will pursue independent projects on subjects of particular interest to them. This course departs from the standard science course format with three lectures and a required lab each week. Instead, emphasis is placed on learning through active participation in field projects and presentation of results through high quality writing. The class will meet two afternoons each week from 1:00 to 3:45 p.m. There will be two all day field trips. This course is designed for students who have a serious interest in geology or other natural and environmental sciences, the outdoors, and writing.

Format: discussion/field laboratory six-hours a week. Evaluation will be based on participation in field work and discussions, five eight-page papers based on field projects, and an oral presentation of independent projects. Students will use detailed comments on their papers to improve their writing

style in successive assignments.

No prerequisites. No previous knowledge of geology required. *Open only to first-year students. Enrollment limit: 12 (expected: 12). This course is writing intensive.*

Hour: 1:10-3:50 TF

KARABINOS

GEOS 201(F) Geomorphology (Same as Environmental Studies 205)

This course is designed for geosciences majors and for environmental studies students interested in surficial geologic processes and their importance in shaping the physical environment. The course emphasizes the nature and rates of constructional, weathering, and erosional processes and the influence of climatic, tectonic, and volcanic forces on landform evolution. Labs focus on field measurements of hydrologic and geomorphic processes in the Williamstown area as well as on the analysis of topographic maps and stereo air photos.

Format: 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 Geological Sources of Energy (Same as Environmental Studies 206) (Not offered 2002-2003; to be offered 2003-2004)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/geos/geos206.html>)

DETHIER

GEOS 208(S) Water and the Environment (Same as Environmental Studies 208)

This course focuses on the flow, storage and use of fresh water in the United States and fundamental environmental conflicts that result from human intervention in hydrologic processes. Lectures and use of computer models about hydrology (surface water and groundwater) introduce discussion of topics such as dams and flooding, pollution of water with nutrients or toxic chemicals, and water-borne disease. Technical reports and readings in American prose are used to study attitudes about irrigation, water depletion and salinization, water law and economics, and aspects of the hydraulic empire of the American West.

Format: lectures/discussion, three hours a week. Evaluation reflects an hour exam, class participation, field trips, a term paper, and a final exam.

No enrollment limit (expected: 32).

Hour: 9:55-11:10 TR

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(S) Invertebrate Paleobiology (Same as Biology 211)

This course offers an introduction to the study of prehistoric life. The fossils of marine invertebrates provide an excellent foundation for this purpose, because they are widespread and abundant, they are often well-preserved, and they have a record that reaches back in time over 600 million years. The intellectual discovery of fossils as organic relics and the ways in which fossils were used by earlier generations to support conflicting views on nature are briefly surveyed. The lecture topics that follow are organized to illustrate the various directions explored by paleontologists today to solve a broad range of questions. These include: biological and paleontological views on the species concept relevant to taxonomy; ongoing debate over the timing and mechanisms of evolution; biostratigraphy as a means to correlate sedimentary rocks; functional morphology as a means to reconstruct the biomechanics of extinct species; analysis of fossil assemblages to interpret the ecology of ancient environ-

Geosciences

ments; paleogeography as related to patterns in biodiversity, and the possible causes of mass extinctions. Laboratory exercises utilize superb fossil collections to study the processes of fossilization and to survey the biology and taxonomy of the major invertebrate phyla.

Format: lectures, three hours a week; one three-hour laboratory a week; field trip to the Lower Devonian Helderbergs of New York State. Evaluation will be based on weekly lab reports, a midterm paper, a midterm exam, a lab practicum, and a final exam.

Prerequisite: any 100-level Geosciences course or Biology 102 or 203. *No enrollment limit (expected: 12).*

Hour: 11:20-12:35 TR

Lab: 1-4 T

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. SHEPARD

GEOS 215(F) Climate Changes (Same as Environmental Studies 215) (Q)

In recent years, there has been a growing public and scientific interest in the Earth's climate and its variability. This interest reflects both concern over future climate changes that may result from anthropogenic increases in atmospheric greenhouse gases and growing recognition of the economic impact of "natural" climate variability (for example, El Niño events), especially in the developing world. Efforts to understand the Earth's climate system and predict future climate changes require both study of parameters controlling present day climate and detailed studies of climate changes in the past. In this course, we will review the processes that control the Earth's climate, like insolation, distribution of heat, ocean circulation, and the greenhouse effect. At the same time, we will review the geological record of climate changes in the past, examining their causes, positive and negative feedback effects, and indicators of the stability or instability of the climate system.

Format: lectures/discussions, three hours a week. Evaluation will be based on weekly problems (25%), two hour exams (50%), and a final project (25%) where students will collect, analyze, and interpret data. Weekly exercises will emphasize developing problem solving skills and using quantitative analyses to assess if a given explanation is possible and reasonable. These exercises will include developing and applying numerical models of the carbon cycle and basic radiative balance models.

Prerequisites: none. *No enrollment limit (expected: 25).*

Hour: 9:55-11:10 TR

STOLL

GEOS 217(T/F) Planetary Geology (Same as Astronomy 217T) (W)

Planetary geology is hot! In the last few years space probes and the Hubble Telescope have given us stunning new perspectives on our planetary neighbors, and the recent thrilling discoveries of the bizarre "hot Jupiters" orbiting other stars have forced us to reexamine ideas about the evolution of our own solar system. We can't hike around on Mars or Europa, so we have to infer composition, form, texture and process from photographs and sparse chemical data. By reading recent research papers we will examine a number of topics, which may include planetary formation and differentiation, the failed-planet hypothesis, surficial features of planets and their interpretation, tectonics in the solar system, liquid water in the outer solar system, water on Mars, and giant-planet migration.

Evaluation will be based on five 2500-word (about five pages) papers, discussion, and critical analysis. There will be a strong focus on polished writing and argument, and papers will be thoroughly edited by the professor for style, grammar and syntax. Students will improve their writing by integrating into successive papers the editorial comments they receive, and also by editing the writing of their tutorial partners.

Prerequisites: one Geosciences course, Astronomy 111, or consent of the instructor. *Enrollment limit: 12 (expected: 12). Preference given to sophomores. This course is writing intensive.*

Hour: TBA

COX

GEOS 218T(S) The Carbon Cycle (Same as Environmental Studies 218) (W)

Carbon dioxide is the most important atmospheric greenhouse gas, and human activities are adding carbon to the atmosphere at unprecedented rates. Yet only half of the carbon we emit each year remains in the atmosphere because biological, geological, and chemical processes continually cycle carbon from the atmosphere to the ocean, to land plants and soils, and to sediments. The workings of the carbon cycle are at the center of many controversies surrounding the causes of past climate changes and the outcome of future global warming. How was the earth's climate steered by past changes in the carbon cycle, billions and millions of years ago? Will natural processes continue to take up such a high percentage of carbon emissions as emissions continue and climate changes? Can and should we coax natural systems to take up even more carbon? How might carbon emissions be reduced on the scale of the Williams campus? We will explore these issues through readings of current journal articles and reports, as well as participation in a national workshop on reducing carbon emissions on campuses.

Requirements: 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 introductory course in biology, chemistry, or geosciences or one course cross-listed in the Environmental Studies Program. *Enrollment limit: 10 (expected: 10). Preference to sophomores and juniors. Writing intensive.*

Hour: TBA

STOLL

GEOS 250T(S) Tectonics, Erosion, and Climate (W)

Traditional models of landscape development postulate rapid pulses of tectonic uplift followed by long periods of gradual erosion. In sharp contrast, recent studies suggest that landscape is the product of complex interactions between tectonics, erosion, and climate. It is clear that tectonic uplift directly affects erosion rates and may induce orographic climate changes, but can climatically enhanced erosion rates drive tectonic processes? Can very rapid uplift and erosion in one region, such as the Himalayas, affect global climate by sequestering greenhouse gases during the weathering of sediments? Some researchers believe so. This course will explore the feedback mechanisms that have been proposed to explain how tectonics, erosion, and climate affect one another and produce the landscapes we observe today. Topics will include plate tectonics and crustal thickening, erosion and exhumation processes, climate and erosion rates, isostasy, equilibrium landscapes, formation of orogenic plateaus, and formation of the Himalayas and development of the Asian monsoon.

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 five five-page papers and each student's effectiveness as a critic.

Prerequisites: At least one of the following courses: Geosciences 201, 202, 301, 302, 303, or 401 or with permission of instructor. *Enrollment limit: 10 (expected: 10). Preference given to geosciences majors. This course is writing intensive.*

Hour: TBA

KARABINOS

GEOS 301(F) Structural Geology (Q)

The structure of the Earth's crust is constantly changing and the rocks making up the crust must deform to accommodate these changes. Rock deformation occurs over many scales ranging from individual mineral grains to mountain belts. This course deals with the geometric description of structures, stress and strain analysis, deformation mechanisms in rocks, and the large scale forces responsible for crustal deformation. The laboratories cover geologic maps and cross sections, folds and faults, stereonet analysis, field techniques, strain, and stress.

Format: lectures and discussion, three hours a week; one three-hour laboratory each week. Evaluation will be based on weekly laboratory exercises, problem sets, a midterm exam, and a final exam. Many of the laboratories and problem sets use geometry, algebra, and several projection techniques to solve common problems in structural geology.

Prerequisites: Geosciences 101, 102, 103, or 105 or consent of instructor. *No enrollment limit (expected: 12). This is a quantitative/formal reasoning course.*

Hour: 11:00-12:15 MW

Lab: 1-4 M

KARABINOS

GEOS 302(S) Sedimentation (W)

The composition and architecture of sediments and sedimentary rocks preserve information about the rocks that were eroded to form them, the fluids and forces that transported them, the mechanisms by which they were deposited, and the processes by which they were lithified. This course will provide an introduction to the principles of sedimentology, including sedimentary petrology, fluid mechanics, bedform analysis, and facies architecture.

Format: lectures and discussions, three hours per week; one three-hour laboratory each week; one half-day and one all-day field trip. Evaluation will be based on laboratory work, writing assignments,

Geosciences, German

an hour exam, and a final exam. Ten written critiques (each 1000 words) of specific assigned papers from the sedimentological literature are designed to teach clear written expression and careful analytical reading. Papers will be thoroughly edited for style, grammar and syntax. Students will improve their writing by integrating editorial comments into successive papers. Each student will compile his/her papers as a growing body of work, and each new paper will be read and edited in the context of the previous submissions.

Prerequisite: Geosciences 202 (may be taken concurrently). *Enrollment limit: 16 (expected: 12). This course is writing intensive.*

Hour: 9:55-11:10 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; one three-hour laboratory each 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 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, 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 Geology of the Appalachians (Not offered 2002-2003) (W)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/geos/geos404.html>)

KARABINOS

GEOS 493(F)-W031-494(S) Senior Thesis

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

GERMAN (Div. I)

Chair, Professor BRUCE KIEFFER

Professors: DRUXES, B. KIEFFER, G. NEWMAN*. Visiting Assistant Professor: CLARK.

Part-time Lecturer: E. KIEFFER\$. Teaching Associates: TBA.

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 201 emphasizes accuracy and idiomatic expression in speaking and writing. German 202 combines advanced language study with the examination of topics in German-speaking cultures. Students who have studied German in secondary school should take the placement test given during First Days in September to determine which course to take.

STUDY ABROAD

The department strongly encourages students 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 201 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 202 is given each year and is recommended as preparation for upper-level courses.

THE CERTIFICATE IN GERMAN

To enhance a student's educational and professional profiles, the department offers the Certificate in German. It requires seven courses—two fewer than the major—and is especially appropriate for students who begin study of the language at Williams.

Students who enter Williams with previous training in German may substitute more advanced courses for the 100-level courses; they can also be exempted from up to two of the required courses.

Students must receive a minimum grade of B in each course taken in the sequence. In addition, they must score of at least 650 (out of a possible 800) on the ETS (Educational Testing Service) Proficiency Test.

Appropriate elective courses can usually be found among the offerings of German, Art History, History, Music, Philosophy, Political Science, and Theatre.

Required Courses

German 101
German 102
German 103
German 104
German 201

Electives

- ◆ at least one course (in German or English) on German cultural history (literature, art, drama, music)
- ◆ at least one course (in German or English) on German intellectual, political, or social history

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 201
German 202

Two of the four sequence courses 301, 302, 303, and 304

Four other courses drawn from German offerings above 202 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:

ArtH 267 Art in Germany: 1960 to the Present
Comparative Literature 232 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

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 202

Two of the four sequence courses 301, 302, 303, 304

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.

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: CLARK, 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, CLARK

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: 9:00-9:50 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: 9:00-9:50 MWF

DRUXES

GERM 201(F) Advanced German

This course expands on the reading, writing, and speaking skills acquired at the intermediate level, via extensive and intensive work with texts of various sorts, including web sites, newspapers, fiction, audio and video material. *Conducted in German; Readings in German.*

Requirements: active class participation, frequent short writing assignments, oral presentations, final project.

Prerequisite: German 104 or the equivalent. *Expected enrollment: 8.*

Hour: 10:00-10:50 MWF

DRUXES

GERM 202(S) Berlin, Capital of the Twentieth Century (W)

Philosopher Walter Benjamin posited in 1935 that while Paris was the capital of the nineteenth century, Berlin was the capital of the twentieth. With this idea in mind, we will examine texts from and about Berlin throughout the last century. We will move from the turn of the century (when the city's

German

population had recently tripled in size) to the establishing of Berlin as a world capital in the 1920s, then through Nazi-era transformations, wartime destruction, and the postwar East/West division of the city. We will conclude with the fall of the Berlin Wall, the return of the German capital to the increasingly multicultural city, and the Love Parade (the annual event for which Berlin is best known among youth around the world). Films and readings may include Walter Ruttmann's *Berlin, die Sinfonie einer Großstadt*, Irmgard Keun's *Das kunstseidene Mädchen*, Peter Schneider's *Der Mauer-springer*, Tom Tykwer's *Lola rennt*, and Thomas Brussig, *Am kürzeren Ende der Sonnenallee*, and various online resources. *Readings and discussion in German.*

Format: seminar. Requirements: frequent short writing assignments, all of which will be revised in consultation with the instructor, take-home midterm and final exams.

Prerequisite: German 201 or equivalent. *Enrollment limit: 19 (expected: 8). This course is writing intensive.*

Hour: 9:55-11:10 TR

CLARK

GERM 301(S) German Studies, 1770-1830

A survey of German intellectual culture from the Enlightenment through Romanticism. We will explore the period through literary and theoretical texts by Lessing, Goethe, Lenz, Schiller, Hegel, Novalis, Kleist, Hoffman, Brentano and B. von Arnim. *All readings in German.*

Format: seminar. Requirements: active class participation, two presentations and papers.

No enrollment limit (expected: 8).

Hour: 1:10-2:25 MR

B. KIEFFER

GERM 302 German Studies, 1830-1900 (Not offered 2002-2003; to be offered 2003-2004)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/germ/germ302.html>)

B. KIEFFER

GERM 303 German Studies 1900-1938 (Not offered 2002-2003; to be offered 2003-2004)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/germ/germ303.html>)

DRUXES

GERM 304(F) German Literature 1939-Present

This course will provide an overview of German-language literature from the Nazi era through the present day. Beginning with the literature of intellectuals in exile, we will then examine the "rubble literature" of the so-called "zero hour" of the immediate postwar era. We will trace the development of literature in the two German states (with a sideways glance toward Austria), focusing on such topics as the memory of fascism and the Holocaust, and the consequences of Germany's division and ultimate reunification. Readings may include texts by Klaus & Erika Mann, Wolfgang Staudte, Wolfgang Borchert, Gruppe 47, Heinrich Böll, Peter Weiss, Ingeborg Bachmann, Peter Schneider, Christoph Hein, Patrick Süßkind, Jurek Becker, Christa Wolf, Bernhard Schlink, and Zafer Senocak. Readings and discussion in German.

Format: seminar. Requirements: active class participation, three short (~4 pp.) papers and one longer (8-10 pp.) paper.

Prerequisite: German 202 or equivalent. *No enrollment limit (expected: 8).*

Hour: 1:10-2:25 MR

CLARK

GERM 312(S) Gender and Sexuality from Fin-de-Siècle to Fascism (Same as Comparative Literature 312)

A century ago the late and rapid industrialization of Germany and Austria resulted in the radical transformation of society, including new and unstable configurations of gender roles and sexuality. Artists and intellectuals throughout the English-speaking world avidly read the work of German sexologists (who first coined the term *homosexual*), the psychoanalysis of Sigmund Freud, and the now nearly forgotten sexual theories of Otto Weininger. In this course we will read these theories alongside the literature of the era, beginning with the fin-de-siècle, moving through Expressionism, and culminating in the seemingly liberal Weimar era and its abrupt end in 1933. Readings may include theory by Kraft-Ebing, Ulrichs, Freud, Weininger, and Hirschfeld; literature by Theodor Fontane, Frank Wedekind, Arthur Schnitzler, Carl Sternheim, Oscar Kokoschka, Thomas Mann, Klaus Mann, and Anna Weirauch; and the films *The Blue Angel* by Joseph von Sternberg (Marlene Dietrich's breakthrough film) and *Girls in Uniform* by Leontine Sagan. *All readings and discussion in English.*

Format: seminar. Requirements: one presentation, one shorter (6-8 pp.) paper, and one longer (~15 pp.) paper.

No prerequisites. *Enrollment limit: 30 (expected: 20).*

Hour: 2:35-3:50 MR

CLARK

GERM 493(F)-W031-494(S) Senior Thesis

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

German, History

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: CLARK, 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, CLARK

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, SINGHAM*, W. WAGNER, WATERS, WOOD**. Associate Professors: MUTONGI, WILDER*, WONG*. Assistant Professors: GOLDBERG, HICKS, KITTLESON**, MARUKO*, MERRILL, REEVES, WHALEN. Visiting Professor: GUNDERSHEIMER§§. Boskey Visiting Assistant Professor: GARBARINI§§. Visiting Assistant Professors: AUBERT, LATCHAM, STARENKO. Mellon Post-Doctoral Fellow: RINGER. Kaneb Teaching Fellow: KOBES DU MEZ.

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 development of our students' intellectual, analytical, and rhetorical abilities. In pursuit of the first objective, through its curricular offerings the department seeks both to expose students to the richness, diversity, and complexities of human history over long periods of time and in different geographic regions and to provide students with the opportunity to explore aspects of the past in depth. At the same time, the department endeavors to develop students' ability to think historically and to foster in them an appreciation of the contested nature and the value of historical knowledge by confronting them with the variety of ways in which historians have approached and interpreted the past, engaging them in issues that provoke historical debate, and familiarizing them with the nature and uses of historical evidence. By engaging students in the critical study of the past, finally, the department seeks to develop their ability to formulate historically informed opinions and their analytical and rhetorical skills generally. While members of the department attempt to accomplish these multiple objectives individually through their particular courses and their other contacts with students, the department seeks to do so collectively through the structure of the History curriculum and the requirements of the History major.

COURSE NUMBERS

The course numbering system used by the History Department reflects the different types and objectives of courses offered at each level. The different course levels are distinguished less by degree of difficulty than by the purposes that the courses at each level are intended to serve and the background knowledge they presume.

First-Year Seminars and Tutorials (102-199): These writing intensive courses introduce students to the richness of historical approaches to the past and to the contested subjects on which historians focus. They emphasize the acquisition of skills needed in the advanced study of history and are ideal for students contemplating a major in History. Each seminar is limited to nineteen students, and each tutorial, to ten students. In the case of seminars, preference will be given to first-year students and then to sophomores. First-year students and sophomores will be given equal preference in the case of tutorials, to which the writing of five or six essays and the oral presentation of five or six critiques of another student's essays are central. In any case, first-year students will not normally be permitted to enroll in a tutorial during their first semester. Because first-year seminars and tutorials serve as an introduction to the study of history, only one course of each type may count toward the History major; these courses can also be used to meet the department's group and concentration requirements.

Introductory Survey Courses (202-299): These courses are open to all students and are intended to provide a basic understanding of the history of peoples, countries, and geographic regions over relatively long time-spans. Most of all, they will provide students with the background necessary for more advanced study in history at the 300 and 400 level. They are offered in either small or large formats, depending on the individual course.

History

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.

Advanced Tutorials (480-492): These are advanced reading and writing courses that offer an in-depth analysis of a topic in tutorial format. Tutorials are limited in enrollment to ten students and 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.

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)

History

Group C: History of Asia, Africa and the Middle East, and/or Latin-American and the Caribbean

In addition, students must take at least one course dealing with the premodern period (designated *Group D* in the catalog); this may be one of the courses used to fulfill the group requirement (*Groups A-C*).

A single course can meet the requirement for no more than one of Groups A through C. Only one First-year seminar and one First-year tutorial (102-199) may be used to meet the group requirements.

Concentration in the Major

All students are required to adopt a concentration within the History major. The concentration should be selected in consultation with a faculty advisor at spring registration during the sophomore year. A list of concentrations is appended below and a list of the courses that fall within each concentration is available from the History Department office and can also be found on the department's website. Students must choose to concentrate in one of these eighteen broad areas unless they petition the department's Curriculum Committee to substitute a concentration of their own design. A concentration will consist of at least three courses linked by common themes, geography, or time period; *only one* of those courses can be a 100-level seminar while *at least* one must be a 300- or 400-level course. Courses in the concentration may be used to fulfill the group requirements. In selecting courses to meet their concentration requirement, students should be aware that not every course is offered every year. Courses taken abroad may be included in the concentration with the approval of the chair.

Concentrations:

1. Africa and the African Diaspora
2. Asia and the Asian Diaspora
3. 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 AND TUTORIALS (102-199)

These writing intensive courses introduce students to the richness of historical approaches to the past and to the contested subjects on which historians focus. They emphasize the acquisition of skills needed in the advanced study of history and are ideal for students contemplating a major in History. Each seminar is limited to nineteen students, and each tutorial, to ten students. In the case of seminars, preference will be given to first-year students and then to sophomores. First-year students and sophomores will be given equal preference in the case of tutorials, to which the writing of five or six essays and the oral presentation of five or six critiques of another student's essays are central. In any case, first-year students will not normally be permitted to enroll in a tutorial during their first semester. Because first-year seminars and tutorials serve as an introduction to the study of history, only one course of each type may count toward the History major; these courses can also be used to meet the department's group and concentration requirements.

FIRST-YEAR SEMINARS AND TUTORIALS: AFRICA AND THE MIDDLE EAST (102-111)

HIST 102 (formerly 116) Environmental History of Africa (Same as Environmental Studies 116) (Not offered 2002-2003) (W)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist102.html>)

MUTONGI

FIRST-YEAR SEMINARS AND TUTORIALS: ASIA (112-121)

HIST 112(F) The Mao Cult (W)*

The Great Helmsman of the People's Republic of China, Chairman Mao Zedong, is one 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).

Format: seminar. Evaluation will be based on class participation and three papers.

No prerequisites. *Enrollment limit: 19 (expected: 19). This course is writing intensive.*

Group C

Hour: 8:30-9:45 TR

REEVES

FIRST-YEAR SEMINARS AND TUTORIALS: EUROPE AND RUSSIA (122-141)

HIST 124(F) The Vikings (W)

Viking raiders in longships burst through the defenses of ninth-century Europe, striking terror in the hearts of peasants, monks, and kings for the next three centuries. Yet the impact of these sea-born

History

Scandinavians on European civilization was more complex and constructive than portrayed by medieval chroniclers. Vikings acted as merchants, craftsmen, farmers, settlers, and mercenaries, and they colonized regions beyond the edges of the known world like Russia, Iceland, and North America. This course explores the complicated relationship of the Vikings with the medieval world and examines important developments within Scandinavian society such as kingship, trade, and Christianization. At the same time, we will consider the methodological difficulties presented by the diverse and often contradictory historical sources for the Vikings such as monastic chronicles, archaeology, inscriptions, and Scandinavian sagas.

Format: seminar. Evaluation will be based on class participation and several papers.

No prerequisites. *Enrollment limit: 19 (expected: 19). This course is writing intensive.*

Groups B and D

Hour: 11:00-12:15 MWF

GOLDBERG

HIST 127 (formerly 105) The Expansion of Europe (Not offered 2002-2003) (W)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist127.html>)

WOOD

HIST 129 (formerly 107) Religion, Race, and Gender in the Age of the French Revolution (Not offered 2002-2003) (W)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist129.html>)

SINGHAM

HIST 135T(S) The Great War, 1914-1918 (W)

During the nineteenth and early twentieth century Europeans and their immediate offspring created the modern world. European industry, science, trade, weapons, and culture dominated the globe. After a century of general peace the continual "progress" of Western Civilization seemed assured. Then, in August, 1914, the major European powers went to war with one another. After four years of unprecedented carnage, violence, and destruction, Europe was left exhausted and bitter, its previous optimism replaced by pessimism, its world position undermined, and its future clouded by a deeply flawed peace settlement.

What were the fundamental causes of the Great War? How and why did it break out when it did and who was responsible? Why was it so long, ferocious, wasteful, and, until the very end, indecisive? Why did the Allies, rather than the Central Powers, emerge victorious? What did the peace settlement settle? How was Europe changed? What is the historical significance of the conflict? History 135T will explore these and other questions and issues about World War I in a tutorial setting designed for first and second year students.

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

This course is writing intensive.

Hour: TBA

WOOD

HIST 140 Fin-de Siecle Russia: Cultural Splendor, Imperial Decay (Not offered 2002-2003) (W)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist140.html>)

WAGNER

FIRST-YEAR SEMINARS AND TUTORIALS: LATIN AMERICA AND THE CARIBBEAN (142-151)

HIST 148(S) (formerly 102) The Mexican Revolution: 1910 to NAFTA (W)*

The first great revolution in the twentieth century, the Mexican Revolution was as dramatic and compelling as later episodes in Russia, China and Cuba. Using a wide variety of sources—from films, murals, and comic books to classic works of political and social history—this seminar will examine the forces that exploded in over a decade of violence and produced the peculiar "institutional revolutionary" government that ruled Mexico from the 1920s to the crises of the late 1990s. Was the Revolution a true social revolution or just a "palace coup"? Did workers, women, peasants, indigenous peoples make real gains in social or political power during the after the Revolution? How democratic or authoritarian is the Mexico that emerged from the brutal decade of the 1910s? Finally, in light of globalization, the political scandals of the 1990s, and ongoing peasant rebellion in Chiapas, is the Revolution dead or is its promise only now to be fulfilled?

Format: seminar. Evaluation will be based on class participation, a series of short written assignments, and a research paper.

No prerequisites. *Enrollment limit: 19 (expected: 19). This course is writing intensive.*

Group C

Hour: 8:30-9:45 TR

KITTLESON

FIRST-YEAR SEMINARS AND TUTORIALS: UNITED STATES (152-191)

HIST 152(F) “New Worlds for All”: European-Indian Encounters in Colonial North America (W)*

This course focuses on the interactions between Indians and Europeans in the contexts of Spanish, French, Dutch, and British exploration and colonization of North America. Drawing upon our critical reading of secondary and primary sources, we will explore the political, economic, social, and cultural transformations visited upon both Indian and Euro-American societies as a result of European attempts to control vast North American territories from the Saint Lawrence valley to Florida and from the Lower Mississippi valley to California. Because of the large scope of our inquiry we will proceed both chronologically and thematically. Our themes will include: Indian resistance and adaptation to European invasions and evangelizing efforts; diplomacy, warfare, and the evolution of North American geopolitics; Frontier exchange economies and the transformation of material cultures; the transformation and construction of colonial identities (Euro-American and Indian concepts of “self,” the racialization of Euro-American perceptions of Indians and Indians’ perceptions of Europeans).

Over the course of the semester, students will write several response papers based on secondary readings to help them assess how historians have addressed these themes. These papers will serve as the basis for our discussion of the methodologies, theories, and sources historians use to reconstruct the history of European-Indian encounters. Short response papers will also familiarize students with some of the most important historiographical debates of colonial North American history and will help them conceptualize and write an original research paper based upon a combination of primary and secondary sources.

Format: seminar. Evaluation will be based on class attendance and participation, weekly response papers and the final research paper.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first-year students, and then sophomores. This course is writing intensive.*

Groups A and D

Hour: 2:35-3:50 TF

AUBERT

HIST 157 The Great Depression: Culture, Society, and Politics in the 1930s (Not offered 2002-2003) (W)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist157.html>)

KUNZEL

HIST 159(F) The Origins of the Cold War (W)

In August of 1945, World War II ended and America looked forward to a future of peace. Five years later, not only was the country engaged in another war (albeit a “limited” one in Korea), but it had also constructed the institutions and ideologies of a national security state for what had come to be called a “cold war.” The rapidity with which this happened and the global reach of American security interests is breathtaking: in this writing-intensive seminar, we will slow down the historical clock to investigate in-depth what happened in those five years, covering such subjects as the policy of containment, the development of nuclear arms, domestic anti-communism, the division of Berlin, and our increasing military commitments in Asia.

Format: seminar. Requirements: class participation, weekly response papers, peer editing, and book reviews.

No prerequisites. *Enrollment limit: 19 (expected: 19). This course is writing intensive.*

Group A

Hour: 2:35-3:50 MR

MERRILL

HIST 164(S) Slavery in the American South (W)*

No area of American social history has been more active and exciting in recent years than the study of slavery. This seminar will introduce students to the most important aspects of the South’s slave system. We will begin by reading a number of key books in the field, and then we will turn to the College library’s extensive holdings of microfilm records dealing with both agricultural and industrial slavery. In consultation with the instructor, each student will select the records of a slave-manned plantation or industrial site for careful and detailed study. The most important piece of work in the seminar will be a research paper that each student will prepare using the manuscript source materials.

Format: seminar. Evaluation will be based on class attendance and participation, several short preliminary essays, and a final research paper.

No prerequisites. *Enrollment limit: 19 (expected: 19). This course is writing intensive.*

Group A

Hour: 1:10-3:50 W

DEW

HIST 165(F) The Quest for Racial Justice in Twentieth-Century America (W)*

On August 28, 1963, Dr. Martin Luther King, Jr. delivered arguably some of the most recognizable phrases of the civil rights movement in his famous “I Have a Dream” speech. While significant and clearly central to the quest for racial justice in twentieth-century America, Dr. King’s leadership

History

should be understood within the context of ongoing national and grassroots political activism before, during, and after the 1963 March on Washington. This introductory course focuses on the social, political, and public policy perspectives that informed twentieth-century struggles for black civil rights. Using a variety of sources (memoirs, photography, film, and music), we will consider historical debates as well as the period's impact on our understanding of African American and American history. Evaluation will be based on class attendance and participation, several essays, and a final research paper.

Format: seminar. No prerequisites. *Enrollment limit: 19 (expected: 19). This course is writing intensive.*

Group A

Hour: 9:55-11:10 TR

HICKS

HIST 177 Vroom!—A Nation on Wheels (Not offered 2002-2003) (W)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist177.html>)

R. DALZELL

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 2002-2003)*

(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: 1:10-2:25 TF

MUTONGI

HIST 209 (formerly 275) The Origins of Islam: God, Empire, and Apocalypse (Same as Religion 231) (Not offered 2002-2003)*

(See under Religion for full description.)

Groups C and D

HIST 211(F) The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow (Same as African and Middle-Eastern Studies 201 and Religion 236)*

(See under Religion for full description.)

Groups C and D

INTRODUCTORY SURVEY COURSES: ASIA (212-221)

HIST 212(F) (formerly 283) Barbarians in the Middle Kingdom: China to 1850*

This course will explore the history of early Imperial China through an investigation of so-called barbarian incursions into China proper. Among other topics, we will study Buddhism's penetration of China during the fourth through ninth centuries and beyond; the arrival of the Mongol Hordes, led by

Ghengis and then Khubilai Khan; attitudes toward overseas exploration and migration in the early- and late-Ming and early-Qing dynasties; and finally the arrival of the “foreign devils” (Europeans) in China. The course will offer an overview of early-Imperial China, as well as an investigation of what it meant to be “Chinese” during that era.

Evaluation will be based on class participation, three short papers and a self-scheduled final exam.
Hour: 11:20-12:35 TR 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

INTRODUCTORY SURVEY COURSES: EUROPE AND RUSSIA (222-241)

HIST 222(S) (formerly 216) Greek History (Same as Classics 222)

Ancient Greece has been thought to embody the origins of Western civilization in its institutions, values, and thought; it has been seen as the infancy of modern society, with the attributes of innocence, purity, and the infant’s staggering capacity for exploration and learning; it has been interpreted as an essentially primitive, violent culture with a thin veneer of rationality; and it has been celebrated as the rational culture par excellence. The study of ancient Greece indeed requires an interpretive framework, yet Greek culture and history have defied most attempts to articulate one. We will make our attempt in this course by investigating ancient Greece as a set of cultures surprisingly foreign to us, as it so often was to its own intellectual elite. But we will also come to appreciate the rich and very real connections between ancient Greek and modern Western civilization. The course will begin with Bronze Age-Greece and the earliest developments in Greek culture, and will conclude with the spread of Greek influence into Asia through the conquests of Alexander the Great. We will explore topics such as the aristocratic heritage of the city-state, the effects of pervasive war on Greek society, the competitive spirit in political and religious life, the confrontations with the East, the relationship of intellectual culture to Greek culture as a whole, Greek dependence on slavery, and the diversity of political and social forms in the Greek world. The readings will concentrate on original sources, including historical writings, philosophy, poetry, and oratory. The class will meet once a week for a lecture, and will divide into two discussion sections for the second meeting of the week.

Format: lecture/discussion. Evaluation will be based on contributions to class discussions, a midterm, a final exam, and a medium-length paper.

Enrollment limit: 40 (expected: 40). Open to all.

Group D

Hour: 9:55-11:10 TR

MANOLARAKI

HIST 223 (formerly 218) Roman History (Same as Classics 223) (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist223.html>)

CHRISTENSEN

HIST 225(F) The Middle Ages (Same as Religion 216)

This course explores the development of European and Mediterranean civilizations during the thousand-year period known as the “Middle Ages.” At the beginning of this period the Romans ruled a massive empire that stretched from Britain to north Africa and from Spain to Iraq. A millennium later, this classical and pagan world had broken apart into three successor civilizations: medieval Europe, the Byzantine empire, and the Islamic world. This course investigates how this momentous transformation occurred. We will examine such topics as relations between Romans and “barbarians,” the spread of Christianity and Islam, the development of kingdoms and empires, the Vikings and crusades, saints and religious reformers, art and architecture, cities and trade, the persecution of Jews and heretics, as well as the Black Death and Italian Renaissance.

Format: seminar with short lectures and audio-visual presentations. Evaluation will be based on sev-

History

eral papers, an exam and class participation.

No prerequisites. *Enrollment will range from 10 to 30 students.*

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: 1:10-2:25 TF

WOOD

HIST 227(F) Europe's Long Nineteenth Century

This course introduces students to the era of the European domination of the world, a time of revolutionary excitement and fervor, of war and travesty, and of great intellectual ferment. Topics include the French Revolution, the Revolutions of 1830 and 1848, the Industrial Revolution, German and Italian Unification, the Scramble for Africa, the Russian Revolution, and the origins of World War I. With an eye toward exploring the origins of today's complex attitudes toward race, ethnicity, and gender, the course will investigate racial thought, anti-semitism, and feminism in the nineteenth century.

Format: lecture/discussion. Evaluation will be based on class participation, a midterm exam, an interpretive essay, and a final exam.

No prerequisites. *No enrollment limit (expected: 35).*

Group B

Hour: 1:10-2:25 MR

LATCHAM

HIST 228(S) (formerly 209) Europe in the Twentieth Century

This course offers an introduction to some of the more important issues in twentieth-century European history, focusing on the major ideologies, institutions, and cultural practices that have shaped the course of European history in this tumultuous century. Organized topically and thematically, the course will consider European society on the eve of World War I, the impact of the War on that society, the Russian Revolution and its aftermath, economic and political reconstruction in the 1920s, the Depression, the rise of Fascism and Nazism, World War II and the Holocaust, the establishment of post-war social democratic welfare states in western Europe, the "economic miracle" of the 1950s, the social unrest of the 1960s, the origins and development of the European Union, the 1989 revolutions in Eastern Europe, and the rebirth of nationalism at the close of the century.

Following several introductory lectures, the course will be taught via discussion.

Evaluation will be based on class participation, a midterm, several quizzes, and a final take-home essay exam.

Group B

Hour: 1:10-2:25 MR

LATCHAM

HIST 229 (formerly 222) European Imperialism: The Conquest and Division of the World (*Not offered 2002-2003*)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist229.html>)

SINGHAM

HIST 230(S) Modern European Jewish History, 1789-1948

What does it mean to be a Jew? The vexed question of Jewish identity emerged at the end of the eighteenth century in Europe and has dominated Jewish history throughout the modern period. Although Jewish emancipation and citizenship followed different paths in France and the German states, in both cases Jews were confronted by unprecedented opportunities for integration into non-Jewish society and unprecedented challenges to Jewish communal life. Focusing primarily on France and Germany, this course will introduce students to the major social, cultural, religious, and political transformations that shaped the lives of Europe's Jews from the outbreak of the French Revolution to the aftermath of World War II. We will explore such topics as emancipation, Jewish diversity, the rise of religious denominations within Judaism, competing political ideologies, Jewish-gentile relations, the role of Jewish women, Jewish responses to Nazism, and the situation of Jews in the immediate postwar period. In addition to broad historical treatments, course materials will include memoirs and novels.

Format: lecture/discussion. Evaluation will be based on class participation, two papers, and a final exam.

No prerequisites. *No enrollment limit.*

Group B

Hour: 2:35-3:50 TF

GARBARINI

HIST 234 (formerly 230) Britain, 1688-1848 (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist234.html>)

WATERS

HIST 235 Britain Since 1848 (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist235.html>)

WATERS

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: 9:55-11:10 TR

W. WAGNER

HIST 241 (formerly 233) The Rise and Fall of the Soviet Union (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist241.html>)

INTRODUCTORY SURVEY COURSES: LATIN AMERICA AND THE CARIBBEAN (242-251)

HIST 242 (formerly 287) Latin America From Conquest to Independence (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist242.html>)

KITTLESON

HIST 243(S) Modern Latin America, 1822 to the Present*

This course will examine salient issues in the history of the independent nations of Latin America. The first section of the course will focus on the turbulent formation of nation-states over the course of the nineteenth century. In this regard the course will analyze the social and economic changes of the period up to World War I and the possibilities they offered for both political order and disorder. Key topics addressed will include caudillismo, the role of the Church in politics, economic dependency and development, and the place of indigenous and African Latin-American peoples in new nations. The second section will move us to questions in twentieth-century Latin-American history, including industrialization and urbanization; the emergence of workers' and women's movements and the rise of mass politics; militarism, democracy, and authoritarian governments; the influence of the U.S. in the region; and the construction of cultural modernism in these "Third World" societies. Here and throughout the course we will strive for an understanding of how social conflicts shaped and were shaped by economic and political forces.

Format: lecture/discussion. Evaluation will be based on class participation, two shorts papers (3-5 pages), and a take-home final exam.

No prerequisites. *Enrollment unlimited (expected: 35-45).*

Group C

Hour: 11:00-12:15 MWF

KITTLESON

HIST 249 (formerly 225) The Caribbean From Slavery to Independence: A Comparison of Empires (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist249.html>)

SINGHAM

INTRODUCTORY SURVEY COURSES: UNITED STATES (252-291)

HIST 252A(F) British Colonial America and the United States to 1877*

This survey course covers Anglo-American history from the period of colonial settlement to the immediate aftermath of the Civil War. Major social, political, economic and cultural developments will be examined. Readings emphasize three themes of major importance in order to better understand the period surveyed: gender, slavery, and Indian America. The objective of this course is to provide stu-

History

dents with a general knowledge and understanding of Anglo-American history to 1877, as well as to introduce them to some important historiographical debates and historical methodologies.

Format: lecture/discussion. Evaluation will be based on class participation, a series of short analytical papers, and a final exam.

No prerequisites: *No enrollment limit (expected: 30-40).*

Groups A and D

Hour: 8:30-9:45 MWF, 11:00-12:15 MWF

AUBERT

HIST 252B(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: 20 (expected: 15-20). Open to all.

Groups A and D

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

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, 8:30-9:45 MWF

HICKS, KUNZEL

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 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 TR

MERRILL

HIST 281 (formerly 261) African-American History Through Emancipation (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist281.html>)

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: 1:10-2:25 MR

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 examin-

ing 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 essay.

No enrollment limit. Open to all.

Group A

Hour: 11:00-12:15 MWF

WHALEN

INTRODUCTORY SURVEY COURSES: TRANSNATIONAL/COMPARATIVE (292-299)

HIST 292(F) Technology and Culture (Same as History of Science 305 and Environmental Studies 315)

(See under History of Science for full description.)

HIST 293(S) History of Medicine (Same as History of Science 320)

(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 2002-2003)

(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 History majors.

Hour: 1:10-2:25 MR, 11:00-12:15 MWF

R. DALZELL

HIST 301D Is History Eurocentric? (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist301.html>)

SINGHAM

HIST 301E(S) Barbarians, Saints, and Emperors: The Fall of Rome Reconsidered (W)

The fall of Rome has long fascinated historians. In his monumental *Decline and Fall of the Roman Empire* (1776), Edward Gibbon argued that classical civilization collapsed under the weight of “barbarism and superstition” (i.e., Germanic invasions and Christianity), thus giving rise to the European “Dark Ages.” But in recent years scholars have reconsidered this period of “Late Antiquity” (roughly AD 150-750), seeing continuity, complexity, and transformation where Gibbon saw only decline and fall. This course explores how historians have tried to interpret this foundational period of European civilization from political, military, economic, cultural, and social perspectives. We will consider such topics as the rise of Christianity and Islam, relations between Romans and “barbarians,” the function of saints and relics, the formation of Germanic kingdoms and the Byzantine Empire, and changes in early European economy and society. Throughout, we will pay particular attention to the topics, evidence, methodologies, and assumptions historians use to recreate the history of the distant past.

Format: seminar. Evaluation will be based on class participation, bi-weekly book reviews, and a longer paper.

Enrollment limit: 19 (expected: 10-18). Restricted to History majors. This course is writing intensive.

Hour: 1:10-3:50 T

GOLDBERG

History

HIST 301F Gender and History (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist301.html>)

KUNZEL

HIST 301G(S) Westward Expansion in American History

For historians of the United States, the Anglo-American settlement of the West has been a critical lens for viewing the development of the nation. But historians have never reached any consensus on what the process of westward expansion, or the influence of the West as a region, has meant to American history. Did the frontier build American character, as Frederick Jackson Turner argued in 1893? Did it establish patterns of conquest that shaped American policy toward other parts of the world, as some current historians would argue today? Has the West been an exceptional place or representative of the nation at large? How should we even define "the West" or "the frontier"? These are some of the questions we will explore as we survey the historiographical trajectory on the subject from the mid-nineteenth century to the present.

Format: seminar. Requirements: class participation, weekly writing, short essays, and a final paper.

Enrollment limit: 20 (expected: 20). Restricted to History majors.

Hour: 1:10-3:50 W

MERRILL

ADVANCED ELECTIVES (302-396)

These advanced, topical courses are more specialized in focus than are the introductory survey courses (202-299) and are intended to follow such courses. Enrollment is often limited. Because these courses may presume some background knowledge, the instructor may recommend that students enroll in an appropriate introductory course before registering for an advanced elective.

ADVANCED ELECTIVES: AFRICA AND THE MIDDLE EAST (302-311)

HIST 304(S) South Africa and Apartheid*

This course introduces students to the spatial, legal, economic, social and political structures that created Apartheid in South Africa, and to the factors that led to the collapse of the racist order. We will examine the many forms of black oppression and, also, the various forms of resistance to Apartheid. Some of the 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: 2:35-3:50 MR

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: 11:20-12:35 TR

MUTONGI

HIST 309 (formerly 278) Women and Islam (Same as Religion 232) (Not offered 2002-2003)*

(See under Religion for full description.)

Groups C and D

HIST 311(F) Women in the Middle East (Same as Women's and Gender Studies 311)*

This course examines the major developments, themes, and problems in women's history in the Middle East from the advent of Islam to the present. By tracing women's legal status, sexual morality, family and social life, and female economic and political participation, it seeks to shed light on the process of women's roles in society and to challenge the notion that gender divisions and roles have been static over time. The introductory week is designed to become familiar with theoretical perspectives and debates on women and, in particular, women in the Middle East and Islam. The next segment of the course, which is devoted to the early history of Islam, explores the important and much-debated question of the origins of gender inequality in Islamic societies, and examines critical texts in the Islamic tradition. The third segment examines the medieval period and investigates women's actual place in society, as opposed to the idealist version. The fourth segment probes the Ottoman and Safavid period (16th-18th c.), discussing the question of the harem and the influence of women in political life. The fifth segment addresses the question of the challenges posed by the impact of the West, the effects on women and female reactions to this challenge, with a focus on Egypt and Iran. The final segment addresses questions relating to the "return" of Islam and its repercussions for women in dress, employment, political participation and morality. Throughout the course, we will make use of

History

primary sources (including but not limited to the Quran, Hadith and tafsir, and “prescriptive” literature) in addition to scholarly literature and film documentaries.

Format: seminar. No prerequisites. *No enrollment limit (expected: 8-20).*

Groups C and D

Hour: 11:20-12:35 TR

RINGER

ADVANCED ELECTIVES: ASIA (312-321)

HIST 313(S) (formerly 345) Women in Chinese History (Same as Women’s and Gender Studies 313)*

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: 8:30-9:45 TR

REEVES

HIST 320(F) Pacific War Experience in Japanese Literature and Film (Same as Asian Studies 211 and Comparative Literature 211)

(See under Asian Studies for full description.)

Group C

HIST 321(S) The Politics of Collective Memory of World War II in Asia and Europe (Same as Asian Studies 212 and Comparative Literature 210)

(See under Asian Studies for full description.)

Group C

ADVANCED ELECTIVES: EUROPE AND RUSSIA (322-341)

HIST 322 (formerly 239) Women in Greece and Rome (Same as Classics 239) (Not offered 2002-2003)

(See under Classics for full description.)

HIST 324(S) (formerly 212) The Development of Christianity: 30-600 C.E. (Same as Religion 212)

(See under Religion for full description.)

HIST 325 Charlemagne and the Formation of Europe (Not offered 2002-2003) (W)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist325.html>)

GOLDBERG

HIST 326 War in European History (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist326.html>)

WOOD

HIST 327 Knighthood and Chivalry (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist327.html>)

GOLDBERG

HIST 328(S) Sixteenth-Century European Intellectual History: Excavating the Early Modern Self

After a quick look at the antecedent ideas of key Italian Renaissance writers, this course will focus on important European thinkers from 1500 to 1600. The goal will be to develop an understanding of major changes in human consciousness between the time of Machiavelli, at the beginning of this period, and Montaigne and Shakespeare, at its end. Through discussions based largely on original sources, we shall explore how such writers as Erasmus, More, Luther, Calvin, Bodin, Rabelais and others—seen within the context of their time and place—transformed the terms in which Europeans viewed themselves and their role in the world.

Format: seminar. Evaluation will be based on two or three short, analytical papers and, possibly, a final take-home exam.

Enrollment limit: 25 (expected: 8-15). Preference will be given to History majors.

Groups B and D

Hour: 1:10-3:50 T

GUNDERSHEIMER

History

HIST 329(F) From Church United to Europe Divided: The Early Modern European Reformations, 1450-1617

This course surveys the origins, causes, characteristics, and impact of the revolutionary religious movements of the sixteenth century that resulted in the division of Latin Christendom into two competing traditions, catholic and protestant. First, we will investigate the religious histories of these movements, examining such topics as the magisterial reformers (Luther, Zwingli, Calvin); the “radical Reformation”; and the Catholic resurgence and Counter Reformation. Second, we will study the varied effects of these religious movements on early modern European politics, society, and culture. Topics here will include the Peasant Revolution of 1525; the Wars of Religion; the formation of the state and “social discipline”; and the impact of the Reformations on gender relations.

Format: discussion/lecture. Requirements: class participation, a mid-term exam, a research paper (10-12 pages), and a final exam.

Enrollment limit: 25 (expected: 8-25).

Groups B and D

Hour: 1:10-2:25 TF

STARENKO

HIST 330 The Social History of Ideas: Enlightenment and Revolution (*Not offered 2002-2003*)

(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 2002-2003*)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist331.html>)

SINGHAM

HIST 332(S) Witchcraft in Early Modern Europe

Historians estimate that between the fifteenth and eighteenth centuries some 50,000 women, men, and children were executed in Europe for practicing witchcraft. Yet, scholars remain divided on how to accurately account for this remarkable phenomenon. This course rests on two assumptions regarding early modern European witchcraft beliefs and prosecutions: first, that they resist one single explanation, and, second, that they must be seen as an integral part of European society rather than a strange aberration. Thus, utilizing primary and secondary sources, we will examine how the peoples of early modern Europe—rich and poor, lay and religious, female and male, educated and uneducated, rural and urban—experienced witchcraft in their lives. As we proceed, we will pay close attention to the ways in which the witchcraft phenomenon can inform our historical perspective on such issues as gender relationships, “popular” and “elite” religion, modern state formation, demonology, magic, and other important topics.

Format: discussion/lecture. Requirements: class participation, three short essays (3-5 pages), a research paper on a chosen topic, and a final exam.

Enrollment limit: 25 (expected: 8-25).

Groups B and D

Hour: 8:30-9:45 MWF

STARENKO

HIST 335 (*formerly 316*) Class, Gender, and Race in Post-1945 Britain (*Not offered 2002-2003*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist335.html>)

WATERS

HIST 337(S) Ideology and Politics in Europe 1900-1939

In this post-cold war age in the West, when liberal democracy can be heralded to represent “the end of history,” in the sense that liberal democratic political and economic forms represent the apogee of human organization, and when politics have seemingly become even more “non-ideological,” it is easy to assume the inevitability of the rise of liberal democracy in Europe. But especially in the first half of the twentieth century, above all in the interwar years, the predominance of liberal democracy appeared anything but assured. Indeed, many saw it as a spent force: an archaic set of ideas and principles belonging to the previous century. In a number of countries, what appeared most vibrant, innovative, modern—able to transcend the perceived political, social, economic and cultural malaise—were above all Marxism and fascism. Drawing on primary as well as secondary sources, and using an initial examination of both the ideals and the practices of liberal democracy in interwar Europe as a base, this course will explore the political and social ideas and concepts that gave rise to Marxist and fascist ideologies in the early twentieth-century Europe, the social and cultural visions projected by their respective proponents, and the societies that they created in practice.

Format: lecture/discussion. Evaluation will be based on class participation, several short papers, and a final exam.

No enrollment limit.

Group B

Hour: 2:35-3:50 MR

LATCHAM

HIST 338(S) The History of the Holocaust

In twenty-first century America, the murder of approximately six million European Jews by Nazi Germany remains a central event in our political, moral, and cultural universe. Nevertheless, the Holocaust still confounds historians' efforts to understand both the motivations of the perpetrators and the suffering of the victims. In this course, we will study the origins and implementation of the Holocaust from the divergent perspectives of perpetrators and victims. Our goal will be to investigate deeply the interaction of individual lives and world historical events. We will also examine the Holocaust within the larger context of the history of World War II in Europe and the historians' debates about Germany's exterminatory war aims. Course materials will include diaries, bureaucratic documents, memoirs, films, and historical scholarship.

Format: seminar. Evaluation will be based on class participation, a map quiz, eight thought papers (2 pages) based on class readings, and one longer paper (5-7 pages).

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

Group B

Hour: 9:55-11:10 TR

GARBARINI

ADVANCED ELECTIVES: LATIN AMERICA AND THE CARIBBEAN (342-351)

HIST 342 Creating Nations and Nationalism in Latin America (*Not offered 2002-2003*)*

(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 2002-2003*)*

(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 2002-2003*)*

(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 2002-2003*)*

(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 357 The Rise of American Conservatism (*Not offered 2002-2003*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist357.html>)

MERRILL

HIST 358 (*formerly 242*) "The Good War": World War II and American Culture and Society (*Not offered 2002-2003*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist358.html>)

KUNZEL

HIST 364(S) (*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: 11:20-12:35 TR

DEW

History

HIST 365 (formerly 312) History of the New South (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist365.html>)

DEW

HIST 368 (formerly 246) Cultural Encounters in the American West (Same as American Studies 246) (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist368.html>)

WONG

HIST 370 (formerly 308) Studies in American Social Change (Not offered 2002-2003)

(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: 2:35-3:50 MR

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: 1:10-2:25 MR

R. DALZELL

HIST 377(S) Women and Religion in American History (Same as Religion 377 and Women's and Gender Studies 377)

This course explores the role religious belief has played in women's lives and how women have shaped religion in America, from the colonial period to the present. We will examine a wide range of religious belief, including Catholicism, Islam, Judaism, Mormonism, Protestantism, Spiritualism, and female theologies, and look at women of various ethnic backgrounds, including African American, Native American, Anglo, and immigrant. We will look for ways in which attention to women may change traditional narratives of religious history, and ways in which looking at religious belief can add to our understanding of women's history. Some problems we will consider include the relation of religion to reform, understanding women in conservative religious traditions, and the connection between religious belief and issues of sexuality. We will explore the ways religion has served to empower women, and conversely, how it has served to limit women's opportunities. And we will probe how a serious consideration of women's religious commitment can complicate these categories.

Format: discussion/lecture.

Requirements: informed participation, several short papers (2-3 pages), and a longer review paper (8-10 pages) on a topic related to the course.

Enrollment limit: 25.

Hour: 1:10-2:25 TF

KOBES DU MEZ

History

HIST 378 (formerly 344) History of Sexuality in America (Same as Women's and Gender Studies 344) (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist378.html>)

KUNZEL

HIST 379 (formerly 324) Women in the United States Since 1870 (Same as Women's and Gender Studies 324) (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist379.html>)

KUNZEL

HIST 380 (formerly 227) Comparative American Immigration History (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist380.html>)

WONG

HIST 383(F) The History of Black Women in America: From Slavery to the Present (Same as Women's and Gender Studies 383)*

This course will introduce students to the significant themes and events that have shaped African American women's historical experience from slavery to the present. We will examine the political nature and development of Black Women's studies as we explore the social, cultural, political, and economic meaning of freedom for women of African descent.

Format: discussion. Evaluation will be based on class participation, several short response papers, and a final exam.

No enrollment limit (expected: 20). Open to all.

Group A

Hour: 1:10-2:25 MR

HICKS

HIST 384 (formerly 331) Comparative Asian-American History, 1850-1965 (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist384.html>)

WONG

HIST 385 (formerly 332) Contemporary Issues in Recent Asian-American History, 1965-Present (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist385.html>)

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: 2:35-3:50 MR

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, three short essays, and a final paper that will be pre-

History

sented to the class.

Group A

Hour: 11:00-12:15 MWF

WHALEN

ADVANCED ELECTIVES: TRANSNATIONAL/COMPARATIVE (392-396)

HIST 392(S) Comparative Slavery: The Origins and Development of North American and Caribbean Slavery*

This course explores the history of Atlantic Slavery in the contexts of the Spanish, French, Dutch, and British colonizations of the Caribbean and North America from the early sixteenth century to the late eighteenth century. Based on our reading of primary and secondary material, we will seek to understand the origins and transformation of the various forms of enslavement that emerged in association with the rise of Euro-American empires. Why did racial slavery become an institution in all the European empires of the North Atlantic? How did different European colonial powers justify the enslavement of Native peoples and Africans? How can we account for the diverse forms that slavery assumed in the region? To what extent can we talk of a typically Spanish, French, British, or Dutch form of colonial slavery? What were the factors shaping the individual experiences of slaves in Euro-American colonies?

Format: lecture/discussion. Evaluation will be based on class participation, a series of short response papers, an analytical essay, and a final exam.

No prerequisites. *No enrollment limit (expected: 8-20).*

Groups A, C, and D

Hour: 11:00-12:15 MWF

AUBERT

HIST 394 (formerly 346) Comparative Masculinities: Britain and the United States Since 1800 (Not offered 2002-2003)

(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 African and Middle Eastern Studies 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 Liberalism, Social Democracy, Marxism, Black Consciousness, Negritude and Gender theory, yet each participated, at least implicitly, in a common African intellectual project: the meaning of Africa and of being African. Format: 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 408(S) The Modernization Dilemma and the Construction of Modernities in the Middle East and Central Asia*

This course offers an intensive look at the variety of reactions and responses to questions of modernization and modernity in the Middle East and Central Asia from 1700 to the present. Using a combination of primary and secondary material, we will examine the variety of responses (political, intellectual and cultural) to questions of modernization from the first response to European imperialism, to legal reform, to the rise of nationalism, to contemporary varieties of Islamism in the Middle East. The focus is on the intellectual, institutional and cultural threats posed by the process of modernization, particularly to political elites and the religious establishment. We will approach this topic comparatively, investigating both shared phenomena and particular experiences in the Middle East (specifically the Ottoman Empire, Turkey, Egypt, and Iran) and Central Asia.

Format: seminar. No prerequisites. *Enrollment limit: 15 (expected: 8-15).*

Group C

Hour: 1:10-3:50 W

RINGER

HIST 409 (formerly 363) Religion and Revolution in Iran (Same as Religion 234) (Not offered 2002-2003)*

(See under Religion for full description.)

Group C

ADVANCED SEMINARS: ASIA (412-421)

HIST 414 The Other Chinas: China, Taiwan and Hong Kong (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist414.html>)

REEVES

ADVANCED SEMINARS: EUROPE AND RUSSIA (422-441)

HIST 425(S) The First Crusade (Same as Religion 215) (W)

The First Crusade (1095-1131) was one of the most remarkable episodes in the history of the Middle Ages. Responding to the call of Pope Urban II, a mass movement of armed pilgrims marched almost 2000 miles from western Europe to the Holy Land to reconquer Jerusalem from Turkish invaders. In the eyes of these crusaders, they were undertaking a Christian pilgrimage and penitential war through which they hoped to win salvation, glory, and treasure. In the eyes of others, however, the crusaders were savage barbarians who understood little of the sophisticated civilizations they encountered and who butchered innocent Jews, Muslims, and fellow Christians in God's name. This seminar explores the origins, course, and impact of the First Crusade from social, cultural, theological, political, economic, and military perspectives. Special attention will be given to analyzing, comparing, and contrasting different accounts of the First Crusade—not only those of western Christians, but also of Jews, Byzantine Greeks, Muslims, and other witnesses. Through this study of the First Crusade, we will examine one of the defining events of the Middle Ages and uncover the roots of much ethnic, religious, and political conflict in our modern world.

Format: seminar. Evaluation will be based on several short papers, a map quiz, a research paper, and class participation.

No prerequisites. Enrollment will range from 10 to 20 students. This course is writing intensive.

Groups B, C and D

Hour: 1:10-3:50 W

GOLDBERG

HIST 435(F) A Comparative History of the First World War

The old saw “the twentieth century began in 1914” may seem tired, but, this course argues, it is not only apposite, but merely hints at the enormous political, social, economic, and cultural importance of the First World War for the combatant countries, and many non-combatant countries as well. To this day, in countries such as France and Great Britain, even after the horrendous experience of the Second World War, to speak of “the Great War” is to speak of the First World War. This course will thus examine the deep cultural resonance of the war that informs the books, films and television programs of today, just as it did—though in different ways—the literature and art during and after the war. Yet the course is not just a cultural enquiry. It aims to be “totalistic,” examining equally the military, political, economic, and social issues arising from the war. In this sense, the comparative perspective is critical: to entertain thematically the broad issues in order to gain a greater perspective, but also to be aware of the historical contexts of each combatant country. We will survey secondary and primary sources, as well as contemporary and subsequent literature, fine arts, and film.

Format: seminar. Evaluation will be based on class participation, an oral presentation, three short papers, and a research paper.

Enrollment limit: 15. Preference will be given to History majors.

Group B

Hour: 1:10-3:50 W

LATCHAM

HIST 440(F) Reform, Revolution, Terror: Russia, 1900-1939 (W)

The Russian Revolution of 1917 and the establishment of the Soviet Union are among the most important and influential events of the twentieth century. Not surprisingly, almost every aspect of the Revolution and the emergence of the Soviet system has aroused intense controversy, from the origins of these events and processes, to their character and the forces driving them, to the nature and meaning of their outcome. The purpose of this seminar is to enable students to explore the sources and process of revolution in early twentieth-century Russia and the controversies the Revolution continues to provoke through both common readings and a substantial independent research project. Class meetings, therefore, will be devoted initially to the discussion of common readings intended to familiarize students with the main aspects and interpretations of the Revolution (defined broadly as the period from roughly 1900 to 1939), and then to helping students with their research. Topics for general discussion will include the prospects for non-revolutionary change prior to 1914; the substance and significance of Marxist-Leninist ideology and Bolshevik political culture; the interplay of social, political, ideological, and cultural forces in shaping the revolution and the new Soviet order; the process of cultural revolution; and the origins and nature of Stalin's “revolution from above” and the “Great Terror” of 1937-1939. Research topics will be chosen by each student in consultation with the instructor and can

History

concern any aspect of Russian history during the revolutionary era.

Format: seminar. Evaluation will be based on several short preliminary writing assignments, a final research paper, oral presentations in class, and class participation. Although the common readings in the seminar will be in English, the research project will provide an opportunity for students with reading knowledge of Russian to use their language skills if they wish to do so.

No prerequisites. *Enrollment limit: 15 (expected: 5-7). Preference to History majors. This course is writing intensive.*

Group B

Hour: 1:10-3:50 W

W. WAGNER

HIST 441 Gorbachev and the Collapse of Soviet Communism (Not offered 2002-2003)

(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 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist443.html>)

KITTLESON

ADVANCED SEMINARS: UNITED STATES (452-471)

HIST 452(S) Comparative Colonialism: The European Empires of North America, 1500-1800*

In the minds of most Americans, the history of “colonial America” is synonymous with the history of the thirteen Anglo-American colonies that would eventually become the United States. Images of Puritan settlers and Virginia planters dominate the popular perception of European colonialism in North America. That most of North America was actually claimed by French, Spanish, and Dutch colonists often remains unexamined.

This course is designed to expand our understanding of European colonialism in North America through a comparative study of the origins and development of the British, Spanish, French, and Dutch North American empires. Each week, we will read and discuss a combination of primary and secondary sources related to a particular theme. Our themes will include: the early rhetoric of European exploration and colonization; the variety and complexity of European-Indian relations; colonial systems of government; religious and secular institutions; colonial slave systems; gender and race relations.

In addressing these themes our objective will be to probe the distinctiveness of each European colonial system and to assess the extent to which Europeans, Indians, and uprooted Africans shared a common history during the early modern period.

Format: seminar. Evaluation will be based on class participation, weekly response papers, a research proposal, and a long research paper.

No prerequisites. *Enrollment limit: 15 (expected: 8-15). Preference to History majors.*

Groups A and D

Hour: 1:10-3:50 W

AUBERT

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

This course will explore the social, economic, and cultural lives of three cities, each of which at its zenith seemed to contemporaries to represent definitive aspects of “American” development. We will begin with Boston—the country’s first “big” city and the nominal capital of Puritan New England—in the colonial and early national periods. From there we will move to Chicago, the transportation and commercial hub of the emerging national economy in the nineteenth century. Finally we will turn to Los Angeles, “The City of Dreams” and the center of the popular entertainment industry in the twen-

History

tieth 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 Black Urban Life and Culture (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist467.html>)

HICKS

HIST 470 (formerly 358) The Chinese-American Experience (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist470.html>)

WONG

HIST 471 Comparative Latino/a Migrations (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist471.html>)

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 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist472.html>)

SINGHAM

HIST 473 (formerly 362) Stuff (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist473.html>)

REEVES

HIST 474 The History of Oil (Same as Environmental Studies 474) (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist474.html>)

MERRILL

HIST 475 (formerly 356) Modern Warfare and Military Leadership (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist475.html>)

WOOD

ADVANCED TUTORIALS (480-492)

These are advanced reading and writing courses that offer an in-depth analysis of a topic in a tutorial format. Tutorials are limited in enrollment to ten students and 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 of six essays and the oral presentation of five or six critiques of another student's essays are central to tutorials.

HIST 487T (formerly 374T) The Second World War: Origins, Course, Outcomes, and Meaning (Not offered 2002-2003) (W)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist487.html>)

WOOD

HIST 488T (formerly 368T) The Politics and Rhetoric of Exclusion: Immigration and Its Discontents (Same as American Studies 368T) (Not offered 2002-2003) (W)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist488.html>)

WONG

History, History of Science

HIST 489T History and the Body (Same as Women's and Gender Studies 489T) (Not offered 2002-2003) (W)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/hist/hist489.html>)

KUNZEL

HIST 490T (formerly 350T) History, Nostalgia, and the Politics of Collective Memory (Not offered 2002-2003) (W)

(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

DEW

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

DEW

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

HISTORY OF SCIENCE

(Div. II & III, see course descriptions)

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(F) Science, Technology, and Human Values (Same as Science and Technology Studies 101)

A study of the natures and roles of science and technology in today's society, and of the problems which technical advances pose for human values. An introduction to science-technology studies. Topics include: scientific creativity, the Two Cultures, the norms and values of science, the Manhattan Project and Big Science, the ethics and social responsibility of science, appropriate technology, technology assessment, and various problems which spring from dependencies engendered by living in a technological society, e.g., computers and privacy, automation and dehumanization, biomedical

engineering.

Format: seminar. Requirements: two or three short exercises, two papers (3-5 pages and 5-10 pages), and a final exam.

Enrollment limit: 25.

Satisfies one semester of Division II requirement.

Hour: 10:00-10:50 MWF

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 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: 11:00-11:50 MWF

D. BEAVER

HSCI 240(F) Technology and Science in American Culture

Although technologically dependent, the American colonies slowly built a network of native scientists and inventors whose skills helped shape the United States' response to the Industrial Revolution. The interaction of science, technology, and society in the nineteenth century did much to form American identity: the machine in the garden, through the "American System of Manufactures" helped America rise to technological prominence; the professionalization and specialization of science and engineering led to their becoming vital national resources. Understanding these developments, as well as the heroic age of American invention (1865-1914), forms the focus of this course: how science and technology have helped shape modern American life.

Format: seminar. Requirements: class discussion, six short reports (1-2 pages), and a final exam.

Satisfies one semester of Division II requirement.

Open to first-year students.

Hour: 1:10-2:25 MR

D. BEAVER

HSCI 305(F) Technology and Culture (Same as Environmental Studies 315 and History 292)

From the Neolithic to the Atomic Age: the role of technology in transforming civilization. An historical inquiry into the nature of technology, its effects upon society, and the social forces which affect its development and diffusion. Particular attention is given to the dynamics of the impact of technology on human values and conduct, especially where subtle and unexpected. Uses James Burke's *Connections* video series.

Format: seminar. Requirements: a term paper and a final exam.

Satisfies one semester of Division II requirement.

Hour: 9:55-11:10 TR

D. BEAVER

HSCI 320(S) History of Medicine (Same as History 293)

A study of the growth and development of medical thought and practice, together with consideration of its interaction with science and social forces and institutions. The course aims at an appreciation of the socio-historical construction of Western medicine, from prehistory to the twentieth century. The course begins with paleomedical reconstructions, and moves to Babylonian, Egyptian and Greek [not only Hippocratic] medicine, Greek and Roman anatomy and physiology, Arabic medical thought, Renaissance medicine, and the gradual professionalization and specialization of medicine from the sixteenth century. Attention is paid to theories of health and disease, ideas about anatomy and physiology, in addition to achievements such as anesthesia and internal surgery, and advances in instruments such as obstetrical forceps and the stethoscope.

Format: seminar. Requirements: two papers (8-10 pages), midterm and final.

No prerequisites. Open to first-year students.

Satisfies one semester of Division II requirement.

Hour: 10:00-10:50 MWF

D. BEAVER

HSCI 334(S) Philosophy of Biology (Same as Philosophy 334)

(See under Philosophy for full description.)

History of Science, Interdepartmental Program

HSCI 336(S) Science, Pseudoscience, and the Two Cultures (Same as Astronomy 336) (W)
(See under Astronomy for full description.)

HSCI 497, 498 Independent Study

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 497(F), 498(S) Independent Study

INTR 222(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science (Same as Cognitive Science 222, Philosophy 222 and Psychology 222) (Q)
(See under Cognitive Science for full description.)

INTR 242(S) Network Culture (Same as Arth 268, ArtS 212 and Religion 289)

With the rapid spread of electronic, telematic and virtual technologies, the very conditions of experience as well as the social, economic, and political structures of our world are undergoing radical transformation. The media hype about new technologies obscures contribution that modern and postmodern artistic practices have anticipated and promoted many of these changes. In this course, we will attempt to come to a better understanding of cyberspace by approaching this new territory from the perspective of art, philosophy and religion. Issues to be considered include: the changing role of the avant-garde, the relation between post-industrial capitalism and postmodernism, performance, post-modern architecture, gender and technology, the cultural implications of television, video, computers, internet, hypertext, artificial life, and virtual reality. The course also involves a Media Lab in which students will learn how to navigate in dataspace as well as how to create hypertext, artificial life, and virtual reality. The course also involves a Media Lab in which students will learn how to create hypertexts that use sounds, images and videos.

Format: lecture/discussion and a media lab. Requirements: weekly media lab, final exam and final multimedia project.

No prerequisites. *Enrollment limit: 25 (expected: 25). Preference given to first-years and sophomores. Satisfies one semester of Division II requirement. Does not fulfill the requirement for studio art.*

Hour: 1:10-2:25 MR

TAYLOR

INTR 259(F) Culture, Society and Disease

Disease is one of the basic forces behind the growth, shape and vitality of human societies. Recognizing that understanding the effects of disease upon culture and society requires an approach that transcends traditional academic disciplines, this course will examine the nature and importance of disease from several perspectives. Focusing on the intersection of biology, economics and cultural study, we will confront some of the most difficult and important issues of our time. How do we decide which diseases deserve the resources required for vaccine development? Who gets the vaccine? In other words, who lives, and who dies? How do we decide the value of a human life? How do we understand and heal the wounds, individual and cultural, deriving from our confrontation with disease—with the AIDS epidemic, for instance? In what ways has disease, as an agent of change, been a beneficial force in our history? How do we define “health”? What, exactly, is disease? In exploring these issues, we will use a number of different formats, including lecture, discussion, tutorial sessions, and guest lecturers. Texts studied will range from the scientific to the literary, and might include formal academic papers, poetry, plays, films, historical works and cultural studies.

Format: lecture/discussion. Evaluation: class participation, several short papers, and a final essay.

Prerequisites: Economics 101 or 110 or 120; Biology 101 or Chemistry 115 or Biology AP5; 100-level English class except 150; permission of instructor. *Enrollment limit: 30 (expected: 30).*

Satisfies one semester of Division II requirement.

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

MURPHY, ROSEMAN, and SCHAPIRO

Interdepartmental Program, Jewish Studies

INTR 273 Sacred Geographies (Same as Anthropology 273 and Religion 273) (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/intr/intr273.html>)

DARROW, JUST

INTR 313(F) Reality (Same as Philosophy 313 and Religion 313)

(See under Religion for full description.)

INTR 314(S) Complexity (Same as Religion 314 and Philosophy 354)

(See under Religion for full description.)

INTR 321 Inventing Joan of Arc: The History of a Hero(ine) in Literature, Pictures, and Film (Same as ArtH 321) (Not offered 2002-2003)

(See under Art—ArtH for full description.)

INTR 333(F) Money (Same as Religion 333)

What is money? Where is money? Does money exist? We live in a culture obsessed with money but, when we pause to think about it, money becomes very elusive. As the medium of exchange has morphed from things, to precious metals, to paper, to electronic bits, currency has undergone a process of dematerialization or virtualization. While few would deny the “reality” of money, what that reality is and how it works its material effects is difficult to determine. To understand money, economic analysis is necessary but not sufficient; it is also necessary to examine the complex problem of representation as it is articulated in philosophy, psychology, art, and religion. This course will take a thoroughly cross-disciplinary approach to the question of money. Works to be considered include: Edgar Allan Poe, “The Gold Bug,” Karl Marx, *Capital*, Norman O. Brown, *Life Against Death*, Jean-Joseph Goux, *Symbolic Economies*, Georg Simmel, *The Philosophy of Money*, Jacques Derrida, *Counterfeit Money*, Jean Baudrillard, *Symbolic Exchange and Death*, Lawrence Weschler, *Boggs: A Comedy of Values*, George Soros, *The Alchemy of Finance* and Elinor Solomon, *Virtual Money*.

Format: lecture/discussion. Requirements: mid-term exam and final paper.

No prerequisites. *Enrollment limit: 25 (expected: 25). Preference given to juniors and seniors.*

Satisfies one semester of Division II requirement.

Hour: 1:10-2:25 TF

TAYLOR

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 one semester of 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) Domains of Leadership (See under Leadership Studies)

JEWISH STUDIES

Advisory Faculty: Professors: CHRISTENSEN*, DARROW, JUST, GERRARD. Associate Professor: KRAUS. *Coordinator:* Assistant Professor: 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 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

Jewish Studies

take at least three courses: REL 203 or HIST 230, one “text” course (CLAS/REL 201, 207, 208, CRHE 201-202, ENGL 344) and one “thought” course (REL 205, 206, 284, 290). The Program in Jewish Studies also sponsors an on-going series of dinner/colloquia throughout each semester on topics of general interest to faculty and students participating in the program.

[] Courses not offered in 2002-2003 are listed in brackets.

Courses in Jewish Studies

ArH 363 The Holocaust Visualized	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
[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]
History 230 Modern European Jewish History, 1798-1948	Garbarini
History 338 The History of the Holocaust	Garbarini
[Political Science 267 Arab-Israeli Relations	M. Lynch]
Political Science 305T The Challenges of Knowing: The Holocaust	Marcus
[Religion 204 Imitating God: Wisdom and Virtue in Jewish Thought	Levene]
Religion 205 Zion: Perspectives, Narratives, Desires	Levene
[Religion 206 Judaism and the Critique of Modernity	Levene]
[Religion 290 Heidegger and Levinas	Levene]

Courses Partially Related to Jewish Studies

[Anthropology/Classics/INTR 280 Myth (Deleted 2002-2003)	Hoppin and Just]
[Classics/Religion 274 Women’s Religious Experiences in the Ancient Mediterranean World	Buell]
Comparative Literature/Women’s and Gender Studies 254T The Fallen Woman in Literature and Film	Cassiday
English 234 Heroic and Mock-Heroic	Swann
[French 330 The Poetics and Politics of Memory	Stamelman]
[German 303 German Studies 1900-1938	Druxes]
[History 129 Religion, Race and Gender in the Age of the French Revolution	Singham]
History 225/Religion 216 The Middle Ages	Goldberg
History 228 (formerly 209) Europe in the Twentieth Century	TBA
[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 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 270T Father Abraham: The First Patriarch	Darrow
Religion 281 Atheism, Theism and Existentialism	Levene
Religion 288 Monasteries, Yeshivas, and other Universities: Religion and the Nature of Education	Dreyfus

Jewish Studies, Latin-American Studies

Russian 402 Senior Seminar: Spectacles on His Nose,
and Autumn in His Heart-The World of Isaac Babel
Sociology 309 Altruism and the Rescue of Persecuted Minorities

Van de Stadt
Varese

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. 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.

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 200 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 (Deleted 2002-2003)
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 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/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 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 403 Studies in Literature

Study Abroad

Students interested in Latin America are encouraged to pursue junior-year programs in Mexico,

Latin-American Studies, Leadership Studies

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: ART, BUCKY, DUNN, GOETHALS, HOPPIN, JACKALL, K. LEE, PASACHOFF, WOOD**. Associate Professors: MAHON***, ROSENHEIM*. Assistant Professors: MCALLISTER, REEVES. Lecturer: ENGEL.

Leadership Studies is the exploration of the many facets of leadership in its many domains. The discipline studies the ways people in groups respond to leaders or emerging leaders—often in a context of conflict between different visions put forth by competing potential leaders. It examines how interactions between leaders and followers move groups to make decisions and take actions that define and advance their personal values and goals. Leadership Studies, like leadership itself, is as much concerned with followers and “followership” as it is with leaders. Importantly, it includes the consideration of the ethical issues raised by the exercise of power, authority, and leadership.

Leadership Studies explores leader behavior and group decision and action at many levels—from small groups such as a family or team to much larger collectives such as nations or even groups of nations. It considers these issues in many historical, cultural, and institutional contexts, and in many domains, including organizations, politics, the arts, sciences, business, mass culture, athletics, religion, public policy and international cooperation.

To complete the recommended curriculum, students must complete the sequence outlined below (6 courses total). Students interested in developing a contract major in Leadership Studies should consult the chair of the department.

[] Courses not offered in 2002-2003 are listed in brackets.

One course on ethical issues related to leadership:

Philosophy 101 Introduction to Moral and Political Philosophy
Political Science 203 Introduction to Political Theory

One or both mid-sequence courses, designed to focus on issues in leadership:

[Political Science 324 Leadership and Cooperation in World Politics]
Psychology 342 Psychology of Leadership

One core course dealing with specific facets or domains of leadership, if only one mid-sequence course is taken:

[English/American Studies 124 Exemplary Lives]
[French 212 Sister Revolutions in France and America]
[History 475 Modern Warfare and Military Leadership]
[Music 137 Great Conductors/Great Orchestras (Deleted 2002-2003)]
Political Science 218 Presidential Politics
[Sociology 280 Leadership and Legitimacy]
Sociology 387 Propaganda

One elective dealing in significant part with leadership, or a total of three mid-sequence or core courses:

Environmental Studies 302 Environmental Planning and Analysis Workshop
History 112 The Mao Cult
History 372 The Rise of American Business
History 382 The Black Radical Tradition in America (Deleted 2002-2003)
History 456 Civil War and Reconstruction
History of Science 224 Scientific Revolutions: 1543-1927
[Political Science 213 Theory and Practice of Civil Rights Protest]
[Political Science 230 American Political Thought]
Political Science 262 America and the Cold War
[Political Science 310/Psychology 345 Political Psychology]
[Political Science 344 Rebels and Revolutions in Latin America]
Political Science 362 The Vietnam War
[Religion 211 Paul and the Beginnings of Christianity]
[Women's and Gender Studies 306 Practicing Feminism]

INTR 402(S) Domains of Leadership

One Leadership Studies Winter Study course (listed separately in the catalogue)

INTR 402(S) Domains of Leadership

A seminar on leadership in various domains, with emphasis on the application of general theoretical principles of leadership. Students will meet periodically to discuss common readings on leadership theory but also devote a large part of the semester to independent study. The independent work will be conducted with the instructor and, when appropriate, other faculty in the program, and will be discussed in the seminar. Students may elect to do independent work in groups of two or three. The principal means of evaluation will be class participation and a major paper or set of shorter papers. Prerequisites: Philosophy 101 or Political Science 203; Political Science 324; Psychology 342; and permission of the instructor.

Hour: TBA

G. GOETHALS

LEGAL STUDIES

Chair, Professor SAUL KASSIN

Advisory Committee: Professors: JACKALL, JACOBSON, JUST, L. KAPLAN**, KASSIN, W. WAGNER. Associate Professor: NOLAN.

Legal Studies is an interdisciplinary program designed to give students a background and frameworks for understanding the law as a means of regulating human behavior and resolving disputes among individuals, groups, and governments. Emanating from a liberal arts tradition, and not specifically aimed at preparing students for law school, this program provides the tools needed to think and argue critically about how laws work, how they evolved in the course of history and in different parts of the world, how they are enforced, and how they affect our everyday lives.

The courses in this program address a wide range of subjects, including the philosophical, moral, historical, social, and political underpinnings of law; the U.S. Constitution; law enforcement and other aspects of criminal justice; methods of scientific proof; psychological influences on evidence, trials, and decision-making; cultural perspectives and non-western legal traditions; and the use of law to regulate environmental policy. Courses are taught by faculty in the Sciences, Social Sciences, and Humanities, whose work centers on legal processes, and by visiting professors from various law schools.

THE CONCENTRATION

The concentration in legal studies consists of six courses, including an interdisciplinary introductory course, four electives taken from at least two departments, and a senior seminar on a contemporary topic in the law. Electives may vary from year to year according to course offerings. In addition, the program offers local, alumni, and professional contacts for summer and WSP internships in a wide range of government and private law-related settings.

REQUIRED COURSES

LGST 101(S) Processes of Adjudication

How are disputes resolved within social systems? Focused on this question, this interdisciplinary course presents different perspectives on trials and other methods of adjudicating crimes, settling matters of public policy, and resolving civil disputes among individuals, groups, governments, and organizations. Topics to be addressed include the historical and Constitutional bases for juries and jury trials; alternative means of adjudication, as seen in American drug courts and military tribunals; adversarial, inquisitorial, and consensus-building approaches to dispute resolution used in past and non-western cultures; methods of gathering and evaluating evidence; the role of forensic sciences and technology.

Format: Lectures and discussion, three hours per week. Evaluation is based on two exams, a 10- to 15-page paper, and class participation. *Enrollment limit:* 50.

Hour: 1:10-2:25 MR

KASSIN

LGST 401 Contemporary Topics in Law (Not offered 2002-2003; to be offered 2003-2004)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/lgst/lgst401.html>)

ELECTIVES

Four elective courses are required to complete a concentration in Legal Studies. These courses must be taken from at least two departments.

Anthropology 342 Dispute and Conflict, Settlement and Resolution: The Anthropology of Law
Chemistry 113 Chemistry and Crime: From Sherlock Holmes to Modern Forensic Science
Environmental Studies 307 Environmental Law
Political Science 216 Constitutional Law II: Individual Rights
Political Science 219 Constitutional Law I: Structures of Power
Political Science 309 Comparative Constitutionalism
Political Science 338 American Legal Philosophy

Legal Studies, Linguistics, Materials Science Studies

Psychology 347 Psychology and Law
Sociology 215 Crime in the Streets
Sociology 216 Mafias
Sociology 218 Law and Modern Society
Sociology 265 Drugs and Society

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

Open only to upperclass students under the supervision of a member of the Legal Studies Advisory Committee.

LINGUISTICS (Div. I)

Coordinator: 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 Introduction to Linguistics (Same as Anthropology 107) (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/ling/ling101.html>)

AUSTIN

LING 202 Sociolinguistics (Same as Anthropology 230 and Sociology 230) (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/ling/ling202.html>)

AUSTIN

LING 210(F) Ebonics: Exploring an Alternative Form of English (Same as African-American Studies 210)*

(See under African-American Studies for full description.)

LING 431 Introduction to Chinese Linguistics (Same as Chinese 431) (Not offered 2002-2003)*

(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 program.

Core Course in Materials Science:

Chemistry/Physics 318 Materials Science: The Chemistry and Physics of Materials

Related Courses:

Biology 101 The Cell
Chemistry 016 Glass and Glassblowing
Chemistry 156 Organic Chemistry
and Chemistry 251 Organic Chemistry

Materials Science Studies, Mathematics and Statistics

Chemistry 155 Current Topics in Chemistry
or Chemistry 256 Foundations of Physical and Inorganic 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

Professors: ADAMS, O. BEAVER, BURGER*, R. DE VEAUX, GARRITY, V. HILL**, S. JOHNSON, MORGAN*, SILVA*. Associate Professor: LOEPP. Assistant Professors: CHKHENKELI, DEVADOSS, WITTWER.

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).

Mathematics and Statistics

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/STATISTICS

The degree with honors in Mathematics/Statistics is awarded to the student who has demonstrated outstanding intellectual achievement in a program of study which extends beyond the requirements of the major. The principal considerations for recommending a student for the degree with honors will be: Mastery of core material and skills, breadth and, particularly, depth of knowledge beyond the core material, ability to pursue independent study of mathematics or statistics, originality in methods of investigation, and, where appropriate, creativity in research.

An honors program normally consists of two semesters and a WSP (031) of independent research, culminating in a thesis and a presentation. Under certain circumstances, the honors work can consist of coordinated study involving a regular course and one semester plus a WSP (030) of independent study, culminating in a "minithesis" and a presentation. At least one semester should be in addition to the major requirements.

An honors program in actuarial studies requires significant achievement on four appropriate examinations of the Society of Actuaries and giving a second colloquium talk. Written work is a possible component.

Highest honors will be reserved for the rare student who has displayed exceptional ability, achievement or originality. Such a student usually will have written a thesis, or pursued actuarial honors and written a minithesis. An outstanding student who writes a minithesis, or pursues actuarial honors and writes a paper, might also be considered.

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 Statistics follow the descriptions of Mathematics courses. More detailed information on all of the offerings in the department is available in the *Informal Guide to Mathematics Courses at Williams* that can be obtained at the departmental office.

Courses Open on a Pass/Fail Basis

Students taking a mathematics or statistics course on a pass/fail basis must meet all the requirements set for students taking the course on a graded basis.

With the permission of the department, any course offered by the department may be taken on a pass/fail basis. Permission will not be given to mathematics majors to meet any of the requirements of the major or honors degree on this basis. However, with the permission of the department, courses taken in the department beyond those requirements may be taken on a pass/fail basis.

Graduate School Requirements

An increasing number of graduate and professional schools require mathematics and statistics as a prerequisite to admission or to attaining their degree. Students interested in graduate or professional training in business, medicine, economics, or psychology are advised to find out the requirements in those fields early in their college careers.

MATHEMATICS COURSES

Note: Statistics course listings follow the Mathematics course listings.

MATH 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 equa-

Mathematics and Statistics

tions, 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, Chemistry 153, Chemistry 155, Computer Science 134, Economics 110 or 120, Mathematics 103, Statistics 101, 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: 11:00-11:50 MWF

O. BEAVER

MATH 101(F,S) 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 homework, quizzes, and/or exams.

Prerequisite: permission of the instructor. *Enrollment limit: 15 (expected: 15).*

Hour: 11:00-11:50 MWF, 12:00-12:50 MWF

First Semester: S. JOHNSON

12:00-12:50 MWF

Second Semester: CHKHENKELI

MATH 103(F,S) Calculus I (Q)

Calculus permits the computation of velocities and other instantaneous rates of change by a limiting process called differentiation. The same process also solves “max-min” problems: how to maximize profit or minimize pollution. A second limiting process, called integration, permits the computation of areas and accumulations of income or medicines. The Fundamental Theorem of Calculus provides a useful and surprising link between the two processes. Subtopics include trigonometry, exponential growth, and logarithms. This is an introductory course for students who have not seen calculus before. Students who have previously taken a calculus course may not enroll in 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). This is a quantitative/formal reasoning course.*

Hour: 12:00-12:50 MWF

First Semester: CHKHENKELI

11:00-11:50 MWF

Second Semester: WITTWER

MATH 104(F,S) Calculus II (Q)

Mastery of calculus requires understanding how integration computes areas and business profit and acquiring a stock of techniques. Further methods solve equations involving derivatives (“differential equations”) for population growth or pollution levels. Exponential and logarithmic functions and trigonometric and inverse functions play an important role. This course is the right starting point for students who have seen derivatives, but not necessarily integrals, before. Students who have received the equivalent of advanced placement of AB 4 or BC 3 may not enroll in Mathematics 104 without the permission of 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). This is a quantitative/formal reasoning course.*

Hour: 9:00-9:50 MWF, 10:00-10:50 MWF

First Semester: WITTWER

9:55-11:10 TR

Second Semester: O. BEAVER

MATH 105(F,S) Multivariable Calculus (Q)

Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives, multiple integrals. There is also a unit on infinite series, sometimes with applications to differential equations. This course is the right starting point for students who have seen differentiation and integration before. Students with the equivalent of advanced placement of AB 4, BC 3 or above should enroll in Mathematics 105.

Format: lecture. Evaluation will be based primarily on homework, quizzes, and/or exams.

Prerequisite: Mathematics 104 or equivalent, such as satisfactory performance on an Advanced Placement Examination. *No enrollment limit (expected: 45). This is a quantitative/formal reasoning course.*

Hour: 9:00-9:50 MWF, 10:00-10:50 MWF, 11:00-11:50 MWF

First Semester: ADAMS

9:00-9:50 MWF, 10:00-10:50 MWF

Second Semester: LOEPP

MATH 143(F) Elementary Statistics and Data Analysis (See Statistics 101) (Q)

MATH 170(S) Mathematics of Finance (Q)

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). This is a quantitative/formal reasoning course.*

Hour: 8:30-9:45 TR

V. HILL

MATH 180 The Art of Mathematical Thinking: An Introduction to the Beauty and Power of Mathematical Ideas (*Not offered 2002-2003; to be offered 2003-2004*) (Q)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/math/math180.html>)

BURGER

MATH 209(S)(formerly MATH 210) Differential Equations and Vector Calculus (Q)

Historically, much beautiful mathematics has arisen from attempts to explain heat flow, chemical reactions, biological processes, or magnetic fields. A few ingenious techniques solve a surprisingly large fraction of the associated ordinary and partial differential equations. The mystical Pythagorean fascination with ratios and harmonics is vindicated and applied in Fourier series and integrals. Integrating vectorfields over surfaces applies equally to blood flow, gravity, and differential geometry.

Format: 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. This is a quantitative/formal reasoning course.*

Hour: 11:00-11:50 MWF

DEVADOSS

MATH 210(S) Mathematical Methods for Scientists (Same as Physics 210) (Q)

(See under Physics for full description.)

MATH 211(F,S) Linear Algebra (Q)

Many social, political, economic, biological, and physical phenomena can be described, at least approximately, by linear relations. In the study of systems of linear equations one may ask: When does a solution exist? When is it unique? How does one find it? How can one interpret it geometrically? This course develops the theoretical structure underlying answers to these and other questions and includes the study of matrices, vector spaces, linear independence and bases, linear transformations, determinants and inner products. Course work is balanced between theoretical and computational, with attention to improving mathematical style and sophistication.

Format: lecture. Evaluation will be based primarily on homework and exams.

Prerequisite: Mathematics 105 or 209 or 210 or 251, or Statistics 201. *No enrollment limit (expected: fall, 70; spring, 35). This is a quantitative/formal reasoning course.*

Hour: 10:00-10:50 MWF; 11:00-11:50 MWF

First Semester: GARRITY

11:00-11:50 MWF

Second Semester: CHKHENKELI

MATH 243(S) Statistics and Data Analysis (See Statistics 201) (Q)

MATH 244(F) Statistical Design of Experiments (See Statistics 231) (Q)

MATH 251(F,S) Discrete Mathematics (Q)

As a complement to calculus, which is the study of continuous processes, this course focuses on the discrete, including finite sets and structures, their properties and applications. Topics will include basic set theory, 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). This is a quantitative/formal reasoning course.*

Hour: 11:00-11:50 MWF

DEVADOSS

9:00-9:50 MWF

DEVADOSS

MATH 285 Teaching Mathematics (*Not offered 2002-2003; to be offered 2003-2004*) (Q)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/math/math285.html>)

Mathematics and Statistics

MATH 301(F) Real Analysis (Q)

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: 25). This is a quantitative/formal reasoning course.*

Hour: 10:00-10:50 MWF

O. BEAVER

MATH 302(S) Complex Analysis (Q)

The calculus of complex-valued functions turns out to have unexpected simplicity and power. As an example of simplicity, every complex-differentiable function is automatically infinitely differentiable. As examples of power, the so-called “residue calculus” permits the computation of “impossible” integrals, and “conformal mapping” reduces physical problems on very general domains to problems on the round disc. The easiest proof of the Fundamental Theorem of Algebra, not to mention the first proof of the Prime Number Theorem, used complex analysis.

Evaluation will be based primarily on classwork, homework, and exams.

Prerequisite: Mathematics 301 or 305. (With prior permission of the instructor, senior math/stat majors may take Math 302 as a Senior Seminar. Such students will delve more deeply into the material and should expect additional assignments, projects and/or papers.)

This is a quantitative/formal reasoning course.

Hour: 10:00-10:50 MWF

GARRITY

MATH 305(S) Applied Real Analysis (Q)

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: 25). This is a quantitative/formal reasoning course.*

Hour: 9:00-9:50 MWF

WITTWER

MATH 306 Chaos and Fractals (Not offered 2002-2003; to be offered 2003-2004) (Q)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/math/math306.html>)

MATH 312(S) Abstract Algebra (Q)

Algebra gives us the tools to solve equations. Sets such as the integers or real numbers have special properties which make algebra work or not work according to the circumstances. In this course, we generalize algebraic processes and the sets upon which they operate in order to better understand, theoretically, when equations can and cannot be solved. We define and study the abstract algebraic structures called groups, rings and fields, as well as the concepts of factor group, quotient ring, homomorphism, isomorphism, and various types of field extensions.

Format: lecture. Evaluation will be based primarily on problem sets and exams.

Prerequisites: Mathematics 211 and one or more of the following: Mathematics 209 (formerly MATH 210), 251 or Statistics 201, or permission of instructor. *No enrollment limit (expected: 25). This is a quantitative/formal reasoning course.*

Hour: 11:00-11:50 MWF

GARRITY

MATH 313 Introduction to Number Theory (Not offered 2002-2003; to be offered 2003-2004) (Q)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/math/math313.html>)

BURGER

MATH 315(F) Groups and Characters (Q)

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). This is a quantitative/formal reasoning course.*

Hour: 9:00-9:50 MWF

LOEPP

MATH 316(F) Protecting Information: Applications of Abstract Algebra and Quantum Physics (Same as Physics 316) (Q)

Living in the early decades of the information age, we find ourselves depending more and more on codes that protect messages against either noise or eavesdropping. We begin this course by studying the history of this subject, including, for example, the story of the enigma code from World War II. We then examine some of the most important codes currently being used to protect information, including linear codes, which in addition to being mathematically elegant are the most practical codes for error correction, and the RSA public key cryptographic scheme, popular nowadays for internet applications. Looking ahead by a decade or more, we show how a “quantum computer” could crack any RSA code in short order, and how quantum cryptographic devices will achieve security through the Heisenberg uncertainty principle. Evaluation will be based on homework sets and exams.

Prerequisites: Phys 210 or Math 211 (possibly concurrent) or permission of the instructors. (Students not satisfying the course prerequisites but who have completed Math 209 or Math 251 are particularly encouraged to ask to be admitted.)

This is a quantitative/formal reasoning course.

Hour: 11:00-11:50 MWF

LOEPP and WOOTTERS

MATH 321(S) Knot Theory (Q)

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). This is a quantitative/formal reasoning course.*

Hour: 8:30-9:45 TR

ADAMS

MATH 322 Differential Geometry (Not offered 2002-2003) (Q)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/math/math322.html>)

MORGAN

MATH 323 Applied Topology (Not offered 2002-2003) (Q)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/math/math323.html>)

ADAMS

MATH 324 Topology (Not offered 2002-2003; to be offered 2003-2004) (Q)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/math/math324.html>)

MATH 326(F) Counterexamples in Topology (Q)

Two geometric objects are topologically the same when one object can be bent and twisted, but not ripped, into another one. Determining when two objects are topologically the same is incredibly difficult and is still the subject of a tremendous amount of research. The creative process of mathematics may be described as postulating conjectures and then either proving them, or constructing counterexamples that disprove them. In this course students will study topology through the creative search for counterexamples. This process is as lively and creative an activity as can be found in mathematics research. Students will develop their critical reasoning and analytical skills by working in teams on construction and revision of counterexamples.

Format: lecture. Evaluation will be based on homework assignments, oral and written presentations, and exams.

Prerequisites: Mathematics 301, or Mathematics 305 with permission of the instructor, or Mathematics 312 with permission of the instructor. Not open to students who have taken Mathematics 323 or 324. *No enrollment limit (expected: 25).*

(This course is part of the Critical Reasoning and Analytical Skills initiative.) This is a quantitative/formal reasoning course.

Hour: 11:00-11:50 MWF

CHKHENKELI

MATH 335 Biological Modeling with Differential Equations (Same as Biology 209) (Not offered 2002-2003) (Q)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/math/math335.html>)

Mathematics and Statistics

MATH 341 Probability (*Not offered 2002-2003; to be offered 2003-2004*) (Q)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/math/math341.html>)

MATH 344 Statistical Design of Experiments (See Statistics 331) (*Not offered 2002-2003*) (Q)

MATH 346(S) Regression and Forecasting (See Statistics 346) (Q)

MATH 360(S) Mathematical Logic (Q)

In 1931 Kurt Gödel proved the famous Incompleteness Theorem, showing that any logical formulation of ordinary arithmetic must contain a statement which can neither be proved nor refuted. This discovery led to questions of solvability, computability, and decidability. In addition to these topics, the course will focus on axiomatics and syntax, the size of sets, semantics, definability, the Completeness Theorem, and many-valued logics.

Format: lecture. Evaluation will be based primarily on problem assignments and a final exam.

Prerequisite: Mathematics 211 or 251. *No enrollment limit (expected: 15). This is a quantitative/formal reasoning course.*

Hour: 9:55-11:10 TR

V. HILL

MATH 361(F) Theory of Computation (Same as Computer Science 361) (Q)

(See under Computer Science for full description.)

MATH 375(S) Game Theory (Q)

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). This is a quantitative/formal reasoning course.*

Hour: 9:00-9:50 MWF

S. JOHNSON

MATH 381 History of Mathematics (*Not offered 2002-2003; to be offered 2003-2004*) (Q)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/math/math381.html>)

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(S) Measure Theory and Probability (Q)

The study of measure theory arose from the study of stochastic (probabilistic) systems. Applications of measure theory lie in biology, chemistry, physics as well as in economics. In this course, we develop the abstract concepts of measure theory and ground them in probability spaces. Included will be Lebesgue and Borel measures, measurable functions (random variables). Lebesgue integration, distributions, independence, convergence and limit theorems. This material provides good preparation for graduate studies in mathematics, statistics and economics.

Evaluation will be based primarily on performance on homework assignments and exams.

Prerequisite: Mathematics 301 or 305 or permission of instructor. *This is a quantitative/formal reasoning course.*

Hour: 8:30-9:45 TR

O. BEAVER

MATH 404 Ergodic Theory (*Not offered 2002-2003*) (Q)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/math/math404.html>)

SILVA

MATH 405(S) Complex Analysis (See Mathematics 302) (Q)

MATH 408 Wavelets and Fourier Series (*Not offered 2002-2003*) (Q)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/math/math408.html>)

WITTWER

MATH 413 An Introduction to p -Adic Analysis (*Not offered 2002-2003*) (Q)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/math/math413.html>)

BURGER

MATH 414 Abstract Algebra II (Not offered 2002-2003) (Q)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/math/math414.html>)

GARRITY

MATH 415(F) Geometric Group Theory (Q)

Groups were first invented to study symmetry. In this course, the connection between groups and geometry is initiated by the symmetry groups of the Platonic solids, and then extended to geometric reflection groups (spherical, Euclidean, hyperbolic). This naturally leads to beautiful spaces (called Coxeter complexes) tiled by polygons, polyhedra, and polytopes. Concrete geometric examples will continually motivate our ideas, as well as provide connections to topology, combinatorics, and physics.

Format: lecture. Evaluation will be based primarily on problem sets and exams.

Prerequisite: Mathematics 211 and either 312 or 315. *No enrollment limit (expected: 12).*

Hour: 9:00-9:50 MWF

DEVADOSS

MATH 416T Diophantine Analysis (Not offered 2002-2003) (Q)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/math/math416.html>)

BURGER

MATH 417 Algebraic Error-Correcting Codes (Not offered 2002-2003) (Q)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/math/math417.html>)

LOEPP

MATH 421 Algebraic Geometry (Not offered 2002-2003) (Q)

(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 2002-2003) (Q)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/math/math425.html>)

MORGAN

MATH 426 Introduction to 3-Manifolds (Not offered 2002-2003) (Q)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/math/math426.html>)

ADAMS

MATH 433(F) Mathematical Modeling and Control Theory (Q)

Mathematical modeling is concerned with translating a natural phenomenon into a mathematical form. In this abstract form the underlying principles of the phenomenon can be carefully examined and real-world behavior can be interpreted in terms of mathematical shapes. The models we investigate include feedback phenomena, phase locked oscillators, multiple population dynamics, reaction-diffusion equations, shock waves, morphogenesis, and the spread of pollution, forest fires, and diseases.

Often the natural phenomenon has some aspect we can control- such as how much pollution, electric charge, or chemotherapeutic agent we put into a river, circuit, or cancer patient. We will investigate how to operate such controls in order to achieve a specific goal or optimize some interpretation of performance.

We will employ tools from the fields of differential equations and dynamical systems.

The course is intended for students in the mathematical, physical, and chemical sciences, as well as for students who are seriously interested in the mathematical aspects of physiology, economics, geology, biology, and environmental studies.

Format: lecture. Evaluation will be based primarily on performance of problem sets and exams.

Prerequisites: Mathematics 209 (formerly 210) or Physics 210 and Mathematics 301 or 305 or permission of the instructor. *No enrollment limit (expected: 12). This is a quantitative/formal reasoning course.*

Hour: 9:00-9:50 MWF

S. JOHNSON

MATH 442 Computational Statistics and Data Mining (See Statistics 442) (Not offered 2002-2003) (Q)

MATH 452 Combinatorics (Not offered 2002-2003) (Q)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/math/math452.html>)

Mathematics and Statistics

MATH 454 Graph Theory with Applications (Not offered 2002-2003) (Q)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/math/math454.html>)

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 M,W

Members of the Department

STATISTICS COURSES

STAT 101(F) (formerly MATH 143) Elementary Statistics and Data Analysis (Q)

It is nearly impossible to live in the world today without being inundated with data. Even the most popular newspapers feature statistics to catch the eye of the passerby, and sports broadcasters overwhelm the listener with arcane statistics. How do we learn to recognize dishonest or even unintentionally distorted representations of quantitative information? How are we to reconcile two medical studies with seemingly contradictory conclusions? How many observations do we need in order to make a decision? It is the purpose of this course to develop an appreciation for and an understanding of the interpretation of data. We will become familiar with the standard tools of statistical inference including the t-test, the analysis of variance, and regression, as well as exploratory data techniques. Applications will come from the real world that we all live in.

Format: lecture. Evaluation will be based primarily on performances on quizzes and exams.

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. This is a quantitative/formal reasoning course.*

Hour: 11:00-11:50 MWF

R. DE VEAUX

STAT 201(S) (formerly MATH 243) Statistics and Data Analysis (Q)

Statistics can be viewed as the art (science?) of turning data into information. Real world decision-making, whether in business or science is often based on data and the perceived information it contains. Sherlock Holmes, when prematurely asked the merits of a case by Dr. Watson, snapped back, "Data, data, data! I can't make bricks without clay." In this course, we will study the basic methods by which statisticians attempt to extract information from data. These will include many of the standard tools of statistical inference such as the t-test, analysis of variance and linear regression as well as exploratory and graphical data analysis techniques.

Format: lecture. Evaluation will be based primarily on performance on quizzes and exams.

Prerequisite: Mathematics 105 or equivalent. Students without any calculus background should consider Statistics 101 instead. *No enrollment limit (expected: 65). This is a quantitative/formal reasoning course.*

Hour: 9:00-9:50 MWF

R. DE VEAUX

STAT 231(F) (formerly 244) Statistical Design of Experiments (Q)

What does statistics have to do with designing and carrying out experiments? The answer is, surprisingly perhaps, a great deal. In this course, we will study how to design an experiment in order to obtain the most information from it in the fewest number of observations. The efficient design of experiments is important not only in the sciences: it has been credited for helping Japanese industry achieve its success. The examples from this course will be primarily from the physical sciences and industry, but will apply to the biological and to some extent the social sciences as well. The culmination of the course will be a project where each student designs, carries out, analyzes, and presents an experiment of interest to him or her.

Evaluation will be based primarily on performance on the project, homework, and exams.

Prerequisite: some knowledge of statistics or permission of instructor. *This is a quantitative/formal reasoning course.*

Hour: 9:00-9:50 MWF

R. DE VEAUX

STAT 331 (formerly 344) Statistical Design of Experiments (Not offered 2002-2003) (Q)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/stat/stat331.html>)

R. DE VEAUX

STAT 346(S) Regression and Forecasting (Q)

This course focuses on the building of empirical models through data in order to predict, explain, and interpret scientific phenomena. The main focus will be on multiple regression as a technique for doing this. Through no fault of its own, regression analysis has perhaps the most used of all data analysis methods. We will study both the mathematics of regression analysis and its applications, including a discussion of the limits to such analyses. The applications will range from predicting the quality of a vintage of Bordeaux wine from the weather to forecasting stock prices, and will come from a broad range of disciplines.

Format: lecture. Evaluation will be based primarily on performance on the project, homework, and exams.

Prerequisites: Statistics 101 or 201, and Mathematics 105 and 211; or permission of instructor. *No enrollment limit (expected: 10). This is a quantitative/formal reasoning course.*

Hour: 11:00-11:50 MWF

R. DE VEAUX

STAT 442 Computational Statistics and Data Mining (Not offered 2002-2003) (Q)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/stat/stat442.html>)

R. DE VEAUX

MUSIC (Div. I)

Chair, Professor DAVID KECHLEY

Professors: BLOXAM**, E.D. BROWN***, D. KECHLEY, D. MOORE. Associate Professor: A. SHEPPARD. Assistant Professors: HIRSCH, PEREZ VELAZQUEZ. Visiting Assistant Professor: TBA. Lyell B. Clay Artist in Residence in Jazz Activities/Lecturer in Music: JAFFE. Artist in Residence in Choral and Vocal Activities/Lecturer in Music: B. WELLS. Artist in Residence in Orchestral and Instrumental Activities/Lecturer in Music: FELDMAN. Artists in Residence: STEVENSON (piano), KURKOWICZ (violin). Ensemble Directors: BODNER (Symphonic Winds, saxophone), M. JENKINS (Marching Band), J. KECHLEY (Flute Choir, flute), MARTULA (Clarinet Choir, clarinet), STACEY (Percussion Ensemble, percussion), SUNDBERG (Brass Ensemble, trumpet), S. WALT (Woodwind Chamber Music, bassoon). Adjunct Teachers: AGYAPON (percussion), L. BAKER (double bass), GOREVIC (viola), HEBERT (flute), C. JENKINS (oboe), K. KIBLER (voice), LAWRENCE (piano, organ, harpsichord, Musicianship Skills Lab), MENEGON (jazz bass), MORTENSEN (horn), MORSE (harp), PARKE (cello), PHELPS (guitar), ROIGER (jazz vocal), RYER-PARKE (voice), ST. AMOUR (violin, viola), M. WALT (voice), WILLIAMSON (saxophone), WRIGHT (piano).

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.

Music

THE DEGREE WITH HONORS IN MUSIC

Three routes toward honors and highest honors are possible in the Music major:

- Composition*: A Composition thesis must include one major work completed during the senior year, a portfolio of smaller works completed during the junior and senior years, and a 10- to 15-page discussion of the student's work.
- Performance*: A Performance thesis must include an honors recital given during the spring of the senior year and a 15- to 20-page discussion of a selection of the works performed. The student's general performance career will also be considered in determining honors.
- History, Theory and Analysis, or Ethnomusicology*: A written Historical, Theoretical/Analytical, or Ethnomusicological thesis between 65 and 80 pages in length and an oral presentation based on the thesis is required. A written thesis should offer new insights based on original research.

To be admitted to the honors program, a student must have at least a 3.3 GPA in Music courses (this GPA must be maintained in order to receive honors), and have demonstrated ability and experience through coursework and performance in the proposed thesis area. A 1- to 2-page application to the honors program, written in consultation with a faculty member, must be made to the chair of Music before or during spring registration in the junior year.

Honors candidates must enroll in Music 493(F)-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.

LESSONS

Courses involving individual vocal or instrumental instruction involve extra fees which are subsidized by the department. (See Music 251-258 and Studies in the Musical Art 325, 326, 427, 428). For further information contact the Department of Music.

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.

100-LEVEL COURSES

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

MUS 103(F) Basic Music Theory and Musicianship (See under "Theory and Musicianship")

MUS 104(S) Music Theory and Musicianship I (See under "Theory and Musicianship")

NOTE: *Prerequisites for Music 106 through 141*

For each course, varying degrees of musical experience are necessary. Students may consult with the instructor or simply attend the first class meeting. (Successful completion of Music 101 automatically qualifies the student for Music 106 through 141.)

MUS 106(S) Opera

An introduction to the history of opera, from the genre's birth c. 1600 to the present. At various points in its 400-year development, opera has been considered the highest synthesis of the arts, a vehicle for the social elite, or a form of popular entertainment. Opera's position in European cultural history will be a primary focus of our inquiry. We will also study the intriguing relationship between text and music, aspects of performance and production, and the artistic and social conventions of the operatic world. The multidimensional nature of opera invites a variety of analytical and critical perspectives, including those of music analysis, literary studies, feminist interpretations, and political and sociolog-

Music

ical approaches. Works to be considered include operas by Monteverdi, Lully, Charpentier, Handel, Gluck, Mozart, Rossini, Donizetti, Verdi, Wagner, Bizet, Puccini, Strauss, Berg, Britten, and Glass. This course may involve a trip to the Metropolitan Opera.

Format: lecture/discussion. Evaluation will be based on a midterm, a brief paper, a 10-page paper, and a final exam.

No prerequisites. *Enrollment limit: 35.*

Hour: 1:10-2:25 MR

A. SHEPPARD

MUS 107 Verdi and Wagner (Not offered 2002-2003)

(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, 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: 2:35-3:50 MR

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 symphonic (or tone) poem, suite, variations, ballet music and concert overture, with examples written by major composers such as Haydn, Mozart, Beethoven, Berlioz, Liszt, Mendelssohn, Smetana, Brahms, Richard Strauss, Elgar, Ravel, Bartok, Crumb, Carter and Joan Tower. Development of the musical styles since 1780, the place of the composer in society, and the 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 or quizzes from listening assignments and readings, one short paper and a final exam.

No prerequisites. *No enrollment limit (expected: 25).*

Hour: 2:35-3:50 MR

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.

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.

No enrollment limit (expected: 25).

Hour: 9:55-11:10 TR

D. MOORE

MUS 111(F) Popular Music: Revolutions in the History of Rock

This course will trace the history of rock music from the 1950s to the present, focusing on those musicians who revolutionized the genre in various periods. Such "revolutions" are discovered in the use of new sounds and musical forms, in the relationship between lyrics and musical setting, and in the conception of rock's role in society. Three objectives will underpin our studies: to develop listening skills with music that one often hears, but perhaps rarely listens to intently; to determine in what ways popular music can be interpreted as reflecting its cultural context; and to encounter the work of several of the more innovative musicians in the history of rock. Finally we will interrogate our own activities by asking why the study of the "merely popular" should be pursued in a liberal arts education, whether new approaches can be developed for this endeavor, and what makes music "popular."

Format: lecture/discussion. Evaluation will be based on two tests, two papers, and a final exam.

No prerequisites or musical background assumed. *Enrollment limit: 35.*

Hour: 8:30-9:45 TR

A. SHEPPARD

MUS 114(S) American Music

This lecture and discussion course focuses on American music in its cultural context. Students will explore a range of issues concerning music's relation to national and ethnic identity, historical events, societal conflicts, and philosophical, literary, and artistic movements. The class will study works from a variety of musical traditions: e.g., Native American, religious, classical, patriotic, blues, jazz, folk, Broadway, rock, and rap.

Evaluation will be based on class participation, two short papers, a midterm exam, and a final exam.

No prerequisites. *Enrollment limit: 12 (expected: 12).*

Hour: 1:10-2:25 MR

HIRSCH

Music

MUS 115 Introduction to Twentieth-Century Music (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/mus/mus115.html>)

A. SHEPPARD

MUS 116 Music in Modernism (Not offered 2002-2003) (W)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/mus/mus116.html>)

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.

No prerequisites. *Enrollment limit: 19.*

Hour: 1:10-2:25 MR

HIRSCH

MUS 118 Bach (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/mus/mus118.html>)

BLOXAM

MUS 119(S) Concerto

An introductory survey of the concerto. The course will trace the genre from its beginning in the Baroque period with works by Corelli, Handel and Bach, especially the Brandenburg concerti. It will continue with concerti by Mozart and Beethoven, Romantic composers such as Mendelssohn, Brahms, Tchaikovsky, and culminate in the twentieth century with works by Stravinsky, Britten, and Ellen Zwilich. Emphasis on listening.

Format: two lectures per week. Evaluation will be based on two hour-exams or quizzes from listening assignments and readings, one short paper and a final exam.

No prerequisites. *No enrollment limit (expected: 25).*

Hour: 9:55-11:10 TR

D. MOORE

MUS 120 Beethoven (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/mus/mus120.html>)

MUS 122(F) African-American Music*

This course will survey the history of African-American music in the United States from its African origins through the mid-twentieth century. Focus on the following themes: the survival of Africanisms in African-American music, the relationship of African-American music in the U.S. to the music of Africa and the African diaspora, the process of acculturation, African and African-American aesthetics in music, and the impact of social conditions on African-American music in the U.S.

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: 9:55-11:10 TR

E. D. BROWN

MUS 123 Music Technology I (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/mus/mus123.html>)

PEREZ VELAZQUEZ

MUS 125 Music Cultures of the World (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/mus/mus125.html>)

E. D. BROWN

MUS 126(S) Musics of Asia*

This course offers an introduction to the great diversity of Asian music. Our survey will span from East Asia (China, Korea, and Japan) to Southeast Asia (Thailand and Indonesia) to the Indian subcontinent, Central Asia (Tibet and Afghanistan), to the Middle East (Iran and the Arabian peninsula), and will end with the extension of Asian music across North Africa and into Eastern Europe. Within this broad survey, we will focus on selected and representative musical cultures and genres. In each section of the course, aspects of cultural context (including music's function in religious life and its relationship to the other arts), will be emphasized. While our focus will be on the traditional and classical musics of these cultures, we will also briefly consider the current musical scene. Encounters with this

Music

music will include attendance at live performances when possible.
Format: lecture/discussion. Evaluation will be based on four tests and two papers.
No prerequisites and no musical experience are necessary. *Enrollment limit: 35.*
Hour: 1:10-2:25 TF

A. SHEPPARD

MUS 130 History of Jazz (Not offered 2002-2003)*

(See full description online:
<http://www.williams.edu/Registrar/catalog/depts/mus/mus130.html>)

E. D. BROWN

MUS 132 Women and Music (Same as Women's and Gender Studies 132) (Not offered 2002-2003)

(See full description online:
<http://www.williams.edu/Registrar/catalog/depts/mus/mus132.html>)

HIRSCH

MUS 134 Music and Ritual (Not offered 2002-2003)

(See full description online:
<http://www.williams.edu/Registrar/catalog/depts/mus/mus134.html>)

BLOXAM

MUS 136 Music in the Baroque Era (Not offered 2002-2003)

(See full description online:
<http://www.williams.edu/Registrar/catalog/depts/mus/mus136.html>)

MUS 140(S) Introduction to the Music of Duke Ellington

This course will survey the career and compositional style of Edward Kennedy (Duke) Ellington (1899-1974). Students will learn to listen to and analyze music from throughout Ellington's five-decade career as a bandleader, composer, arranger, and writer. Particular emphasis will be placed on development of aural analysis skills, in terms of form, style, orchestration, and the ability to identify the individual sounds of key Ellingtonian soloists. Ellington's importance as a key figure in American cultural history, and the relationships between his music and parallel stylistic developments and influences from both within and outside of the jazz tradition will also be discussed.

Requirements: weekly listening and reading assignments, one biographical paper examining the career of an Ellingtonian, as well as participation in a group presentation to the class of one of Ellington's extended works; midterm and final exams will also be given.

Enrollment limit: 25.

Hour: 11:20-12:35 TR

JAFFE

MUS 141 Introduction to the Music of John Coltrane (Not offered 2002-2003)

(See full description online:
<http://www.williams.edu/Registrar/catalog/depts/mus/mus141.html>)

JAFFE

THEORY AND MUSICIANSHIP

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 musicianship labs 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 two eartraining skills labs 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 Lab: 9:55-11:10 TR, 1:10-2:25 TF LAWRENCE, D. KECHLEY

Music

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 musicianship labs 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 ear-training drill. The software will be available both on the network and in the Bernhard Music Technology Lab.

Format: three lectures and two eartraining skills labs 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 Lab: 9:55-11:10 TR, TBA

D. KECHLEY, LAWRENCE

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 two skills lab-sessions 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

Lab: 11-11:50 MW

PEREZ VELAZQUEZ

COMPOSITION

MUS 203T(F), 204T(S) Composition I and II

Beginning courses in musical composition taught in tutorial format. Required assignments range from 5 to 6 and each student is required to complete a semester composition project. 1-2 group meetings per week will deal with the presentation of new assignments, analysis of models for composition, performance of work in class, and critiquing of work. Individual meetings will deal with the conception and execution of the semester project. Performances of work in class will be arranged by the instructor. Performance of the semester project on the semester-end concert is required and such arrangements are the responsibility of the student.

Prerequisites: Music 202 *and* permission of the instructor. *Enrollment limit: 6.*

Hour: 1:10-2:25 MR

First Semester: PEREZ VELAZQUEZ

1:10-2:25 MR

Second Semester: D. KECHLEY

MUS 305, 306, 407, 408 Composition III, IV, V, and VI

Advanced individual instruction in composition. Projects will be initiated largely by the students with guidance from the instructor. Student is responsible for arranging performance of his/her own work. Student may enroll for up to four semesters by taking these courses in sequence, with the lower numbered course being the prerequisite for the next higher numbered course. May not be taken in conjunction with Music 493 or 494, the honors courses in composition.

Prerequisite: Music 203T, 204T *and* permission of the instructor.

Enrollment limit: 2 students per instructor for all four courses.

Hour: TBA

KECHLEY, PEREZ VELAZQUEZ

200-LEVEL COURSES

MUS 207(S) Music in History I: Antiquity—1750

This course explores 1000 years of music-making in Western European culture, beginning with the philosophical and theoretical origins of that music in ancient Greece and extending to the life and music of J.S. Bach. Topics covered will include how the sound of music changed over a millennium; the different functions it served and how genres developed to serve these functions; the lives of the men and women who composed, performed, and wrote about music; and how the changing notation and theory of music related to its practice over the centuries. At the same time, the course provides an introduction to the modern study of music history, sampling a broad range of recent scholarship reflecting an array of critical approaches to the study of early music in our own day.

Format: three meetings per week. Field trip(s) may be required. Evaluation will be based on quizzes, several papers, and a final project.

Required for Music majors. Open to qualified non-majors with the permission of the instructor.

Hour: 11:00-11:50 MWF

BLOXAM

MUS 208(S) Music in History II: 1750-1900

A survey exploring the development of music in Western society from the Classical through the Romantic and the turn into the twentieth century. Emphasis will be on the contextual study of works by such composers as Haydn, Mozart, Beethoven, Schumann, Berlioz, Wagner, and Richard Strauss. Changing musical styles will be examined within the framework of the philosophy and aesthetics of the period, with special attention paid to the use and purpose of music and the role of the musician in his or her society.

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 Western art music, on the musical expressions of selected areas of world music such as Africa, Asia, India, and the Americas, and on the intermingling of musical influences of pop, jazz, and art music of the electronic age.

Format: two lecture/discussions per week. Evaluation will be based on one essay, two papers, a midterm, and a final exam.

Required of Music majors. Open to qualified non-majors with permission of instructor. Enrollment limit: 15.

Hour: 11:20-12:35 TR

A. SHEPPARD

MUS 211(F) Arranging for Voices

The elements of arranging music for vocal ensembles will be studied from numerous angles. In addition to regular assignments involving arranging in various styles, the class will study successful vocal arrangements. Analysis of the various components involved in good arranging—including voice leading, range, balance and voicing, key relationships, and motivic and structural cohesiveness—will be addressed.

Weekly arranging assignments will build toward the midterm, final exams—larger arranging projects, and a performance of selected works.

Prerequisite: permission of instructor.

Hour: 1:10-2:25 MR

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: 11:20-12:35 TR

JAFFE

Music

MUS 213 Jazz Theory and Improvisation II (*Not offered 2002-2003*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/mus/mus213.html>)

JAFFE

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, vocal/instrumental skills, musicological pursuits, rehearsal techniques, auditing Berkshire Symphony, Concert Choir, and Symphonic Winds rehearsals, aural training, and organizational skills.

Weekly conducting and score reading assignments will form the core of the work load. Larger projects may involve conducting existing ensembles (vocal and/or instrumental) and along with score reading will be the basis of the midterm and final exams. This course involves a trip to audit a Boston Symphony rehearsal at Symphony Hall.

Prerequisite: permission of the instructor.

Hour: 2:35-3:50 MR

FELDMAN

MUS 215 Choral Conducting (*Not offered 2002-2003*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/mus/mus215.html>)

B. WELLS

MUS 216 Orchestral Conducting (*Not offered 2002-2003*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/mus/mus216.html>)

FELDMAN

MUS 223T(S) Music Technology II

Advanced studies in computer music to include the creation of works and/or software design. Programs include C Sound and interactive software. Students will complete a number of assignments designed to develop skill with the programs studied in class, in addition to quizzes and a final composition project. This course is designed for students with musical literacy and some music background. Knowledge and proficiency with musical notation is required.

Prerequisite: Music 123 *Music Technology I*. Due to the limitations of the electronic studio, enrollment will be limited to 10.

Hour: 10:00-10:50 MWF

PEREZ VELAZQUEZ

MUS 230 Seminar in Caribbean Music (*Not offered 2002-2003*)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/mus/mus230.html>)

E. D. BROWN

MUS 231 Nothing But the Blues (*Not offered 2002-2003*)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/mus/mus231.html>)

E. D. 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 (class hour TBA). Student is expected to practice one hour per day. All private instruction involves an extra fee, partially subsidized by the department. To register for the course, a student must first contact the appropriate teacher (see Music Department for list), fill out a registration/billing contract, signed by both teacher and student, and turn that in to the department. This replaces the need to register online. Registration is 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 in one particular section. Specific instrument or voice sections are as follows: 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, 21 Trombone, 22 Harp.

Prerequisite: Music 103 or its equivalent *and* permission of the individual instructor.

Staff

300-LEVEL COURSES

MUS 301 An Introduction to Modal and Tonal Counterpoint (*Not offered 2002-2003*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/mus/mus301.html>)

Staff

MUS 308 Orchestration and Instrumentation (Not offered 2002-2003)

(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

400-LEVEL COURSES

MUS 402(S) Senior Seminar in Music

Twentieth century composers feel the presence of the musical past acutely, and each must respond to this presence in his or her own way. This seminar, the culminating course in the major, will examine a variety of modern composers' engagements with medieval and Renaissance music. Beginning with Johannes Brahms and his interest in and use of early music, we will explore ways in which and reasons why a range of composers spanning the last century have turned to music centuries old for inspiration and materials. Music and writings by composers ranging from Arnold Schoenberg to Charles Wuorinen, Peter Maxwell Davies, and Alfred Schnittke will be considered.

Evaluation will be based on bi-weekly papers, class presentations, and class participation.

Hour: 1:10-3:50 W

BLOXAM

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

Proposals must be completed and signed by faculty sponsor, and submitted to department chair, by the day PRIOR to the first day of classes of the semester. No proposals will be accepted or considered if this deadline is missed. Proposals for full-year projects must be complete at the beginning of the fall semester.

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, an artist in residence or adjunct teacher to fulfill some project or a semester of private lessons as established by the consent of teacher, student, and department. The election is utilized to supplement the department's course offerings as well as to make available for full academic credit private lessons at an advanced level, and may include such projects as:

- a. private lessons in the performance of and literature for voice, piano, organ, or an orchestral instrument. Participation in periodic Performance Seminars is required. There is an extra fee for these lessons, with the cost partially subsidized by the department. Intended only for advanced performers. *Additional guidelines for instrumental or vocal lessons for full credit must be secured at the Music Department office. This may require an audition for the entire music faculty.*
- b. coaching, rehearsal, and performance of instrumental or vocal chamber music;
- c. advanced work in music theory (critical methods and analysis, solfeggio, keyboard harmony, ear-training and dictation, counterpoint and orchestration). Prerequisite: Music 202;
- d. advanced independent study in modal and tonal counterpoint. Prerequisite: Music 301;
- e. 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;
- f. advanced work in music history;
- g. advanced studies in jazz improvisation.

With the permission of the department, the project may be continued by election of the next-higher numbered course. Majors may register for four semesters; non-majors may register for two semesters. The specific name of the project elected is to be specified after the title, "Musical Studies."

The numbers 325, 326, 427, 428 should be used for four sequence courses in the same subject. If a different subject is elected, the numbering sequence should start again at 325. These numbers are selected without regard to semester taken or class year of student.

Prerequisites, Music 103, 104, 201, 202, and permission of the instructor and department. (Intended primarily for music majors.)

Students must obtain a special form for this course election from the Music Department Office. These forms must be completed, and all necessary departmental and faculty permissions secured, by the end

Music, Neuroscience

of the preregistration period in the semester before the semester in which the students wish to do this course.

Note: Music 325, 326, 427, 428 must be taken as a graded course and it is strongly recommended that it be taken only as part of a four-course load.

CHAIR and Members of the Department

NEUROSCIENCE (Div. III)

Chair, Professor BETTY ZIMMERBERG

Advisory Committee: Professors: G. GOETHALS, P. SOLOMON, H. WILLIAMS, ZIMMERBERG, ZOTTOLI*. Assistant Professor: N. SANDSTROM.

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 explants. Combining this wide range of disciplines, areas of research, and application for the study of a single remarkably complex organ—the brain—requires a unique interdisciplinary approach. The Neuroscience Program is designed to provide students with the opportunity to explore this approach.

THE PROGRAM

The program in neuroscience consists of five courses including an introductory course, three electives, and a senior course. In addition, students are required to take two courses, Biology 101 and Psychology 101, as part of the program.

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

Neuroscience, Performance Studies

Biology 304 Neurobiology
Biology 411 Plasticity in the Nervous System

Group B

Psychology 312 Drugs and Behavior
Psychology 313 Human Neuropsychology
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 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

Lab: 1-4 M,T,W

H. WILLIAMS and ZIMMERBERG

NSCI 401(F) Topics in Neuroscience

Neuroscientists explore issues inherent in the study of brain and behavior. The overall objective of this seminar is to create a culminating senior experience in which previous course work in specific areas in the Neuroscience Program can be brought to bear in a synthetic, interdisciplinary approach to understanding complex problems. The specific goals for students in this seminar are (1) to evaluate original research and critically examine the experimental evidence for theoretical issues, and (2) to gain an understanding of this discipline through group work, and oral presentations. Topics and instructional formats will vary somewhat from year to year, but in all cases the course will emphasize an integrative approach in which students will be asked to consider topics from a range of perspectives including molecular, cellular, systems, behavioral and clinical neuroscience. Previous topics have included memory, autism, depression, alcoholism, language development, and stress.

Format: student-led discussions and presentations, three hours a week. Evaluation will be based on presentations, participation in class discussion, and a term paper.

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: 7-9:30 p.m. M

H. WILLIAMS

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.

Hour: TBA

ZIMMERBERG

PERFORMANCE STUDIES

Advisory Faculty: Professors: BUCKY, D. EDWARDS, EPPLE, HOPPIN, OCKMAN, DARROW.
Coordinator: Associate Professors. CASSIDAY, A. SHEPPARD. Assistant Professors: BEAN*,
Coordinator, BURTON, S. HAMILTON, KAGAYA*, L. JOHNSON. Lecturers: BROTHERS,
JAFKE.

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 program has as its primary goal the bringing together of those students and faculty engaged in the creative arts, i.e., studio art, creative writing, dance, film and video, music, and theater with those departments that reflect in part on those activities, e.g., Anthropology and Sociology, Art History, Classics, foreign languages, Comparative Literature, English, History, Music, Philosophy, Psychology, Religion and Theater.

The program 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 program draws.

Students in Performance Studies are encouraged to do four things: 1) take Theatre 328, *Approaching Performance Studies*; 2) try different artistic media, both in the curriculum and beyond; 3) move

Performance Studies, Philosophy

between the doing of art and performance and thinking about that process; and 4) prepare a portfolio of their work in different media. The list of courses below is divided between doing courses (practica) 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, a 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 program.

Reflection and Criticism Courses

Anthropology 328T Emotions and the Self
Anthropology 364T Ritual, Politics, and Performance
Comparative Literature 111/English 120 The Nature of Narrative
English 373/Comparative Literature 343 Modern Critical Theory
English 376/ArtS 384 Documentary Technologies (Deleted 2002-2003)
INTR 242/ArtH 268/ArtS 212/Religion 289 Network Culture
Japanese/Comparative Literature 276 Premodern Japanese Literature and Performance
Religion 302 Religion and Society
Theatre 205 The Culture of Carnival
Theatre 210 Multicultural Performance
Theatre/ArtS/Women's and Gender Studies 323 Theatre of Images
Theatre 328 Approaching Performance Studies

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 I and II
Music 212, 213 Jazz Theory and Improvisation I and II
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 324 Theatre for the Ear: Telling Stories Through Sound

PHILOSOPHY (Div. II)

Chair, Professor ALAN WHITE

Professors: GERRARD, SAWICKI, WHITE. Assistant Professors: CRUZ, DUDLEY*, MLADE-NOVIC, WILBERDING.

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 (W)

Throughout the history of Western philosophy, there have been debates concerning how human beings should live: What should we do both with our lives as wholes and in specific problematic situations? The debates have addressed us both as individuals and as members of political communities. This course aims to aid us in responding to these debates, and in living our lives, on the basis of reasoned conclusions rather than from unrecognized presuppositions. The course concentrates on Plato's *Republic*, the most influential ethical and political text within Western philosophy, but we assess the *Republic* in light of elaborations and criticisms that have developed over the past 2500 years, in works by Aristotle, Kant, and Mill.

Emphasis on class discussion and the writing of critical papers.

Requirements: frequent short papers, totaling 20-30 pages.

No prerequisites. *Enrollment limit: 19 per section (expected: 19 per section). Preference to first-year students and sophomores. This course is writing intensive.*

Hour: 9:00-9:50 MWF, 11:00-11:50 MWF

10:00-10:50 MWF, 11:20-12:35 TR

First Semester: WILBERDING

Second Semester: CRUZ, SAWICKI

PHIL 102(F,S) Introduction to Metaphysics and Epistemology (W)

Metaphysics and epistemology are the two core pursuits of theoretical philosophy (as opposed to practical philosophy, the focus of Philosophy 101). Metaphysics is concerned with the ultimate character of reality. The metaphysician seeks to develop knowledge (as opposed to mere opinion or belief) of all things natural, human, and divine. She asks, for example: Are we free, or are our acts determined? Is there a God? If so, what must God be like? Epistemology is concerned with how we determine the difference between knowledge and mere opinion. The epistemologist thus asks: What does it mean truly to know something? How can we acquire such genuine knowledge? Answers to these epistemological questions are essential if we are to have any confidence in the methods and results of our metaphysical investigations. This course will emphasize the established historical classics that provide the basis for understanding contemporary work on metaphysics and epistemological issues; we will consider, among others, the work of Descartes, Hume, and Kant.

Philosophy

Emphasis on class discussion and the writing of critical papers.

Requirements: frequent short papers, totaling 20-30 pages.

No prerequisites. *Enrollment limit: 19 per section (expected: 19 per section). Preference to first-year students and sophomores. This course is writing intensive.*

Hour: 10:00-10:50 MWF, 9:55-11:10 TR
9:00-9:50 MWF, 11:00-11:50 MWF

First Semester: MLADENOVIC, WHITE
Second Semester: GERRARD

PHIL 103(S) Logic and Language (Q)

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, which 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.

No prerequisites. This course is a prerequisite for Philosophy 109, *Philosophy of Science. This is a quantitative/formal reasoning course.*

Hour: 1:10-2:25 TF

MLADENOVIC

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 post-structuralism. 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.

Enrollment limit: 50 (expected: 25-35). Open to first-year students only with the permission of the instructor.

Hour: 9:55-11:10 TR

WHITE

PHIL 202(F) Analytic Philosophy—Language and Mind (W)

This course is designed to introduce students to twentieth-century philosophy by focusing on two of its premier research areas, language and mind. Each of these topics 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

Format: lecture/discussion. Requirements: short writing assignments each week, and two longer papers.

Prerequisite: Philosophy 102 or permission of the instructor. *Enrollment limit: 19 (expected: 12-18). Preference given to Philosophy, Psychology, Linguistics and Computer Science majors. This course is writing intensive.*

Hour: 11:20-12:35 TR

CRUZ

PHIL 205(F) Morality and Law (Same as Women's and Gender Studies 205)

This course is an introduction to issues in moral philosophy as they arise in law and the legal profession. The first half of the course will be an intensive look at two great rule or principle oriented moral systems: Kant's *Groundwork of the Metaphysics of Morals* and J. S. Mill's *Utilitarianism*. Each week in the second half of the course we will examine a different area where morality and the law meet, and our readings here will consist mainly of court cases and law review articles. All the topics for this part of the course will concern such gender issues as battered women, pornography, and gay rights. Re-

Philosophy

quirements: a group paper, frequent short papers, a take-home midterm, and a take-home final exam. No prerequisites. *No enrollment limit (expected: 4 -70).*
Hour: 1:10-2:25 TF

GERRARD

PHIL 209(F) Philosophy of Science

It is a generally held belief, in our times and culture, that science is the best source of our knowledge of the world, and of ourselves. The aim of this course is to examine the origins, grounds, and nature of this belief. We will analyze and discuss various accounts of scientific method, structure and justification of scientific theories, scientific choice, change, and the idea that scientific knowledge is progressive. The course will begin with the "received view" of scientific theories, methods, and knowledge, advanced by logical positivists, which assumes the objectivity and the rationality of science. We will then discuss philosophies of science that emerged out of various criticisms of this view-especially those of Popper, Lakatos, Kuhn and Feyerabend-and the challenges to the assumptions of scientific objectivity and rationality their works provoked. This discussion will naturally lead us to the relativist and social-constructivist views developed within contemporary science studies. Finally, we will analyze the current debate about the cognitive credentials of science and the proper approach to the study of science, which came to be known as "the science wars."

Requirements: frequent short assignments, class presentation, class participation, and a longer (5-7 pages) term paper.

Prerequisites: Philosophy 103, or consent of the instructor. *Expected enrollment: 10.*

Hour: 1:10-2:25 MR

MLADENOVIC

PHIL 210 Philosophy of Medicine (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/phil/phil210.html>)

MLADENOVIC

PHIL 212(S) Ethics and Reproductive Technologies (Same as Women's and Gender Studies 212) (W)

(See under Women's and Gender Studies for full description.)

PHIL 213(F) Biomedical Ethics (W)

This course explores key concepts in bioethical theory, as well as their application to pressing moral concerns in health care and biotechnology. Through cases, readings, and discussions, we will analyze such core notions as death, illness and disability, and develop a framework of central principles for conceptualizing and resolving practical ethical problems that arise in the medical context. Much of the term will focus on questions surrounding (1) the care of the terminally ill (including, for example, the use of advance directives, withholding and withdrawing life-sustaining treatment, and physician-assisted suicide and euthanasia), (2) the management of medical information (e.g., privacy in health care, mandatory reporting, and genetic testing), (3) the use of human subjects in research, and (4) human gene transfer for purposes of therapy or enhancement. Students need not have a background in life sciences or in philosophy, but the course is analytic and rigorous.

Format: lecture/discussion. Requirements: active participation in class discussions, two case analyses (7-10 pp. each), one in-class midterm and a final take-home exam (app. 7-10 pp.).

No prerequisites. *Enrollment limit: 19 (expected: 19). This course is writing intensive.*

Hour: 11:00-12:15 MWF

J. PEDRONI

PHIL 221 Greek Philosophy (Same as Classics 221) (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/phil/phil221.html>)

PHIL 222(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science (Same as Cognitive Science 222, INTR 222 and Psychology 222) (Q)

(See under Cognitive Science for full description.)

PHIL 230 Philosophy of Psychology (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/phil/phil230.html>)

CRUZ

PHIL 231 Ancient Political Thought (Same as Political Science 231) (Not offered 2002-2003) (W)

(See under Political Science for full description.)

PHIL 232(S) 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 2002-2003)*

(See under Religion for full description.)

Philosophy

PHIL 242 Philosophy of Religion: Faith and Reason (Same as Religion 294) (*Not offered 2002-2003*)

(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 2002-2003*)*

(See under Religion for full description.)

PHIL 262(S) Hellenistic Ethics

Moral theory was a central concern of the three schools of Hellenistic philosophy, Epicureanism, Stoicism and Scepticism. These schools defended a wide variety of positions, yet they were all very practice-oriented and shared the common goals of happiness (eudaimonia) and 'freedom from disturbance' (ataraxia). They disagreed on how this was to be achieved. In this course we will begin with the Epicureans and their philosophy of hedonism. Why did they think that pleasure was the key to happiness, and what was their strategy for maximizing pleasure? The course will then turn to Stoic moral theory. Claims central to Stoic theory include: virtue is sufficient for happiness; nothing but virtue is genuinely good; all emotions are bad. Particular attention will be paid to Stoic claim that their moral philosophy (ethics) is derived from their philosophy of nature (physics). Finally, we will end with the Stoic's fiercest critics, the Sceptics. The Sceptics not only provided many powerful objections to Stoic moral philosophy, but also used sceptical exercises to achieve some of the same goals that Stoic moral philosophy itself sought. All reading will be in translation, and no knowledge of Greek or Latin is necessary. Primary texts will form the majority of the reading, but some secondary literature will be assigned.

Format: lecture/discussion. Requirements: final paper, short presentation, several short assignments, attendance and participation.

Prerequisites: Philosophy 101 or permission of instructor. *Enrollment limit: 25 (expected: 10-20).*

Hour: 11:00-12:15 MWF

WILBERDING

PHIL 271T The Philosophical and Feminist Legacy of Simone de Beauvoir (Same as Women's and Gender Studies 271) (W) (*Not offered 2002-2003; to be offered 2003-2004*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/phil/phil271.html>)

SAWICKI

PHIL 306T Authenticity: From Rousseau to Poststructuralism (*Not offered 2002-2003*) (W)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/phil/phil306.html>)

SAWICKI

PHIL 308 Wittgenstein's Investigations (*Not offered 2002-2003*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/phil/phil308.html>)

GERRARD

PHIL 309 Kant (*Not offered 2002-2003*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/phil/phil309.html>)

DUDLEY

PHIL 313(F) Reality (Same as INTR 313 and Religion 313)

(See under Religion for full description.)

PHIL 315(F) Phenomenology

Early in the twentieth century, Edmund Husserl initiated the phenomenological movement in philosophy by advocating a turn away from arguments and theories, a turn "back to the things themselves," to phenomena as we encounter them. Husserl's student Martin Heidegger transformed phenomenology by focusing not on things but on being, and on us not as knowers of things, but as beings who dwell within the world; he thereby gave powerful impetus to the development of existentialism. We will begin our study of phenomenology with Robert Sokolowsky's *Introduction*, then proceed through selections from Husserl, Heidegger, and French phenomenologists, beginning with Maurice Merleau-Ponty.

Format: seminar. Requirements: regular class presentations, a short mid-term paper (c. 5 pages), and a final paper (10-15 pages).

Prerequisite: Philosophy 101 or 102; 201 strongly recommended. *Enrollment limit: 19 (expected: 5-15).*

Hour: 2:35-3:50 MR

WHITE

PHIL 316(S) Schopenhauer and Nietzsche

Before Nietzsche, Western philosophers tended to view the history of philosophy as a linear, progressive development toward a goal shared by all. Arthur Schopenhauer believed himself to have attained that goal, and he came close enough that Freud deemed him “one of the half dozen or so greatest men who have ever lived,” Wittgenstein judged him to be “basically right,” and Nietzsche counted himself “among those readers of Schopenhauer who know quite definitely after reading the first page that they will read every page, and will listen to every word he had to say.” Having read every page, however, Nietzsche turned not only against Schopenhauer, but against the metaphysical project itself, thereby helping to initiate the postmodern rejection (or transformation) of the Western philosophical project. In the first half of this course, we examine the metaphysics of Schopenhauer’s *The World as Will and Representation*. In the second half, we examine the non-metaphysical alternative developed by Nietzsche in *Thus Spoke Zarathustra*.

Requirements: regular class presentations, two papers 8- to 10-pages.

Prerequisites: Philosophy 101 or 102; Philosophy 201 strongly recommended. *Enrollment limit: 19.*
Hour: 2:35-3:50 TF WHITE

PHIL 327 Foucault: Gender, Power, and the Body (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/phil/phil327.html>)

SAWICKI

PHIL 331(F) Contemporary Epistemology (W)

Epistemology is one of the core areas of philosophical reflection. In this course, we will study the literature in contemporary philosophy on the nature of knowledge and rational belief. Epistemologists seek answers to the following kinds of questions:

—When is it rational to have a particular belief?

—What is knowledge (as opposed to mere opinion)?

—In order to be justified in holding a belief, must someone know (or believe) that she is justified in holding that belief?

—What, if anything, justifies our scientific knowledge?

These questions are typically asked within a framework where the overarching goal is attaining truth and avoiding falsity. Beyond this common ground, however, epistemologists are much divided. Some maintain that these issues are solely the provinces of philosophy, using traditional *a priori* methods. Others maintain that these questions will only yield to methods that incorporate our broader insight into the nature of the world including, perhaps, feminist thought or science. Both stances face severe difficulties. Further, even where there is agreement as to the proper way of answering epistemological questions, there is a stunning variety of possible answers to each question. The syllabus can be found at: http://www.williams.edu/philosophy/fourth_layer/faculty_pages/jcruz/courses/episty.html

Format: seminar. Requirements: short writing assignments each week, and a final paper written in several drafts.

Prerequisite: Philosophy 102 or permission of the instructor. *Enrollment limit: 19 (expected: 5-12).*

Preference given to Philosophy, Psychology, Linguistics, and computer Science majors. This course is writing intensive.

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

CRUZ

PHIL 332(S) Plato’s Metaphysics and Epistemology (W)

In this course we will investigate the central issues of Plato’s theories of being and knowledge through an examination of crucial passages from a wide range of texts. While the focus will be on the so-called ‘later’ dialogues (*Theaetetus*, *Sophist*, *Statesman*, *Parmenides*, *Philebus* and *Timaeus*), other texts will figure prominently in the course. We will grapple with the basic questions: What are Plato’s Forms (or forms)? Of what things are there Forms and to what extent does Plato have a ‘theory’ of them? How do they help us know and/or explain things—and equally important, how do they still allow for error? What does it mean to say that sensible particular things ‘participate in’ Forms? How much variation is there in the dialogues on these issues—is it fair to say that his thought developed, or could any detected differences be due to differing philosophical agendas? Finally, we will look at some more historical questions: In what way is Plato reacting to his Presocratic predecessors, and how fair are Aristotle’s criticisms of Plato’s theory? All reading will be in translation, and no knowledge of Greek is necessary. Primary texts will form the majority of the reading, but some secondary literature will be assigned.

Format: seminar. Requirements: final paper, short presentation, several short assignments, attendance and participation.

Prerequisites: Philosophy 102 or permission of the instructor. *Enrollment limit: 19 (expected: 5-15).*

This course is writing intensive.

Hour: 2:35-3:50 MR

WILBERDING

PHIL 334(S) Philosophy of Biology (Same as History of Science 334)

In the comparatively short period of only two centuries, biology became one of the most interesting and both intellectually and socially influential sciences. Philosophical interest in its concepts, scientific-

Philosophy, Physical Education

ic methodology, and reliability of its results is now probably greater than it ever was before. In order to understand philosophical significance of contemporary biology, we will focus on the theory of evolution, and discuss the following questions and problems: What are the main claims of the theory of evolution, and how are we to interpret them? For example, what is an "adaptationist explanation" and under which conditions are such explanations satisfactory? What is 'fitness,' and how should the concept be employed to help us provide good evolutionary explanations? What is natural selection acting upon—a species, an organism, or organism's genes? And how are we to define 'species,' faced with different definitions used in different biological sciences? Darwin, and other evolutionists after him, firmly reject teleological explanations in biology—yet to explain the emergence and stability of particular traits in organisms and species we must say what purpose do these traits serve, which seems like a teleological explanation after all. How are we to resolve this apparent tension in the heart of the evolutionary theory?—Finally, in the last segment of the course, we will examine some aspects of the influence biology had on other disciplines, by studying the methods, assumptions and some specific claims of sociobiology and evolutionary psychology.

Format: lecture/discussion. Requirements: class participation, two short quizzes, three 5-pages long papers, and a longer (7-10 pgs.) final paper.

Prerequisites: Philosophy of Science, or three courses in biology, or (in special circumstances) consent of the instructor. *Enrollment limit: 25 (expected: 5-15).*

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

MLADENOVIC

PHIL 354(S) Complexity (Same as INTR 314 and Religion 314)

(See under Religion for full description.)

PHIL 401(F) Senior Seminar: The Philosophy of Hilary Putnam

As the capstone seminar, this course is required of all senior majors. For 2002-2003, the seminar will focus on the philosophy of Hilary Putnam, considered by many (including the professor of this course) to be the world's foremost living philosopher. Putnam is famous for both changing his mind and for the breadth of his interests. He was one of the earliest proponents of the view that human beings are importantly analogous to computers, and then later, one of the chief critics of that view. Putnam's works range from the philosophy of logic and physics to the philosophy of education and history. He has written on philosophers from Aristotle and Kant to Levinas and Dewey. He has examined both the consistency of mathematics and the consistency of religion. Students will be responsible for giving presentations and for a major final paper.

Prerequisite: senior major status (or, in extraordinary cases, permission of instructor).

Hour: 1:10-3:50 W

GERRARD

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, RECREATION AND DANCE

Chair and Director, HARRY C. SHEEHY III

Assistant Professors: 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, M. PINARD, R. POHLE, A. RORKE, M. RUSSO, F. VANDERMEER, P. WELLS, M. WHALEN. Instructors: F. BROOKS, K. CALLAHAN-KOCH, H. SILVA. Visiting Instructors: S. MARKS, W. MORGAN, T. STONE. 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 represent 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. Four sections meet two times per week in seventy-five minute periods and two sections meet three times per week in fifty-minute periods.

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	Running
Badminton	Sailing
Basketball	Ski Patrol
Broomball	Skiing (Alpine and Cross-Country)
Canoeing	Snowboarding
CPR and First Aid	Snowshoeing
Dance (African, Ballet, Modern)	Soccer
Diving	Squash
Figure Skating	Swimming
Fly Fishing	Swing Dance
Golf	Tae Kwon Do
Horseback Riding	Tai Ji
Ice Climbing	Telemarking
Ice Hockey	Tennis
Kayaking	Trail Crew
Lifeguard Training	Volleyball
Martial Arts	Water Aerobics
Method Matwork, Pilates based	Weight Training
Mountain Biking	Wellness
Outdoor Living Skills	Wilderness Leadership
Qigong	Women's Self Defense
Rock Climbing	Yoga
Rowing	

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 black hole? Why are metals shiny? What is wave/particle duality? There are people for whom questions like these are of more than passing interest; some of them become Physics or Astrophysics majors. A physics student experiments with the phenomena by which the physical world is known and explores the mathematical techniques and theories that make sense of it. A Physics or Astrophysics major serves as preparation for further work in physics, astrophysics, applied physics, other sciences, engineering, medical research, science teaching and writing, and other careers involving insight into the fundamental principles of nature.

ASTROPHYSICS MAJOR

The Physics Department, in cooperation with the Astronomy Department, offers a major in astrophysics consisting of (at least): 6 or 7 courses in Physics, 3 or 4 in Astronomy, and 1 in Mathematics. The core sequence of the Astrophysics major is the same as the Physics major described below (except that Physics 302, although strongly recommended, is not required). Students intending to pursue graduate study in astrophysics will need to take upper-level physics electives beyond the basic requirements for the major. Honors work in Astrophysics may be in either physics or astronomy. Students majoring in Astrophysics are expected to consult early and often with faculty from both departments in determining their course selections. The detailed description of the Astrophysics major is given under "Astronomy," along with a description of the Astronomy major also offered by that department (*see page 90*).

PHYSICS MAJOR

Introductory courses

Students considering a major in physics should take both physics and mathematics as first-year students. A student normally begins with either Physics 131 or Physics 141:

1) Physics 131 *Particles and Waves*. This is designed as a first course in physics. It is suitable for students who either have not had physics before or have had some physics but are not comfortable solving "word problems" that require calculus.

Physics

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.

Advanced Placement

Students with unusually strong backgrounds in calculus and physics may place out of Physics 141 and either: 1) begin with the special seminar course Physics 151 in the fall (typically followed by Physics 210 in the spring), or 2) begin with Physics 142 in the spring (possibly along with Physics 210). Students may take either 151 or 142 but not both. On rare occasions a student with an exceptional background will be offered the option of enrolling in Physics 201.

Placement is based on AP scores, consultation with the department, and results of a placement exam administered during First Days. The exam can also be taken later in the year by arrangement with the department chair. The exam covers classical mechanics, basic wave phenomena, and includes some use of calculus techniques.

Requirements for the Major

A total of ten courses in physics and mathematics are required to complete the Physics major. Students who place out of both Physics 141 and Physics 142 and begin their studies in Physics 201 are required to take a total of nine courses.

Required Physics Sequence Courses

Physics 141 *Particles and Waves—Enriched*
 or Physics 131 *Particles and Waves*
Physics 142 *Foundations of Modern Physics*
 or Physics 151 *Seminar in Modern Physics*
Physics 201 *Electricity and Magnetism*
Physics 202 *Waves and Optics*
Physics 210 *Mathematical Methods for Scientists*
Physics 301 *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.

At least two more physics or other approved courses must be taken, bringing the total number of courses for the major to ten.

Options

- 1) Mathematics 104 may be counted if taken at Williams
- 2) Mathematics 209 may substitute for Physics 210.
- 3) Astronomy 111 may count in place of Physics 141 if a student places out of 141 (see 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.
- 6) Honors work is in addition to completion of the basic major so Physics 493 and 494 do not count towards the ten courses in the major.

Preparation for Advanced Study

Students who may wish to do graduate work in physics, astrophysics, or engineering should elect courses in both physics and mathematics beyond the minimum major requirements. The first-year graduate school curriculum in physics usually includes courses in quantum mechanics, electromagnetic theory, and classical mechanics that presuppose intermediate level study of these subjects as an undergraduate. Therefore, students planning graduate work in physics should elect all of the following courses:

Physics 402T *Applications of Quantum Mechanics*
Physics 405T *Electromagnetic Theory*
Physics 411T *Classical Mechanics*

Advising

Both majors and non-majors are encouraged to consult with the department chair or course instructors about course selections or other matters.

THE DEGREE WITH HONORS IN PHYSICS

The degree with honors in Physics will be awarded on the basis of a senior thesis presenting the results of a substantial experimental or theoretical investigation carried out under the direction of a faculty member in the department. There is no rigid grade point average required for admission to the program or for the awarding of the degree with honors, but it is normally expected that honors students will maintain at least a B average in physics and mathematics. Students will normally apply for admission to the program early in the spring of their junior year and during senior year these students will normally elect Physics 493, 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 high-honors will be awarded to those who fulfill them with unusually high distinction.

Honors candidates will also be required to participate in departmental colloquium talks.

OPTIONS FOR NON-MAJORS

Many students want to take a self-contained and rigorous full-year survey of physics. For such students, the most appropriate sequence will be either Physics 131 or Physics 141 followed by Physics 132, depending on the student's background in science and mathematics (see *Introductory Courses* above). Either of these sequences satisfies the physics requirement for medical school.

The department also offers one semester courses designed for non-majors. This year there are three such offerings: Physics 100, Physics 109, and Physics/Religion 342.

PHYS 100(S) Physics of Everyday Life (Q)

How do things work? What makes a car go or a bird fly? Why do microwaves heat food? How does a CD player work? Why are diamonds hard and metals shiny? How do we see?

Science is all around us. From common objects to high technology, science is part of our everyday lives. Amazingly, with a few powerful principles we can understand the materials that make up our world and the rules that govern their behavior—that's physics.

In this course we will explore the world we know and the microscopic components from which it is made, and we will extract from this exploration the central concepts underpinning contemporary physics. The mathematics used in the course will be basic algebra and trigonometry.

Format: lecture, three hours per week; home experiments. Evaluation will be based on weekly homework, a midterm, a project, and a final exam, all with a significant quantitative component.

No prerequisites. *Enrollment limit: 120 (expected: 75). This is a quantitative/formal reasoning course.*

Hour: 1:10-2:25 TF

WHITAKER

PHYS 109(F) Sound, Light, and Perception (Q)

Light and sound allow us to perceive the world around us, from appreciating music and art to learning the details of atomic structure. Because of their importance in human experience, light and sound have long been the subject of scientific inquiry. How are sound and light related? How do physiology and neural processing allow us to hear and see the world around us? What are the origins of color and musical pitch? This course introduces the science and technology of light and sound to students not majoring in physics. We will start with the origins of sound and light as wave phenomena, and go on to topics including color, the optics of vision, the meaning of musical pitch and tone, and the physical basis of hearing. We will also discuss some recent technological applications of light, such as lasers and optical communications.

The class will meet for two 75-minute periods each week for a variable mixture of lecture, discussion, and hands-on, interactive experiments.

Format: mixed lecture/lab/discussion, three hours per week. Evaluation will be based on class participation, 7 problem sets, one in-class exam, a short oral presentation, and a final exam, all with a quantitative component.

No prerequisites. *Enrollment limit: 24 (expected: 24). This is a quantitative/formal reasoning course.*

Hour: 9:55-11:10 TR

MAJUMDER

PHYS 131(F) Particles and Waves (Q)

We focus first on the Newtonian mechanics of point particles: the relationship between velocity, acceleration, and position; the puzzle of circular motion; forces; Newton's laws; energy and momentum; and gravitation. The historical context in which these ideas developed will be discussed. We then turn to the basic properties of waves, such as interference and polarization, with emphasis on light waves. Finally, we bring the two strands together with a brief discussion of the wave-particle duality of modern quantum mechanics.

This course is intended for students who have not studied physics before or who have had some phys-

Physics

ics, but are not comfortable solving “word problems” that require calculus. (Students with strong backgrounds in the sciences are encouraged to consider taking Physics 141 instead.) Physics 131 can lead to either Physics 132 (for students wanting a one-year survey of physics) or Physics 142 (for students considering a physics or astrophysics major).

Format: lectures, three hours per week; laboratory, three hours every other week. Evaluation will be based on weekly problem sets, hour tests, labs, and a final exam, all of which have a substantial quantitative component.

Corequisite: Mathematics 103. *No enrollment limit (24/lab section); expected: 60. This is a quantitative/formal reasoning course.*

Hour: 11:00-11:50 MWF

Lab: 1-4 M,T,W

MAJUMDER

PHYS 132(S) Electromagnetism and the Physics of Matter (Q)

This course is intended as the second half of a one-year survey of physics. In the first half of the semester we will focus on electromagnetic phenomena. We will introduce the concept of electric and magnetic fields, and study in detail the way in which electrical circuits and circuit elements work. The deep connection between electric and magnetic phenomena is highlighted in a discussion of Faraday’s Law of Induction. In the second half of the semester, we introduce several of the most central topics in twentieth-century physics. We will discuss Einstein’s theory of special relativity as well as aspects of quantum theory. We will end with a treatment of nuclear physics, radioactivity, and uses of radiation.

Format: lectures, three hours per week; laboratory, three hours every other week. Evaluation will be based on weekly problem sets, labs, hour tests, and a final exam, all of which have a substantial quantitative component.

Prerequisite: Physics 131 or 141 or permission of the instructor, and Mathematics 103. *No enrollment limit (24/lab section); expected: 60. This is a quantitative/formal reasoning course.*

Hour: 11:00-11:50 MWF

Lab: 1-4 M,T,W

STRAIT

PHYS 141(F) Particles and Waves—Enriched (Q)

This course covers the same topics as Physics 131, but with a higher level of mathematical sophistication and more emphasis on waves. It is intended for students with solid backgrounds in the sciences, either from high school or college, who feel comfortable solving “word problems” that require calculus. Physics 141 can lead to either Physics 132 (for students wanting a one-year survey of physics) or Physics 142 (for students considering a physics or astrophysics major).

Format: lectures, three hours per week; laboratory, three hours every other week; conferences, one hour every other week. Evaluation will be based on weekly problem sets, quizzes and hour tests, and labs, all of which have a substantial quantitative component.

Prerequisites: high school physics and Mathematics 103 (or equivalent placement). *No enrollment limit (24 per lab section); expected 50. This is a quantitative/formal reasoning course.*

Hour: 11:00-11:50 MWF

Lab: 1-4 M,T,W

AALBERTS

PHYS 142(S) Foundation of Modern Physics (Q)

The twentieth century has been an extremely productive and exciting time for physics. Special relativity has extended physics into the realm of high speeds and high energies. Quantum mechanics has successfully described phenomena at small energies and small distance scales. Our understanding of atoms, molecules, and solids has developed from a few revolutionary ideas into a sophisticated framework which today supports technologies that were unimagined in 1900.

This course will introduce many important developments in physics, including special relativity, the Bohr model of the atom, Schrodinger’s wave mechanics in one dimension, the chemical bond, energy bands in solids, and nuclear physics.

Format: lectures, three hours per week; laboratories, three hours every other week; conferences; one hour every other week.

Evaluation will be based on weekly problem sets, labs, two hour tests, and a final exam, all of which have a substantial quantitative component.

Prerequisites: Physics 141 and Mathematics 103, or equivalent. Students may *not* take both Physics 142 and Physics 151. Physics 131 may substitute for Physics 141 with the permission of the instructor.

Enrollment limit: none (24/lab section); expected: 50. This is a quantitative/formal reasoning course.

Hour: 11:00-11:50 MWF

Lab: 1-4 T,W,R

WOOTTERS

PHYS 151(F) Seminar in Modern Physics (Q)

Why does a hot coal glow red rather than blue or green or some other color? Remarkably, this simple question could not be answered before the year 1900, because the answer depends on a radical assumption introduced in that year by Max Planck. His work on thermal radiation marked the beginning of a revolutionary era in the history of physics that culminated in a new framework for our understanding of the physical world. The two pillars of this framework, quantum mechanics and relativity, together with the ideas of statistical physics that allow us to apply quantum mechanics to macroscopic objects (such as hot coals), constitute the core of this course. As we study this material, we will also be exploring the process of research in physics, partly by doing a few experiments of our own in class. We will discuss the interaction between experiment and theory, as well as the roles of simplicity, ele-

gance and unity in the search for explanations.

This is a small seminar designed for first-year students who have placed out of Physics 141. Teams of students will be responsible for leading some of the class sessions, and at the end of the semester each student will give a short oral presentation.

Format: lecture and discussion three hours a week; occasional lab experiments done in class. Evaluation is based on class participation, weekly problem sets, an oral presentation, two hour-exams and a final exam, all of which have a substantial quantitative component.

Prerequisite: placement by the department (see advanced placement above). Students may take either Physics 142 or Physics 151 but not both. *Enrollment limit: 20 (expected: 14). This is a quantitative/formal reasoning course.*

Hour: 8:30-9:45 TR

WOOTTERS

PHYS 201(F) Electricity and Magnetism (Q)

In this course, we study electromagnetic phenomena and their mathematical description. Topics include electromagnetic induction, alternating circuits, and the electromagnetic properties of matter. We also introduce Maxwell's equations, which express in remarkably succinct form the essence of the theory.

Format: lecture, three hours per week; laboratory, three hours per week. Evaluation will be based on weekly problem sets, labs, two hour tests, and a final exam, all of which have a substantial quantitative component.

Prerequisite: Physics 142. Corequisite: Mathematics 105. *No enrollment limit (16/lab section); expected: 25. This is a quantitative/formal reasoning course.*

Hour: 10:00-10:50 MWF

Lab: 1-4 M,T

STRAIT

PHYS 202(S) Waves and Optics (Q)

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: lecture, three hours per week; laboratory, three hours per week. Evaluation will be based on weekly problem sets, labs, a midterm exam, and a final exam, all of which have a substantial quantitative component.

Prerequisite: Physics 201. Corequisite: Physics/Mathematics 210 *or* permission of the instructor. *No enrollment limit (16/lab section); expected: 25. This is a quantitative/formal reasoning course.*

Hour: 10:00-10:50 MWF

Lab: 1-4 TR

K. JONES

PHYS 210(S) Mathematical Methods for Scientists (Same as Mathematics 210) (Q)

This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. A series of optional sessions in TrueBasic will be offered for students who do not already have a background in programming.

Format: lecture, three hours per week. Evaluation will be based on weekly problem sets, a midterm exam and a final exam, all of which have a substantial quantitative component.

Prerequisites: Mathematics 105 and familiarity with Newtonian mechanics at the level of Physics 131. *No enrollment limit (expected: 20). This is a quantitative/formal reasoning course.*

Hour: 9:55-11:10 TR

AALBERTS

PHYS 301(F) Quantum Physics (Q)

This course serves as a one-semester introduction to the history, formalism, and phenomenology of quantum mechanics. We begin with a discussion of the historical origins of the quantum theory, and the Schrodinger wave equation. The concepts of matter waves and wave-packets are introduced. Solutions to one-dimensional problems will be treated prior to introducing the system which serves as a hallmark of the success of quantum theory, the three-dimensional hydrogen atom. In the second half of the course, we will develop the important connection between the underlying mathematical formalism and the physical predictions of the quantum theory. We then go on to apply this knowledge to several important problems within the realm of atomic and nuclear physics.

Format: lecture, three hours per week; laboratory, three hours per week. Evaluation will be based on weekly problem sets, labs, a midterm exam, and final exam, all of which have a substantial quantitative component.

Physics

tive component.

Prerequisites: Physics 202 and Physics 210. *No enrollment limit (8/lab section); expected: 15. This is a quantitative/formal reasoning course.*

Hour: 9:00-9:50 MWF

Lab: 1-4 M,T,W

WHITAKER

PHYS 302(S) Statistical Physics (Q)

The natural world is built with many small components interacting in a simple but coordinated way. With a statistical view, we may make sense of the cooperative phenomena which emerge.

For example, we can associate macroscopic thermodynamic properties with ensembles of microscopic states. With calculations and simple numerical exercises we shall probe a wide variety of physical phenomena: magnetism, gasses, heat engines, thermal radiation, electrons in solids, polymers, random walks in fluids or in the stock market, and genomic information.

Format: lecture, three hours per week; computer lab 1&1/4 hours per week. Evaluation will be based on weekly problem sets, quizzes, labs and a final exam, all of which have a substantial quantitative component.

Prerequisites: Physics 142, Physics 210. *No enrollment limit (expected: 15). This is a quantitative/formal reasoning course.*

Hour: 9:00-9:50 MWF

Lab: 2:35-3:50 T

AALBERTS

PHYS 315 Bioinformatics and Biological Physics (Not offered 2002-2003; to be offered Fall 2003) (Q)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/phys/phys315.html>)

PHYS 316(F) Protecting Information: Applications of Abstract Algebra and Quantum Physics (Same as Mathematics 316) (Q)

Living in the early decades of the information age, we find ourselves depending more and more on codes that protect messages against either noise or eavesdropping. We begin this course by studying the history of this subject, including, for example, the story of the enigma code from World War II. We then examine some of the most important codes currently being used to protect information, including linear codes, which in addition to being mathematically elegant are the most practical codes for error correction, and the RSA public key cryptographic scheme, popular nowadays for internet applications. Looking ahead by a decade or more, we show how a "quantum computer" could crack any RSA code in short order, and how quantum cryptographic devices will achieve security through the Heisenberg uncertainty principle. Evaluation will be based on homework sets and exams.

Prerequisites: Physics 210 or Mathematics 211 (possibly concurrent) or permission of the instructors. (Students not satisfying the course prerequisites but who have completed Mathematics 209 or Mathematics 251 are particularly encouraged to ask to be admitted.) and

This is a quantitative/formal reasoning course.

Hour: 11:00-11:50 MWF

WOOTTERS and LOEPP

PHYS 318 Materials Science: The Chemistry and Physics of Materials (Same as Chemistry 318) (Not offered 2002-2003) (Q)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/phys/phys318.html>)

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 one semester of 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 (Q)

This course will explore a number of important topics in quantum mechanics such as perturbation theory and the semiclassical interaction of atoms and radiation. Research or review articles from the physics literature will be assigned to supplement standard texts and to help motivate discussion. Applications and examples will be taken mostly from atomic physics with some discussion of precision measurements and fundamental symmetries.

The class as a whole will meet once a week for 50 minutes to discuss questions on the reading. Each student will also be assigned to a tutorial meeting with the instructor and one or two other students, at which the students will take turns presenting solutions to assigned problems. Written solutions to selected problems will be due a few days later.

Format: tutorial meeting, 1&1/4 hours per week; lecture, one hour per week. Evaluation will be based on weekly problem sets, tutorial participation, presentations, and a final exam or final project, all of which have a substantial quantitative component.

Prerequisite: Physics 301. *Enrollment limit: 20 (expected: 10). This is a quantitative/formal reasoning course.*

Hour: 1:10-2:25 F

MAJUMDER

PHYS 405T Electromagnetic Theory (Not offered 2002-2003; to be offered Fall 2003) (Q)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/phys/phys405.html>)

K. JONES

PHYS 411T(F) Classical Mechanics (Q)

The course will investigate advanced topics in classical mechanics including phase space plots, non-linear oscillators, numerical solutions, approximation methods, the calculus of variations, the Lagrangian and Hamiltonian reformulations of mechanics, rotating frames of reference (with emphasis on the implications for physics on the Earth) and scattering cross sections. The carry over of ideas developed in the context of classical mechanics into other areas of physics will be explored. The class as a whole will meet once per week for an introductory lecture/discussion. A second tutorial meeting between the instructor and a pair of students will be scheduled later in the week. Students will take turns working and discussing problems at the chalkboard. Written solutions will be due later in the week. Format: tutorial meeting, 1&1/4 hours per week; lecture, one hour per week. Evaluation will be based on weekly problem sets, tutorial participation, presentations, and a final exam or final project, all of which have a substantial quantitative component.

Prerequisites: Physics 202 and Physics 210 or Mathematics 210. Enrollment limit: 20 (expected: 10). This is a quantitative/formal reasoning course.

Hour: 1:10-2:25 F

K. JONES

PHYS 418 Gravity (Not offered 2002-2003; to be offered Spring 2004) (Q)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/phys/phys418.html>)

WOOTTERS

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 Solid State Physics (Not offered 2002-2003; to be offered 2003-2004) (Q)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/phys/phys451.html>)

STRAIT

PHYS 454(S) Elementary Particle Physics (Q)

This course will introduce students to *The Standard Model* of particle physics. We will examine the nature of the fundamental forces, including how they are unified, and the nature of fundamental particles.

Format: independent study. Evaluation will be based on weekly problem sets and presentations, and a final exam, all of which have a substantial quantitative component.

Prerequisite: Physics 301 and permission of the instructor. Enrollment limit: 4 (expected: 2). This is a quantitative/formal reasoning course.

Hour: TBA

WHITAKER

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.

ASPH 493(F)-W031, W031-494(S) Senior Research in Astrophysics

(See under Astrophysics for full description.)

Members of the Astronomy and Physics Departments

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

POLITICAL ECONOMY (Div. II)

Chair, Associate Professor DOUGLAS GOLLIN

Advisory Committee: Professor: JACOBSON. Associate Professors: GOLLIN, C. JOHNSON**, ZIMMERMAN. Assistant Professor: OAK.

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

Political Economy

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 Economics 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 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 Developing Country Macroeconomics

or Economics 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 215 Bureaucracy and American Politics

or Political Science 216 Constitutional Law II: Individual Rights

or Political Science 219 Constitutional Law I: Structures of Power

or Political Science 308T Environmental Policy

or Political Science 317 Environmental Law

Political Science 220 Managing Global Commons

or Political Science 226 Globalization and the Environment

or Political Science 227 Ethics and Interests in International Politics

or Political Science 100 Asia and the World

or Political Science 223 International Law

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

or Political Science 341 Wealth and Power in East Asia

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 or Economics taken during the junior year. This course, which may be one of the required electives, must be closely related, indeed must prepare the ground for the honors thesis.

Juniors in the Political Economy major with at least a 3.5 GPA in the program may apply for the honors thesis program by means of a written proposal submitted to the chair before spring registration. Written guidelines for such proposals are available in the chair's office or on the program website. The

proposal should have been discussed with at least two faculty members, and at least one faculty advisor from each discipline should be solicited by the student prior to submission of the proposal.

Final decisions about admission to the honors program will be made in early summer, when spring grades become available.

To achieve the degree with honors in Political Economy, the thesis must be completed by the end of winter study period and be judged of honors quality by a committee consisting of the two advisors and a third reader. A thesis judged to be of particular distinction will qualify its author for the degree with highest honors.

COURSE NUMBERING SYSTEM

The numbering system for courses offered and required in Political Economy is identical to the system outlined on page 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

OAK and KIZILBASH

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: 2:35-3:50 MR

MAHON

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 policy-making 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

GOLLIN and C. JOHNSON

POEC 493(F)-W031 Honors Thesis

POLITICAL SCIENCE (Div. II)

Chair, Professor GARY J. JACOBSON

Professors: COOK**, CRANE, JACOBSON, MACDONALD, MARCUS, REINHARDT, A. WILLINGHAM*. Associate Professors: C. JOHNSON**, MAHON***, SHANKS. Assistant Professors: M. DEVEAUX**, KIM*, M. LYNCH, MCALLISTER, PAUL. Visiting Assistant Professors: FRANKLIN, KIZILBASH, TAMAS. Adjunct Professor: K. LEE. Bolin Fellow: VON VACANO.

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 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, 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 a Senior Thesis (493-W031-494), and (3) have a minimum GPA of 3.5 in Political Science.

To become a candidate for honors the student must, (1) apply in the second semester of the junior year, (2) submit a research proposal acceptable to the department's honors committee and for which an appropriate advisor is available, and (3) have a minimum GPA of 3.5 in Political Science for the first six semesters. (Political Science 493-W031-494 DO NOT count toward the total of nine required of all majors.)

ADVANCED STUDY IN AMERICAN POLITICS

The Department of Political Science provides the opportunity for an unusually gifted student to engage in an entire year's advanced research in American politics under singularly favorable conditions. Supported by income derived from an endowment fund, the student, designated the Sentinels of the Republic Scholar (after the name of the fund), receives a substantial research stipend to cover costs associated with the proposed project.

This unique research course (Political Science 481-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 (expected: 60).*

Hour: 1:10-2:25 TF

CRANE

PSCI 100 Politics and Freedom (Same as American Studies 100) (Not 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 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci101.html>)

SHANKS

PSCI 101(S) (Section 02) Seminar: Moral and Political Reasoning (W)

How do we make difficult moral decisions: from empathy and concern, or impartial reason? How *should* we make moral decisions? Do justice and morality require that we give equal consideration to everyone in society? And what about concern for the lives and conditions of people outside one's country? Moral and political thinkers have always disagreed on the motives and considerations that should guide people's judgements. Nowhere is this disagreement more apparent than in political theory and practice. When considering whether a public policy is fair and just, some say we should consider only whether it contributes to the overall or public good. Others say we should pay attention to how a policy affects specific groups—or even how a policy or action affects those we love. This course examines these and other dilemmas in our moral and political reasoning and decision-making by examining both classic texts in moral and political theory and recent readings on concrete issues, such as abortion, the morality of public officials, refugee policy, and human rights.

Seminar style, discussion based format.

Requirements: class participation, a weekly 1-page critical response piece, three written assignments of 5 to 8 pages (with mandatory drafts and rewrites), and final exam.

Political Science

Enrollment limit: 19 (expected: 19). Open only to first-year students; others with permission of instructor. This course is writing intensive.

Hour: 9:55-11:10 TR

M. DEVEAUX

PSCI 101 (Section 03) Small is Beautiful: The Greens and Globalization (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci101.html>)

PAUL

PSCI 101 (Section 04) Activism (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci101.html>)

SHANKS

PSCI 120(F) America and the World After September 11

The terrorist attacks of September 11 and the war in Afghanistan raised fundamental questions about the past and future course of American foreign policy. While virtually no one defended the terrorist attacks, many academics argued that the root causes of September 11th were supposedly to be found in the flaws of the American approach to the world. In this view, America is an arrogant, unilateralist country that ignores the views and perspectives of the rest of the world community, relies far too much on its overwhelming military power, and often acts against its ideals and values by supporting repressive and unpopular regimes. This course has three primary objectives. First, we will assess important critiques of contemporary American foreign policy from both the left and right of the political spectrum. Second, we will examine the historical and intellectual background of both supporters and critics of American foreign policy in the post Vietnam War era. Third, in the aftermath of September 11 we will attempt to answer the most important question of all for any analysis of American foreign policy: What is to be done? While current issues of American foreign policy will be addressed in this class, potential students should note that its primary focus is not placed on the technical/military elements of combating terrorism.

Format: lecture/discussion. Requirements: assignments will include weekly response papers, two 5- to 7-page papers, and a comprehensive in-class final exam. Students will also be required to obtain free online subscriptions to the *New York Times* and other current periodicals.

No prerequisites. *Enrollment limit: 50 (expected: 50). Preference given to first- and second-year students.*

International Relations Subfield

Hour: 11:20-12:35 TR

MCALLISTER

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: 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 (expected: 37 per section).

American Politics Subfield

Hour: 9:55-11:10 TR, 2:35-3:50 MR

1:10-2:25 MR, 2:35-3:50 MR

First Semester: FRANKLIN

Second Semester: TAMAS

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 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, reading response papers, and class participation.
No prerequisites. *This is an introductory course, open to all students, including first-year students.*
Enrollment limit: 40 per section (expected: 40 per section).

International Relations Subfield

Hour: 8:30-9:45 TR, 11:00-12:15 MWF
11:00-12:15 MWF, 2:35-3:50 MR

First Semester: M. LYNCH
Second Semester: PAUL

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 (expected: 20).

Political Theory Subfield

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

REINHARDT

PSCI 204(F) (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?

Format: discussion/lecture. 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 per section (expected: 30 per section).

Comparative Politics Subfield

Hour: 1:10-2:25 MR, 2:35-3:50 MR

MACDONALD

PSCI 207(F) Political Elections

Elections in American politics are dynamic events in which many different groups struggle to gain control of political institutions at the local, state, and federal levels. During the campaigns, candidates and their supporters move across the land, appear on television, radio, and through the printed press. Simultaneously, various organizations and interest groups attempt to gain influence with the candidates and with public opinion by raising money, making endorsements, running political appeals in the various media, and supplying activists to work for the candidates they favor. This course explores the factors that shape the outcome of political elections in America. Among the factors we will consider are: the state of the economy, international events, the role of political parties at the state and national levels, the current partisan balance, ideology, media, special interests, money, candidates, the "hot" issues of the moment and long enduring issues, campaign debates, media, and campaign polling and public opinion. We will consider in detail the 2002 national elections both at the Federal level (Senate and House) and State.

Format: lecture. Requirements: a midterm, a final, and a research paper.

No prerequisites. *Enrollment limit: 39 (expected: 20-24). Open to first-year students with Advanced Placement credit in American Politics.*

American Politics Subfield

Hour: 11:20-12:35 TR

MARCUS

PSCI 208 The Politics of Family Policy (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci208.html>)

C. JOHNSON

Political Science

PSCI 209 Poverty in America (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci209.html>)

C. JOHNSON

PSCI 210(S) The Politics of U.S. Social Movements in the Twentieth and Twenty-First Centuries

This course familiarizes students with the theoretical and conceptual issues that are central to the study of social movements. It examines U.S.-based social movements that have gained salience in U.S. politics, including those centered on civil rights policy, identity (race, gender, sexual orientation), health, anti-war and peace efforts, students, free speech, labor, environmental justice, and anti-globalization activities. The course is concerned with how such efforts influence the larger political process, public policy preferences, and the institutional political arena. It looks at pioneering sociological and psychological explanations and more recent interpretations grouped under the broad topic of "new" social movement theory. The course considers in detail the alternative (labor) movement in the United States, beginning in the early twentieth century and continuing to the present, and will draw on the research and theory in works by Piven and Cloward, Tarrow, Morris, Castelles, Garner, Freeman, Touraine, Melucci, Boggs (Carl), and Lynd.

No prerequisites. Open to first-year students with Advanced Placement credit in American politics. Format: discussion/lecture. Requirements: several short critical response papers, and one 12- to 15-page final paper.

No prerequisites. *Enrollment limit: 20 (expected: 20).*

American Politics Subfield

Hour: 8:30-9:45 MWF

FRANKLIN

PSCI 211 Public Opinion and Political Behavior (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci211.html>)

MARCUS

PSCI 212 News Media in American Politics (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci212.html>)

COOK

PSCI 213 Theory and Practice of Civil Rights Protest (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci213.html>)

A. WILLINGHAM

PSCI 214(F) (formerly 313) Congressional Politics

During most of American history, Congress dominated politics at the national level. But over the last century, Congress has become weaker vis-à-vis the presidency at the same time that political professionals bent on winning reelection and power have taken over the institution. Has the rise of political professionals undermined Congress' ability to function? In this course we will explore this controversy and many others like it. Topics will include the evolution of Congress over the twentieth century, congressional elections, the committee and subcommittee system, congressional leadership and the legislative process. Questions will include the following: Have recent reforms produced a fundamental change in the way the Congress works? Why do representatives win reelection at such an astounding (and some say, alarming) rate? Do Senate legislative staffs have more power over legislation than Senators themselves? Are the committee system and television the primary causes of the seemingly ongoing expansion of the Federal Government? Requirements: two critical essays and a self-scheduled final exam. No prerequisites. Open to first-year students with Advanced Placement credit in American politics.

Format: lecture/discussion. *Enrollment limit: 24 (expected: 24).*

American Politics Subfield

Hour: 11:00-12:15 MWF

TAMAS

PSCI 215(S) FBI, FDA, EPA and All the Rest: Bureaucracy and American Politics (W)

Jack-booted, pointy-headed, petty, arbitrary, lazy, unaccountable...Certainly we have more than enough negative adjectives for the bureaucracy. But are they really that bad? Whether bad or good, virtually all that government does in modern democracies is done by bureaucracies. The administrative branch of government is a powerful institution that both makes and implements public policy. This class will consider several important questions concerning bureaucracy and democracy, including: What are the sources of power for the bureaucracy? In what ways and to what extent is that power limited, and by whom? How does the bureaucracy make and implement public policy? And to whom and to what extent is the bureaucracy accountable for its actions?

Format: discussion/lecture. Requirements: 4 or 5 short papers with revisions possible, one long paper

with revisions required.

No prerequisites. *Enrollment limit: 19 (expected: 18). This course is writing intensive.*

American Politics Subfield

Hour: 11:20-12:35 TR

C. JOHNSON

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 final exam and two critical papers of short to medium length.

No prerequisites. *Open to first-year students with Advanced Placement credit in American politics.*

Enrollment limit: 39 (expected: 39).

American Politics Subfield

Hour: 9:55-11:10 TR

JACOBSON

PSCI 217(F) Black Political Participation in the United States

A comprehensive overview to introduce students to a consolidating sub-field of study—Black Politics—focused on evolving patterns of participation in black America. It covers a variety of forms of politics, both protest and conventional. Special attention will be devoted to black leadership—its character, functions and changing influence—and sociopolitical organizations. Texts analyzed in the course will draw from the work of Dubois, Myrdal, Jones, Carmichael and Hamilton, and Barnett. We review theories of black participation: the political context variable, deracialized electoral campaigns, cooptation and political incorporation, critical elections theory, linkage theory, and the black utility heuristic. Among the cases to be examined in the course are Jesse Jackson's 1984 and 1988 presidential campaigns, black mayoralities, the Million Man March, and the emergence and growth of the Black Caucus activity in congress and legislatures.

Format: discussion/lecture. Requirements: several short critical response papers, and one 12-15 page final paper. This is an introductory course, open to all students, including first-year students.

Enrollment limit: 25 (expected: 15).

American Politics Subfield

Hour: 2:35-3:50 TF

FRANKLIN

PSCI 218(F) Presidential Politics

The American president is commonly seen as the focal point of American politics and the most powerful person in the federal government. Yet, presidential power is severely limited by other political actors and institutions (Congress, government agencies, foreign governments, the media and interest groups, to name just a few), and an administration's success is far from guaranteed. Only three of the ten presidents after FDR remained in office for two full terms. Three were defeated during reelection bids; two did not bother trying to run for reelection; one resigned to avoid impeachment; another barely survived removal by the Senate and one was assassinated. In this course we will study why the modern president is at once so powerful and so weak. Topics will include the dynamics of presidential power, the presidential selection process, the ongoing struggle between the White House and Congress, and the presidential relationship with the mass media. While the primary focus will be on the modern presidency, there will also be consideration of the historical development of this office. Requirements: two critical essays and several group simulations. No prerequisites. Open to first-year students with Advanced Placement credit in American politics. Format: lecture/discussion. *Enrollment limit: 24 (expected 24).*

American Politics Subfield.

Hour: 1:10-2:25 MR

TAMAS

PSCI 219 Constitutional Law I: Structures of Power (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci219.html>)

JACOBSON

PSCI 220(S) Managing Global Commons (Same as Environmental Studies 232)

(See under Environmental Studies for full description.)

PSCI 221 The Causes of War (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci221.html>)

Political Science

PSCI 222 The United States and Latin America (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci222.html>)

MAHON

PSCI 223(S) International Law

International law embodies the rules that govern the society of states. It spells out who can be a state and how to become one, what states can do, what they cannot do, and who can punish transgressions; it also determines the status of other actors, like international organizations, heads of state, refugees, transnational religious institutions and multinational corporations. International law is like domestic law, with one difference: the same group that makes the law enforces it. In other respects it is the same: it protects the status quo, including the distribution of power among its members; it spells out legitimate and illegitimate ways of resolving conflicts of interest; it is biased toward the powerful; it tells its members how to act to coordinate their interests and minimize direct conflict; some of it is laughable and purely aspirational, some of it necessary for survival. And like domestic law, it is enforced only some of the time, and then against the weak more than the strong. Yet law is still where we look first for justice. This course will examine the historical bases of contemporary international law, its development since World War II in the context of American hegemony, and current dilemmas in its practice. Students will study historical materials as well as cases.

Format: lecture/discussion. Requirements: two midterms and a final exam.

No prerequisites. *Enrollment limit: 39 (expected: 40).*

International Relations Subfield

Hour: 1:10-2:25 TF

SHANKS

PSCI 224 Ethnic Conflict in World Politics (Not offered 2002-2003) (W)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci224.html>)

M. LYNCH

PSCI 225(S) International Security

What is security? While international security once primarily referred to military conflict and the threat of nuclear war, today it often refers to the environment, the movement of peoples, biological and chemical weapons, and other non-traditional sources of insecurity. This class examines a wide range of conceptions and problems of international security, traditional and non-traditional, and considers the prospects for cooperation to overcome these threats. It first asks whether the focus of security studies should be individual human beings, states, the world as a whole, or something else. It then asks whether security should be seen as primarily competitive, so that one's security can only be enhanced by threatening the security of another, or primarily cooperative, so that one's security is best protected by increasing the security of others. It also evaluates the various mechanisms by which states and non-state actors can act to increase the security of individuals, groups, and the world, as well as the extent to which they are likely to act in these ways.

Format: lecture/discussion. Requirements: final exam, two papers, and reading response papers.

No prerequisites, but Political Science 202 recommended. *Enrollment limit: 40 (expected: 40).*

International Relations Subfield

Hour: 11:20-12:35 TR

M. LYNCH

PSCI 226(F) Globalization and the Environment (Same as Environmental Studies 231)

(See under Environmental Studies for full description.)

PSCI 227 Ethics and Interests in International Politics (Not 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, economic Nationalist, Marxist and green theoretical traditions (including Smith, Keynes, List, Marx, Polanyi and others) and a study of the emergence of the contemporary global order. We will examine both global trade and global finance, along the way focusing on important issues of current interest including free trade and the WTO, the spread of transnational corporations, dollarization, international labor standards, uneven development and the cultural underpinnings of consumerism.

Format: lecture/discussion. Requirements: two critical papers, final exam, small discussion group projects.

No prerequisites. *Enrollment limit: 39 (expected: 39). Priority given to Political Science majors. International Relations Subfield*

Hour: 8:30-9:45 MWF

PAUL

PSCI 230 American Political Thought (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci230.html>)

PSCI 231 Ancient Political Thought (Same as Philosophy 231) (Not offered 2002-2003) (W)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci231.html>)

PSCI 232(S) Modern Political Thought (Same as Philosophy 232)

The course surveys some of the major texts and themes in European political theory from the Renaissance and the Reformation to the French Revolution. Through critical textual analysis, we consider a range of issues, including the character of, and intersections between, modernity, liberalism, and the market, as well as how women and the property-less are figured by these texts. We begin by outlining the origins of modernity as developed in the works of More, Machiavelli and Luther; second, we trace the impact of the Reformation in England, focusing on the Putney Debates and on the social contract theories of Hobbes and Locke; third, we look at the extension and eventual subversion of the social contract in the work of Rousseau and Hume; the course concludes with a series of revisions to the modern, liberal tradition, from the rights of man to a liberalism without rights, as developed in the work of Paine, Burke, Wollstonecraft and Bentham. Through all of these discussions, we consider the nature of political theory.

Format: lecture, with limited discussion. Requirements: regular class participation; weekly précis assignments (one pg.); and three essays (5-7 pgs.).

No Prerequisites. *Enrollment limit: 39 (expected 25).*

Political Theory Subfield

Hour: 8:30-9:45 TR

KIZILBASH

PSCI 234(S) Rhetoric, Politics, Demonology

Given a contemporary political context defined by a nearly ubiquitous, that is global, use of a rhetoric of evil and of evildoers, the course offers a critical look at the rhetorical connections between demonology and politics. The course begins with the practice of demonology in a variety of historical periods and through the work of various authors, including God, Dante, Milton, Luther, Nietzsche, Melville, Publius, Tocqueville, Ronald Reagan and G.W. Bush. We ask: Why do politicians regularly use religious imagery in their political rhetoric? What is it about religious rhetoric that seems to have an enduring appeal for established politicians as well as for would-be reformers and reactionaries? Is there something in the very structure of political and rhetorical argumentation that makes religious demonology a 'natural' partner? And should we feel at all uncomfortable when we hear sacred imagery invoked in the 'profane' world of politics? The course, then, concludes with a more general set of theoretical questions on the nature and value of rhetorical speech: Does rhetoric, by definition, contradict truthful speech? If so, what is at stake when we use rhetorical figures in speaking politically? Or, in contrast, does rhetoric play a more substantial, even constructive, role in the life of the citizen, especially the citizen of a democracy? Format: lecture/discussion. Requirements: regular class participation; weekly précis assignments (one pg.); in-class presentation; two essays (8-10pgs.)

No Prerequisites. *Enrollment limit: 39 (expected 20).*

Political Theory Subfield

Hour: 11:00-12:15 MWF

KIZILBASH

PSCI 235 Multiculturalism and Political Theory (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci235.html>)

M. DEVEAUX

PSCI 236(S) Latin American Political Thought: A Survey*

The main objective of this course is to explore various traditions in Latin American political theorizing. Generally, the canon in the discipline of political theory/philosophy is limited to European and North American contributions. Moreover, most courses in Latin American politics focus on empirical problems. In this course we shall address these two concerns by examining key texts in the history of political theory in the Spanish-American continent. In this way we will see how the unique experience of Latin American theorists draws on both indigenous and European sources to create something new. We will begin by considering the work of Bartolomé de las Casas, Francisco de Vitoria, and other Catholic thinkers of the Colonial period. As we consider Latin American republican thought, we shall see how Simon Bolívar was influenced by the European continental republican tradition. We will explore the thought of José Martí, Rodó, and Sarmiento. The Marxist tradition, in dialogue with the European experience, will also be examined as we read Mariátegui and the later work of Ernesto Ché

Political Science

Guevara and Fidel Castro Ruz. Liberation theology will be assessed through the work of Gustavo Gutiérrez. We will end the course with selections of more contemporary work by Vargas Llosa, Hernando de Soto and other neo-liberals, as well as the subaltern women's writing of Domitila Chungara and the post-modern 'indigenismo' of Subcomandante Marcos.

Format: lecture/discussion. Requirements: class participation, a presentation, and a final paper of your own choosing based on agreement with instructor.

No Prerequisites *Enrollment limit: 39 (expected: 20).*

Hour: 11:20-12:35 TR

VON VACANO

PSCI 239 Political Thinking About Race: Resurrecting the Political in Contemporary Texts on the Black Experience (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci239.html>)

A. WILLINGHAM

PSCI 242(S) (formerly 362) Planning a Tragedy: America and the Vietnam War

This course examines the central issues involved in the Vietnam War. Our objective will be to determine why American policymakers persisted in a course that resulted in a disaster for both the United States and the people of Vietnam. The method by which we will accomplish this objective is through an immersion in government documents, memoirs, and other primary sources. Students will be expected to reach their own conclusions about the central issues of the Vietnam War rather than by simply relying on the conclusions of historians and political scientists. In addition to learning about the Vietnam War, a central purpose of this course is to improve the research skills and writing abilities of each student in the class.

Course assignments will include several short papers, tutorial sessions, and class presentations.

Format: lecture/discussion. Requirements: Four 5-page papers.

No prerequisites. *Enrollment limit: 14 (expected: 14). Preference given to first-year students and sophomores. Permission of instructor required.*

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

International Relations Subfield

Hour: 1:10-2:25 TF

MCALLISTER

PSCI 244 Middle East Politics: State Formation and Nationalism (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci244.html>)

M. LYNCH

PSCI 246 Mexican Politics (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci246.html>)

MAHON

PSCI 247 Political Power in Contemporary China (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci247.html>)

CRANE

PSCI 249(F) Latin-American Politics*

This course surveys Latin-American politics, with some emphasis on political economy. Its first half is historical and comparative. We briefly examine the colonial, Independence, and postindependence periods in explicit contrast with the same stages in U.S. history. Then, after considering how twentieth-century popular movements in Argentina, Brazil, and Mexico have shaped the political landscape in each country, we discuss the region's elite-sponsored encounter with the global economy and its culture. In the second half of the course we address topics of current interest, including U.S. relations with Cuba and Mexico, narcotics trafficking, religion and politics, women and social change, politics and television, environmental preservation, and race.

Format: lecture/discussion format. Requirements: a short map quiz, two (3-page) essays, and either a 5-page essay and a regular final exam or a medium length (12-page) research paper and an abbreviated final exam.

No prerequisites. *Open to first-year students with Advanced Placement credit in Comparative Politics.*

Comparative Politics Subfield

Hour: 9:55-11:10 TR

MAHON

PSCI 262(F) 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 (expected: 39).*

International Relations Subfield

Hour: 2:35-3:50 MR

MCALLISTER

PSCI 263 Making Foreign Policy (Not 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 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci264.html>)

SHANKS

PSCI 265 The International Politics of East Asia (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci265.html>)

CRANE

PSCI 267 Arab-Israeli Relations (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci267.html>)

M. LYNCH

PSCI 300(S) 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 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 (expected: 6).*

Counts for all subfields.

Hour: 11:00-12:15 MWF

SHANKS

PSCI 303T(S) Opening Pandora's Box?: Moral and Political Issues in Genetic Research (W)

Recent developments in genetic research, particularly those involving the potential cloning of humans, raise profound and distinctive moral and political questions. This tutorial proposes to engage both kinds of questions. Morally, we will consider how to think about the consequences of genetic research, the extent to which scientists should have considerable autonomy in these matters, the difficulty of making decisions about the costs and benefits of genetic engineering when both are unknown, and the implications of trying to decide questions of the definition and limits of human life in the absence of widely agreed ethical standards. Do issues raised by genetic research require the government to regulate science and, if so, how extensively and on what basis? Politically, this tutorial will consider some of the factors that underpin and influence the moral decisions. How does American politics typically deal with issues of "slippery slopes," where most of the public wants the benefits provided by a certain endeavor yet deeply fears some of the eventual outcomes? And how, in the particular case of genetic engineering, is public opinion and public policy being influenced by the biotechnology industry? To those ends, we will consider the sources of public opinion and examine the interests and influence of the biotechnology industry in the United States. Finally, we will consider whether these issues can be addressed adequately by any nation state. Does the fact of globalization obstruct governments

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from regulating the conduct and application of objectionable research, providing markets for the outcome of the research can be found?

Format: tutorial/discussion. Requirements: Each student will write five, 5- to 7-page papers; discussion and comments on papers of other students.

No prerequisites. *Enrollment limit: 10 (expected: 10). Sophomores from all backgrounds welcome. This course is writing intensive.*

American Politics and Political Theory Subfields

Hour: 8:30-9:45 MWF

MACDONALD

PSCI 305T(F) The Challenges of Knowing: The Holocaust

Although we may be mistaken about something we have ourselves experienced, we often take direct experience to be valid on its face. How do we know about events that occurred outside our ken? The distinction between knowledge as truth, based on direct knowledge, and mere opinion unhinged from direct observation, has a long lineage. It has given birth to the field of epistemology, the study of truth and how best to obtain and represent it. The tutorial will consider the matter of truth and its telling using a variety of case studies from the Holocaust. How can we, who have no memories of the events of the Holocaust, come to know it? There is a wide variety of ways of seeking and representing truth: memoir, testimony, documents of the time, oral history, each derived from participants. There are also accounts given by non-participants: documentary producers, historians, sociologists, and others using the tools of their disciplines. In addition to concerns about inaccuracy and misrepresentation, truth is often altered by the purpose of the inquiry. For example, legal proceedings consider testimony and evidence under specific rules to determine issue of guilt and punishment standards. How do criteria for truth and validity differ for a serious historian, or a casual reader? One case we shall consider is that of Adolph Eichmann. What role did he play in the "final solution"? We have a variety of sources we can examine for the facts: a film of his trial in an Israeli court; philosopher Hannah Arendt's contemporaneous account of that trial and her interpretation; Eichmann's published interrogation by the Israelis before the trial; and, his own memoir written during and after his trial. In addition we will examine documentaries of various kinds and approaches, fictional accounts, and books by historians and others. In all of the instances we shall explore what it means to determine facts; gain comprehension, assign blame (legal or moral, or both); and, the challenge of point of view (contrasting objective historical depiction at a distance as against subjective intimate experience as a participant). By the end of the tutorial, students will have gained a fuller understanding of the challenges of knowing. Students will discover how rich experience can be distorted and compressed even when those seeking are doing so with the best of intentions (though we will also consider instances of misrepresentation both intentional and not).

Format: tutorial. Each student will write and present orally an essay of approximately seven double-spaced pages every other week on an assigned topic (the written essays will be briefer in the first month, 5-6 pages, somewhat longer in the second, 6-7, and 7-9 in the third). Students not presenting have the responsibility of critically reviewing the work of the colleague. There will be a final written exercise and students will be evaluated on this exercise, their essays, and their critical reviews.

No prerequisites. *Open to all. Enrollment limit: 10 (expected 10).*

Political Philosophy Subfield

Hour: 8:30-9:45 MWF

MARCUS

PSCI 306 Practicing Feminism: A Study of Political Activism (Same as Women's and Gender Studies 306) (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci306.html>)

DIGGS, C. JOHNSON

PSCI 308T(S) Environmental Policy (Same as Environmental Studies 308) (W)

(See under Environmental Studies for full description.)

PSCI 309 Comparative Constitutionalism (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci309.html>)

JACOBSON

PSCI 310(S) Political Psychology (Same as Psychology 345)

Political psychology studies the heart of politics. For example, many political philosophers begin their political programs with foundational claims about "human nature." These claims are then used to support their vision of politics. Claims about progress presume that human nature will be improved with the right political change. For example, 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 and must accept rule by their betters. Many of these arguments turn on how rational people are and their capacity and willingness to pursue justice for all people. We explore what psychology tells us about people as political citizens and leaders. Political psychology explores how people understand and act in and on the world around them. More specifically, when people attend to politics and how people make political judg-

Political Science

ments. The course pays special attention to the powerful, but surprising, roles that emotions play in all aspects of politics. Lecture/discussion format.

Requirements: a midterm, a term paper, and a final exam.

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: 30 (expected: 24).*

American Politics Subfield

Hour: 11:20-12:35 TR

MARCUS

PSCI 312 Southern Politics (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci312.html>)

A. WILLINGHAM

PSCI 315(S) American Political Parties

Political parties are critical to the workings of modern, mass democracy. They significantly simplify voting decisions for most people, and they act as a bridge between the institutions of government and the mass public that the state is supposed to represent. But they are also organizations riddled with inconsistencies. To be effective, parties must remain united and present a consistent ideology. Yet, especially in American politics, many factors push them towards disunity: The government is divided into different and often conflicting institutions; parties run candidates in many different individual, winner-take-all district and state elections, and ideological leanings in America vary widely by location; and these parties must act as umbrella organizations for a wide range of interest groups. Thus, the Democrats try to gain support in both Massachusetts and Mississippi while the Republicans attempt to hold together a fragile alliance of libertarians and social conservatives. In this course, we will explore the contradictory demands on parties and attempt to uncover how they resolve these political dilemmas. We will also scrutinize American parties from a comparative perspective; we will study the possibilities for, or plight of, third parties in the United States; and we will examine the evolution of major parties in America over the past two centuries.

Format: lecture/discussion. Requirements: One ten page midterm paper, several group simulations, and a research paper to be handed in at the end of the semester.

Prerequisite: Political Science course at the 200 or 300 level or permission of instructor. *Enrollment limit: 24 (expected 24).*

American Politics Subfield.

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

TAMAS

PSCI 316 Public Policymaking in the U.S. (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci316.html>)

C. JOHNSON

PSCI 317(F) Environmental Law (Same as Environmental Studies 307)

(See under Environmental Studies for full description.)

PSCI 318 The Voting Rights Act and the Voting Rights Movement (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci318.html>)

A. WILLINGHAM

PSCI 321 Regionalism in International Politics (Not 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 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci322.html>)

MCALLISTER

PSCI 323T(S) Political Islam (W)*

Why have Islamic movements become so powerful in the last 30 years? What are their real political goals? Is political Islam a rejection of modernity, a reaction to Western culture, or an ideology aimed at specific political objectives? Does the rise of political Islam herald an inevitable "clash of civilizations" with the West, or can Islam and the West peacefully co-exist? Questions such as these have become increasingly urgent since September 11. This course will examine the emergence, development, and substantive content of Islamist political movements in the twentieth century. The tutorial focuses upon the emergence of Islamist movements within distinctive political, economic, social and cultural conditions in the Middle East. It will juxtapose analytical readings on specific states or aspects of the Islamic trend with the writings of Islamists and other primary sources. We will look both at Islamist movements active in single states, the wider phenomenon of transnational Islamist politics, and the theoretical and philosophical issues raised by the rise of Islamist movements, to consider both similar-

Political Science

ities and diversity in Islamic politics. The object of the course is to understand Islamist movements on their own terms, and to be able to make informed judgements about the future of international politics. Format: tutorial. Requirements: biweekly papers and oral presentations.

No prerequisites. *Enrollment limit: 10 (expected: 10). This course is writing intensive.*

International Relations Subfield

Hour: 8:30-9:45 TR

M. LYNCH

PSCI 324 Leadership and Cooperation in World Politics (Not offered 2002-2003; to be offered Spring 2004)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci324.html>)

PSCI 326 Hierarchies in International Relations (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci326.html>)

PAUL

PSCI 327(F) The Global Politics of Development and Underdevelopment*

Consider a photograph of the Earth at night taken from space. What will you see? Great agglomerations of light in some parts of the world (North America, Western Europe, parts of East Asia) contrasted with vast expanses of darkness in other parts (much of Central and South America, Southeast Asia and nearly all of Africa). This pattern of light and darkness depicts a vastly unequal global distribution of technology, urban infrastructure, capital accumulation—in short, the global patterns of development and underdevelopment. What makes some areas ‘light’ and some areas ‘dark’? More importantly, how are these areas connected—both within and across national boundaries—through commodity chains, capital mobility, migration, political authority and the natural environment? What are the relations between development and underdevelopment?

This course is an investigation of political, economic and societal growth (or lack thereof) and change in the Global North and Global South through the lenses of International Political Economy and Political Ecology. Thus we will focus in particular on the global factors influencing development and underdevelopment, political-economic connections across national borders, and the intersections of power, production and nature. During our course of study we will cover topics such as theories of development and industrialization, urban-rural relations, urban bias in development policy, industrial agriculture, global agricultural trade, food security and hunger, international development organizations (WTO, World Bank, UNCTAD, Food and Agriculture Organization), peasant rebellions, ‘resource wars,’ sustainable development and ‘eco-imperialism’.

Format: discussion. Requirements: several short (3-4 pp.) papers, one long (10-12 pp.) paper, class participation

Prerequisites: Political Science 202 or Economics/Environmental Studies 234. *Enrollment limit: 21 (expected: 14).*

International Relations Subfield

Hour: 1:10-2:25 MR

PAUL

PSCI 330(S) Equality

What does it mean to be “equal” in society today? Why has equality increasingly come to be seen as a requirement of basic justice in liberal democracies? This course serves as an introduction to the subject of equality and its importance to liberal and democratic political theory and practice. Some central questions posed in the course include: Is it enough to be formally equal in the eyes of the law, or do people require equal resources, opportunities and capacities in order to be truly “equal”? Can liberal democratic states deliver on promises of justice and fairness in the absence of comprehensive social equality and equitable economic distribution? Is it the state’s role to foster such equality? The course disentangles different forms of equality (such as economic, political, sexual, racial and cultural equality) and assesses the merit of several concrete solutions to inequality, such as affirmative action and policies promoting multiculturalism.

Format: lecture/discussion. Requirements: class participation and presentations, two 6- to 8-page essays, one 8- to 10-page paper.

Prerequisite: one previous course in political theory or philosophy, or the permission of the instructor.

Enrollment limit: 24 (expected: 15).

Political Theory Subfield

Hour: 2:35-3:50 MR

M. DEVEAUX

PSCI 331(S) Theories of Community Organizing and Citizen Participation

This course examines what some scholars now call the community organizing tradition and its importance in U.S. political culture. Focusing on the last two decades, it looks at programs, strategies, and visions for social justice, asking the question: does this work nurture a certain critical orientation toward political, economic, and social institutions? The course familiarizes students with the main concepts and principles emerging from the community organizing tradition: relational model, women’s centered-approach, faith-based organizing, consensus approach, civic organizing, single-issue orga-

nizing, group-centered leadership, confrontation, and service-advocacy. Texts for the course will consist of works by key personalities, such as Alinsky, Boyte, Baker, Kahn, Trap, Mortimer, Ganz, Horton, and primary documents from such organizations as Algebra Project, National Welfare Rights Union/Kensington Welfare Rights Union, ACORN, Midwest Academy, Citizen Action, Industrial Areas Foundation, Community Organizing and Family Issues, Center for Third World Organizing, and Gamaliel Foundation.

Format: discussion/lecture. Requirements: several short critical response papers, and one 12-15 page final paper.

No prerequisites. Open to first-year students with Advanced Placement credit in American politics.

Enrollment limit: 25 (expected: 15).

American Politics and Political Theory Subfields

Hour: 2:35-3:50 TF

FRANKLIN

PSCI 331T Non-Profit Organization and Community Change (Not offered 2002-2003) (W)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci331.html>)

A. WILLINGHAM

PSCI 332 Civil Society and Its Discontents (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci332.html>)

KIM

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) Critical Theory

Compelling political theories often arise in response to real-world crises. The early twentieth century witnessed not one, but a series of world-historical crises, from Fascism and Stalinism, to the vagaries of imperial capitalism. What, then, was the theoretical reply? The course explores one of the more influential responses, as developed in the thought of Walter Benjamin, T.W. Adorno, and Herbert Marcuse, members of the Frankfurt School of critical theory. We begin with a brief primer on Hegel and Marx, with special emphasis on key concepts that are subsequently developed or challenged by our three theorists. The balance of the course examines how critical theory has pursued such themes as bourgeois art and architecture, mass media and the culture industry, technological administration and alienation, aesthetic transcendence and genuine communication-themes that are connected by a shared effort, made by all three men, to understand, and to offer means of escaping, assorted pathologies of twentieth-century life, especially those generated by National Socialism and by advanced industrial capitalism. The course concludes with a critical look at our critical theorists and their relevance for our own pathological early twenty-first century. Format: seminar, with a weekly introductory lecture and discussion. Requirements: Regular class participation; weekly précis assignments (one pg.); one essay (20-25 pgs.), which includes an in-class presentation on the essay topic.

Prerequisites: prior work in theory or permission of the instructor; while not a formal prerequisite, some familiarity with Marx's work would be useful. *Enrollment limit: 24 (expected 12).*

Political Theory Subfield

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

KIZILBASH

PSCI 335(S) Public Sphere/Public Space (W)

The "public sphere," one of the core concepts of modern democratic thought, has taken on renewed significance in intellectual life today. This writing-intensive seminar looks briefly at the evolution of the term, but concentrates on its relevance to contemporary politics. Our investigations will center on the character and meanings of public space. We will look at space both as a key metaphor in political theory and as a medium of everyday practical struggle: that is, we will examine not only some of the most influential conceptions of public life, but also the political forces shaping and shaped by the practical design and use of the built environment. These examinations will combine critical reading and analytical writing with field observations, group work, and oral presentations. Our primary focus will be on the following topics: the relationship between ideas of citizenship and models of the public; the racing, gendering, and class-stratification of spaces (civic, residential, commercial, etc.); urbanity and suburbanization; the kinds of spaces and politics opened and closed by the internet and contemporary mass media; the effects of contemporary processes of globalization on political identity and democratic practices. Likely authors include Arendt, Berman, Davis, Delany, Foucault, Fraser, Gamson, Habermas, Hall, Harvey, Holston, Sennett, Sunstein, Virilio.

Format: discussion. Requirements: regular participation in class and on line, one 3-page paper, three 6-page papers, and two ethnographic field exercises/presentations.

Prerequisites: prior work in theory or permission of the instructor. *Enrollment limit: 18 (expected: 18).*

Political Science

This is a writing intensive course.

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

Political Theory Subfield

Hour: 1:10-2:25 MR

REINHARDT

PSCI 336 Sex, Gender, and Political Theory (Same as Women's and Gender Studies 336) (Not 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 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci337.html>)

KIM

PSCI 338(F) American Legal Philosophy

An analysis of the problems, perspectives, and controversies of American legal thought with particular emphasis on constitutional jurisprudence. The approaches include important statements of the positivist, sociological, natural law, and realist schools of jurisprudence. Students become acquainted with the contributions of such crucial figures as Marshall, Lincoln, Pound, Holmes, Cardozo, Frankfurter, Hart, Fuller, and Dworkin. Case materials illustrate the various perspectives on the law. An important object of the course is to consider and evaluate the application of the contrasting approaches to actual problems of constitutional adjudication. Among the broader issues discussed in the context of these considerations are the legal enforcement of morality, the moral grounds for disobedience to law, the nature and limits of judicial lawmaking, and the rationale for legal punishment.

Format: discussion/some lecture. Requirements: two short- to medium-page papers and a final exam.

Prerequisite: a previous course in U.S. politics or theory. *Enrollment limit: 24 (expected: 24).*

Political Theory and American Politics Subfields

Hour: 1:10-2:25 MR

JACOBSON

PSCI 339 Interpretation in the Social Sciences (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci339.html>)

KIM

PSCI 341(S) The Politics of the Global Economy: Wealth and Power in East Asia*

This class analyzes the general political-economic contours of the world economy since 1945 and considers how several states in East Asia have worked within this context to secure national wealth and power. The first half of the course considers global flows of trade, production, direct investment and finance and how these create both constraints and opportunities for national development. The second half of the semester is devoted to a more detailed study of how Taiwan, South Korea and other East-Asian states have responded to globalization: How "developmental states" have fostered economic transformation; how that economic change has, in turn, promoted democratization; and how democracy and globalization have ultimately undermined the foundations of the developmental state.

Format: lecture/discussion. Requirements: three 5- to 10-page papers.

Prerequisite: prior work in international relations, comparative politics, Asian Studies or economics.

Enrollment limit: 35 (expected: 35).

Comparative Politics and International Relations Subfields

Hour: 11:00-12:15 MWF

CRANE

PSCI 342 Intolerance and Political Tolerance (Not 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 2002-2003) (W)

(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 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci344.html>)

MAHON

PSCI 345(F) Cosmology and Rulership in Ancient Chinese Political Thought (W)*

This class will involve students in close reading of, and exegetical writing about, core texts of ancient Chinese political thought. The purpose is to gain an understanding of a number of different perspectives on politics and leadership, especially Confucianism, Legalism and Taoism. While the primary

focus will be on the meaning of the texts in the context of their own times, contemporary applications of core concepts will also be considered.

The class will begin with background reading from Benjamin Schwartz's text, *The World of Thought in Ancient China*. Then the class will read significant portions of the following canonical works: *The Classic of Change* (Yi Jing); *The Analects of Confucius* (Lun Yu); Lao Zi's *Classic of the Way and Integrity* (Dao De Jing); Sun Zi's *Art of War* (Bing Fa); the *Writings of Han Fei Zi*.

Format: discussion. Requirements: Students will write short (5 page) papers on any four of the core texts. All papers will be subject to revision and resubmission at the instructor's discretion.

No prerequisites. *Enrollment limit: 15 (expected: 15). This is a writing intensive course.*

Comparative Politics Subfield

Hour: 11:00-12:15 MWF

CRANE

PSCI 349T Cuba and the United States (Not offered 2002-2003) (W)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psci/psci349.html>)

MAHON

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 (expected: 10-12). Senior majors have precedence.*

Hour: 1:10-3:50 T

MARCUS

PSCI 420(F) (Section 01) Senior Seminar in International Relations: Sovereignty

International relations theory takes multiple sovereignty to be the defining feature of world politics. In this capstone seminar, we will throw into question the two main assumptions underlying this contention, that international boundaries decisively affect the way that global issues are conceived and solved, and that international boundaries are a permanent, or natural, fact of life. We will begin by analyzing the consequences that boundaries have for achieving human values in a variety of areas, and will then examine what creates and maintains those boundaries in the first place. Readings will include works on the origins and functions of the state and on challenges to its legal and practical omnipotence posed by such developments as intercontinental and spaced-based weapons delivery systems, Western cultural hegemony, the idea of universalism as encapsulated in human rights law and in ecology, global finance, and so on. Our focus is not only on what the state does, but also, simultaneously, on what it is.

Format: seminar. Requirements: Students are required to submit a biweekly summary and critique of the readings, and have the choice in addition of either completing two seven-page papers on assigned, common topics or submitting a fifteen-page research paper on a unique topic. Each student will also co-lead the seminar twice during the term.

Prerequisites: senior standing; political science major; two classes in international relations. *Permission of the instructor is required for this course. Enrollment limit: 16 (expected: 16). Permission of the instructor is required for this course.*

Hour: 9:55-11:10 TR

SHANKS

PSCI 420(F) (Section 02) Senior Seminar in International Relations: Politics of Human Rights

If the state is matter, then the idea of human rights is antimatter. Legally and analytically, multiple sovereignty and universal human rights cannot coexist. Human rights, or indeed any universal, implies a standard over and above that of the state, from which one can judge state behavior—but the state cannot, by definition, be sovereign if a higher standard exists. Similarly, if states are truly sovereign, there can be no such thing as human rights, but merely “rights” that each government separately accords its subjects. These two ideas, human rights and sovereignty, should explode when they touch

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each other. But they don't. Instead, they not only coexist, but are jointly embedded in the UN Charter. In practice, states, individuals, groups and international organizations appeal to both ideas as a way to protect their interests. This course will cover the history of human rights as an ideal, then will focus on the way the idea is used in international and domestic politics: who benefits from the idea that there are human rights? What are the relationships between human rights and American hegemony, and human rights and global capitalism? Under what circumstances do human rights appeals affect state behavior? To what extent are human rights a discardable tool, to what extent a permanently embedded feature of the contemporary world?

Format: seminar. Requirements: Students are required to submit a biweekly summary and critique of the readings, and have the choice in addition of either completing two seven-page papers on assigned, common topics or submitting a fifteen-page research paper on a unique topic. Each student will also co-lead the seminar twice during the term.

Prerequisites: senior standing; political science major; two classes in international relations. *Permission of the instructor is required for this course. Enrollment limit: 16 (expected: 16). Permission of the instructor is required for this course.*

Hour: 2:35-3:50 TF

SHANKS

PSCI 420(S) (Section 03) Senior Seminar in International Relations: Globalization and Terror

This seminar will critically examine whether or not the recent war on terrorism has fundamentally altered trends of globalization that have been unfolding for the last thirty years or so. Class work will proceed in two parts. First, we will read about globalization. We will not read everything there is to read about globalization; nor will we attempt to survey all theoretical perspectives on globalization. Rather, we will plumb a particular line of thought, drawn mostly from neo-Marxists writers, to familiarize ourselves with some of the major issues. The second part of the course will center on individual student research projects. Each student will choose some facet of the recent war on terrorism (e.g., whether it is a "war" or not; how "terrorism" is defined; how it has affected the movement of goods and people around the world; whether it has had important cultural effects; etc.) and, throughout the entire semester will comb journalistic and academic sources for information.

Format: seminar. Requirements: All students will write a 5-page paper on one of the books we read together. Each student will make a presentation to the class on the topic of his or her research and, finally, each will write a 20-page research paper engaging the question of how that particular aspect of the war on terrorism has influenced larger processes of globalization.

Prerequisites: senior standing; political science major; two classes in international relations. *Permission of the instructor is required for this course. Enrollment limit 16; expected 16.*

Hour: 8:30-9:45 MWF

CRANE

PSCI 420(S) (Section 04) Senior Seminar in International Relations: American Hegemony and the Future of the International System

Since the time of Thucydides, world politics has always been a story of several great powers competing for power, wealth, and security. The collapse and dissolution of the Soviet Union, however, left the United States in a position of dominance that has no parallel in history. This course examines how international relations theorists and American policymakers have grappled with the dilemmas and opportunities of global hegemony since 1989, with a particular focus on the challenges that have emerged in the aftermath of September 11. Will other powers, such as China or a united Europe, inevitably challenge American dominance? Should America actively seek to promote its ideas and values throughout the world? Does a hegemon have unique and special responsibilities for advancing international justice? What kind of grand strategy should the United States pursue, both now and in the future? Why does so much of the world seem to resent American hegemony?

Format: seminar. Requirements: course assignments will include weekly papers and a 25- to 30-page research paper.

Prerequisites: two courses in international relations. *Course enrollment strictly limited to senior political science majors. Permission of the instructor is required for this course. Enrollment limit: 16 (expected: 16).*

International Relations Subfield.

Hour: 9:55-11:10 TR

MCALLISTER

PSCI 430(F) Senior Seminar in Political Theory: Body, Man, Citizen: An Anatomy of Thomas Hobbes

His contemporaries called him the "Monster of Malmsbury," and accused him of every manner of godlessness and of profanity, while Karl Marx apparently once mumbled that he was "the father of us all," a paternal affiliation regularly repeated by modern-day political scientists. What is it about the work of Thomas Hobbes that elicits such strong, yet mutually contradictory, responses, even into our own day? In exploring that question, this seminar offers an in-depth look at Hobbes's writings and attempts to identify the pathology of his monstrous paternity. Through a kind of textual dissection, we take three cuts at the monster: first, we strip away his more well-known political and psychological theories, and expose his scientific ideas on mechanical bodies in motion; second, we graft onto this

mechanical body Hobbes's psychological egoism, which posits an endlessly ravenous human nature; and third, we complete the reanimation of the monster with the addition of Hobbes's more explicitly political theories, on contract, on authority and obligation, and on state sovereignty. Through this analytical division and reconstitution, the seminar exposes the student not only to a fearsome synthetic thinker but to some of the enduring themes in western political thought, for Hobbes's synthesis of the political, economic and scientific developments of his day helps to illuminate the ongoing quest for a science of politics in our time.

Format: seminar. Requirements: regular class participation; weekly written précis assignments (one page); and three essays (5-7 pgs.).

Prerequisites: junior or senior standing and two courses in political theory. Permission of the instructor is required for this course. *Enrollment limit: 16 (expected: 8-12). Preference to Political Science majors.*

Political Theory Subfield

Hour: 1:10-3:50 T

KIZILBASH

PSCI 440 Senior Seminar in Comparative Politics: Major Theories of Political Change and Difference (Not 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 493-W031-494 Senior Thesis

The senior major, having applied for and been accepted into the honors program during the second semester of the junior year, will devote the senior year to researching and writing a substantial and original work of scholarship, under the supervision of a faculty mentor to be assigned by the department. The final work will be submitted for evaluation by a committee made up of the faculty supervisor and two additional readers to be chosen by the department, in consultation with the supervisor. Thesis writers will not only work with their advisors but will participate in a weekly honors seminar supervised by a faculty member in political science. The seminar (which is one component of the 493-W031-494 designation and not a separate course) will meet for the entire year and will provide a focused forum for the exchange of ideas among the honors students. Students will regularly circulate sections of their theses-in-progress for peer review and critique. The faculty seminar leader's primary role is one of coordination and guidance, not evaluation.

M. LYNCH

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**, with some exceptions as noted in course descriptions)

Chair, Professor GEORGE R. GOETHALS II

Professors: CRAMER, FEIN, GOETHALS, HEATHERINGTON, KASSIN, KAVANAUGH, P. SOLOMON, ZIMMERBERG. Associate Professor: KIRBY. Assistant Professors: FRIEDMAN, M. SANDSTROM*, N. SANDSTROM, SAVITSKY, A. SOLOMON**, ZAKI. Visiting Assistant Professor: ROSSELLI. Lecturer: ENGEL.

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 222 Cognitive Science*
 Psychology 262 Health Psychology

Group B Psychology 232 Developmental Psychology
 Psychology 242 Social Psychology
 Psychology 252 Psychological Disorders

*Either Psychology 221 or 222, but not both, can count towards the three required 200-level courses.

- 4) Three 300-level courses from at least two of the areas listed below:

Area 1: Behavioral Neuroscience (courses with middle digit 1)
Area 2: Cognitive Psychology (courses with middle digit 2)
Area 3: Developmental Psychology (courses with middle digit 3)
Area 4: Social Psychology (courses with middle digit 4)
Area 5: Clinical Psychology (courses with middle digit 5)
Area 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 (Q)

An introduction to the basic principles of research in psychology. We focus on how to design and execute experiments, analyze and interpret the results, and write research reports. Students conduct a series of experiments in different areas of psychology (e.g., social, personality, cognitive) which illus-

trate 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. (Students must register for the lab and lecture with the same instructor.) Enrollment limit: 22 per section. Not open to first-year students. Priority given to Psychology majors. This is a quantitative/formal reasoning course.*

Hour: 11:00-12:15 MWF, 8:30-9:45 MWF Lab: 1-4 M,W First Semester: ROSSELLI, P. SOLOMON
11:20-12:35 TR, 8:30-9:45 MWF Lab: 1-4 M,T

Second Semester: P. SOLOMON, N. SANDSTROM

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 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 Lab: 1-4 M,T,W H. WILLIAMS and ZIMMERBERG

PSYC 221(F) Cognitive Psychology

A survey of the experimental analysis of the mental processes. Topics include memory, visual perception, attention, problem-solving, reasoning, language, and unconscious processes. Special emphasis is on the interdisciplinary nature of cognitive psychology, including contributions from computer science, neuroscience, and philosophy.

Format: lecture. Requirements: a midterm, a final exam, and a short paper.

Prerequisite: Psychology 101. *Open to first-year students. Enrollment limit: 55 (expected: 50).*

Hour: 1:10-2:25 TF ZAKI

PSYC 222(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science (Same as Cognitive Science 222, INTR 222 and Philosophy 222) (Q)

(See under Cognitive Science for full description.)

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. Enrollment limit: 55 (expected: 55).*

Hour: 11:20-12:35 TR CRAMER

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. Enrollment limit: 55 per section (expected: 55 per section).*

Hour: 2:35-3:50 MR, 1:10-2:25 MR First Semester: FEIN
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. Enrollment limit: 60 (expected: 60).*

Hour: 11:20-12:35 TR First Semester: HEATHERINGTON
2:35-3:50 TF 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

Psychology

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. Enrollment limit: 55 (expected: 55).*

Hour: 8:30-9:45 TR

FRIEDMAN

PSYC 312(S) Drugs and Behavior (W)

This course studies the relationship between behavior and neurochemical changes in the brain. It begins with a detailed study of neurotransmitter systems, drug-receptor interactions, and sources of individual differences in drug response, such as gender and genetics. Special topics include the behavioral consequences of prenatal drug exposure, the role of classical and operant conditioning in the development and maintenance of alcohol and drug abuse, the neural basis of reward, and the interaction between cerebral lateralization and behavioral effects of drugs.

Format: lecture, discussion and required empirical project. Requirements: an hour exam, an oral presentation, and a written report of research. This course will have several short writing exercises, and a final minimum 15-page paper that will be submitted in 4 sequential parts with revisions. The emphasis is on learning how to write clear and elegant scientific prose.

Prerequisite: Neuroscience 201, Biology 212, or Psychology 212. *Enrollment limit: 16 (expected: 16). Priority given to Psychology majors and Neuroscience concentrators. This course is writing intensive.*

Satisfies one semester of the Division III requirement.

Empirical Project

Hour: 2:35-3:50 MR

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 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.*

Satisfies one semester of the Division III requirement.

Empirical Project

Hour: 8:30-9:45 TR

N. SANDSTROM

PSYC 316T Clinical Neuroscience (Not offered 2002-2003; to be offered 2003-2004)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psyc/psyc316.html>)

P. SOLOMON

PSYC 322(S) Concepts: Mind, Brain, and Culture

How does conceptual knowledge differ across cultural groups? How do the categories of experts differ from the categories of novices? Do children have the same kind of conceptual knowledge as adults? How are categories represented in the brain? In this course, we will explore various empirical findings from cognitive psychology, cognitive neuroscience, and anthropology that address these questions. In doing so, we will consider how our conceptual knowledge is a function of our mind, brain, and culture.

Format: seminar. Requirements: short papers, class presentation, and research paper.

Prerequisites: Psychology 221 or permission of the instructor. *Enrollment limit: 19 (expected: 15). Priority given to psychology majors.*

Empirical Project

Hour: 11:20-12:35 TR

ZAKI

PSYC 326(F) Decision-Making

Why does our ability to reason sometimes fail us? Why do we occasionally make choices that are bad for us? We address these questions by surveying experimental approaches to understanding reasoning and decision-making processes in human behavior, and by solving and analyzing problems that psychologists have used to investigate these processes. Class discussion focuses on cognitive theories of rational and irrational thinking as well as behavioral theories of suboptimal choices. Topics include impulsiveness and self-control, the subjective values of short-term versus long-term rewards, addictions and bad habits, probability judgments, gambling, and moral reasoning. Students may conduct original research in one of these areas.

Format: lecture/discussion. Requirements: short papers, a written report of research project, and class

participation.

Prerequisites: Psychology 221 or permission of instructor. *Enrollment limit: 19 (expected: 15).*

Empirical Project

Hour: 2:35-3:50 TF

KIRBY

PSYC 332 Cognitive Development (Not offered 2002-2003; to be offered 2003-2004)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psyc/psyc332.html>)

KAVANAUGH

PSYC 333(S) Children's Lives: Thinking, Feeling and Doing

How do we know what children know, what they feel, and what they do? This course provides students with direct experience with children and the approaches used to investigate the world of childhood. Through observation and interaction with children, we discover how they develop social skills, sex roles, emotions and emotion control, and self-knowledge.

Format: seminar. Requirements: two hour tests and a report of research project.

Prerequisites: Psychology 232 and Psychology 201. *Enrollment limit: 19 (expected: 15). Priority given to psychology majors.*

Empirical Project

Hour: 1:10-2:25 MR

CRAMER

PSYC 334(S) The Psychology of Education

This course draws on research and theories from the fields of developmental, social, and educational psychology to examine the interrelated processes of teaching and learning. We consider how children learn in several different contexts (at home with parents, in classrooms, with peers). We examine a variety of educational practices as well as exploring the child's experience of being in school. We identify factors that influence educational outcome, such as economic status and educational practices, look at differences among children and between cultures, and discuss seminal philosophies of education such as those of Rousseau, Dewey, and Bruner.

Format: seminar. Requirements: regular reading assignments, participation in class discussions, two short papers, and a final paper to be presented in class. There are three one page observations with critical feedback, a 5- to 7-page midterm with critical feedback, and a 15-25 page final paper with revisions and feedback.

Prerequisite: Psychology 232 or permission of the instructor. *Enrollment limit: 25 (expected: 25). Priority given to Psychology majors and those who plan to become teachers.*

Hour: 11:00-12:15 MWF

ENGEL

PSYC 336(S) Adolescence (W)

Why do we define adolescence as a distinct stage of development? What are its perils and accomplishments? What internal and external forces make adolescence such a volatile and formative stage of life? The course considers a range of empirical and theoretical material, as well as fiction and film, in order to identify and understand the behavior and experience of adolescents. Topics include: identity, sexuality, romantic love, intellectual growth, family relationships, psychological problems, education, and variation between cultures. Format: seminar. Requirements: two exams and a final paper. There are three 1-page response papers with feedback, a 5- to 7-page midterm, and a final project that involves 20-25 pages of writing, with several sets of feedback and revision. Prerequisite: Psychology 232 or permission of instructor. *Enrollment limit: 19 (expected: 19). Priority given to Psychology majors and those who plan to become teachers.*

This course is writing intensive.

Hour: 2:35-3:50 MR

ENGEL

PSYC 337 Childhood Disorders and Therapy (Not offered 2002-2003; to be offered 2003-2004)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psyc/psyc337.html>)

CRAMER

PSYC 341T(S) Stereotypes, Prejudice, and Discrimination (W)

This course will examine social psychological theories and research that are relevant to the understanding of stereotypes, prejudice, and discrimination. We will take a variety of social psychological perspectives, emphasizing sociocultural, cognitive, personality, or motivational explanations. We will examine the impact that stereotypes and prejudice have on people's perceptions of and behaviors toward particular groups or group members and will explore a variety of factors that tend to exacerbate or weaken this impact. We also will consider some of the sources of stereotypes, prejudice, and discrimination and some of the processes through which they are maintained, strengthened, or revised. In addition, we will examine some of the effects that stereotypes, prejudice, and discrimination can have on members of stereotyped groups, as well as some implications of the social psychological research findings for issues such as education and business and government policies. A major component of this course will be the examination of classic and ongoing empirical research.

Psychology

Format: tutorial. Requirements: weekly brief papers, oral reports, two longer papers.

Prerequisites: Psychology 201 and 242. *Enrollment limit: 10 (expected: 10). Preference given to senior, then junior Psychology majors. This course is writing intensive.*

Hour: TBA

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: 35 (expected: 35).*

Empirical Project

(This course is part of the Leadership Studies program.)

Hour: 1:10-2:25 TF

GOETHALS

PSYC 343(F) The Self

This course considers "the self" from a social-psychological perspective. We read and evaluate current and classic research to better understand how beliefs and concerns about the self influence emotion, judgment, and behavior. Among the many questions we consider are: Why do we both overestimate the extent to which others are like us and exaggerate our personal uniqueness? Why do we overestimate the extent to which others notice us and pay attention to us? Why is it so difficult to accurately recall what we used to think, and predict what we will think and do in the future? When we have a choice of receiving information about ourselves that is accurate versus information that is flattering, which do we choose—and why? Finally, we consider ways in which the self is conceived differently in non-Western cultures. As part of this course, students may conduct original research in the area. Format: seminar. Requirements: short daily thought papers, formal paper proposal, and a written/oral report of research.

Prerequisite: Psychology 242. *Enrollment limit: 19 (expected: 19). Priority given to psychology majors.*

Empirical Project

Hour: 8:30-9:45 MWF

SAVITSKY

PSYC 344 Advanced Research in Social Psychology (Not offered 2002-2003; to be offered 2003-2004)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psyc/psyc344.html>)

FEIN

PSYC 345(S) Political Psychology (Same as Political Science 310)

(See under Political Science for full description.)

PSYC 346T Egocentrism and Social Judgment (Not offered 2002-2003; to be offered 2003-2004)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psyc/psyc346.html>)

SAVITSKY

PSYC 347(S) Psychology and the Law

This course deals with applications of psychology to the legal system. Relevant psychological theory and research address the following controversies: scientific jury selection, jury decision-making, eye-witness 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: 30 (expected: 30). Priority given to Psychology majors.*

Empirical Project

Hour: 9:55-11:10 TR

KASSIN

PSYC 351 Childhood Peer Relations and Clinical Issues (Not offered 2002-2003)

(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

HEATHERINGTON

PSYC 354T Social Interaction and Psychopathology (Not offered 2002-2003; to be offered 2003-2004) (W)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/psyc/psyc354.html>)

HEATHERINGTON

PSYC 358(S) Mood and Personality

What causes our moods? Are moods learned or innate? Do they determine our attitudes and behavior, or vice versa? This course explores the causes, stability, and functions of positive and negative moods. We will critically review leading theories of normal mood and its pathological variants (i.e., depression, mania, and chronic anxiety). Biological, evolutionary, cognitive-behavioral and psychodynamic perspectives on mood will be critiqued and contrasted. The relation between mood and personality will be explored. Students will lead class discussions and participate in a group research project.

Format: lecture/discussion. Requirements: class participation, brief weekly assignments, a final examination, and a final research report.

Prerequisites: Psychology 201 (concurrently or previously) and Psychology 252. *Enrollment limit: 19 (expected: 19). Priority given to Psychology majors.*

Empirical Project

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

A. SOLOMON

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: 16 (expected: 12). Priority given to Psychology majors.

Satisfies one semester of the Division III requirement.

Empirical Project

Hour: 11:00-12:15 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 2002 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: 14 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, ROBSON.

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 consultation with departmental advisors and subject to their approval. In order to achieve a deep coverage of a particular religious tradition or set of related problems in the study of religion, students are urged to select three electives that together have some kind of coherence, be it cultural, historical, or topical. Related courses from other departments or programs may be included among the three courses, and the point of coherence can be the subject of research papers in the senior seminar.

Students are advised to elect additional courses in related fields (e.g., psychology, sociology, anthropology, art, history, philosophy) in order to gain a clearer understanding of the social and cultural contexts in which religions appear.

For those who wish to go beyond the formally-listed courses into a more intensive study of a particular religious tradition, methodological trend, or religious phenomenon (e.g., ritual, symbol-formation, mysticism, theology, etc.), there is the opportunity to undertake independent study or, with the approval of the department, to pursue a thesis project.

The value of the major in Religion derives from its fostering of a critical appreciation of the complex role religion plays in every society, even those that consider themselves non-religious. The major makes one sensitive to the role religion plays in shaping the terms of cultural discourse, of social attitudes and behavior, and of moral reflection. But it also discloses the ways in which religion and its social effects represent the experience of individual persons and communities. In doing these things, the major further provides one with interdisciplinary analytical tools and cross-cultural experience and opens up new avenues for dealing with both the history of a society and culture and the relationships between different societies and cultures. What one learns as a Religion major is therefore remarkably applicable to a wide range of other fields of study or professions.

THE DEGREE WITH HONORS IN RELIGION

The degree with honors in Religion requires the above-mentioned nine courses and the preparation of a thesis of 75+ pages with a grade of B+ or better. A thesis may combine revised work done in other courses with new material prepared while enrolled either in Religion 493-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(F,S) 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: 8:30-9:45 MW, 9:55-11:10 TR
9:55-11:10 TR, 11:20-12:35 TR

First Semester: DARROW, DREYFUS
Second Semester: LEVENE, ROBSON

THE JEWISH TRADITION

REL 201 Reading the Hebrew Bible (Same as Classics 201 and Comparative Literature 201)
(*Not offered 2002-2003*)

(See under Classics for full description.)

REL 203(F) Introduction to Judaism (Same as Classics 203) (W)

A proselyte once asked both Rabbi Shammai and Rabbi Hillel to explain Judaism while standing on one foot. Shammai drove the person off with a stick while Hillel gently reduced Judaism to one principle. The difficulty of defining such a complex religious system explains Shammai's anger and renders Hillel's over-simplification suspect. This course seeks to provide a more sure-footed understanding of the Jewish religion. While recognizing the value of an essentialist approach, the course also conveys the multifaceted, indefinable character of Judaism. Therefore we will examine Judaism from four different yet complementary aspects: history, theology, text, and ritual. The examination of Jewish ritual and practice will especially help to integrate our understanding of Jewish history, theology, and text just as Jewish ritual itself incorporates these elements into Jewish life.

Classes will combine lecture and discussion, and students will be required to engage in "fieldwork" involving the observation of a communal as well as a home ritual. Evaluation will be based on four 3-page papers, a 6- to 8-page final paper, a 2-page write-up of the fieldwork, and 2 major quizzes.

Enrollment limit: 19 (expected: 16). *This course is writing intensive.*

This course normally does not count toward the major in Classics.

Hour: 1:10-2:25 TF

KRAUS

REL 204 (formerly 284) Imitating God: Wisdom and Virtue in Jewish Thought (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rel/rel204.html>)

LEVENE

REL 205(F) Zion: Perspectives, Narratives, Desires

The concept of Zion is one of the more rich and complex in the Jewish tradition. It is at once an idea, a time, a place, and a dream; it can be approached historically, philosophically, theologically, and politically; and it is a notion both central and peripheral, heavenly and worldly, orthodox and heterodox, unifying and contested. Zion is part of the dual structure that, with Sinai, constitutes the covenant, the constitution, of Israel. If Sinai is the promise to Israel that it will flourish, Zion is the fulfillment of this promise: the space of Israel's sovereignty, the place where the covenant can be enacted, the idea of redemption, and the dream of peace. These are the two poles that have oriented the Jews through history. And yet, if Sinai has been a stabilizing force over time, Zion has given rise to a great deal more insecurity. Where is it? What is it? This course will pursue some of the many threads that spin out from this insecurity, in particular the dimensions of Zion as both a messianic ideal and a political reality. These dimensions are not as far apart as might be thought. In some messianic visions, the political plays a prominent role and, by the same token, in some political Zionisms, the utopian and/or messianic dimension is very strong. We will therefore not be pursuing the distinction between religion and politics per se but rather the continuities and disjunctions between, for example, the secularized messianism of the early socialist Zionists and the messianic politics of medieval, modern, and postmodern Jewish thinking. Complicating these tropes will help to shed light both on the variety of responses in the tradition as a whole, as well as on contemporary religious and political issues. Readings will include Bible and rabbinic materials, Halevi, Maimonides, sixteenth century Kabbalah, Abarbanel, Hess, Herzl, Ahad Ha-Am, Leo Pinsker, Buber, Kook, Leibowitz.

Format: lecture/discussion. Requirements: several short writing assignments, final paper.

No prerequisites. *No enrollment limit (expected:20).*

Hour: 2:35-3:50 MR

LEVENE

REL 206 Judaism and the Critique of Modernity (Not offered 2002-2003)

(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 2002-2003)

(See under Classics for full description.)

REL 208 The Hellenistic World and the Emergence of Rabbinic Judaism (Same as Classics 208) (Not offered 2002-2003)

(See under Classics for full description.)

Religion

THE CHRISTIAN TRADITION

REL 210 Reading Jesus, Writing Gospels: Christian Origins in Context (*Not offered 2002-2003*)

(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 2002-2003*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rel/rel211.html>)

BUELL

REL 212(S) The Development of Christianity: 30-600 C.E. (Same as History 324)

How did Christianity develop in the first few hundred years? What factors in its historical and cultural contexts influenced the ways in which it developed? The class is designed to introduce you to the history of early Christianity between 30-600 C.E. While this class addresses the basic flow of events and major figures in early-Christian history, it will also require you to develop a critical framework for the study of history in general. In addition, you will gain significant experience in the critical analysis of primary source materials. Special attention will be paid to the incredible diversity of early-Christian thought and practice. The course is organized chronologically, geographically, and thematically. We shall consider how these categories make a difference for the study of early Christianity. Format: lecture/discussion, with in-class group work. Requirements: active and informed participation, 2 short papers (3-4 pages), midterm essay (5-7 pages), statement of historical method (3-4 pages), and a take-home final exam.

Open to all classes without prerequisite. Enrollment limit: 30 (expected: 20).

Hour: 9:55-11:10 TR

BUELL

REL 215(S) The First Crusade (Same as History 425) (W)

(See under History for full description.)

REL 216(F) The Middle Ages (Same as History 225)

(See under History for full description.)

AMERICAN RELIGIONS

THE ISLAMIC TRADITION

REL 231 The Origins of Islam: God, Empire and Apocalypse (Same as History 209) (*Not offered 2002-2003*)*

(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 2002-2003*)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rel/rel232.html>)

DARROW

REL 233(S) Islamic Mysticism: The Sufis*

Studying Sufism, the mystical tradition of Islam, is an excellent introduction to the Muslim world. The Sufis represent a delightful and many-faceted spiritual tradition that both enriches and criticizes orthodox Islam. This course will explore the origins of Sufism in the ascetic and revolutionary piety of the early Islamic community; the systematization of the Sufi path to God; Sufi themes in art and poetry; the development of the Sufi orders and techniques of ecstasy, both at high and popular levels. We will read in the classics of Sufi poetry and thought, including Rumi, Attar, Suhrawardi, and Ghazali; we will also explore the Sufi theosophy of Ibn Arabi.

Format: lecture/discussion. Requirements: two 5- to 7-page papers based on the readings in class and a final exam.

Open to all classes without prerequisite. Enrollment limit: 30 (expected: 20).

Hour: 2:35-3:50 TF

DARROW

REL 234 Religion and Revolution in Iran (Same as History 409) (*Not offered 2002-2003*)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rel/rel234.html>)

DARROW

THE SOUTH-ASIAN TRADITIONS

REL 236(F) The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow (Same as African and Middle-Eastern Studies 201 and History 211)*

The collapse of the Soviet Union, the recognition of untapped mineral wealth, and Islamic resurgence have all led to an increased focus on Central Asia and its neighbors, Russia, China, the Middle East. This course will be an introduction to both the Caucasus and the Central Asian Republics and the in-

Religion

terests of their neighbors, including now the United States in those areas. This will be a team-taught lecture course that will introduce the salient themes and issues that are necessary for understanding these areas. The course will inevitably be deeply comparative focusing on themes of “the clash of civilizations,” the construction of national identities, notions of ethnicity and the treatment of ethnic minorities, resurgent religious movements, and the relation of state and civil society.

The class will meet three times per week, twice for lecture presentations and once in a discussion section. This course will also function as an introduction to doing social scientific research on these areas and special attention will be devoted to the preparation of a research paper.

Format: lecture/discussion. Requirements: weekly responses, midterm, one short essay (4-6 pages), and one research paper (12-15 pages).

No prerequisites. *Enrollment limit: 30 (expected: 15). Preference given to first- and second-year students.*

Hour: 10:00-10:50 MWF

DARROW

REL 241 Hinduism: Construction of a Tradition (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rel/rel241.html>)

DREYFUS

REL 242 Buddhism: Concepts and Practices (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rel/rel242.html>)

DREYFUS

REL 243 Buddhist Philosophy (Same as Philosophy 243) (Not offered 2002-2003)*

(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 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rel/rel244.html>)

DREYFUS

REL 245(S) Tibetan Civilization*

Often depicted in novels and movies as Shangrila, a mythical and ideal country, Tibet has had the dubious privilege of being a focus of Western orientalism. In recent years, this fascination has given rise to a veritable craze, which has affected particularly the entertainment culture. One cannot but wonder about the motives and sources of this mythology. But, rather than focus narcissistically on “our” representations, this course mostly looks at “them,” examining more particularly the cultural and historical aspects of Tibetan civilization. We first consider the early history of Tibet, the introduction of Buddhism in this country, the relations between Buddhism and the indigenous religion, and some of the stages in the development of Tibetan Buddhism. In this way we see how Buddhism in Tibet, like in other Buddhist countries, is integrated in an overall religious system that comprises much more than the doctrines and practices often essentialized as “Buddhism.” We also examine the historical developments that led to the development of the institutions (such as the Dalai-Lama) unique to Tibet and consider the more recent tragic events and what they augur for the future of the Tibet. Throughout the course we examine the unusually central role that the complex interreaction that religion and politics has had in Tibetan history. In this way, we get a footing in the Tibetan world and the final part of the course, the assessment of Western representations of Tibet, becomes not just an exercise in self-reflection but also a gate to a better understanding of a remarkable civilization.

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 MWF

DREYFUS

REL 251(F) Zen History, Culture, and Critique*

This course provides an introduction to the religious history, philosophy and practices of Zen Buddhism. Zen is the Japanese pronunciation of the Chinese word Chan, which is itself a transcription of the Sanskrit word dhyāna, meaning meditation. While meditation is no doubt the backbone of the Zen tradition, this course will highlight the fact that Zen has a number of different faces, including a radical antinomian side that challenged the role of meditation (and all forms of mediation). This course will examine the rich diversity of the Zen tradition as it developed in China, Korea, and Japan, with the first part providing an overview of the historical development of Zen and situating it within the Buddhist tradition that it emerged out of. The second part of the course will challenge and critically evaluate much of what is presented in the first half by exploring some less well known facets of Zen practice that on first glance appear to run counter to what the Zen tradition says about itself. We will explore the role of language in Zen from the enigmatic and abstruse use of koans to questions about why a tradition which took pride in “not being dependent on words” nonetheless produced a voluminous textual

Religion

record. We will study both the crazy antics of inspired Zen monks and the structure life of Zen monastics and their rituals. Consideration will also be given to why a seemingly iconoclastic tradition like Zen also has a long tradition of mummifying and venerating its masters. Why was Zen appealing to the Japanese warrior class and what has been its role in modern nationalistic movements in Japan? This course is designed to be as much an ongoing critical reflection on the history of the study of Zen as it is about Zen history.

Format: lecture/discussion. Requirements: full attendance and active participation, one short (5 page) paper, and one longer (10-15 page) final paper.

No prerequisites. *Enrollment limit: 30 (expected: 15).*

Hour: 1:10-2:25 MR

ROBSON

REL 253(F) The Taoist Religion: Immortals, Elixirs, and Revelations*

This is a course on what has been called “the unofficial high religion of China.” Most popular treatments of Taoism tend to present it as a kind of “go with the flow” orientation to life that can ensure success in love, work, and even the stock market. Taoism is, however, a fully developed religion that is not merely limited to philosophical texts like the Laozi and Zhuangzi, which have been the sources for much of the popular imagination of Taoism. Significant as those religious classics are to Taoism, they are just one facet of a diverse and complex religious tradition. Throughout its near two thousand year history, Taoism developed highly structured institutions, complex liturgies and rituals, and sophisticated conceptions of the body, self-cultivation, cosmology, and the natural world. In this course we will explore the developments and transformations of the Taoist religion in its historical, cultural and social contexts by looking at the ways that Taoism interacted with the authority of the Chinese state, with Buddhism and with Chinese popular religion. We will have the opportunity to hone our critical analytical skills by exploring the rich array of Taoist sacred literature, which ranges from revealed scriptures to esoteric manuals. We will conclude the course with a critical assessment of the ways that Taoism has been appropriated by “Western” academics, philosophers, and spiritual seekers in order to try and understand why and how certain misconceptions and distortions of Taoism have persisted and continue to attract popular attention despite much recent research.

Format: lecture/discussion. Requirements: full attendance and active participation, one short (5 page) paper, and one longer (10-15 page) final paper.

No prerequisites. *Enrollment limit: 30 (expected: 15).*

Hour: 11:20-12:35 TR

ROBSON

THE EAST-ASIAN TRADITIONS

COMPARATIVE INQUIRY

REL 270T(S) Father Abraham: The First Patriarch (W)

The figure of Abraham in the Hebrew scriptures is interesting for at least two reasons: he comes first and seems more universal rather than particular. He first received the covenant and the promise of the land of Israel, but before the full revelation of the Torah to Moses. He fathers both the Jewish people and the Arabs and the significance of that wider identity was later captured both by Christianity in the work of Paul and in the Qur'an where Muhammad identified with Abraham as the prototypical and non-sectarian monotheist prophet. This course will trace the figure of Abraham by a close and multi-disciplinary reading of the Jewish, Pagan, Christian and Muslim sources on Abraham. Our task is not to decide on the historicity of Abraham, but rather to explore the history of the figure and his continuing relevance for today in understanding Jewish/Christian/Muslim conflict and cooperation. We will begin with an intensive reading of the Genesis material on Abraham (12-25), where the issues of idolatry and mono-theism, the covenant and circumcision, relations of the patriarch to his women and sons, and primal model of faith all are articulated. We will then turn to later Jewish developments in the figure of Abraham in midrash and apocalypse. We will then explore the view of Abraham in the classical world, the uses made of Abraham by Christianity as it broke from an emerging Rabbinic Judaism and the development of Abraham's specific connection with the view of the afterlife. We will then treat the figure of Abraham in the Qur'an and later Islamic traditions. We will conclude with an examination of the cult surrounding Abraham in the city of Hebron, a currently-contested site on the West Bank where we will consider the current religious practice regarding Abraham by both Jews and Muslims. The purpose of this tutorial is to read closely a variety of primary religious texts and to explore the variety of tools available for the reading of those texts.

Each student in the tutorial will write and present orally five 5- to 7-page essays every other week on the readings for the week and a final 7- to 10-page essay. Students not presenting an essay will be responsible for offering an oral critique of the work of their colleague. Students will be evaluated on their written work and their critiques.

Open to all classes without prerequisites. This course is writing intensive

Hour: TBA

DARROW

Religion

REL 273 Sacred Geographies (Same as Anthropology 273 and INTR 273) (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rel/rel273.html>)

DARROW, JUST

REL 274 Women's Religious Experiences in the Ancient Mediterranean World (Same as Classics 274) (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rel/rel274.html>)

BUELL

CONTEMPORARY PHILOSOPHICAL AND CRITICAL INQUIRY

REL 281(F) Atheism, Theism and Existentialism

This course is an introduction to several major thinkers in the modern Christian and Jewish West through their views on faith and doubt. The modern period in European philosophy and theology is usually considered to begin with a set of challenges to traditional religious world views, especially the belief in God. While the nature and meaning of God's existence stimulated countless rich debates in earlier centuries, these debates take on a new dimension towards the middle of the seventeenth century. In the context of the close of the religious wars spurred by the Reformation and the emergence of a new experimental attitude towards nature and the cosmos, many thinkers felt a need to clarify the contents and parameters of religious belief and knowledge. While virtually all thinkers in this period continued to express theistic beliefs, many nevertheless struggled openly with what these beliefs entailed, setting the groundwork for arguments against God's existence altogether and eventually stimulating the creation of alternative ways of securing human meaning. Throughout the course we will be asking at least two kinds of questions. First, we will pursue such conceptual questions as how have various thinkers grappled with inherited notions of reason, revelation, nature, tradition, good and evil? What role have doubt, skepticism, and uncertainty played in modern world views and how have these experiences been related to faith? Second, we will subject the historical premises of the course to scrutiny, asking about the very assumption that atheism inaugurates modernity. What is the validity of this claim? Are there other events, ideas, or experiences we might identify as uniquely modern? How do terms such as "enlightenment," "science," "freedom," "authority," and the "self" determine how we characterize, and thus value, this period? Reading list: Pascal, Descartes, Spinoza, Mendelssohn, Kierkegaard, Nietzsche, Freud, Dostoevsky, Buber, Rosenzweig, Rilke, Sartre.

Format: lecture/discussion. Requirements: attendance and active participation, five short papers (2 pages) and one final paper (10-15 pages).

Open to all classes without prerequisite. Enrollment limit: 30 (expected: 20). Preference given to first- and second-year students.

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

Hour: 11:20-12:35 TR

LEVENE

REL 285T(F) Haunted: Ghosts in the Study of Religion (W)

Haunting offers a powerful way to speak about forces that affect us profoundly while remaining invisible or elusive. "What is it that holds sway over us like an unconditional prescription? The distance between us and that which commands our moves-or their opposite, our immobility-approaches us: it is a distance that closes in on you at times, it announces a proximity closer than any intimacy or familiarity you have ever known" (Avital Ronell, *Dictations: On Haunted Writing* [1986] xvi-xvii). The figure of the ghost has been developed by those seeking to grapple with the ongoing effects of modern slavery, colonialism, state-sponsored terrorism, the holocaust, and personal trauma and loss. Building upon the insights about memory, history, and identity that haunting has been used to address, this course will challenge students to explore the study of religion by way of its "seething absences." We shall ask how the study of religion has endeavored to address loss, trauma, and its persistent effects, what "holds sway" over various approaches to the study of religion, as well as how "religion" constitutes its own ghostly presence, haunting other domains.

Format: tutorial. Meeting in pairs, each student will either write and present a paper or respond to their partner's paper. Each student will write and present three 3- to 4-page papers, three 5- to 7-page papers, and offer three oral critiques of their partner's paper.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to Religion majors. This course is writing intensive.*

Hour: TBA

BUELL

REL 286(S) Anthropological Approaches to Religion

Anthropologists have increasingly used their methodological tools to analyze the religious practices of particular cultures (including our own), and scholars of religion have also turned to anthropology for methodological insights. What does an anthropological approach offer to the study of religion? Anthropological approaches to religion have long been at the heart of the study of religion, but have undergone dramatic shifts in orientation in recent years. We will explore how the primary concerns of

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the “ancestors” of the discipline (“origins” and “primitive religions”) have given way to approaches that have been influenced by theoretical developments taking place in other academic disciplines. We will see that it is no longer possible, for example, for anthropological studies of religion to ignore issues of power, resistance, ideology, and semiotics in the study of religious institutions, ritual processes and systems of meaning. While studies of religion have generally tended to focus more on ideas and doctrines than on practices, we will consider how an anthropological approach to the topic can open a window onto what people do in addition to (or as opposed to) what they say or believe. In this course we will engage a range of anthropological theorists of religion and focus on a few key themes. Special attention will be given to the topics of possession and exorcism, ritual, symbols and their interpretation, and tricksters. Readings will include a mixture of theoretical reflections on the field as well as cross-cultural case studies that aim to “find the strange in the familiar and to find the familiar in the strange.” Authors considered in this course include (among others): I.M. Lewis, Mary Douglas, Roy Rappaport, J.Z. Smith, James Boon, Arnold van Gennep, Robert Hertz, Marc Augé, Gilbert Lewis, Maurice Block, Talal Asad, Dan Sperber, Sherry Ortner, Jean Comaroff, and Jeanne Favret-Saada. Format: seminar. Requirements: full attendance and active participation, brief weekly response papers, and two 4-6 page essays.

No prerequisites. *Enrollment limit: 30 (expected: 10).*

Hour: 1:10-2:25 TF

ROBSON

REL 288(S) Monasteries, Yeshivas, and other Universities: Religion and the Nature of Education

This seminar examines traditional religious education across cultures and the role of intellectuals therein. We start with a brief view of the social nature of education as argued by Durkheim and Weber. We then raise the following question: Is education about the development of rationality in the intellectual and moral domains as argued by Piaget, or is it more a matter of internalizing habits in the context of institutional constraints as argued by Foucault and Bourdieu? To answer, we examine religious education as it is found in the Christian, Jewish and Islamic traditions and discover that these traditions have been preoccupied with the same issue. We examine the different answers and models that these traditions propose and raise further questions concerning the nature of religious education: What is traditional religious education about: knowledge, indoctrination or the development of a religious character? Is there a special type of knowledge or rationality in religious traditions? How different is traditional religious education from our modern liberal arts education? We conclude by considering the role that intellectual technologies play in education, particularly the implications of literacy, both in the past and in the present. Reading list: Berger, *The Sacred Canopy*. Olson, *The World on Paper*. Ong, *Orality and Literacy*. Street, *Literacy in Theory and Practice*. Halberthal, *People of the Book*. Fisch, *Rational Rabbis*. Mottahedeh, *The Mantle of the Prophet*.

Format: lecture/discussion. Requirements: full attendance, a class presentation and a research paper.

No prerequisites. *Enrollment limit: 30 (expected: 15).*

Hour: 1:10-3:50 T

DREYFUS

REL 289(S) Network Culture (Same as Arth 268, ArtS 212 and INTR 242)

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

REL 290 Heidegger and Levinas (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rel/rel290.html>)

LEVENE

REL 291 Religion and the Ethic of Deconstruction: a Cross-cultural Perspective (Not offered 2002-2003)

(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 2002-2003)

(See description under Philosophy)

REL 301 Psychology of Religion (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rel/rel301.html>)

TAYLOR

REL 302(S) Religion and Society*

A sustained inquiry into the place of religion in society and the place of the social/communal within selected religious traditions. The course will focus on two organizing themes—sacrifice and praxis. In the first the multifaceted interest in the early part of the twentieth century in the “primitive” and the violence of “totemic” cults will be explored through the works of Durkheim, Levi-Strauss, Jay and

Religion

Bloch. In the second part the character and comparison of the ethoi that religions construct will be explored with attention to the Christian West, Islam, China, and India through the works of Weber, Bourdieu, and Csordas.

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

Prerequisite: Religion 101 or Anthropology 101 or permission of instructor. *Enrollment limit: 30 (expected: 12).*

Hour: 1:10-2:25 MR

DARROW

REL 304 From Hermeneutics to Post-Coloniality (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rel/rel304.html>)

DREYFUS

REL 306(S) Feminist Approaches to Religion (Same as Women's and Gender Studies 282) (W)

What does feminist theory have to offer the study of religion? How have participants in various religious traditions helped to produce and enact feminisms? Feminism and religion have a long but often troubled history of interconnection. In this course, we shall explore a range of feminist theoretical perspectives that have either emerged out of particular religious contexts or have been applied to the study of religious traditions and practices. We shall consider how conflicts within feminism—especially those pertaining to issues of sexuality, race, class, nationality, ethnicity, and religious affiliation—make a difference for the ways that religion as a category is interpreted. Authors considered in this class will include: Elizabeth Cady Stanton, Mary Daly, Elisabeth Schussler Fiorenza, Katie Cannon, bell hooks, Judith Butler, Judith Plaskow, Ada Maria Isasi-Diaz, Kwok Pui Lan, Rachel Adler, M. Elaine Combs-Schilling, Adrienne Rich, Patricia Williams, Sallie McFague, Melanie Morrison, and Marijas Gimbutas.

Format: seminar. Requirements: brief weekly writings assignments; one class presentation; one 5-page essay; one 15-page research paper.

Open to all classes without prerequisite. Enrollment limit: 19 (expected: 15). This course is writing intensive.

Satisfies the Women's and Gender Studies theory requirement for the major.

Hour: 11:20-12:35 TR

BUELL

REL 309(S) History and Religion

"History," writes Paul Veyne, "is a true novel...Historians tell of true events in which man is the actor." This course will explore the idea of history in the study of religion: as a mode of discourse, an explanation of the contingency of events, and a form of story-telling. We will focus particularly on the relationship between truth and narration, and on the role of the human actor as the subject of analysis. The course will examine both writers that seek to link history with some larger purpose (e.g., providence) as well as those that seek to limit its scope to the genealogy of values, or the telling of true stories. Particular attention will be paid to such issues as interpretation, temporality, objectivity, representation, and perspective.

Authors may include Plato, St. Augustine, Vico, Rousseau, Hegel, Nietzsche, and a selection of more recent writers (e.g., Michel Foucault, Hayden White, Paul Veyne, Dominick LaCapra).

Format: seminar. Requirements: one midterm paper and one final paper

Prerequisite: Religion 101 or permission of instructor. *Enrollment limit: 30 (expected: 15). Preference given to junior and senior majors.*

Hour: 2:35-3:50 MR

LEVENE

REL 313(F) Reality (Same as INTR 313 and Philosophy 313)

What is reality? While as old as thought itself, this question assumes new urgency in modern and post-modern thought and culture. In an increasingly complex world where reality and appearance, the fashioned and the discovered and the real and the virtual are becoming indistinguishable, does it any longer make sense to think about the real? Or does thinking about the real become unavoidable? This investigation will probe the problem of the real through a careful reading of the writings of three major philosophers: Hegel, Nietzsche, and Derrida. Far from provoking mere historical interest, these thinkers present compelling perspectives, which represent distinct alternatives for understanding the world in which we dwell.

Requirements: a mid-term paper and a final paper.

Prerequisites: at least one course in religion, philosophy, or literary theory. *Enrollment limit: 20 (expected: 20).*

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

TAYLOR

REL 314(S) Complexity (Same as INTR 314 and Philosophy 354)

In recent years, a new area of inquiry known as complexity studies has emerged in the natural sciences. While the study of complexity has begun to have an impact on the social sciences (especially economics, political theory, and anthropology), students of the arts and humanities are only beginning to recognize the importance of this new approach to natural, social, and cultural phenomena. In this

Religion

seminar, we will explore various aspects of the problem of complexity that are particularly relevant for understanding contemporary developments in society and culture. In addition to examining emergence of complexities in the natural sciences, we will consider how the study of complex adaptive systems provides an effective theoretical perspective from which to interpret important aspects of emerging network culture. The works to be considered will include: Michel Serres, *The Parasite*, Douglas Hofstadter, Godel, Escher, Bach, Gregory Bateson, *Steps to an Ecology of Mind*, Giles Deleuze and Felix Guattari, *A Thousand Plateaus*, Ilya Prigogine and Isabelle Stengers, *Order out of Chaos*, John Holland, *Emergence: From Chaos to Order*, Murray Gell-Mann, *The Quark and the Jaguar*, Stuart Kauffman, *At Home in the Universe*, Paul Ormerod, *Butterfly Economics*, and J.A. Kelso, *Dynamic Patterns: The Self-Organization of Brain and Behavior*.

Requirements: 20- to 25-page paper.

Prerequisites: One or more of the following: Religion 101, 301; Philosophy 101, 201, 209; English, 230, 373; Biology 101; Chemistry 101; Physics 101; Computer Science, 105, 108; Mathematics 180, or permission of the instructor. *Enrollment limit: 30.*

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

TAYLOR

REL 333(F) Money (Same as INTR 333)

What is money? Where is money? Does money exist? We live in a culture obsessed with money but, when we pause to think about it, money becomes very elusive. As the medium of exchange has morphed from things, to precious metals, to paper, to electronic bits, currency has undergone a process of dematerialization or virtualization. While few would deny the “reality” of money, what that reality is and how it works its material effects is difficult to determine. To understand money, economic analysis is necessary but not sufficient; it is also necessary to examine the complex problem of representation as it is articulated in philosophy, psychology, art, and religion. This course will take a thoroughly cross-disciplinary approach to the question of money. Works to be considered include: Edgar Allan Poe, “The Gold Bug,” Karl Marx, *Capital*, Norman O. Brown, *Life Against Death*, Jean-Joseph Goux, *Symbolic Economies*, Georg Simmel, *The Philosophy of Money*, Jacques Derrida, *Counterfeit Money*, Jean Baudrillard, *Symbolic Exchange and Death*, Lawrence Weschler, *Boggs: A Comedy of Values*, George Soros, *The Alchemy of Finance* and Elinor Solomon, *Virtual Money*.

Format: lecture/discussion. Requirements: mid-term exam and final paper.

No prerequisites. *Enrollment limit: 25 (expected: 25). Preference given to juniors and seniors.*

Hour: 1:10-2:25 TF

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 one semester of 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 377(S) Women and Religion in American History (Same as History 377 and Women's and Gender Studies 377)

(See description under History for full description)

REL 402(F) Issues in the Study of Religion

To be conducted as a working seminar or colloquium. Major issues in the study of religious thought and behavior will be taken up in a cross-cultural context enabling the student to consolidate and expand perspectives gained in the course of the major sequence. Topics will vary from year to year. In keeping with the seminar framework, opportunity will be afforded the student to pursue independent reading and research. Topic for 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 T

DREYFUS

REL 493(F)-W031; W031-494(S) Senior Thesis

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

ROMANCE LANGUAGES (Div. I)

Chair, Associate Professor LEYLA ROUHI

Professors: BELL-VILLADA, DUNN, NORTON, STAMELMAN***. Associate Professor: ROUHI. Assistant Professors: FOX, FRENCH. Visiting Professor: NICASTRO. Visiting Assistant Professor: ROCHE. Part-time Lecturer: DESROSIER. Teaching Associates: MOURIÈS, MISTYCKI, MARTINEZ, RIOBOO.

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.

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:

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

Romance Languages

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.

PLACEMENT

A placement test in French is administered at Williams at the opening of the fall semester. Incoming first-year students who register for any French course above the 101-102 level must take this test, regardless of their previous preparation.

STUDY ABROAD

French majors are strongly advised to complete part of the requirements for the major by studying abroad either during the academic year or the summer. Most American study-in-France programs require applicants to have completed a fifth-semester, college-level French course (French 105, for example) before they go abroad. A special affiliation with the Hamilton Junior Year in France program enables Williams students (who have completed 105) to participate in a comprehensive academic and cultural experience in a French-speaking environment. Major credit for study abroad will normally be assigned as follows: up to 1 credit for one semester and 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 once the student has returned to Williams. Such credits can only be determined by review of course format, course materials, and evidence of satisfactory academic performance. Students interested in studying abroad need to consult with faculty members in French by the second semester of their first year. Early planning is essential. Because the academic quality of certain programs of study in France may well be beneath the pedagogical standards normally associated with a Williams education, students will receive credit for only those programs recommended by the department. Please consult a faculty member to find out which programs are acceptable. Normally, the department does not administer proficiency exams (for study abroad) to any student who has not completed a French course at Williams.

LANGUAGE AND CIVILIZATION COURSES

RLFR 101(F)-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.

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) Intermediate French

The first semester of intermediate French continues and enhances the 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 course joins the development of written and oral skills to a review of significant aspects of French grammar, which are now studied in greater depth and used with greater understanding. French culture will be presented through the reading of short literary and journalistic texts, the screening of films, and the analysis of advertisements and other cultural realia. *Conducted in French.*

Format: class meets for four hours a week and includes a mandatory language laboratory component. Requirements: class participation, oral class presentations, short papers, exams, and quizzes.

Prerequisites: French 101-102 or examination placement. *Enrollment limit: 20 (expected: 20).*

NOTE: Students should seriously consider taking French 103 AND 104 if they intend to enroll in more advanced French courses at the level of French 105 or above.

Hour: 9:55-11:10 TR

Conferences: 1:10-2 W, 2:10-3 W

STAMELMAN

RLFR 104(S) Advanced Intermediate French

The goal of this course is to build on the writing, reading, and aural comprehension skills in French developed at the elementary and intermediate levels (specifically those of French 103). The course will consist of a continued review of fundamental grammar structures, but will emphasize the application and assimilation of those structures in activities of composition, oral presentation, and discussion. Textual resources will be drawn from literary and cultural settings and will be used to develop basic

Romance Languages

analytical skills in French. *Conducted in French.*

Requirements: class participation, oral class presentations, short papers, quizzes, and exams.

Prerequisites: French 101-102, 103, or examination placement. *Enrollment limit: 20 (expected: 20).*

Hour: 9:55-11:10 TR

Conference: 1:10-2 W

NORTON

RLFR 105(F) Studies in French Language and Culture

The goal of this advanced language course is to strengthen students' skills in speaking, writing, and thinking in French, while at the same time developing their knowledge of French culture as it has been expressed through the centuries in literature, art, history, and—more recently—film. Grammar will be reviewed, and texts will be chosen from French and Francophone sources. *Conducted in French.*

Requirements: short papers, regular quizzes and exams, oral presentations, and active participation in class discussions.

Prerequisite: French 104, an SAT score of 600, or by placement.

Hour: 2:35-3:50 MR

Conference: 1:10-2 W

DUNN

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 text, 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 105, or 109, or by placement test, or permission of instructor.

Hour: 2:35-3:50 MR

DUNN

RLFR 202 French Film (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rlfr/rlfr202.html>)

RLFR 207 Nineteenth-Century French Novel (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rlfr/rlfr207.html>)

ROCHE

RLFR 208(F) Rites of Lust, Blood, Power, and Words: French Tragedy in the Age of Absolutism

To read and understand French classical tragedy is to penetrate a rhetorical code that reduces myth and history to certain powerful common denominators. Against a backdrop of absolutist notions of statecraft Pierre Corneille and Jean Racine wrote plays that transcend their particular historical moment to uncover deep, primal truths about the human psyche and its relation to the cosmos. This course will examine some of the most profoundly troubling and challenging works of these two seventeenth-century playwrights in order to reach a clearer understanding of why their resonance as literature came to be refracted through the richest inflections of modern criticism: Goldmann and neo-Marxism, Barthes and the French New Criticism, psychoanalysis, and structuralism. Among the works to be read are: Corneille's *Le Cid*, *Horace*, *Cinna*, and *Polyeucte*, and Racine's *Iphigénie*, *Phèdre*, *Andromaque*, and *Mithridate*. Conducted in French. Requirements: class participation, two papers, an oral presentation, and a one-hour exam. Prerequisite: French 109, 110, 112, or permission of instructor.

Hour: 11:20-12:35 TR

NORTON

Romance Languages

RLFR 209 French Surrealist Literature and Art (*Not offered 2002-2003; to be offered 2003-2004*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rlfr/rlfr209.html>)

STAMELMAN

RLFR 211 The Poetry of Revolution and Modernism: Baudelaire, Rimbaud, Mallarmé (*Not offered 2002-2003; to be offered 2003-2004*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rlfr/rlfr211.html>)

STAMELMAN

RLFR 212 Sister Revolutions in France and America (*Not 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 2002-2003*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rlfr/rlfr215.html>)

STAMELMAN

RLFR 216(S) French Romanticism

This course traces the history of French romanticism, from its origins in the late eighteenth century and its apogee during post-revolutionary and post-Napoleonic France to its influence on the subsequent literary movements of the nineteenth century. We will study the philosophical, ideological, and aesthetic issues at the core of the romantic revolution, focusing specifically on the period's obsessive emphasis on introspection and its celebration of nature as manifested in poetry, theater, and the novel. We will also consider the place of romanticism in the art and music of the first half of the century. Authors to be studied include Rousseau, Chateaubriand, Constant, Hugo, Musset, Lamartine, Vigny, Stendhal, and Balzac. *Conducted in French.*

Requirements: class participation, oral presentations, three short papers and a final paper.

Prerequisites: French 109 or 110, or permission of the instructor. *Enrollment: 19 (expected: 19).*

Hour: 9:55-11:10 TR

ROCHE

RLFR 302(S) The Spirit of the Renaissance: Rediscovery and Invention

The seminar will examine the literary culture of France in the sixteenth century through selected masterworks of poetry and prose. During the age that marks the transition between the Middle Ages and neoclassicism, French society is engaged in a process of vigorous experimentation in such themes and issues as individualism, spontaneity, inspiration, eroticism, literary genre, poetics, the visual arts, and social conflict. We will give particular attention to the shift from oral to printed culture and the setting of individual works within the context of modern theories of language and writing. Authors to be studied: Rabelais, Du Bellay, Ronsard, and Montaigne. *Conducted in French.*

Requirements: class participation, two short papers, an oral presentation, and a final exam.

Prerequisite: French 109, 110, 112 or permission of the instructor.

Hour: 11:20-12:35 TR

NORTON

RLFR 303 The Voyage of the Renaissance Poet: The Poetics of Regret and Transcendence (*Not offered 2002-2003; to be offered 2003-2004*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rlfr/rlfr303.html>)

NORTON

RLFR 307(F) (formerly 406) Senior Seminar: The Female Prison: Convents and Brothels

In this course, we will examine eighteenth-, nineteenth-, and twentieth-century texts in which woman's destiny is defined in terms of spatial, social, and psychological confinement in mysticism or sexuality, excluding her from marriage and society. Convents and brothels, schools that teach ambiguous sexuality, subversion, and revolt, may be more interchangeable than antithetical. Texts include Diderot's *La Religieuse*, Prévost's *Manon Lescaut*, Laclos's *Les Liaisons Dangereuses*, Mme. de Lafayette's *La Contesse de Tende*, Mme. de Duras's *Ourika*, Maupassant's *La Maison Tellier*, Zola's *Nana*, Colette's *Gigi*, and Beauvoir's *Le Deuxième Sexe*. *Conducted in French.*

Requirements: several short papers, class presentations, and a longer final paper.

Prerequisite: any French literature course.

Hour: 1:10-2:25 MR

DUNN

RLFR 308 Origins and Originalities: Literary Masterpieces of the Renaissance (*Not offered 2002-2003*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rlfr/rlfr308.html>)

NORTON

RLFR 312(S) Between the Two World Wars

The period from 1913 to 1939 was an adventurous time for the French novel. In this course, we will study novels by Gide, Proust, Colette, Camus, Martin du Gard, Mauriac, Malraux, and Sartre. Although there is great diversity among these authors, they were all reacting to the aftermath of the First World War and the breakdown of traditional French culture. Through the popular character of the rebellious adolescent, they experimented with revolt against the stifling social order of Church and family. The real challenge of the period, however, concerned not a break with the past or discoveries of new levels of consciousness and freedom, but rather the mature acceptance of responsibility for the future and the articulation of fresh spiritual and political visions. *Conducted in French*.

Requirements: several short papers, a longer final paper, and oral class presentations.

Prerequisite: any French literature course *or* permission of the instructor.

Hour: 1:10-3:50 W

DUNN

RLFR 314 (formerly 401) Order and Adventure: Twentieth-Century French Poetry (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rlfr/rlfr314.html>)

STAMELMAN

RLFR 316 (formerly 214) Travels, Topographies, Curiosities and Encounters: The Renaissance Sense of Place (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rlfr/rlfr316.html>)

NORTON

RLFR 330 The Poetics and Politics of Memory (Not offered 2002-2003; to be offered 2003-2004)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rlfr/rlfr330.html>)

STAMELMAN

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 MW

DESROSIERS

RLFR 512(S) Readings in French Art History and Criticism

This course is an intensive translation seminar for the Williams College Graduate Program in Art History and for interested undergraduate students, with permission of the instructor.

The core of the course is based on the reading and translating of a variety of critical works covering different periods and different genres in the field of Art History. The various texts read in this class will be analyzed in form and content, translated or summarized in order to develop the skills and understand the techniques necessary to accurately read French. Grammar will systematically be reviewed in context.

Evaluation is based on participation, papers, a midterm, a project and a final examination.

Prerequisite: French 511 *or* permission of instructor.

Hour: 5:30-7 MW

DESROSIERS

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: 22. The course is not open to those who have had one year or more of high school Italian. Instructor will prioritize on the basis of study abroad plans and year at Williams.

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

Romance Languages

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 200 level or above (*excluding RLSP 205 and RLSP 303*), and 403.

The major seeks to provide training in literary analysis and linguistic expression, as well as an appreciation of Hispanic civilization, through the study of the major writers of the Spanish-speaking world.

Students majoring in Spanish may replace one of their Spanish electives with a course in Comparative Literature, with one course in Latin-American Studies that is 200-level or higher, or with a course in Linguistics.

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 and 104, and three courses in Spanish above the 104 level, with at least one of these courses at the 200-level or higher taken at Williams. If the student starts out the sequence at Spanish 103, in addition to the three courses in Spanish beyond the 104 level (including a 200-level course or higher), two electives may be taken in other departments. One elective should be in Spanish or Latin-American cultural history (art, literature, drama, music) and the other in Spanish or Latin-American intellectual, political, or social history. Spanish 200, 201, or 208 can be counted for the elective requirement.

List of possible electives in other departments:

Anthropology 215	The Secrets of Ancient Peru: Archaeology of South America
Anthropology 216	Native Peoples of Latin America

Romance Languages

Anthropology 217 Mesoamerican Civilizations
ArH 200 Art of Mesoamerica
ArH/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 four courses can be granted at the discretion of the Department for study overseas. Students interested in study abroad should consult with a member of the department at their earliest convenience.

RLSP 101(F)-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. Students will complete workbook and CD-rom exercises weekly. Evaluation will be based on participation, regular homework exercises, quizzes, midterms, 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: FOX
Second Semester: ROUHI

RLSP 103(F) Intermediate Spanish

This course is a continuation of Spanish 101-102. It focuses on the review of grammar and stresses the spoken as well as the written tongue. Films and reading selections will explore the cultures and current issues of Spain and Latin America.

Format: class meets four hours a week. Requirements: weekly written exercises of 1 to 2 pages, regularity of class participation, oral reports, frequent quizzes, and a final exam.

Prerequisites: Spanish 101-W-102 or results of the Williams College placement exam. *Enrollment limit: 22 per section (expected: 22 per section). Two sections.*

Hour: 10:00-10:50 MWF, 11:00-11:50 MWF Conference: 2:10-3 W, 3:10-4 W BELL-VILLADA, FRENCH

RLSP 104(S) Upper Intermediate Spanish

This course is a continuation of Spanish 103. It focuses on the review of grammar as well as on refining writing and speaking skills. Films and reading selections will enable students to deepen their understanding of Hispanic cultures.

Format: class meets four hours a week. Requirements: weekly 1- to 2-page compositions, regularity of class participation, oral reports, frequent quizzes, midterm and a final exams.

Prerequisites: Spanish 103 or the results of the Williams College placement exam. *Enrollment limit: 22 (expected: 22).*

Hour: 10:00-10:50 MWF

Conference: 2:10-3 W

FRENCH

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, and perform regular exercises using the World Wide Web. Conducted in Spanish. Evaluation will be based on regularity of class participation, frequent quizzes and compositions, and a final exam. This course requires students to have produced 20 or more pages of writing by the end of the semester.

Romance Languages

Prerequisites: Spanish 103, Spanish 104 *or* results of the Williams College placement exam.

Enrollment limit: 20.

Hour: 10:00-10:50 MWF

Conference: 2:10-3 W, 3:10-4 W

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, Spanish 104 *or* results of the Williams College placement exam.

Hour: 11:00-11:50 MWF

Conference: 2:10-3 W

BELL-VILLADA

RLSP 200(S) (formerly 112) Latin-American Civilizations*

An introduction to the multiple elements constituting Latin-American culture. Class assignments include readings from selected Latin-American essayists and screenings of classic films. Particular focus on the conflict between local and foreign cultural traditions. Areas to be considered: Spanish Catholicism, the influence of European liberalism and U.S. expansion, the Indian and African contributions, the environmental effects of economic development, the cultural impact of social revolution in Mexico and Cuba, issues of gender and power. The course will conclude with the reading of Gabriel García Márquez's novel, *Cien años de soledad*. *Conducted in Spanish.*

Requirements: two essays on assigned topics, an oral presentation, active discussion of the material presented in class, a midterm, and a final.

Prerequisites: Spanish 105 *or* permission of the instructor, or results from the Williams College placement exam. *Enrollment limit:* 20 (*expected:* 20).

Hour: 1:10-2:25 TF

FRENCH

RLSP 201(F) (formerly 111) The Cultures of Spain

Each of the many cultures and civilizations that has settled in Spain has left its mark. Linguistically, culturally, and historically Spain is a composite of the groups that have inhabited the peninsula in the past, which include Iberians, Celts, Phoenicians, Greeks, Carthaginians, Romans, Visigoths, Arabs, and Jews. The contributions of these different groups, combined with other factors such as geography and climate, will be our starting point in understanding Spain's past. Today, Spain's cultural diversity also reflects the many distinct autonomous regions of which the country is composed, such as Cataluña and the Basque country, and the recent influx of immigrants from all over the world. In this course we will consider Spain past and present. We will study periods of tolerance and cultural brilliance, such as the co-existence of Arabs and Jews in Medieval Cordoba, as well as times of censorship and repression such as the Inquisition and the post Civil War under Franco. Materials will include representative works from literature, art, architecture, music, and film. Secondary texts will also be provided for historical and socio-political background and reference.

Conducted in Spanish.

Requirements: active participation in class discussions, an oral presentation, several short writing assignments, a midterm and a final.

Prerequisite: Spanish 105, permission of the instructor, or results of the Williams College Placement Exam. *Enrollment limit:* 20 (*expected:* 20).

Hour: 11:00-11:50 MWF

FOX

RLSP 202(S) The Generation of 1898 (W)

A study of the poetry, essays, and novels of major authors of the "generación del 98" in light of the intellectual and historical context of the period. We will read works by Unamuno, Machado, Azorín, Blasco Ibáñez, Baroja, and Ortega y Gasset among others, in an effort to understand not only the artistic and intellectual concerns of each writer, but also the ways in which the works relate to one another. *Conducted in Spanish.*

Format: discussion/seminar. Evaluation will be based on class participation, several short writing assignments, and a final paper. At least two of the short assignments will be edited and re-written; the final paper will be handed in as a draft first and then edited.

Prerequisite: Spanish 105 or higher. *Enrollment limit:* 19 (*expected:* 19). *Preference given to majors and students with a background in literature. This course is writing intensive.*

Hour: 9:55-11:10 TR

ROUHI

RLSP 203 Major Latin-American Authors: 1880 to the Present (Not offered 2002-2003; to be offered Fall 2003) (W)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rlsp/rlsp203.html>)

FRENCH

RLSP 205(F) The Latin-American Novel in Translation (Same as Comparative Literature 205)*

A course specifically designed to enable students who have no knowledge of Spanish to read and discover those Latin-American authors who, in the twentieth century, have attracted world-wide atten-

Romance Languages

tion. Among the texts to be discussed: Borges, *Labyrinths*; Cortázar, *Blow-up* and *Hopscotch*; lesser works by Fuentes and Puig; and by Nobel Prize-winner Gabriel García Márquez, *One Hundred Years of Solitude*.

Requirements: class participation, two brief papers, a midterm, and a final exam.

Does not carry credit for the Spanish major.

Hour: 1:10-2:25 MR

BELL-VILLADA

RLSP 208 The Spanish Civil War in Literature and Film (Not offered 2002-2003; to be offered Spring 2004)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rlsp/rlsp208.html>)

FOX

RLSP 209 (formerly 201) Spanish Romanticism and Realism (Not offered 2002-2003; to be offered Fall 2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rlsp/rlsp209.html>)

RLSP 211 Survey of Medieval and Golden Age Spanish Literature (Not offered 2002-2003; to be offered 2003-2004)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rlsp/rlsp211.html>)

ROUHI

RLSP 217 Love in the Spanish Golden Age (Not offered 2002-2003; to be offered 2003-2004)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rlsp/rlsp217.html>)

ROUHI

RLSP 219(F) Humor in Spanish-American Literature

From the sixteenth century to the twenty-first, humor has been an essential element of Spanish-American cultural discourse, frequently mixing entertainment with sharp criticism of repressive political regimes and social institutions. This course will examine the role of humor in Spanish-American literature with emphasis on the colonial period and the nineteenth century, considering the use of satire, parody and farce to diagnose social ills ranging from the oppression of indigenous and African Americans to administrative corruption, promiscuity and sexual hypocrisy, and sadism among medical practitioners. Drawing on theorists including Erasmus, Henri Bergson and Mikhail Bakhtin, we will discuss various categories of literary comedy and their functions as subversive or transgression discourses. Spanish-American authors to be read may include Juan Rodríguez Freile, Sor Juana Inés de la Cruz, Catalina de Erauso, Juan del Valle Caviedes, Alonso Carrió de la Vandra, José Milla, Ricardo Palma, and Tomás Carrasquilla. For students with little or no background in early Spanish-American literature, we will also read selected works of "serious," canonical official literature. We will conclude by considering colonial and nineteenth-century satire as precursors of the anti-authoritarian discourse in contemporary texts such as Gabriel García Márquez's *Los funerales de la Mamá Grande*. Evaluation will be based on contribution to class discussions, three short papers, and mid-term and final exams.

Prerequisites: Spanish 105 or above, or permission of instructor, or results of the Williams College placement exam. *Enrollment limit: 22 (expected: 22).*

Hour: 1:10-2:25 TF

FRENCH

RLSP 301(S) Cervantes' *Don Quijote* (W)

This course is an in-depth study of Cervantes' masterpiece *Don Quijote*. With this novel, Cervantes forever transformed the European literary landscape and the future of prose fiction. We will consider the singularity of Cervantes' achievement from the perspectives of language, literature, and culture. The literary and social background of the period will also shape our understanding of the work's historical context. Additional reading will include a selection of major critical studies. *Conducted in Spanish.*

Format: seminar. Requirements: evaluation will be based on meaningful class participation and 20-25 pages of writing divided into several discrete assignments, some of which will include rewriting, and a final paper.

Prerequisite: any 200-level Spanish course. *Enrollment limit: 19 (expected: 15). This course is writing intensive.*

Hour: 1:10-2:25 MR

FOX

RLSP 303 Cervantes' *Don Quixote* (Same as Comparative Literature 303) (Not offered 2002-2003; to be offered Spring 2004)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/rlsp/rlsp303.html>)

ROUHI

Romance Languages, Russian

RLSP 306T(S) Latino Writing: Literature by U.S. Hispanics (Same as Comparative Literature 302T) (W)*

Writing by U.S. Hispanics constitutes a new voice in American letters. In this tutorial, we will read and discuss work by U.S. Latinos and examine the social backgrounds to their texts. The experiences of immigration and assimilation, and the specific complexities of being both Hispanic and North American will be addressed. Authors to be studied: José Antonio Villarreal, Tomás Rivera, Richard Rodríguez, Sandra Cisneros, Rudolfo Anaya, Piri Thomas, Edward Rivera, Oscar Hijuelos, Cristina García, and historical texts by Carey McWilliams, and Rodolfo Acuña. Given the absence of a critical consensus around these recent titles, our task is to gain some sense of their common traits as a tradition, and place them within the larger body of literature of the Americas and the world.

The tutorial will examine one work or set of authors per week. A student will bring, written out in full, an oral presentation focusing on the artistic features and sociocultural content of the assigned reading. Questioning of the presenter, on the part of the second tutee and the tutor, will follow. The course is designed to accommodate both Spanish and English speaking students. A student able to read and speak Spanish will be paired with another student of similar proficiency. Students who neither read nor speak Spanish will be paired together.

Requirements: five short oral presentations/papers (about 20-25 minutes) and a final longer one (about 40-45 minutes).

Prerequisite: some previous course work in any literature beyond the 100 level is helpful. Students selecting the Spanish option for credit toward the Spanish major must have taken at least one 200-level Spanish course or seek permission of the tutor. *This course is writing intensive.*

Hour: TBA

BELL-VILLADA

RLSP 403(F) Senior Seminar: Studies in Literature*

This is a variable topics course. For 2002-2003, the topic will be "Power, Repression, and Dictatorship in the Latin-American Novel." Military dictatorship is among the most crucial factors in Latin-American society and history, and some of the continent's leading novelists have taken it upon themselves to depict the experience in their work. In this course we will examine both the fact of dictatorship itself and the diverse representation thereof in Spanish-American fiction. Novels by García Márquez, Carpentier, Fuentes, Poniatowska, and Tomás Eloy Martínez will be closely studied. Students will also read *Absalom! Absalom!* by Faulkner, whose influence on Latin-American authors' techniques of representation has been decisive and profound. *Conducted in Spanish.*

Format: seminar. Requirements: three papers based on the readings, one oral report on the life and personality of a given dictator, and a final exam.

Prerequisite: any 300-level course or two 200-level courses or permission of the instructor. *Enrollment limit: 15 (expected: 8). Preference given to Spanish majors, and students with a background in literature.*

Hour: 2:35-3:50 MR

BELL-VILLADA

RLSP W030 Honors Essay

RLSP 493(F)-W031-494(S) Senior Thesis

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

RUSSIAN (Div. I)

Chair, Professor BRUCE KIEFFER

Professor: GOLDSTEIN. Associate Professor: CASSIDAY. Assistant Professor: VAN DE STADT.
Teaching Associate: TBA.

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, Economics, History, and Sociology.

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:

Economics 365 Economic Reform in Eastern Europe and the Former Soviet Union
History 140 *Fin-de Siecle* Russia: Cultural Splendor, Imperial Decay
History 240 Muscovy and the Russian Empire
History 241 The Rise of the Soviet Union
History 440 Reform, Revolution, Terror: Russia, 1900-1939
History 441 Gorbachev and the Collapse of the Soviet Union

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

First Semester: CASSIDAY

9:00-9:50 MWF and 8:30-9:45 TR

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

First Semester: VAN DE STADT

10:00-10:50 MWF

Second Semester: GOLDSTEIN

RUSS 201, 202 Advanced Russian (*Not offered 2002-2003; to be offered 2003-2004*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/russ/russ201.html>)

RUSS 203 Nineteenth-Century Russian Literature in Translation (Same as Comparative Literature 203) (*Not offered 2002-2003*)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/russ/russ203.html>)

VAN DE STADT

RUSS 204(S) Twentieth-Century Russian Literature in Translation (Same as Comparative Literature 204) (W)

At the beginning of the twenty-first century, we are ideally positioned to assess the revolutionary changes that swept over Russia during the last one hundred years and their impact on the country's literature. In this course, we will focus on the development of prose fiction in general, and the Russian novel in particular, in several historical periods, placing emphasis on the Russian revolutions at the beginning and end of the twentieth century and their reflection in the country's literature. Special attention will be paid to the pre-Revolutionary avant-garde, the rise and fall of Soviet literature, and the emergence of Postmodernism in Russia. Readings by Belyi, Bulgakov, Pasternak, Nabokov, Solzhenitsyn, and others. Knowledge of Russian is not required. *All readings will be in English.*

Format: lecture/discussion. Requirements: active class participation, regular postings on the course's Blackboard web site, three short papers, and a final research paper.

No prerequisites. *Enrollment limit: 19 (expected: 15). This course is writing intensive.*

Hour: 1:10-2:25 TF

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

Russian

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(F) History of Russian Art (Same as ArH 266)

This course offers a survey of Russian art from the first to the third millennia, from religious icons to commercial ones. We will look at early broadsides, society portraits, landscapes, and genre paintings, as well as a wide range of Russian handicrafts. Special emphasis will be placed on the halcyon period from 1910 to 1930, when Russian Cubo-Futurists, Suprematists, and Constructivists profoundly influenced the development of art throughout the Western world. After examining the Socialist Realism of the Stalin era, we will progress through Moscow conceptualism to the current appropriation of Western style into a post-Soviet aesthetic.

Requirements: active class participation, two 3- to 5-page papers, one class presentation, and a final 10-15 page paper or final exam.

No prerequisites.

Hour: 11:20-12:35 TR

GOLDSTEIN

RUSS 301 Russian and Soviet Film (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/russ/russ301.html>)

CASSIDAY

RUSS 303 Russia in Revolution (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/russ/russ303.html>)

CASSIDAY

RUSS 305(F) Dostoevsky and His Age (Same as Comparative Literature 305)

This course will examine the life and works of Fyodor Dostoevsky in the context of Western intellectual history. Readings will include Dostoevsky's highly influential novella, *Notes from Underground*, his first major novel, *Crime and Punishment*, his masterpiece, *The Brother Karamazov*, and several shorter works. Over the course of the semester, we will talk about Dostoevskii's age and society, examining the larger trends and problems reflected in his novels: the slums of St. Petersburg with their prostitutes, beggars, and moneylenders; widespread demands for social and political reform; religious and philosophical debate. *All readings will be in English.*

Format: lecture/discussion. Requirements: active class participation, three short papers, an article review presented orally to the class, and a final research project.

No prerequisites. *No enrollment limit (expected: 30).*

Hour: 2:35-3:50 MR

CASSIDAY

RUSS 306 Tolstoy and His Age (Same as Comparative Literature 306) (Not offered 2002-2003; to be offered 2003-2004)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/russ/russ306.html>)

CASSIDAY

RUSS 307(F) Music and Nineteenth-Century Russian Literature

Albeit distinct art forms, music and literature have enjoyed a very fruitful relationship in a number of artistic traditions, and this was particularly true in the rich and varied cultural life of nineteenth-century Russia. Musicians, composers, or even specific compositions, sometimes became the subject of literary masterpieces. Other times it was a celebrated work of literature that inspired incidental music, romances, and operas. In this course we will examine the broad and fascinating relationship between literature and music in short works by Odоеvsky, Pushkin, Turgenev, Tolstoy, Kuprin, and Chekhov. We will study the role that music played in belles lettres as thematic element, cultural commentary, and structuring principle. All primary texts will be read in the original, but some secondary readings will be in English. *Class will be conducted entirely in Russian.*

Format: seminar. Requirements: active class participation, regular reading, listening, and viewing assignments, frequent short writing assignments, and a final presentation.

Prerequisites: Russian 202 or permission of the instructor. *No enrollment limit (expected 3-5).*

Hour: 9:55-11:10 TR

VAN DE STADT

RUSS 402(S) Senior Seminar: Russian Drama and Performance

The theater has been widely called the most collaborative of the arts, involving the participation of playwrights, artists, directors, designers, musicians, actors, technicians, and even spectators. This seminar will explore the tension resulting from the collaborative nature of dramatic performance, as well as attempts to resolve this tension on the Russian stage. Readings will include a variety of plays,

Russian, Science and Technology Studies

contemporary theories of drama and the theater, criticism, and reviews. In addition to reading the classics of the Russian dramatic repertoire (Griboedov, Pushkin, Gogol, Ostrovskii, Chekhov, etc.), we will also explore the role of drama and performance within Russian culture. *All course readings will be in the original, and the seminar 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: 2:35-3:50 TF

CASSIDAY

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(F) Science, Technology, and Human Values (Same as History of Science 101)

(See under History of Science for full description.)

SCST 401(F) Senior Seminar: Critical Perspectives on Science and Technology

A research-oriented course designed to give students direct experience in evaluating and assessing scientific and technological issues. Students initially study particular techniques and methodologies by employing a case study approach. They then apply these methods to a major research project. Students may choose topics from fields such as biotechnology, computers, biomedical engineering, energy, and other resource development. Students will apply their background of historical, philosophical, and technological perspectives in carrying out their study.

Requirements: research paper or project.

Satisfies one semester of Division II requirement.

Hour: TBA

D. BEAVER

Elective Courses

Anthropology 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 (Deleted 2002-2003)

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 (Deleted 2002-2003)

History of Science 240 Technology and Science in American Culture

History of Science 305/Environmental Studies 315/History 292 Technology and Culture

History of Science/Philosophy 334 Philosophy of Biology

Science and Technology Studies, Williams Program in Teaching

Music 223T Music Technology II
Philosophy 209 Philosophy of Science
Philosophy 210 Philosophy of Medicine
Sociology 368 Technology and Modern Society

Courses of Related Interest

ANSO 205 Ways of Knowing
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 (Deleted 2002-2003)
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

WILLIAMS PROGRAM IN TEACHING

Director, SUSAN L. ENGEL

The program in teaching is designed to enable Williams Undergraduates to study the ideas, questions, and practices involved in good teaching at all levels. The program seeks to promote and facilitate an exchange of ideas about teachers, learners and schools, within and beyond the Williams campus. The program offers a range of opportunities including courses on education, intensive supervised student teaching, workshops, advising, lecture series, and ongoing peer groups for those who teach. Students may participate in a variety of ways, ranging from taking one course to a sustained in-depth study of teaching and learning geared to those who want to become teachers, or educational psychologists. We seek to connect students with one another, to bring in expert teachers to provide mentoring, and to create links across the curriculum so that students can see the vital connections between what they study (French, Algebra or Biology for instance) and the process of teaching those topics to elementary and high school students. The program is open to any student interested in education and offers opportunities for all levels of interest, including those who want to find out about certification and graduate study. Students seeking certification through an arrangement with the Massachusetts College of Liberal Arts (MCLA) should consult with Susan Engel before the end of their sophomore year.

The following provides a sample outline of the sequence of courses and experiences that an interested student might take

- ◆ Psychology 101 Intro to Psych (required for further psychology courses);
- ◆ Psychology 232 Developmental Psychology and/or
- ◆ Psychology 242 Social Psychology;
- ◆ Psychology 334 Psychology of Education (with supervised teaching practicum as a recommended, but optional component);
- ◆ Psychology 336 Adolescence;
- ◆ At least one Winter Study in an intensive teaching practicum. The major programs are in Berkshire County (under PSYC) or in New York City (under SPEC), although other opportunities may be listed elsewhere in the Winter Study section of the course catalogue.

No specific major is required to participate in the program—although some lend themselves easily to certification, such as Mathematics, English, Biology, American history, or French, almost all of our majors can provide the basis of teacher certification. Alternately, students can major in Psychology, take a concentration of courses in a different field, and then pursue that content area more intensively in graduate work.

Other courses of interest include:

Philosophy 208 The Philosophy of Education
Psychology 351 Peer Relations
Mathematics 285 Teaching Mathematics
Economics 359 The Economics of Higher Education
Psychology 342 The Psychology of Leadership
Psychology 333 Child Study

THEATRE (Div. I)

Chair, Professor DAVID EPPEL

Professors: BUCKY**, EPPEL. Assistant Professors: BEAN*, S. HAMILTON, JOTTAR. Visiting Assistant Professor: SALAMENSKY. Lecturers: BROTHERS, CATALANO, B. 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 experimental 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 102, Theatre 301, Theatre 401(F)(S), and one course from Studies in Dramatic Literature (Theatre 311-321) or Theatre 210, 211, 212, 213T, 215, 322T, 325, 328, 329. 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 102 Introduction to Technical 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 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 212 Drama/Trauma: Theatres of the Psyche
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 325 Decadence and Modernity
Theatre 329 Performing Identity: Popular Entertainment in America
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: 1-4 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: 9:55-11:10 TR

Lab: 1-4 W

CATALANO

THEA 201(F) The Design Response (W)

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.

Theatre

Prerequisite: Theatre 102 or ArtS 100 or permission of the instructor. This course is a prerequisite for Theatre 307 and all upper-level design courses. *Enrollment limit: 12. This course is writing intensive.*
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 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: 1:10-3:50 TF

B. SHEPARD

THEA 205 The Culture of Carnival (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/thea/thea205.html>)

BROTHERS

THEA 210 Multicultural Performance (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/thea/thea210.html>)

THEA 211 Topics in African-American Performance: Theatre, Film, and Dance of the Harlem Renaissance (Same as American Studies 211) (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/thea/thea211.html>)

BEAN

THEA 212(S) Drama/Trauma: Theatres of the Psyche (Same as Comparative Literature 212 and English 214)

The inspiration for psychoanalysis arose through visits by Freud to the theatre. Meanwhile, in Western medical circles of the time, “hysterics”—most often, troubled women—were displayed as theatrical objects themselves. What do the spaces of the theatre and the psyche have in common? In what ways is theatre just a more legitimate form of “insanity”? How, and why, does Western theatre, from the Classical period onward, progress from models of tragedy to individual trauma and wider cultural disaster? How might non-Western theatres, and productions by women and artists of color, approach psychic issues differently? How do the realms of theatre and performance function, creatively, psychically, and politically, to re-enact, rework—and even induce—trauma? Materials studied might include: writings by psychoanalytic critics Charcot, Freud, Lacan, Melanie Klein, Foucault, and others; classic through contemporary plays based on the stories of Oedipus and Electra, and on psychoanalytic notions, by Sophocles, Shakespeare, O’Neill, Hélène Cixous, Paula Vogel, Suzan-Lori Parks, and others; and recorded performance works by Robert Wilson, Chris Burden, Karen Finley, Ron Athey, Bill T. Jones, Min Tanaka, and more.

Requirements: brief weekly writings, two longer written projects, and a final exam.

Prerequisites: none, but one Theatre, English, Comparative Literature, or Psychology course preferred. *Enrollment limit: 15.*

Hour: 1:10-3:50 W

SALAMENSKY

THEA 215 Femininity on Stage (Same as Comparative Literature 213) (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/thea/thea215.html>)

BEAN

THEA 216 Writing for the Theatre (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/thea/thea216.html>)

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 focussing on theatrical manifestations of the theory through the study of playtexts and performances. 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: 1:10-3:50 W

SALAMENSKY

Theatre

THEA 302 Scenic Design (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/thea/thea302.html>)

S. HAMILTON

THEA 303 Stage Lighting (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/thea/thea303.html>)

THEA 305(F) Costume Design

A study of the art of costume design. The course focuses on the designer's process: script analysis, collaboration, research, color theory, basic design principles, rendering techniques, fabric research, organizational skills and presentation of designs.

Evaluation will be based on multiple design assignments including a detailed final design project, which might be exhibited. In addition the evaluation will be based on costume labs, image and research files, costume history sketchbook, committed participation and attendance.

Prerequisite: Successful completion of any 200 level course in any of the fine or performing arts or permission of instructor.

Hour: 11:20-12:35 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

B. SHEPARD

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

BUCKY

THEA 308 Directing Workshop (Not offered 2002-2003)

(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(S) Modern Drama (Same as English 202)

(See under English for full description.)

THEA 313(F) Studies in Dramatic Literature: Beckett, Pinter and Stoppard (Same as English 365)

(See under English for full description.)

THEA 315T(S) Studies in Shakespeare: *Hamlet* and *Lear* (Same as English 311T) (W)

(See under English for full description.)

THEA 319(F) Shakespeare in Love (Same as English 319)

(See under English for full description.)

THEA 321 American Minstrelsy (Not offered 2002-2003)*

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/thea/thea321.html>)

BEAN

Theatre

THEA 322T Performance Criticism (Same as Comparative Literature 322T) (Not offered 2002-2003)(W)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/thea/thea322.html>)

SALAMENSKY

THEA 323(S) Theatre of Images (Same as ArtS 323 and Women's and Gender Studies 323)

This course will investigate what Bonnie Marranca, editor of *Performing Arts Journal*, describes as theatre "in which the painterly and sculptural qualities of performance are stressed transforming this theatre into a spatially-dominated one activated by sense impressions, as opposed to a time-dominated one ruled by linear narrative." This class will examine the work and methodology of some of the practitioners of this form, including Robert Wilson, Meredith Monk, Ping Chong, and Mabou Mines. This study will prepare class members to create their own short pieces, which will take a Theatre of Images approach to a specific theme to be determined by the class.

Evaluation will be based on class participation in discussion and labs, one major paper and class presentation of the material covered in the paper, and a final project which will be a short performance piece.

Prerequisite: completion of a 200-level course in any of the performing or fine arts, or permission of the instructor.

Hour: 10:00-11:50 MWF

S. HAMILTON

THEA 324 Theatre for the Ear: Telling Stories Through Sound (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/thea/thea324.html>)

S. HAMILTON

THEA 325(F) Decadence and Modernity (Same as Comparative Literature 325 and English 385)

Why were Chekhov's plays condemned by both Czarists and Revolutionaries? Why was Oscar Wilde imprisoned? (Not just for the reason you think.) Why were Sarah Bernhardt and other "Jewess" divas at once beloved and reviled? Why were Asian and African cultures at once adulated, mocked, and subjugated? Why was Mahler charged with conducting German music in a "Negroid" manner? What did Hitler see on his few theatre outings, and why did he send the avant-garde dramatists, actors, directors, painters, designers, musicians, and filmmakers of his time to exile and death? The early modernist period was marked by explosive artistic innovations, along with deep anxiety over civilization's racial, sexual, gender, governmental, economic, and even biological "decay" or "degeneration," tying "mere" theatre and other, often lighthearted, performance and arts, in both content and form, to issues from chatty "gay" banter to Holocaust genocide. Materials might include: Gilbert & Sullivan's light opera *Patience*; transcripts of Oscar Wilde's "sodomy" trials; histories of the London, Paris, Berlin, and Vienna stages, as well as cabarets, salons, cafés, and world expositions; plays and productions by Chekhov, Ibsen, Strindberg, Wilde, Symbolists, Futurists, Dadaists, Expressionists, and others; women's, "queer," exoticist, Jewish ghetto, concentration camp, and Nazi performance and arts; writings and critiques by Emile Zola, Henry James, and Hitler.

Format: weekly lecture/seminar. Requirements: short weekly papers; group research presentations; two longer written projects; and a final exam. An optional research tour of NYC's Neue Galerie of decadent-era culture will be arranged.

Prerequisite: one 100-level course in Theatre, English, Comparative Literature, or Art History; or permission of the instructor. *Enrollment limit: 20. Preference to Theatre, English, and Comparative Literature, and Visual Arts majors.*

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

SALAMENSKY

THEA 326T The Moving Image and Performance Style (Same as ArtS 382T) (Not offered 2002-2003)

(See under Art—ArtS for full description.)

THEA 328 Approaching Performance Studies (Not offered 2002-2003)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/thea/thea328.html>)

BEAN

THEA 329(S) Performing Identity: Popular Entertainment in America (Same as American Studies 207 and Comparative Literature 209)

Arguably, any "culture" is just a sum of its representations. Is the very idea of "Americanness" a theatrical construction? Can we really speak of national—not to mention racial, ethnic, sexual, class, or individual—"identity"? How has "America," historically, "performed" itself into being? We will examine American popular entertainments from the 1920s through the 1970s, a period in which "light" amusements mirrored intensive social turbulence over women's rights, sexual freedoms, civil rights, immigration, class struggles, war and peace, and international rights and responsibilities. What are we seeing when we see the individual or identity group publicly represented? To what extent do different group histories and legacies affect our senses of "identity" in the present? Can an viewer or artist from

one group effectively and ethically “identify with” or portray another? What happens when one viewer’s or artist’s multiple gender, racial, etc. “identities” come into conflict? How do different production and performance choices reinforce, counter, or unsettle identity paradigms? Are we “all one,” “all different,” or something in-between? Topics studied will include: American World’s Fair and Expo exhibits; the Woman onstage, including the burlesque, May West, and the beauty pageant; minstrelsy and other mainstream through radical stagings of “Blackness”; Asian and other “foreign” ethnicities in the circus sideshow and WWII and Cold War comedy; the Jew onstage, including vaudeville, the Marx Brothers, and standup; gender, Latino/a, African-American, Asian, and other ethnicity, as well as economics, war, peace, and nationhood in the Broadway musical (including “South Pacific,” “Porgy and Bess,” and “West Side Story”) and in “stagy” TV variety and comedy (including Milton Berle, Ed Sullivan, “I Love Lucy,” and “The Jeffersons.”)

Format: weekly tutorial. Requirements: short weekly papers; two longer written projects; final exam. Prerequisites: one 100-level course in Theatre, English, Comparative Literature, History, or American Studies. *Enrollment limit: 20. Preference to Theatre, English, Comparative Literature and American Studies majors.*

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

SALAMENSKY

THEA 330(S) Contemporary Latino/a-American Theatre & Performance: The Aesthetics of Resistance (Same as American Studies 330)*

This course explores the theories and current practices of Latin American theatre and performance as it has developed within and against contexts of dictatorships and neocolonialism. We will analyze how Latino/a American theorists and practitioners use the scripted and the performative to intervene in social spaces as they construct counter-public spheres, and how these performances create aesthetics of resistance. The first part of the course concentrates on Latin America; the second half introduces how Latin America extends through and beyond the US/Mexican border. At the beginning of each class the instructor will offer a brief discussion/response to relevant aspects of the texts. Brief student presentations will follow. The second half of the class will be devoted to open discussion of the text, presentation and/or screening. Students are expected to visit the Hemispheric Institute of Performance and Politics website (<http://hemi.ps.tsoa.nyu.edu>).

Format: seminar. Requirements: one class presentation about one of the readings and film/videos discussion in class (or about the Hemispheric site), a midterm and final take home exam.

Prerequisites: THEA 331F or 200 level course in areas relating to Latino cultural or political studies and permission of instructor.

Enrollment limit: 12 (expected: 12). Preference given to students with demonstrated interest/experience in subject matter.

Hour: 1:10-3:50 W

JOTTAR

THEA 331(F) Afro-Latin Identities: Sound and Movement in the Diaspora (Same as American Studies 331)*

This course concentrates in the various forms of expressive Afro-Latin identities manifested in the production of music and dance; particularly those from Cuba, Brazil, Puerto Rico in “mainland” and once translocated into the US. We will create a theoretical framework based on the notions of transculturation and mestizaje, both fundamental to understand the production of music and dance as practices and as representational discourses of class, race and gender in the Caribbean and in the Diaspora. Format: seminar. Requirements: Two in-class presentations, a take home midterm, and a final, plus a short final presentation.

Prerequisites: A 200 level course in the performing or visual arts or in areas relating to Latin American cultural studies (i.e., History 249, History 242, Music 122) and permission of instructor.

Enrollment limit: 12 (expected: 12). Preference will be given to students with current completed or anticipated senior/thesis/independent projects.

Hour: 1:10-3:50 TF

JOTTAR

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

THEA 401(F), 402(S) 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 16, 2002.
- 2) Proposals reviewed by the Department and returned to the students for revision by November 1.

Theatre, Women's and Gender Studies

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: 1-4 W

TBA

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 JANA SAWICKI

Advisory Committee: Professors: SAWICKI, SWANN. Associate Professor: ROUHI. Assistant Professors: BUELL, M. DEVEAUX**, HICKS, L. JOHNSON, KENT, WHALEN. Lecturer: DIGGS§§. Affirmative Action Officer: MCINTIRE. Librarian: MENARD. Health Educator: DENELLI-HESS. COLLINGSWORTH (MCC).

Women's and Gender Studies can be defined as the study of how gender is constructed, how it is inflected by differences of race, ethnicity, sexuality, class, and so on, how gender affects the experiences and situations of men and women, and how assumptions about gender influence the construction of knowledge and experience. Scholarship in Women's and Gender Studies has brought neglected material into established fields and raised important methodological questions about sex and gender that cross disciplinary boundaries and challenge established intellectual frameworks. The program in Women's and Gender Studies thus includes courses from a wide variety of disciplines that focus in a coherent way on gender issues, as well as core courses that acquaint students with the interdisciplinarity of the field.

A major in Women's and Gender Studies will be available to students declaring majors in the spring of 2002. Students interested in declaring a major should contact the chair of the Program (x2305). A five course concentration in Women's and Gender Studies is still available to all students graduating in 2003.

THE MAJOR

The Women's and Gender Studies major encourages exposure to the interdisciplinary character of feminist scholarship. In addition, majors are required to gain some knowledge of methods within a field or discipline (3 courses in one of the categories listed below), to appreciate the importance of diversity (racial, sexual, class, ethnic, national, etc.) in scholarship on gender, to gain exposure to feminist theory, and to pursue work at an advanced level (3 courses at the 300-level).

In order to ensure that students reflect about the paths that they choose through the major, each major will be assigned to an advisor in the spring of the sophomore year. With the advisor, the student will establish a revisable course of study for the following two years.

[] Courses not offered in 2002-2003 are listed in brackets.

Required Courses

The major consists of at least 9 courses. The following are required:

Women's and Gender Studies 101 Introduction to Women's and Gender Studies

Women's and Gender Studies 402 Junior/Senior Seminar in Women's and Gender Studies (The seminar explores topics in Women's and Gender Studies, and varies from year to year. Majors may take more than one seminar, space permitting.)

Women's and Gender Studies

And one of the following feminist theory courses:

- [Women's and Gender Studies 271T The Philosophical and Feminist Legacy of Simone de Beauvoir]
- Women's and Gender Studies 282 Feminist Approaches to Religion
- [Women's and Gender Studies 336 Sex, Gender, and Political Theory]
- Women's and Gender Studies 371 Feminist Theory and the Representation of Women in Film

Distribution Requirements

1. Racial, Sexual, and Cultural Diversity

Majors must take at least *one* of the following:

- Women's and Gender Studies 211 Women in Development (Same as Economics 211)
- [Women's and Gender Studies 218 Introduction to U.S. Latina and Latino Writing (Same as American Studies and English 218) (Deleted 2002-2003)]
- Women's and Gender Studies 232 Gendered Spaces and Sexual Cultures (Same as Anthropology 232)
- Women's and Gender Studies 308 Gender and Society in Modern Africa (Same as History 308)
- Women's and Gender Studies 311 Women in the Middle East (Same as History 311)
- Women's and Gender Studies 313 Women in Chinese History (Same as History 313)
- [Women's and Gender Studies 341 American Genders, American Sexualities (Same as English 341)]
- Women's and Gender Studies 344 The History of Sexuality in America (Same as History 378)
- [Women's and Gender Studies 346 U.S. Women of Color: Public and Private Cultures (Same as American Studies 346 and History 346) (Deleted 2002-2003)]
- [Women's and Gender Studies 351 Queer Theories (Same as English 351) (Deleted 2002-2003)]
- Women's and Gender Studies 383 Introduction to Black Women's History (Same as History 383)
- Women's and Gender Studies 386 Latinas in the Global Economy: Work, Migration, and Households (Same as History 386)
- Women's and Gender Studies 387 Community Building and Social Movements in Latino/a History (Same as History 387)
- Women's and Gender Studies 408 Race, Gender and Nature (Same as American Studies 408 and Environmental Studies 408)
- [Chinese 243 Gender Issues in Traditional Chinese Literature (Deleted 2002-2003)]
- [Religion 232/History 309 Women and Islam]

2. Disciplinary Concentration

At least three of the seven electives must be in one of the following categories, with one of the three at the 300 level:

- a. Literary or artistic expression (English, comparative literature, film and video studies, fine or performing arts)
- b. Historical perspectives (includes history, music, religion, classics, art history)
- c. Forms of political and social organization (includes political and social sciences)
- d. Science studies (includes natural, physical, and mathematical sciences, and philosophy of science, history of science, sociology of science, neuroscience, and cognitive psychology)

3. Three of the seven electives must be at the 300 level.

THE CONCENTRATION

Students graduating in 2003 may still declare a concentration in Women's and Gender Studies. To fulfill the requirements for a concentration, students will take five courses in the Program: Women's and Gender Studies 101, Introduction to Women's and Gender Studies; three Women's and Gender Studies electives from at least two departments (these will vary according to the course offerings each year); and the Women's and Gender Studies junior/senior seminar, in which they will write a substantial essay or develop a project in an area of special interest. (The seminar explores topics in Women's and Gender Studies, and varies from year to year; prerequisites include Women's and Gender Studies 101 and two electives, one of which may be taken concurrently with the seminar.) Under exceptional circumstances, the chair can allow an Independent Study to substitute for the seminar. Students may take more than one seminar, space permitting.

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.

Women's and Gender Studies

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.

Sequence Courses

Women's and Gender Studies 101 Introduction to Women's and Gender Studies
Women's and Gender Studies 402 The Personal and the Political: Confessional Narrative and Feminist Politics

Elective Courses

[American Studies/English 218 Introduction to U.S. Latina and Latino Writing (Deleted 2002-2003)]
[American Studies/English/Women's and Gender Studies 346 U. S. Women of Color: Public and Private Cultures (Deleted 2002-2003)]
ArH/Women's and Gender Studies 206 Gender and Race in Recent Art Practice
[ArH/Classics 216 Body of Evidence: Greek Sculpture and the Human Figure]
[ArH 246 Baroque Art: Images of Men and Women]
ArH 254 Manet to Matisse
[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 (Deleted 2002-2003)]
ArH/Women's and Gender Studies 451 Sex, Race, and Prostitution in Nineteenth-Century France
ArtS 313T Art of the Public
ArtS 386T/Women's and Gender Studies 385T Sexuality and Media
[Chinese 243/Comparative Literature 217 Gender Issues in Traditional Chinese Literature (Deleted 2002-2003)]
[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 213/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 (Deleted 2002-2003)]
[Comparative Literature 252 Modern Women Writers in the City]
Comparative Literature/Women's and Gender Studies 254T Adultery and the Fallen Woman
Economics/Women's and Gender Studies 203 Gender and Economics
[Economics/Women's and Gender Studies 211 Women in Development]
[English/American Studies/Women's and Gender Studies 218 Introduction to U.S. Latina and Latino Writing (Deleted 2002-2003)]
[English/Women's and Gender Studies 219 Introduction to Literature by Women]
English/Women's and Gender Studies 316 Art of Courtship
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/Women's and Gender Studies 371 Feminist Theory and the Representation of Women in Film
English/Women's and Gender Studies 430 The Brontës: The Making of Myths
[English 393 Good Girls, Bad Girls (Deleted 2002-2003)]
[French/Comparative Literature 215 The Fashioning of Fashion: Theory and Practice]
French 307 The Female Prison: Convents and Brothels
Greek/Women's and Gender Studies 406 Coming of Age in the Polis
[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/Women's and Gender Studies 311 Women in the Middle East
History/Women's and Gender Studies 313 Women in Chinese History
[History 322/Classics 239 Women in Greece and Rome]

Women's and Gender Studies

[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 (Deleted 2002-2003)]
 [History 376 /American Studies 320 Adolescence in America (Deleted 2002-2003)]
 [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/Women's and Gender Studies 489T History and the Body]
 [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/Women's and Gender Studies 205 Morality and Law
 Philosophy/Women's and Gender Studies 212 Ethics and Reproductive Technologies
 [Philosophy/Women's and Gender Studies 271T The Philosophical and Feminist Legacy of Simone de Beauvoir]
 [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 215/Comparative Literature 213 Femininity on Stage]
 Theatre/Women's and Gender Studies 323 Theatre of Images
 [Women's and Gender Studies/Music 132 Women in Music]
 Women's and Gender Studies/Economics 203 Gender and Economics
 Women's and Gender Studies/Philosophy 205 Morality and Law
 Women's and Gender Studies/ArH 206 Gender and Race in Recent Art Practice
 [Women's and Gender Studies/Economics 211 Women in Development]
 Women's and Gender Studies/Philosophy 212 Ethics and Reproductive Technologies
 [Women's and Gender Studies/American Studies/English 218 Introduction to U.S. Latina and Latino Writing (Deleted 2002-2003)]
 [Women's and Gender Studies/English 219 Introduction to Literature by Women]
 Women's and Gender Studies/Comparative Literature 254T Adultery and the Fallen Woman
 [Women's and Gender Studies/Philosophy 271T The Philosophical and Feminist Legacy of Simone de Beauvoir]
 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/History 311 Women in the Middle East
 Women's and Gender Studies/English 316 The Art of Courtship
 Women's and Gender Studies/Theatre 323 Theatre of Images
 [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 (Deleted 2002-2003)]
 Women's and Gender Studies/English 371 Feminist Theory and the Representation of Women in Film
 Women's and Gender Studies /History 383 Introduction to Black Women's History
 Women's and Gender Studies 385T/ArS 386T Sexuality and Media
 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
 Women's and Gender Studies/Greek 406 Coming of Age in the Polis
 Women's and Gender Studies/English 430 The Brontës: the Making of Myths
 Women's and Gender Studies/Art History 451 Sex, Race, and Prostitution in Nineteenth-Century France
 [Women's and Gender Studies/History 489T History and the Body]

Women's and Gender Studies

CROSS-LISTED COURSES (INCLUDING SEQUENCE COURSES)

WGST 101(F,S) Introduction to Women's and Gender Studies (W)

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 as it is inflected by race, class, sexuality, and culture; to explore key issues confronting women in American society, and to discuss strategies for addressing them. The course will examine issues such as: body politics, sexuality, reproductive freedom, sexual violence, gender and work, motherhood and family.

Requirements: one 2-page paper, two 5- to 6-page essays, class presentations, and an 8- to 10-page research paper, with revisions. Evaluation based on these assignments and class participation.

No prerequisites. *Enrollment limit: 18 per section (expected: 15 per section). This course is writing intensive.*

Required course for the Women's and Gender Studies major and concentration.

Hour: 1:10-2:25 MR
9:55-11:10 TR

First Semester: SAWICKI and BUELL
KENT

WGST 132 Women in Music (Same as Music 132) (Not offered 2002-2003)

(See under Music for full description.)

WGST 203(S) Gender and Economics (Same as Economics 203)

(See under Economics for full description.)

WGST 205(F) Morality and Law (Same as Philosophy 205)

(See under Philosophy for full description.)

WGST 206(S) Gender and Race in Recent Art Practice (Same as ArtH 206)

Art practice in this country since the 1970s has dealt forthrightly with basic social problems, initially ones rooted in gender and race. These basic issues of course are also intimately tied to class, economics and access to representation. With the opening of Womanhouse in L.A., women especially began producing work that dealt with their own lives—initially, with what went on in domestic space and relations, but expanding out into their roles in larger social relations. African-American, Asian, and Native American artists, both women and men, produced complex works that intertwined their concerns about their place in the mainstream culture, reflections on how they are seen, and declarations about who they are. This course will investigate artists' works since the 1970s which deal with gender and race, as well as class and economics as they tie to those principal concerns. We will emphasize research and presentation of art works, but will also reach out to a number of artists directly. Before meeting with artists in New York and Boston, as well as initiating conference calls with artists elsewhere, we will develop and direct questions about their work. Intentionality is one area to pursue with them, but other areas of inquiry will be devised by the class.

Requirements: readings; weekly short/small written or visual responses to artists presented; research on and presentation of work by one artist; research on the work of one artist whom we will contact, along with principal responsibility for that contact.

Prerequisites: ArtH 101-102. *Enrollment limit: 19 (expected: 19).*

Hour: 9:55-11:10 TR

DIGGS

WGST 211 Women in Development (Same as Economics 211) (Not offered 2002-2003)

(See under Economics for full description.)

WGST 212(S) Ethics and Reproductive Technologies (Same as Philosophy 212) (W)

In her groundbreaking book, *The Tentative Pregnancy*, Barbara Katz Rothman writes that "[t]he technological revolution in reproduction is forcing us to confront the very meaning of motherhood, to examine the nature and origins of the mother-child bond, and to replace—or to let us think we can replace—chance with choice." Taking this as our starting point, in this course we'll examine a number of conceptual and ethical issues in the use and development of technologies related to human reproduction, drawing out their implications for such core concepts as "motherhood" and "parenthood," family and genetic relatedness, exploitation and commodification, and reproductive rights and society's interests in reproductive activities. Topics will range from consideration of "mundane" technologies such as *in vitro* fertilization (IVF), prenatal genetic screening and testing, and surrogacy, to the more extraordinary, including pre-implantation diagnosis (PID), post-menopausal reproduction, post-mortem gamete procurement, reproductive cloning and embryo splitting, and *in utero* medical interventions. Background readings include sources rooted in traditional modes of bioethical analysis as well as those incorporating feminist approaches.

Format: discussion. Requirements: active participation in class discussions, short weekly reflection papers, and two longer papers (app. 10 pp).

Prerequisites: none, but introductory-level course in Philosophy and/or Women's and Gender Studies highly recommended. *Enrollment limit: 19 (expected: 19). Preference given to Women's and Gender Studies majors and concentrators. This course is writing intensive.*

Hour: 11:00-12:15 MWF

J. PEDRONI

WGST 219 Literature by Women (Same as English 219) (Not offered 2002-2003; to be offered 2003-2004)

(See under English for full description.)

WGST 232(S) Gendered Spaces and Sexual Cultures (Same as Anthropology 232)*

(See under Anthropology for full description.)

WGST 254T(S) The Fallen Woman in Literature and Film (Same as Comparative Literature 254T) (W)

(See under Comparative Literature for full description.)

WGST 271T The Philosophical and Feminist Legacy of Simone de Beauvoir (Same as Philosophy 271T) (W) (Not offered 2002-2003; to be offered 2003-2004)

(See full description online:

<http://www.williams.edu/Registrar/catalog/depts/wgst/wgst271.html>)

SAWICKI

WGST 282(S) Feminist Approaches to Religion (Same as Religion 306) (W)

What does feminist theory have to offer the study of religion? How have participants in various religious traditions helped to produce and enact feminisms? Feminism and religion have a long but often troubled history of interconnection. In this course, we shall explore a range of feminist theoretical perspectives that have either emerged out of particular religious contexts or have been applied to the study of religious traditions and practices. We shall consider how conflicts within feminism—especially those pertaining to issues of sexuality, race, class, nationality, ethnicity, and religious affiliation—make a difference for the ways that religion as a category is interpreted. Authors considered in this class will include: Elizabeth Cady Stanton, Mary Daly, Elisabeth Schussler Fiorenza, Katie Cannon, bell hooks, Judith Butler, Judith Plaskow, Ada Maria Isasi-Diaz, Kwok Pui Lan, Rachel Adler, M. Elaine Combs-Schilling, Adrienne Rich, Patricia Williams, Sallie McFague, Melanie Morrison, and Marijas Gimbutas.

Format: seminar. Requirements: brief weekly writings assignments; one class presentation; one 5-page essay; one 15-page research paper.

Open to all classes without prerequisite. Enrollment limit: 19 (expected: 15). This course is writing intensive.

Satisfies the Women's and Gender Studies theory requirement for the major.

Hour: 11:20-12:35 TR

BUELL

WGST 306 Practicing Feminism: A Study of Political Activism (Same as Political Science 306) (Not offered 2002-2003)

(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 311(F) Women in the Middle East (Same as History 311)*

(See under History for full description.)

WGST 313(S) (formerly 345) Women in Chinese History (Same as History 313)*

(See under History for full description.)

WGST 316(S) The Art of Courtship (Same as English 316)

(See under English for full description.)

WGST 323(S) Theatre of Images (Same as ArtS 323 and Theatre 323)

(See under Theatre for full description.)

WGST 324 Women in the United States Since 1870 (Same as History 379) (Not offered 2002-2003)

(See under History for full description.)

WGST 336 Sex, Gender, and Political Theory (Same as Political Science 336) (Not 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 The History of Sexuality in America (Same as History 378) (Not offered 2002-2003)

(See under History for full description.)

WGST 371(S) Feminist Theory and the Representation of Women in Film (Same as English 371)

(See under English for full description.)

Women's and Gender Studies, Critical Reasoning and Analytical Skills Courses

WGST 377(S) Women and Religion in American History (Same as History 377 and Religion 377)

(See description under History for full description.)

WGST 383(F) The History of Black Women in America: From Slavery to the Present (Same as History 383)*

(See under History for full description.)

WGST 385T(S) Sexuality and Media (Same as ArtS 386T)

(See under Art—ArtS 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) The Personal and the Political: Confessional Narrative and Feminist Politics (W)

This course is designed to enable advanced Women's and Gender Studies students to engage in common research on vital interdisciplinary topics. Confessional practices have played a central role in second wave feminism whether in the form of consciousness raising in the early seventies, lesbian coming out stories, or revealing the truth about one's history as a survivor of rape or sexual abuse. In this course we explore the historical roots of confession in women's lives and literature as well as its personal and political functions. Readings may include confessions of witches at the Salem witch trials, females slave narratives, coming out stories, as well as theoretical and critical essays investigating issues related to authority, authenticity, power, identity formation and self-recovery. Requirements for the course include weekly 1- to 2-page critical response essays and one substantial research paper (15-20 pages).

Format: discussion oriented. Students will present work in progress, read and discuss one another's papers and be asked to write at least two drafts of their research papers.

Prerequisite: Women's and Gender Studies 101 and two electives (one of which may be taken during the spring term in which the seminar is held). *Enrollment limit: 15 (expected: 10). This course is writing intensive.*

Required course for the Women's and Gender Studies major and concentration.

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

SAWICKI

WGST 406T(S) Coming of Age in the Polis (Same as Greek 406) (W)

(See under Classics—CLGR for full description.)

WGST 408(F) Race, Gender and Nature (Same as American Studies 408 and Environmental Studies 408)*

(See under American Studies for full description.)

WGST 430(S) The Brontës: The Making of Myths (Same as English 430)

(See under English for full description.)

WGST 451(F) Sex, Race and Prostitution in Nineteenth-Century France: Manet's Olympia and its Legacy (Same as ArtH 451)

(See under Art—ArtH for full description.)

WGST 489T History and the Body (Same as History 489T) (Not offered 2002-2003) (W)

(See under History for full description.)

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 foreground such analytical skills. While each CRAAS class covers a different topic, all are aimed particularly at developing the processes necessary for ex-

Critical Reasoning and Analytical Skills Courses, Peoples and Cultures Courses

cellence 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 2002-2003:

American Studies 201(F) Introduction to American Studies (W)
ArtS 266(S) Low Tech Printmaking
Astronomy 402(S) Between the Stars: The Interstellar Medium (W)
English 227(F) Contesting American Poetics (W)
Mathematics 326(F) Counterexamples in Topology (Q)
Political Science 242(S) Planning a Tragedy: America and the Vietnam War
Political Science 335(S) Public Sphere/Public Space (W)
Religion 281(F) Atheism, Theism and Existentialism

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 2002-2003:

African-American Studies 210(F) Ebonics: Exploring an Alternative Form of English (Same as Linguistics 210)*
African and Middle-Eastern Studies 201(F) The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow (Same as History 211 and Religion 236)*
African and Middle-Eastern Studies 251(F) The Arab Novel in Translation (Same as Comparative Literature 261)*
African and Middle-Eastern Studies 252(S) The Arabian Nights East and West (Same as Comparative Literature 262)*
African and Middle-Eastern Studies 402(F) African Political Thought (Same as History 402)*
American Studies 135(F,S) African-American Literary Lives (Same as English 135) (W)*
American Studies 220(F,S) Introduction to African-American Writing (Same as English 220)*
American Studies 330(S) Contemporary Latino/a-American Theatre & Performance: The Aesthetics of Resistance (Same as Theatre 330)*
American Studies 331(F) Afro-Latin Identities: Sound and Movement in the Diaspora (Same as Theatre 331)*
American Studies 372(S) African-American Literary Criticism and Theory (Same as English 372)*
American Studies 403(S) Representing Slavery*
American Studies 408(F) Race, Gender and Nature (Same as Environmental Studies 408 and Women's and Gender Studies 408)*
Anthropology 101(F,S) The Scope of Anthropology*
Anthropology 213(F) Center and Periphery: State, Society, and the Individual in Southeast Asia*
Anthropology 214(S) (*formerly ANSO 214*) The Rise and Fall of Civilizations (Same as Environmental Studies 224)*
Anthropology 218T(S) Empires in Prehistory and History (W)*
Anthropology 225(S) Visible Culture*
Anthropology 232(S) Gendered Spaces and Sexual Cultures (Same as Women's and Gender Studies 232)*
Anthropology 320(S) (*formerly ANSO 320*) Health and Illness in Cross-Cultural Perspective*
Anthropology 331(F) Witchcraft, Sorcery, and Magic*

Peoples and Cultures Courses

Anthropology 333(F) AIDS in Cultural Perspective*
 Anthropology 346(F) The Afghan Jihad and its Legacy*
 Anthropology 364T(F) Ritual, Politics, and Power (W)*
 ArtH 200(F) Art of Mesoamerica*
 ArtH 203(F) Chicana/o Film and Video*
 ArtH 220(S) The Mosque*
 ArtH 270(F) Japanese Art and Culture*
 ArtH 271(F) Visual Culture of the Islamic World*
 ArtH 376(F) Images and Anti-Images: Zen Art in China and Japan*
 ArtH 470(F) American Orientalism*
 Asian Studies 201(F) Asia and the World (Same as Political Science 100)*
 Asian Studies 493(F)-W031-494(S) Senior Thesis*
 Asian Studies 497(F), 498(S) Independent Study*
 Biology 134(F) The Tropics: Biology and Social Issues (Same as Environmental Studies 134)*
 Chinese 101(F)-W088-102(S) Basic Chinese*
 Chinese 201(F), 202(S) Intermediate Chinese*
 Chinese 234(S) Post-Mao Literature and Culture (Same as Comparative Literature 216) (W)*
 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 412(S) Introduction to Classical Chinese*
 Chinese 493(F)-W031-494(S) Senior Thesis*
 Chinese 497(F), 498(S) Independent Study*
 Comparative Literature 205(F) The Latin American Novel in Translation (Same as Spanish 205)*
 Comparative Literature 216(S) Post-Mao Literature and Culture (Same as Chinese 234) (W)*
 Comparative Literature 261(F) The Arab Novel in Translation (Same as African and Middle Eastern Studies 251)*
 Comparative Literature 262(S) The Arabian Nights East and West (Same as African and Middle Eastern Studies 252)*
 Comparative Literature 275(F) China's Greatest Novel (Same as Chinese 275)*
 Comparative Literature 302T(S) Latino Writing: Literature by U.S. Hispanics (Same as Spanish 306T) (W)*
 CRAB 201(F)-202(S) Arabic*
 CRHE 201(F)-202(S) Hebrew* (*This course is part of the Jewish Studies program.*)
 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(F,S) China's Economic Transformation Since 1980*
 Economics 366(F) Rural Economies of East Asia*
 Economics 387(S) Economic Transition in East Asia (Same as Economics 517)*
 Economics 391(F) Development Economics I (Same as Economics 501)*
 Economics 392(S) Development Economics II (Same as Economics 502)*
 Economics 501(F) Development Economics I (Same as Economics 391)*
 Economics 502(S) Development Economics II (Same as Economics 392)*
 Economics 517(S) Economic Transition in East Asia (Same as Economics 387)*
 English 129(F) Twentieth-Century Black Poets (W)*
 English 135(F,S) African-American Literary Lives (Same as American Studies 135) (W)*
 English 220(F,S) Introduction to African-American Writing (Same as American Studies 220)*
 English 348(F) Faulkner, Morrison, and the Representation of Race*
 English 372(S) African-American Literary Criticism and Theory (Same as American Studies 372)*
 English 396(S) Fiction Without Borders*
 Environmental Studies 134(F) The Tropics: Biology and Social Issues (Same as Biology 134)*
 Environmental Studies 224(S) The Rise and Fall of Civilizations (Same as Anthropology 214)*
 Environmental Studies 234(F) Economic Development in Poor Countries (Same as Economics 204)*
 Environmental Studies 408(F) Race, Gender and Nature (Same as American Studies 408 and Women's and Gender Studies 408)*
 History 112(F) The Mao Cult (W)*
 History 148(S) (*formerly 102*) The Mexican Revolution: 1910 to NAFTA (W)*
 History 152(F) "New Worlds for All": European-Indian Encounters in Colonial North America (W)*
 History 164(S) Slavery in the American South (W)*
 History 165(F) The Quest for Racial Justice in Twentieth-Century America (W)*
 History 203(F) Sub-Saharan Africa Since 1800*

Peoples and Cultures Courses

History 211(F) The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow (Same as African and Middle-Eastern Studies 201 and Religion 236)*
 History 212(F) (*formerly 283*) Barbarians in the Middle Kingdom: China to 1850*
 History 213(S) (*formerly 284*) Modern China, 1850-Present: Continuity and Change*
 History 243(S) Modern Latin America, 1822 to the Present*
 History 252A(F) British Colonial America and the United States to 1877*
 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 311(F) Women in the Middle East (Same as Women's and Gender Studies 311)*
 History 313(S) (*formerly 345*) Women in Chinese History (Same as Women's and Gender Studies 313)*
 History 364(S) (*formerly 311*) History of the Old South*
 History 383(F) The History of Black Women in America: From Slavery to the Present (Same as Women's and Gender Studies 383)*
 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 392(S) Comparative Slavery: The Origins and Development of North American and Caribbean Slavery*
 History 402(F) African Political Thought (Same as African and Middle Eastern Studies 402)*
 History 408(S) The Modernization Dilemma and the Construction of Modernities in the Middle East and Central Asia*
 History 452(S) Comparative Colonialism: The European Empires of North America, 1500-1800*
 Japanese 101(F)-W088-102(S) First-Year Japanese*
 Japanese 201(F), 202(S) Second-Year Japanese*
 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*
 Linguistics 210(F) Ebonics: Exploring an Alternative Form of English (Same as African-American Studies 210)*
 Music 122(F) African-American Music*
 Music 126(S) Musics of Asia*
 Music 209(F) Music in History III: Musics of the Twentieth Century*
 Political Science 100(F) (*Section 01*) Asia and the World (Same as Asian Studies 201)*
 Political Science 204(F) (*formerly 140*) Introduction to Comparative Politics: Dodging the Apocalypse in South Africa*
 Political Science 236(S) Latin American Political Thought: A Survey*
 Political Science 249(F) Latin-American Politics*
 Political Science 323T(S) Political Islam (W)*
 Political Science 327(F) The Global Politics of Development and Underdevelopment*
 Political Science 341(S) The Politics of the Global Economy: Wealth and Power in East Asia*
 Political Science 345(F) Cosmology and Rulership in Ancient Chinese Political Thought (W)*
 Religion 233(S) Islamic Mysticism: The Sufis*
 Religion 236(F) The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow (Same as African and Middle-Eastern Studies 201 and History 211)*
 Religion 245(S) Tibetan Civilization*
 Religion 251(F) Zen History, Culture, and Critique*
 Religion 253(F) The Taoist Religion: Immortals, Elixirs, and Revelations*
 Religion 302(S) Religion and Society*
 Sociology 214(F,S) Mafias*
 Sociology 309(F) Altruism and the Rescue of Persecuted Minorities*
 Spanish 200(S) (*formerly 112*) Latin-American Civilizations*
 Spanish 205(F) The Latin-American Novel in Translation (Same as Comparative Literature 205)*
 Spanish 306T(S) Latino Writing: Literature by U.S. Hispanics (Same as Comparative Literature 302T) (W)*
 Spanish 403(F) Senior Seminar: Studies in Literature*
 Theatre 330(S) Contemporary Latino/a-American Theatre & Performance: The Aesthetics of Resistance (Same as American Studies 330)*
 Theatre 331(F) Afro-Latin Identities: Sound and Movement in the Diaspora (Same as American Studies 331)*

Peoples and Cultures Courses, Quantitative/Formal Reasoning Courses

Women's and Gender Studies 232(S)	Gendered Spaces and Sexual Cultures (Same as Anthropology 232)*
Women's and Gender Studies 308(S)	Gender and Society in Modern Africa (Same as History 308)*
Women's and Gender Studies 311(F)	Women in the Middle East (Same as History 311)*
Women's and Gender Studies 313(S)	(formerly 345) Women in Chinese History (Same as History 313)*
Women's and Gender Studies 383(F)	The History of Black Women in America: From Slavery to the Present (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)*
Women's and Gender Studies 408(F)	Race, Gender and Nature (Same as American Studies 408 and Environmental Studies 408)*

QUANTITATIVE / FORMAL REASONING COURSES

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

The hallmarks of a QFR course are the representation of facts in a language of mathematical symbols and the use of formal rules to obtain a determinate answer. Primary evaluation in these courses is based on multistep mathematical, statistical, or logical inference (as opposed to descriptive answers).

Courses that may be used to meet the requirement in 2002-2003:

Astronomy 111(F)	Introduction to Astrophysics (Q)
BIMO 322(S)	Biochemistry II—Metabolism (Same as Biology 322 and Chemistry 322) (Q)
Biology 202(F)	Genetics (Q)
Biology 203(F)	Ecology (Same as Environmental Studies 203) (Q)
Biology 305(F)	Evolution (Q)
Biology 306(F)	Advanced Molecular Genetics (Q)
Biology 322(S)	Biochemistry II—Metabolism (Same as Chemistry 322 and Biochemistry and Molecular Biology 322) (Q)
Chemistry 151(F)	Concepts of Chemistry (Q)
Chemistry 153(F)	Concepts of Chemistry: Advanced Section (Q)
Chemistry 155(F)	Current Topics in Chemistry (Q)
Chemistry 156(S)	Organic Chemistry: Introductory Level (Q)
Chemistry 322(S)	Biochemistry II—Metabolism (Same as Biology 322 and Biochemistry and Molecular Biology 322) (Q)
Cognitive Science 222(S)	Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science (Same as INTR 222, Philosophy 222 and Psychology 222) (Q)
Computer Science 105(F)	Understanding the Web: Technologies and Techniques (Q)
Computer Science 108(S)	Artificial Intelligence: Image and Reality (Q)
Computer Science 134(F,S)	Introduction to Computer Science (Q)
Computer Science 136(F,S)	Data Structures and Advanced Programming (Q)
Computer Science 237(F)	Computer Organization (Q)
Computer Science 256(S)	Algorithm Design and Analysis (Q)
Computer Science 334(S)	Principles of Programming Languages (Q)
Computer Science 336T(S)	Computer Networks (Q)
Computer Science 338(S)	Parallel Processing (Q)
Computer Science 361(F)	Theory of Computation (Same as Mathematics 361) (Q)
Computer Science 371(F)	Computer Graphics (Q)
Computer Science 432(F)	Operating Systems (Q)
Economics 110(F,S)	Principles of Microeconomics (Q)
Economics 120(F,S)	Principles of Macroeconomics (Q)
Economics 251(F,S)	Price and Allocation Theory (Q)
Economics 251M(F,S)	Price and Allocation Theory (Q)
Economics 252(F,S)	Macroeconomics (Q)
Economics 253(F,S)	Empirical Economic Methods (Q)
Economics 255(S)	Econometrics (Q)
Economics 353(S)	Decision-making and Judgment (Q)
Economics 367(S)	Empirical Methods in Macroeconomics (Same as Economics 514) (Q)

Quantitative/Formal Reasoning Courses, Related Course Listings

Economics 372(F) Public Choice (Q)
 Economics 514(S) Empirical Methods in Macroeconomics (Same as Economics 367) (Q)
 Environmental Studies 203(F) Ecology (Same as Biology 203) (Q)
 Environmental Studies 215(F) Climate Changes (Same as Geosciences 215) (Q)
 Geosciences 215(F) Climate Changes (Same as Environmental Studies 215) (Q)
 Geosciences 301(F) Structural Geology (Q)
 INTR 222(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science
 (Same as Cognitive Science 222, Philosophy 222 and Psychology 222) (Q)
 Mathematics 103(F,S) Calculus I (Q)
 Mathematics 104(F,S) Calculus II (Q)
 Mathematics 105(F,S) Multivariable Calculus (Q)
 Mathematics 143(F) Elementary Statistics and Data Analysis (See Statistics 101) (Q)
 Mathematics 170(S) Mathematics of Finance (Q)
 Mathematics 209(S) *(formerly Mathematics 210)* Differential Equations and Vector Calculus (Q)
 Mathematics 210(S) Mathematical Methods for Scientists (Same as Physics 210) (Q)
 Mathematics 211(F,S) Linear Algebra (Q)
 Mathematics 251(F,S) Discrete Mathematics (Q)
 Mathematics 301(F) Real Analysis (Q)
 Mathematics 302(S) Complex Analysis (Q)
 Mathematics 305(S) Applied Real Analysis (Q)
 Mathematics 312(S) Abstract Algebra (Q)
 Mathematics 315(F) Groups and Characters (Q)
 Mathematics 316(F) Protecting Information: Applications of Abstract Algebra and Quantum
 Physics (Same as Physics 316) (Q)
 Mathematics 321(S) Knot Theory (Q)
 Mathematics 326(F) Counterexamples in Topology (Q)
 Mathematics 360(S) Mathematical Logic (Q)
 Mathematics 361(F) Theory of Computation (Same as Computer Science 361) (Q)
 Mathematics 375(S) Game Theory (Q)
 Mathematics 402(S) Measure Theory and Probability (Q)
 Mathematics 415(F) Geometric Group Theory (Q)
 Mathematics 433(F) Mathematical Modeling and Control Theory (Q)
 Philosophy 103(S) Logic and Language (Q)
 Philosophy 222(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science
 (Same as Cognitive Science 222, INTR 222 and Psychology 222) (Q)
 Physics 100(S) Physics of Everyday Life (Q)
 Physics 109(F) Sound, Light, and Perception (Q)
 Physics 131(F) Particles and Waves (Q)
 Physics 132(S) Electromagnetism and the Physics of Matter (Q)
 Physics 141(F) Particles and Waves—Enriched (Q)
 Physics 142(S) Foundation of Modern Physics (Q)
 Physics 151(F) Seminar in Modern Physics (Q)
 Physics 201(F) Electricity and Magnetism (Q)
 Physics 202(S) Waves and Optics (Q)
 Physics 210(S) Mathematical Methods for Scientists (Same as Mathematics 210) (Q)
 Physics 301(F) Quantum Physics (Q)
 Physics 302(S) Statistical Physics (Q)
 Physics 316(F) Protecting Information: Applications of Abstract Algebra and Quantum Physics
 (Same as Mathematics 316) (Q)
 Physics 402T(S) Applications of Quantum Mechanics (Q)
 Physics 411T(F) Classical Mechanics (Q)
 Physics 454(S) Elementary Particle Physics (Q)
 Psychology 201(F,S) Experimentation and Statistics (Q)
 Psychology 222(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science
 (Same as Cognitive Science 222, INTR 222 and Philosophy 222) (Q)
 Statistics 101(F) *(formerly Mathematics 143)* Elementary Statistics and Data Analysis (Q)
 Statistics 201(S) *(formerly Mathematics 243)* Statistics and Data Analysis (Q)
 Statistics 231(F) *(formerly 244)* Statistical Design of Experiments (Q)

RELATED COURSE LISTINGS

There are a number of significant areas of studies in which Williams offers many relevant courses, yet no formal program. To alert students to the opportunity for integrating courses from diverse disciplines into a focus area and to encourage them to do so, the courses in this section are organized as lists of topic-related courses. For their full descriptions, see the respective departmental sections.

Related Course Listings

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
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/Women's and Gender Studies 489T History and the Body
Philosophy 327 Foucault: Gender, Power, and the Body
Religion 232/History 309 Women and Islam
Theatre 101 Introduction to Theatre
Women's and Gender Studies 101 Introduction to Women's and Gender Studies
Women's and Gender Studies 402 The Personal and the Political: Confessional Narrative and Feminist Politics

Medieval Studies

Classics 101/Comparative Literature 107 Greek Literature
Classics 103/Comparative Literature 223/Theatre 311 Greek and Roman Drama: Renewal and Transformation
Classics/ArH 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

Philosophy 101 Introduction to Moral and Political Philosophy
Political Economy/Economics 301/Political Science 333 Analytical Views of Political Economy
Political Science 203 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 305/Environmental Studies 315/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 387 Propaganda

WRITING-INTENSIVE COURSES

Courses designated as “writing intensive”—those marked with a “(W)” —stress the process of learning to write effectively. Such courses include a substantial amount of writing (a minimum of 20 pages), usually divided into several discrete assignments. Instructors pay close attention to matters of style and argumentation. Enrollments are limited to 19.

All Williams College students are required to take two writing-intensive courses: one by the end of the sophomore year and one by the end of the junior year. Students will benefit most from writing-intensive courses by taking them early in their college careers and are therefore strongly encouraged to complete the requirement by the end of the sophomore year.

Courses that may be used to meet the requirement in 2002-2003:

American Studies 135(F,S) African-American Literary Lives (Same as English 135) (W)*
 American Studies 201(F) Introduction to American Studies (W)
 AMS 231T(F,S) Literature of the Sea (Same as English 231T)(W)
 Anthropology 218T(S) Empires in Prehistory and History (W)*
 Anthropology 364T(F) Ritual, Politics, and Power (W)*
 Astronomy 336(S) Science, Pseudoscience, and the Two Cultures (Same as History of Science 336) (W)
 Astronomy 207T(F) Extraterrestrial Life in the Galaxy: A Sure Thing, or a Snowball’s Chance? (W)
 Astronomy 217T(F) Planetary Geology (Same as Geosciences 217T) (W)
 Astronomy 402(S) Between the Stars: The Interstellar Medium (W)
 Biology 206T(S) Genomics (W)
 Biology 402T(S) Current Topics in Ecology (Same as Environmental Studies 404T) (W)
 Chinese 234(S) Post-Mao Literature and Culture (Same as Comparative Literature 216) (W)*
 Classics 203(F) Introduction to Judaism (Same as Religion 203) (W)
 Comparative Literature 111(F) The Nature of Narrative (Same as English 120) (W)
 Comparative Literature 204(S) Twentieth-Century Russian Literature in Translation (Same as Russian 204) (W)
 Comparative Literature 216(S) Post-Mao Literature and Culture (Same as Chinese 234) (W)*
 Comparative Literature 221(F) Twentieth-Century European Poetry (W)
 Comparative Literature 232(S) European Modernism: Culture, Identity, and the Body in Flux (W)
 Comparative Literature 254T(S) The Fallen Woman in Literature and Film (Same as Women’s and Gender Studies 254T) (W)
 Comparative Literature 302T(S) Latino Writing: Literature by U.S. Hispanics (Same as Spanish 306T) (W)*
 English 107(F,S) Green World (Same as Environmental Studies 107) (W)
 English 108(F) Forms of Revenge (W)
 English 110(S) The Age of the Short Story (W)
 English 120(F) The Nature of Narrative (Same as Comparative Literature 111) (W)
 English 126(F) Stupidity and Intelligence (W)
 English 127(F) The Celtic Other World: From Myth to Romance and Beyond (W)
 English 129(F) Twentieth-Century Black Poets (W)*
 English 134(S) New American Fiction (W)
 English 135(F,S) African-American Literary Lives (Same as American Studies 135) (W)*
 English 137(F) Shakespeare’s Warriors and Politicians (W)
 English 139(F) The Experience of Poetry (W)
 English 140(F) Writing the Environment (W)
 English 150(F) Expository Writing (W)
 English 150(S) Expository Writing (W)
 English 229T(F) Elegies (W)
 English 231T(F,S) Literature of the Sea (Same as American Maritime Studies 231T)(W) (Offered only at Mystic Seaport.)
 English 222(S) Studies in the Lyric (W)
 English 225(F,S) Romanticism and Modernism (W)
 English 227(F) Contesting American Poetics (W)
 English 228(F) Augustan and Modernist Satire (W)
 English 234(S) Heroic and Mock-Heroic (Gateway) (W)
 English 236(S) Witnessing (Gateway) (W)
 English 311T(S) Studies in Shakespeare: *Hamlet* and *Lear* (Same as Theatre 315) (W)
 English 343T(F) Whitman and Dickinson in Context (W)
 Environmental Studies 107(F,S) Green World (Same as English 107) (W)
 Environmental Studies 218T(S) The Carbon Cycle (Same as Geosciences 218) (W)
 Environmental Studies 308T(S) Environmental Policy (Same as Political Science 308T) (W)
 Environmental Studies 404T(S) Current Topics in Ecology (Same as Biology 402T) (W)
 Geosciences 105(F) Geology Outdoors (W)
 Geosciences 217T(F) Planetary Geology (Same as Astronomy 217T) (W)

Writing-Intensive Courses

- Geosciences 218T(S) The Carbon Cycle (Same as Environmental Studies 218) (W)
 Geosciences 250T(S) Tectonics, Erosion, and Climate (W)
 Geosciences 302(S) Sedimentation (W)
 German 202(S) Berlin, Capital of the Twentieth Century (W)
 Greek 406T(S) Coming of Age in the Polis (Same as Women's and Gender Studies 406) (W)
 History 112(F) The Mao Cult (W)*
 History 124(F) The Vikings (W)
 History 135T(S) The Great War, 1914-1918 (W)
 History 148(S) (*formerly 102*) The Mexican Revolution: 1910 to NAFTA (W)*
 History 152(F) "New Worlds for All": European-Indian Encounters in Colonial North America (W)*
 History 159(F) The Origins of the Cold War (W)
 History 164(S) Slavery in the American South (W)*
 History 165(F) The Quest for Racial Justice in Twentieth-Century America (W)*
 History 301E(S) Barbarians, Saints, and Emperors: The Fall of Rome Reconsidered (W)
 History 425(S) The First Crusade (Same as Religion 215) (W)
 History 440(F) Reform, Revolution, Terror: Russia, 1900-1939 (W)
 History of Science 336(S) Science, Pseudoscience, and the Two Cultures (Same as Astronomy 336) (W)
 Philosophy 101(F,S) Introduction to Moral and Political Philosophy (W)
 Philosophy 102(F,S) Introduction to Metaphysics and Epistemology (W)
 Philosophy 202(F) Analytic Philosophy—Language and Mind (W)
 Philosophy 212(S) Ethics and Reproductive Technologies (Same as Women's and Gender Studies 212) (W)
 Philosophy 213(F) Biomedical Ethics (W)
 Philosophy 331(F) Contemporary Epistemology (W)
 Philosophy 332(S) Plato's Metaphysics and Epistemology (W)
 Political Science 101(S) (*Section 02*) Seminar: Moral and Political Reasoning (W)
 Political Science 215(S) FBI, FDA, EPA and All the Rest: Bureaucracy and American Politics (W)
 Political Science 303T(S) Opening Pandora's Box?: Moral and Political Issues in Genetic Research (W)
 Political Science 308T(S) Environmental Policy (Same as Environmental Studies 308) (W)
 Political Science 323T(S) Political Islam (W)*
 Political Science 335(S) Public Sphere/Public Space (W)
 Political Science 345(F) Cosmology and Rulership in Ancient Chinese Political Thought (W)*
 Psychology 312(S) Drugs and Behavior (W)
 Psychology 336(S) Adolescence (W)
 Psychology 341T(S) Stereotypes, Prejudice, and Discrimination (W)
 Religion 203(F) Introduction to Judaism (Same as Classics 203) (W)
 Religion 215(S) The First Crusade (Same as History 425) (W)
 Religion 270T(S) Father Abraham: The First Patriarch (W)
 Religion 285T(F) Haunted: Ghosts in the Study of Religion (W)
 Religion 306(S) Feminist Approaches to Religion (Same as Women's and Gender Studies 282) (W)
 Russian 204(S) Twentieth-Century Russian Literature in Translation (Same as Comparative Literature 204) (W)
 Sociology 250T(S) The Collapse of 'Common Sense' (W)
 Spanish 202(S) The Generation of 1898 (W)
 Spanish 301(S) Cervantes' *Don Quijote* (W)
 Spanish 306T(S) Latino Writing: Literature by U.S. Hispanics (Same as Comparative Literature 302T) (W)*
 Theatre 201(F) The Design Response (W)
 Theatre 315T(S) Studies in Shakespeare: *Hamlet* and *Lear* (Same as English 311T) (W)
 Women's and Gender Studies 101(F,S) Introduction to Women's and Gender Studies (W)
 Women's and Gender Studies 212(S) Ethics and Reproductive Technologies (Same as Philosophy 212) (W)
 Women's and Gender Studies 254T(S) The Fallen Woman in Literature and Film (Same as Comparative Literature 254T) (W)
 Women's and Gender Studies 282(S) Feminist Approaches to Religion (Same as Religion 306) (W)
 Women's and Gender Studies 402(S) The Personal and the Political: Confessional Narrative and Feminist Politics (W)
 Women's and Gender Studies 406T(S) Coming of Age in the Polis (Same as Greek 406) (W)

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), Catherine Robinson Hall (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 non-credit 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 bi-annually in November and March. 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.

GORDINIER

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.

MCKENNA

AMS 231T(F,S) Literature of the Sea (Same as English 231T)(W)

A study of the ways in which the sea has often filled the literary imagination and found expression in narrative, poetry, drama, and myth. Special emphasis is given to such authors as Melville, London, Steinbeck, Proulx, and Hemingway, as well as Shakespeare, Coleridge, 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.

This is a writing intensive course: minimum of 20 pages of writing (multiple assignments) with reviews and critiqued drafts.

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.

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.

HALL

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 Michaelmas, Hilary, and Trinity terms. These are each eight-weeks long (running from early October to early December, mid-January to mid-March, and late April to mid-June), although students are also expected to be in residence to write their first tutorial papers before each term begins and to sit final exams after they end. Between the three terms there are two intervening four-five week vacations during which students may be expected to continue reading as preparation for upcoming tutorials.

Over the course of the three terms, students are expected to take a minimum of four full tutorials and one half tutorial. Some students choose to substitute a fifth full tutorial for the half tutorial and a few even take more than five tutorials (see below for further details).

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.

TUTORIALS

Students elect a minimum of four full tutorials and one half tutorial—and sometimes five full tutorials, or more—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.

What follows is a list of tutorials normally available to students studying with the Williams College Oxford Programme. The tutorials listed below (WIOX 211-282) represent a selection of some of the standard 'papers' (courses) that comprise the Oxford degrees in various subjects and that are taught in tutorial format. Normally (but not always) tutors can be secured who can teach these tutorials to Williams students in Oxford, although demand, leave patterns, and other constraints sometimes mean that not all of these tutorial subjects can be staffed in all terms. WIOX 290 (described in more detail below) differs from the other tutorials listed here in that it is a general rubric for more specialized tutorial work.

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. Normally Art History 101-102 at Williams is a prerequisite for this tutorial.

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: Russian 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; 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 areas other than those covered by the WIOX 211-282 tutorials—or in some non-listed subfields of the areas covered—might also be possible. It should be stressed, however, that a WIOX 290 is not simply what would be called an 'independent study' course at Williams. Rather, a WIOX 290 is normally a 'paper' (course) regularly offered at Oxford as either a required or optional part of the degree in various disciplines. For a list of the 'papers' that make up the degree

Williams-Oxford Programme

requirements in certain fields, you should consult the *University of Oxford Examination Decrees and Regulations*, a recent copy of which can be found in the Dean's Office. You might also consult the various faculty websites at Oxford (go to the Oxford University home page—www.ox.ac.uk—and then click on 'departments'), some of which list the papers taught as part of the degree offerings by that faculty. It is often easier to find tutors for a 290 in some fields (Classics, English, History, Philosophy, Religion, etc.) than in others (Economics, Psychology, many of the sciences, etc.). Students requesting a specially arranged subject must indicate as a backup choice one of the tutorial offerings from WIOX 211-282 and realize that it might not always be possible to accommodate their requests.

A sample list of specially-arranged subjects (WIOX 290) staffed during the past two years includes the following:

- 290 Archaeology: The Transformation of the Celtic World, 500 BC-AD 100
- 290 Art History: Greek Architecture
- 290 Art Studio: Photography
- 290 Art Studio: Drawing
- 290 Chemistry: Organic Chemistry
- 290 Chemistry: Physical Chemistry
- 290 Chemistry: Solid State Chemistry
- 290 Classics: Comparative Ancient History and Historiography
- 290 Economics: Microeconomics
- 290 Economics: Economics of Industry
- 290 English: Creative Writing
- 290 English: Poetry Writing
- 290 English: Film Theory
- 290 English: Dante
- 290 English: Romantic Poetry
- 290 English: Children in Victorian Fiction
- 290 English: C.S. Lewis
- 290 English: Modern Drama—Pirandello
- 290 History: The Napoleonic Wars—Military and Naval History
- 290 History: Imperialism and Nationalism, 1830-1980
- 290 History: Nationalism, Politics, and Culture in Ireland, 1870-1921
- 290 History: Imperial Germany, 1870-1914
- 290 History: General History, 1914-1945
- 290 History: The Arab World, 1914-1979
- 290 History: Sexuality and Religion in Britain, 1880-1957
- 290 History: Twentieth-Century British Studies
- 290 Law: Jurisprudence
- 290 Mathematics: Applied Analysis
- 290 Mathematics: Abstract Algebra
- 290 Mathematics: Probability
- 290 Philosophy: Formal Logic
- 290 Physics: General Relativity
- 290 Political Science: South Asian Politics
- 290 Political Science: Constitutional Politics in European Democracies
- 290 Political Science: International Relations, 1914-1945
- 290 Political Science: The Evolution and Politics of the European Union
- 290 Political Science: Questions in Tibetan History, Politics, and Culture
- 290 Political Science: British Foreign Relations
- 290 Psychology: Psychology of Creativity
- 290 Religion: The Work of Ibn al-Arabi
- 290 Religion: Religious Thought in Seventeenth-Century Britain
- 290 Religion: Christology from Kant to Troeltsch, 1789-1914
- 290 Religion: Twentieth Century Theologians—Karl Rahner

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. For some tutorials, tutors may offer the student the option of a final paper or project rather than examination.

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 trips to a number of sites of historical, cultural, or political 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 (NHS) 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.

WINTER STUDY PROGRAM

REMINDERS ABOUT WSP REGISTRATION

All students who will be on campus during the 2002-2003 academic year must register for WSP. Registration will take place in the early part of fall semester. If you are registered for a senior thesis in the fall which must be continued through Winter Study by departmental rules, you will be registered for your Winter Study Project automatically. *In every other case, you must complete registration.* First-year students are required to participate in a Winter Study that will take place on campus; they are not allowed to do 99's.

Even if you plan to take a 99, or the instructor of your first choice accepts you during the registration period, there are many things that can happen between registration and the beginning of Winter Study to upset your first choice, so you must list five choices. You should try to make one of your choices a project with a larger enrollment, not that it will guarantee you a project, but it will increase your chances.

If you think your time may be restricted in any way (ski meets, interviews, etc.), clear these restrictions with the instructor *before* signing up for his/her project.

Remember, for cross-listed projects, you should sign up for the subject you want to appear on your record.

For many beginning language courses, you are required to take the WSP Sustaining Program *in addition* to your regular project. You will be automatically enrolled in this Sustaining Program, *so no one should list this as a choice.*

The grade of honors is reserved for outstanding or exceptional work. Individual instructors may specify minimum standards for the grade, but normally, fewer than one out of ten students will qualify. A grade of pass means the student has performed satisfactorily. A grade of perfunctory pass signifies that a student's work has been significantly lacking but is just adequate to deserve a pass.

If you have any questions about a project, see the instructor *before* you register.

Finally, all work for WSP must be completed and submitted to the instructor no later than Thursday, January 30th. *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, 26 September.

AFRICAN AND MIDDLE EASTERN STUDIES

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 011 African American History Through Film (Same as History 011)

(See under History for full description.)

AAS 030 Senior Project

To be taken by students registered for Afro-American Studies 491 who are candidates for honors.

AMERICAN STUDIES

AMST 011 Why New Englanders Eat What They Eat (Same as History 019 and Philosophy 011)

(See under Philosophy for full description.)

AMST 015 Uncle Eph in his Youth: Old Williams in Thought and Form (Same as ArTH 015, English 024 and Special 015)

(See under Special for full description.)

AMST 030 Senior Honors Project

To be taken by students registered for American Studies 491 or 492.

ANTHROPOLOGY AND SOCIOLOGY

ANSO 010 Intellectual Property

An introduction to the history and social significance of intellectual property. We will consider the origin of laws that protect trademarks, patents, and copyright, the ways in which they create new forms of property, and their contemporary crisis of legitimacy in the face of resistance to globalization. The first half of the course will consist of regular class meetings, the latter half of directed independent study of some aspect of intellectual property. Readings will include works by legal scholars, sociologists, anthropologists, and activists in indigenous rights and environmental conservation.

Requirements: 10- to 15-page paper.

No prerequisites. *Enrollment limit:* 20.

Meeting time: mornings.

Cost to student: approximately \$40.

M.F. BROWN

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 socio-economic strata, are very ethnically diverse, and hail from both urban and rural areas throughout New York State. The problems that they bring to Berkshire Farm are multiple. These include: the psychological scars of dysfunctional families, including those of physical, emotional, and sexual abuse; chemical dependency; juvenile delinquency; inability to function in school settings; and various other issues. Residential treatment is a multi-modal approach that includes anger-replacement training, social skills training, and behavioral modification.

Williams students will commute to Berkshire Farm and work under supervision in one of the following areas: school, cottage life, chemical dependency unit, research, recreation, performing arts, or in individual tutoring. Students will keep a journal reflecting on their experiences. A weekly seminar with the instructor will draw on service learning experience. Students will also be required to submit a final 10-page paper at the end of the course.

Prerequisites: 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.)

Meeting time: TBA

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.

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.

Evaluation will be based on the journal and a final 10-page paper. Full participation in the course is expected.

Requirements: access to an automobile is desirable but not required; some transportation will be provided as part of the course.

No prerequisites. *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: TBA.

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

Winter Study Program

ANSO 013 Subsistence and Development: Special Issues in Alaska Native Economy and Society (Same as Environmental Studies 021)

With the settlement of aboriginal land claims in 1971, Alaska Native people became owners of 44 million acres of land and shareholders in business corporations. The traditional hunting and fishing way of life, known as "subsistence," remains a vital foundation to village life in rural Alaska, while Alaska Native corporations have engaged in a wide variety of resource development ventures. This course explores the cultural, legal, and economic dimensions of two particularly controversial issues. In 1980, based on lobbying by Alaska Natives, Congress passed legislation establishing a priority for rural subsistence uses in fish and wildlife management. However, sport hunter opposition, and conflicting state and federal regimes, make this one of the most significant controversies in Alaska today. Oil development on the Arctic National Wildlife Refuge is vigorously supported by the Inupiat people of the North Slope, while the Gwitch'in people of the southern Brooks Range fear this would be devastating to the Porcupine caribou herd, upon which they rely. The alliances of Native people with industry and environmentalists have elevated this to a national issue. Films, web-sites, readings, and discussion will provide insight into the paradox of continuity and change facing Alaska Native society.

Requirements: 10- to 15-page paper.

No prerequisites. *Enrollment limit:* 20.

Meeting time: mornings.

Cost to student: approximately \$40.

TAYLOR BRELSFORD (Instructor)
D. EDWARDS (Sponsor)

Taylor Brelsford is an Anthropologist for the Federal Subsistence Management Program. Anchorage. He has served as regional anthropologist, supervisor of public communication and public involvement, social science lead in designing a multi-million dollar subsistence fisheries program, and during the last year, as senior subsistence specialist for the BLM State Director, who serves on the Federal Subsistence Board.

ANTHROPOLOGY

ANTH 017 Introduction to Research in Archaeological Science (Same as Chemistry 017)

(See under Chemistry for full description.)

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 To Outwit Time Is No Small Feat: Exploring Regional Museums

This course will introduce the holdings of selected regional museums through weekly museum excursions. All aspects of museums will be discussed, though an emphasis will be on discussing the delicate balance between preservation of, and access to, museum objects. Art conservation and preservation methods will be described, and at least one tour of an art conservation laboratory will be included in the class. The class will begin with a tour of the Williams College Museum of Art, and will continue with four, weekly day-long museum excursions. Tours will include exhibitions, and behind-the-scenes views at MASS MoCA, the Chapin Library, the Tang Teaching Museum and Art Gallery, the Clark Art Institute, Historic Deerfield, and the Albany Institute of History and Art. The class will travel to New York; the museums selected will depend on the current exhibition schedules.

Evaluation will be based on participation in all museum visits and one researched presentation and accompanying 10-page paper.

No prerequisites. *Enrollment limit:* 10.

Cost to student: \$100-\$125, for books, handouts, costs associated with admission to museums, and possibly one overnight field trip. The cost and schedule of the museum visits will be available during enrollment and at the first class.

LORI K. VAN HANDEL (Instructor)
LEWIS (Sponsor)

Lori van Handel is a conservation specialist who directs Heritage Conservation Services, a local conservation firm. From 1994 to 2000 she was Associate Conservator at the Williamstown Arts Conservation Center.

ARTH 012 The Ramayana in Art (Same as Asian Studies 012)

The Ramayana, or "Travels of Rama," is one of the most popular epics of India. It is a heroic tale involving romance, sacrifice, villainy, and warfare on both the human and the cosmic or heavenly scales. To know the Ramayana is to grasp the essentials of Hindu religion, culture, and values. This course will explore the exciting visual and performing arts inspired by the Ramayana in India, where the story originated, as well as the lands of Southeast Asia where it spread. Arts to be explored will include the great temple sculptures in stone and bronze, large scale and miniature painting, plays, dance and musical drama, batik, puppet shows, even modern day comic books, and film and television productions of the Ramayana. Social and aesthetic issues to be considered may include the role played by the arts in society; methods and aims of artistic expression; ideals of beauty and of virtue; social status and gender; the various transformations of the Ramayana in both literature and art in various parts of India and by various levels of society ("folk" art vs. "high" art), as well as the various different cultures of southeast Asia. The course will consist partly of art history lectures, and partly of studio art practice.

Evaluation will be based on attendance (mandatory), participation in class discussions based on readings, and the production of painted illustrations to the story.

No prerequisites. *Enrollment limit: 15.*

Meeting time: mornings, two three-hour sessions per week.

Cost to student: \$50.

GARY SMITH (Instructor)
JANG (Sponsor)

Gary Smith is a local historian specializing in Impressionism and Post-Impressionism, and in the art of southeast Asia. His graduate work was done at the University of California, Berkeley.

ARTH 015 Uncle Eph in his Youth: Old Williams in Thought and Form (Same as American Studies 015, English 024 and Special 015)

(See under Special for full description.)

ARTH 016 Buddhist Art of Asia (Same as Asian Studies 016 and Religion 016)

(See under Religion for full description.)

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 Arth 493, 494.

ARTH 033 Honors Independent Study

To be taken by candidates for honors by the independent study route.

ART STUDIO

ARTS 010 Marble Carving

The marble carving workshop introduces the student to the tools and traditional techniques of marble sculpture. This course is suitable for students of all levels of ability. The instructor will demonstrate the techniques and then help each student with their work. Instruction will include roughing out the work in planes, modeling with tooth chisels, carving the final form and finishing the surface. There will be demonstrations on the use of the diamond saw and air hammer (if a compressor is available). We will work with hand tools and each student should bring a model (maquette) of the sculpture they wish to carve. We will use local Vermont marble for the workshop.

Evaluation will be based on class participation, effort, attendance, the quality of work produced and the final exhibition of work.

No prerequisites. *Enrollment limit: 12.*

Meeting time: afternoons, 6 hours of instruction and additional lab hours.

Cost to student: \$75 for tools. All students are responsible for their own tools.

FRED X. BROWNSTEIN (Instructor)
PODMORE (Sponsor)

Fred X. Brownstein is a sculptor who creates contemporary figurative work in marble and bronze. He received his B.F.A. at the San Francisco Art Institute and worked for 16 years in Italy.

ARTS 011 Introduction to Computer Aided Drafting and Design (CADD) (Same as Physics 011)

(See under Physics for full description.)

ARTS 012 Japanese Traditional Art: Kuzaki-Zome and Weaving (Same as Japanese 012)

(See under Asian Studies—JAPN for full description.)

Winter Study Program

ARTS 013 Pastel: A Study of Color and the Figure

A studio course for those who have a keen interest in exploring their artistic potential. The instruction will be individualized but all will benefit from gentle but constructive group critiques. Pastel is one of the best media for learning about color as it can only be mixed directly on the painting surface; the range of color and hue that results from the mixing of just a few pastels is remarkable. The class will focus primarily on drawing and painting the figure. With the use of fabrics we will partially clothe the figure and the background in a variety of colors from neutrals to brilliant hues in order to explore the range of colors that pastel accommodates. Students will need to purchase or provide a medium-sized set of pastels. Other items that are needed are easels, drawing boards, 1" to 2" wide bristle brushes, pastel paper, glassine paper and a simple portfolio.

Evaluation will be based on class participation, effort, attendance, the quality of work produced and the final exhibition of work.

No prerequisites. Some studio experience is helpful but not required. *Enrollment limit: 12.*

Meeting time: mornings, six hours per week.

Cost to student: \$110 lab fee.

JULIA MORGAN (Instructor)
PODMORE (Sponsor)

Julia Morgan is a local artist who works in the education department of the Williams College Museum of Art. She received her M.A. in Studio Art from Mt. Holyoke and studied at the Leo Marchutz School of Painting and Drawing in Aix-en-Provence, France.

ARTS 014 Artforum Summer 1967: An Exhibition

This course will consider a moment in recent art history from the point of view of a studio artist. Like anthropologists from another planet, students in this class will look for meaning in every inch of a cultural artifact, in this case, an *Artforum* magazine from the summer of 1967. What was so special about the summer 1967 issue of *Artforum*? The issue contains a dramatic clash between two distinct critical points of view: the critic Michael Fried contributed a landmark essay, "Art and Objecthood" and the artist Sol LeWitt published his now famous, "Paragraphs on Conceptual Art." In this issue we see the end of one modernist view of art, and the beginnings of the many mixed art practices to come. We will consider everything between the covers: essays, reviews, projects by artists, even advertisements as we consider this hinge moment in contemporary art practice. Our goal is to create a comprehensive (yet physically small) exhibition based on the art depicted between these pages. Students will build scale models, make drawings and paintings or otherwise engage art on view in the magazine. No particular aptitude for these techniques is required, though a willingness to learn is essential. Evaluation will be based on journal entries, class participation, and the successful completion of artwork for the end-of-class exhibition.

Prerequisite: any 100 level art history or studio art course. *Enrollment limit: 16. Open to all, but preference will be given to Art majors.*

Meeting time: mornings.

Cost to student: approximately \$75 for materials.

DEREK STROUP '92 (Instructor)
GLIER (Sponsor)

Derek Stroup '92 is an artist based in New York City. His sculpture, photographs and paintings are in numerous public and private collections. Recent exhibitions include the Los Angeles County Museum of Art, The Contemporary Museum in Honolulu, and the Roy Boyd Gallery.

ARTS 015 Large-Format Photography

The course is designed to introduce students to studio/view cameras, to processing the sheet-film negatives made in them, and to making contact and projection prints. Studio exercises will include careful analysis of camera movements to teach their use, and a consideration of lighting techniques; dark room exercises will include the tray development of sheet film, determination of effective film speed, and control of contrast through development time. The subject matter of the photographs produced in the course will not be prescribed; it is limited only by the participants' imagination and the weather in January. Working with subjects of their own choosing, students will be instructed in the principles of traditional photographic image making by producing large-format negatives and translating them into effective black-and-white prints in 4x5 and 8x10 formats.

Each student will be expected to make exhibition-quality prints, which may be enlargements or contact prints from 4x5 negatives, or contact prints from 8x10 negatives. The prints will be exhibited in a group show at the end of Winter Study.

Evaluation will be based on commitment to the course, participation in discussion sessions, and the

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quality of the prints.

No prerequisites (although camera and darkroom experience a plus). *Enrollment limit: 10.*

Meeting time: mornings; there will be six hours weekly for lectures, demonstrations and crits. At least 20 hours weekly in the darkroom are expected, under the supervision of a photo technician.

Cost to student: \$175 lab fee.

RALPH LIEBERMAN (Instructor)
M. LEWIS (Sponsor)

Ralph Lieberman is an art historian and photographer who lives in Williamstown. He has a Ph.D. from the Institute of Fine Arts. His photographs have appeared in many publications and are to be found in major American and European art historical study collections.

ARTS 016 Natural Science Illustration (Same as Biology 016)

(See under Biology for full description.)

ARTS 017 History in Pieces (Same as History 017)

(See under History for full description.)

ARTS 018 Glass and Glassblowing (Same as Chemistry 016)

(See under Chemistry for full description.)

ARTS 019 Meet the Right Side of Your Brain: Drawing as a Learnable Skill (Same as Physics 012)

(See under Physics for full description.)

ARTS 020 Writing, Illustrating, and Publishing Children's Books (Same as English 015)

(See under English for full description.)

ARTS 022 Goddesses, Confucius, Heroines, and Beauties: Chinese Dance

This course consists of two components, practice and history. For the latter, the instructor will use visual materials, such as ancient Chinese paintings and murals, which are rich in this regard, and videotapes. Students will be given reading materials related to the mythology and sociopolitical and cultural context and significance of the dances to be taught. The dances include, for instance, fan dance, ribbon dance, and the Bayi, a ritual dance performed at the temples of Confucius since ancient times, which is still performed in Taiwan on Confucius' birthday.

Requirements: class participation and a final public performance at the end of Winter Study.

No prerequisites. *Enrollment limit: 12.*

Meeting time: three afternoons a week.

LIANG CHEN (Instructor)
JANG (Sponsor)

Liang Chen was Assistant Professor at National Tawian Normal university and International Judge for Women's Gymnastics before she came to this country in 1970's. She specializes in Chinese dance and has taught it since.

ARTS 024 Greenhouse Drawing (Same as Biology 024)

The college has a beautiful new greenhouse that is full of light, scented with earth, and filled with the reassuring form and color of plants. These appealing qualities are all the more inspiring during the month of January when we need signs of renewal. "Greenhouse Drawing" will meet for nine hours a week in this campus oasis to draw the plants and architecture. We will also use studio space in Spencer to enlarge and abstract our life studies into large scale compositions that involve pattern and color. Beginning and advanced students are welcome, since the small class size allows for personalized instruction. The class will focus on the careful observation of nature and should be of interest to both the scientist and the artist.

Evaluation is based on successful in-class projects and weekly homework and participation in an exhibition in the Wilde Gallery.

No prerequisites. *Enrollment limit: 10. (Since most drawing classes give priority to first years, this class will reverse the order and accept seniors first, then juniors, sophomores and first years.)*

Meeting time: afternoons.

Cost to student: \$100 lab fee.

GLIER

ARTS 033 Honors Independent Project

Independent study to be taken by candidates for honors in Art Studio.

ARTS 035 Making Pottery on the Potter's Wheel (Same as Special 035)

(See under Special for full description.)

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ASIAN STUDIES

ASST 010 Writing Chinese Lives: Memoir, Biography, History (Same as Political Science 010)
(See under Political Science for full description.)

ASST 011 Gain and Loss: Classics of Mountaineering Literature

When George Mallory was asked many years ago why he wanted to climb Mt. Everest, he simply replied, "Because it's there." This winter study course explores what motivates people to risk their lives to achieve such lofty goals by examining representative works of mountaineering literature. Ample consideration will also be given to what climbers learn from their extreme experiences and how survivors deal with death. Works to be read include Harrer's *The White Spider*, Herzog's *Annapurna*, and Krakauer's *Into Thin Air*.

Evaluation is based on attendance and a 10-page paper.

No prerequisites. *Enrollment limit: 30.*

Meeting time: mornings.

Cost to student: cost of books.

STAHL

ASST 012 The Ramayana in Art (Same as ArH 012)

(See under ArH for full description.)

ASST 016 Buddhist Art of Asia (Same as ArH 016 and Religion 016)

(See under Religion for full description.)

ASST 026 Introduction to Zen Training for Pre-Medical Students (Same as Religion 026 and Special 026)

(See under Special for full description.)

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: mornings; 9 a.m.-9:50 a.m., Mondays, Tuesdays, and Thursdays.

Cost to student: one Xerox packet.

LANGUAGE FELLOW

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 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. To

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be considered is the body's relationship (1) to itself: i.e., the interrelation of structure and posture; (2) to an object, whereby the physical exigencies of an object external to the body take on the role of 'teacher'; (3) to an architectural context (inclusive of spatial and cultural pressures); and (4) to another or group of others.

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. Each class will be structured to account for the students' physiological progression from hour to hour (i.e., we will not attempt to stretch cold muscles or begin with activities that are highly aerobic, but rather will follow a sequence that accounts for the participants' evolving bodily state). Loose, comfortable and layered (to account for climate) clothing is also a must.

Evaluation will be based on the quality and timely completion of outside assignments and on daily commitment to in-class activities. Assignments will include reading materials addressing issues of embodied learning from a variety of viewpoints; written summaries of one or more of those selections; regular journal writing; and a short, in-class presentation.

No prerequisites, but students are encouraged, however, to make an honest assessment of their own health, conditioning and readiness to respond to the physical demands of the course.

Enrollment limit: 15.

Meeting time: mornings.

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. Currently, he is living in Japan with his wife and son, and serving as visiting researcher with the National Institute of Multi-media Education.

JAPN 012 Japanese Traditional Art: Kusaki-Zome and Weaving (Same as ArtS 012)

In this class, students will learn traditional Japanese thread dyeing techniques using vegetable dyes. After dyeing the threads, students will make two tapestries with cardboard looms. The first tapestry will be a small wall tapestry, using basic techniques. The second one will be a wall tapestry using the free technique. The pattern for the second one will be an original design from the students. At the end of the class, a show will be held where students will display their works. This class requires no previous artistic training. The technical exercises will be done through several projects under the instructor's supervision.

Grading will be based on the completion of three projects, with a journal describing the project, and participation in the final class exhibition.

No prerequisites. *Enrollment limit:* 15.

Meeting time: mornings, 10a.m. -12p.m., three times a week.

Cost to student: \$40 lab fee.

KYOKO KABASAWA (Instructor)
CRANE (Sponsor)

Kyoko Kabasawa, a Japanese textile and dyeing artist, teaches at Asai Gakuen University in Hokkaido. In addition to a number of prizes awarded in Japan, she won an originality award in Hawaii's Hand weavers' Hui 45th Anniversary Biennial Exhibition in 1998, temari award in Hawaii's Hand weavers' Hui 46th Biennial Exhibition in 2000.

JAPN 031 Senior Thesis

To be taken by all students who are candidates for honors in Japanese.

ASTRONOMY

ASTR 010 Cosmology: The History of the Universe

Every culture has a creation story about the beginning (and often the end) of the Universe. Over the last 50 years, scientists have developed a modern story, involving the Big Bang, the creation of the elements, the formation of stars and galaxies, and the expansion of the cosmos. The great advantage of the modern story is that it is based on solid and specific evidence. In this introductory course, meant for non-majors, we will recount the history of the Universe as a whole, from its fiery beginning to its possible fate over billions of years. Our emphasis will be on understanding the evidence. How do we know the age of the Universe? How do we measure the distance to the galaxies? We will discuss the concepts of space-time and radiation, and phenomena such as quasars and gravitational lenses, using no mathematics beyond basic algebra and trigonometry. We will also discuss those parts of the modern creation story that are still mysterious, such as the nature of "dark matter," the apparent acceleration of the Universe's expansion, and the reason why the Big Bang banged.

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Evaluation will be based on class participation and final 10-page paper.
No prerequisites. *Enrollment limit: 15. Preference will be given to non-majors.*
Meeting time: 3 mornings per week for 2 hours.
Cost to student: \$35 for book and reading packet.

JOSHUA WINN (Instructor)
PASACHOFF (Sponsor)

Joshua Winn holds a Ph.D. in physics from MIT. He is currently a NSF Astronomy and Astrophysics Postdoctoral Fellow at Harvard University, where his research focuses on gravitational lenses.

ASTR 011 Leadership in Astronomy: From Copernicus and Galileo to Hubble and the Age of the Universe (Same as History of Science 011 and INTR 011)

Progress in understanding our Universe has undergone major steps as the result of sweeping new ideas introduced by major scientists. Copernicus, in his book of 1543, shook the foundations of ancient science; Tycho, a few decades later, revolutionized the idea of observing the heavens; and Kepler, in 1603-1618, completed the Copernican Revolution by removing the ancient idea that perfect circles were necessary for orbits. Galileo's discoveries endorsed Copernicanism observationally. Halley and Newton, starting in the 1680's, led the world to comprehend the universality of gravity and linked comets with planets in obeying the law of gravity. In the twentieth century, Shapley moved the Sun out of its central place in the Universe and Hubble, in the 1920's, found that our galaxy was only one out of many and that the Universe is expanding all around us. In addition to studying the contributions of these leaders, we will see how Hubble's law of the expanding Universe was studied as a Key Project of the Hubble Space Telescope and how astronomers know more accurately the cosmic distance scale and the age of the Universe. We will investigate various observations from the Hubble Space Telescope, the Chandra X-ray Observatory, and other telescopes on the ground and in space to show how they help us understand the universe. We will consider the cosmic distance scale back to its roots in Captain Cook's expedition to the South Pacific in 1769 to study the transit of Venus and discuss plans for observing the forthcoming transit of Venus, a rare event that has not been viewed by anyone now alive on Earth but that will occur in 2004. We will consider the role of NASA, the space shuttle, and astronaut/astronomers in shaping scientific goals. Biographies and other readings, videos, and visitors will help shape the discussion. In the rare book library, we will examine first editions of epochal books by the authors listed above, from Copernicus's 1543 volume on upward toward the present, and some students may wish to make their reports or carry out other projects with those volumes.

Evaluation will be based on a final 10-page paper and presentation.
No prerequisites. *Enrollment limit: 12. If over-enrolled, selection will be made on the basis of interest expressed in e-mail or in person.*

Cost to student: \$15 for readings
Meeting time: one to three mornings a week for lectures and discussions plus occasional sessions with special visitors.

This is a course in the program of Leadership Studies and counts as one of the two prerequisites to INTR 402 – *Topics in Leadership*.

PASACHOFF

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 to investigate a topic of their choice using the transmission and scanning electron microscopes. They will do their own sample preparation, operate the two electron microscopes, and take micrographs of relevant structures. Class time will give a brief overview of the theory and operation of the microscopes and microtomes. In addition, students will learn how to develop and print their film from the TEM, and learn how to manipulate the digital images from the SEM in Adobe Photoshop. (Do you want your erythrocytes red or blue?) There will be brief reading assignments, a guest speaker and a 10-page paper with 8 well focused micrographs required. The lab is scheduled to receive a new SEM this summer that will allow observation of wet samples as well as conventional dried samples, and will extend the limits of research potential for the scope.

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No prerequisites. *Enrollment limit: 8. No preference given.*

Meeting time: afternoons. Class will meet for two hours, three times 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 Envisioning a Sustainable Future (Same as Environmental Studies 011)

If humanity is to survive the next century, a massive movement towards ecological sustainability must occur. What is a sustainable lifestyle like? Will we have to sacrifice? How do we get there from here? In this course, we will first look at key technologies and resource management issues required for (and also driving!) the movement towards sustainability, including energy, water and agricultural practices. By considering the ramifications of these issues, it will be possible to envision in some detail what a sustainable lifestyle must be like. We will then consider how the mindset and practices of the developed world must evolve to allow the sustainability movement to truly take hold. Students will read several short background papers before each class.

Each student will write a 10-page paper or complete an equivalent project on a topic of their choice, and, in the last week of Winter Study present a 15-minute summary of this independent research.

No prerequisites. *Enrollment limit: 16. Preference will be given to Environmental Studies concentrators.*

Meeting time: Monday, Wednesday and Thursdays from 10a.m.-12p.m., and Tuesdays should be held open for all-day field trips.

Cost to student: \$15 for purchasing a packet of photocopies papers, and may need to subsidize field trip costs.

SILVIO EBERHARDT (Instructor)

H. WILLIAMS (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.

BIOL 012 Science in the Media (Same as Chemistry 012)

(See under Chemistry for full description.)

BIOL 013 Mapping the Natural Landscape (Same as Environmental Studies 013 and Geosciences 013)

Cartography, while rooted in the rigors of science, is very much an aesthetic exercise. A map that is successful aesthetically provides the best medium for communicating information to the user. Natural landscapes provide some of the most compelling and rewarding material for a cartographer to practice with. This project-oriented course will address both the scientific and aesthetic domains of cartography, while developing maps of natural areas of interest to individual students. Introductory material will include the cartographic fundamentals of geodesy and projections, geographic data research, and the compilation and manipulation of data. We will then turn our attention to cartographic design, with an emphasis on depicting natural landscapes as exemplified in the work of the great mountain cartographers of Switzerland as well as some closer to home. We will explore and utilize techniques that have become widely accessible with modern technology, such as digital elevation model manipulation and shading, and multi-layered artwork composition in raster and vector graphics environments. Students will design and complete a project involving the depiction of a landscape (with or without overlaid thematic content) on a map or cartographic illustration which may be static, animated or interactive.

Evaluation will be based on the completed project and a final exhibition.

Prerequisite: familiarity with computers—graphics experience recommended but not required. *Enrollment limit: 10. Preference should be given to students already having some familiarity with mapping and computer graphics.*

Meeting time: three class meetings per week—two 10a.m. classroom sessions and one 1p.m. lab session.

PAT DUNLAVEY (Instructor)

H. WILLIAMS (Sponsor)

Pat Dunlavy is a free-lance cartographer who specializes in maps that emphasize landscape and offer a passionate view of the natural world. His credits range from orienteering maps, including those for 1993 World Orienteering Championships, to award-winning recreation maps such as the 2001 map of

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Chugach State Park in Alaska. His highly technical and interdisciplinary approach to cartography has been recognized in journals from Communication Arts to Cartographic Perspectives.

BIOL 014 Orchids! (Same as Environmental Studies 014)

This course explores the world of orchids. First we will consider the aesthetics of orchids and how this fueled both the exploration for new species in the nineteenth century and the production of modern hybrids. Next we will study the biology of orchids particularly the structural and physiological adaptations that have permitted these plants to inhabit sites as diverse as the treetops of tropical forests and the frozen meadows of New England. The complex relationship between flower structure and the behavior of pollinators is of special interest. The fascinating world of the orchid hybridizer will be examined. How is it possible to combine four genera to make one plant? The commercialization of orchids led to the destruction of many natural populations. Is it possible to protect and possibly reestablish endangered species through the cultivation and propagation of orchids from seed? Orchid hybridization and the discovery of methods for the tissue culture of rare plants have revolutionized the commercial availability of orchids. Globalization has affected the orchid industry. We will discuss these recent trends and what it means for those hoping for a career with orchids.

Students will be given the opportunity to examine living plants and flowers of various orchid genera. We will demonstrate the techniques for growing the plants in the greenhouse and within the home. Mature specimens will be repotted and students will deflask seedlings and set up community pots. Students will be required to write a 10-page paper or develop an equivalent presentation on the orchid topic of their choice, to be shared with the class during a final session on the last day of Winter Study. No prerequisites. *Enrollment limit: 14.*

Meeting time: mornings, Tuesday, Wednesday, Thursday 10a.m.-12p.m.; two field trips are planned—one to J&L Orchids in Easton, CT., a leader in growing species orchids from seed and the second to Conway Orchids in Conway, MA., a grower of championship Cattleya hybrids.

Cost to student: approximately \$50, which includes field trips and textbook.

C.J. GILLIG (Instructor)
H. WILLIAMS (Sponsor)

C.J. Gillig, Technical Assistant in the Department of Psychology at Williams College, received his B.A. in Biology from St. Mary's University of San Antonio, Texas and his Ph.D. in Zoology from UMass, Amherst. Although he now works in the Department of Psychology he has remained interested in biology and specializes in orchids. He has a mixed collection representing numerous genera. He is a member of the American Orchid Society and the Amherst Orchid Society.

BIOL 015 Epidemiology, Epidemics, and Human Health (Same as Chemistry 015)

(See under Chemistry for full description.)

BIOL 016 Natural Science Illustration (Same as ArtS 016)

Natural science illustration combines art with careful attention to the details of plant and animal life. Drawing or painting biological subjects is an important way to discover the true nature of an organism or habitat. In publications, illustrations clarify information and draw attention to the text. In this course, the instructor will present demonstrations and examples of natural science illustration, but the students will spend the bulk of their time creating their own illustrations. The goal will be for each student to research, illustrate, and write text for one comprehensive illustration about an aspect of natural science such as habitat, ecology, pollution or life-cycle. The class will meet twice a week in the morning for three hours and students will be expected to spend significant time outside class working on their illustrations and research.

Students will be evaluated on the basis of their class participation and the effort they put into their illustration for the final show. This course is open to anyone with a comfortable level of drawing ability.

No prerequisites. *Enrollment limit: 14.*

Meeting time: mornings.

Cost to student: approximately \$75.

ROBIN BRICKMAN (Instructor)
H. WILLIAMS (Sponsor)

Robin Brickman received her Bachelor's degree in graphic arts and botany from Bennington College. She is an award-winning illustrator with over twenty-five years of professional experience. She has illustrated books for Simon & Schuster, HarperCollins, Charlesbridge, The Millbrook Press, Rodale Press. Her works are shown and collected nationally.

BIOL 017 The New England Forest (Same as Environmental Studies 017)

This field-oriented course explores (first-hand and through readings and discussions) the ecology, natural history, utilization and conservation of New England's most abundant natural resource: the forest. A comparative approach to forest communities will be taken: we will visit different forest types across the New England landscape delving into some of the reasons why they may vary. Specific top-

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ics will include community dynamics, tree and shrub identification, adaptation, wildlife, threats to the forest, forest management and conservation issues. There will be up to four meetings per week, at least two of which will be in the field (some field trips may require that students are engaged in the class beyond normal WSP class hours). The course will culminate in a two to three day trip to more thoroughly investigate a remote forest region. Accordingly, students should be prepared to spend many hours in the outdoors coping with the elements.

Evaluation: a 10-page paper, technical report or comparable creative product on a topic relevant to the course.

No prerequisites: this course is appropriate for any student who possesses a healthy interest in natural history and the outdoors. *Enrollment limit: 12.*

Meeting time: mornings, with occasional all-day field trips.

Cost to student: approximately \$185 (covers field trips, equipment, readings, etc.)

DREW JONES (Instructor)

H. WILLIAMS (Sponsor)

Drew Jones, Manager of the Hopkins Memorial Forest, has a Master of Forestry degree from Duke University. He has worked as a wildlife biologist and naturalist from the Southern Appalachians to the North Woods.

BIOL 018 Human Nature, Natural Limits and the Human Predicament (Same as Environmental Studies 018)

(See under Environmental Studies for full description.)

BIOL 019 Food Security and Agriculture in the Northeastern U.S. (Same as Environmental Studies 019)

(See under Environmental Studies for full description.)

BIOL 020 Evolution and Creationism (Same as History of Science 020 and Religion 020)

Despite the central place that Darwin's theory of evolution occupies in modern biology, many Americans insist that the theory is flawed, false, or simply unscientific. This course provides an overview of the controversy, touching on its historical, scientific, philosophical, theological, and political aspects. Students will acquire the facts and scientific literacy necessary to evaluate the major arguments involved in the debate over evolutionary theory, and will critically examine a wide variety of viewpoints. These viewpoints will be presented and evaluated in lecture sessions and in group discussions. Students will also be required to participate in the public debate by taking part in on-line bulletin boards, and will develop their own perspectives in written assignments.

Course evaluations will be based on participation in class discussions and in on-line fora, and on completion of one long (12-page) and four short (4-page) analyses of particular aspects of the controversy.

Evaluations will emphasize a mastery of basic literacy in science and evolutionary theory, good critical-thinking skills, and the willingness and ability to engage and understand the diverse positions on this topic.

This class will meet for three two-hour sessions each week as well as one three-hour session devoted entirely to discussion.

No prerequisites. *Enrollment limit: 20.*

Meeting time: afternoons.

Cost to student: \$50 for reading packet and books.

BRIAN SPITZER '96 (Instructor)

H. WILLIAMS (Sponsor)

Brian Spitzer '96 is currently a Ph.D. student at the Center for Population Biology at the University of California, Davis.

BIOL 022 Introduction to Biological Research

An experimental research project will be carried out under the supervision 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.

Prerequisites: Biology 101. *Enrollment limit: 15.*

Meeting time: mornings.

Cost to student: none.

THE DEPARTMENT

BIOL 023 Science Through Technology in an Elementary School Classroom

Would you like to work with children to create a meaningful, lasting, scientific and educational tool? Small teams of students enrolled in this course will be assigned to a 3rd, 4th or 5th grade classroom at the Williamstown Elementary School. Working closely with the classroom teacher, the team will design an investigative project for students, centered on a topic in the science curriculum for a particular grade level. The project will guide the students in an inquiry-based activity that uses the internet to

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guide their investigations of a particular topic or phenomenon. The model for these projects will be the "WebQuest" approach developed at San Diego State (<http://webquest.sdsu.edu/webquest.html>). In these activities, most of the information used by the students is drawn from the web; however, the designer of the project 1) defines the basic question the students are to address; 2) gives background information for the project and poses questions to guide learning; and 3) directs the students to useful sources of information. A well-designed "WebQuests" uses learners' time well, allowing them to focus on using information rather than looking for it, and supports elementary students efforts to evaluate, analyze, and synthesize information. Evaluation will be based upon the completed project and ancillary materials (equivalent to a 10-page paper).

No prerequisites. *Enrollment limit:* 12.

Meeting time: Meetings and school visits will be within elementary school hours 9 a.m.-3 p.m. Monday-Friday.

Cost to student: none.

JENNIFER SWOAP (Instructor)
H. WILLIAMS (Sponsor)

Jennifer Swoap, a former 3rd grade teacher and systems analyst, is in her sixth year as the Science Liaison for Williams College. She works with the Howard Hughes Elementary Outreach program that brings hands-on science to area elementary schools.

BIOL 024 Greenhouse Drawing (Same as ArtS 024)

(See under ArtS for full description.)

BIOL 031 Senior Thesis

To be taken by students registered for Biology 493, 494.

CHEMISTRY

CHEM 011 Science for Kids (Same as Special 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 25, 26) 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.

Format: 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: mornings. Classes meet three times a week for approximately three hours each session. The workshop is run on the third weekend of Winter Study (January 25, 26) and attendance from 9 a.m. to 3 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.

JENNA MACINTIRE and L. PARK

Jenna MacIntire is a Laboratory Instructor for both the Biology and Chemistry Departments at Williams.

CHEM 012 Science in the Media (Same as Biology 012)

A good science writer takes specialized technical material and makes it clear, understandable, and compelling. A great science writer may even make it beautiful. In this course we will read examples of the best science writing for the general public in newspapers, magazines, books, museums, TV, and radio. In addition to discussing the science that informs each, we will talk about what the public needs to know about science and why, and look at the variety of ways scientific ideas are communicated to the public. We will investigate how good science writers interweave narrative and exposition, and how individual writers develop unique voices. In addition to a lot of reading, we also will do a lot of

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writing. By emulating good science writers in your own writing, and by discussing your own work as well as others, you will develop skills in the art of explanation, skills that will serve you well outside the class.

In addition to a number of short essays, each class member will write a longer essay popularizing a scientific topic of his or her choosing.

The goals of the course, in short, are to develop an appreciation of good writing about science, and by practicing the techniques of the masters, to help students develop skills in communicating scientific ideas to a variety of audiences.

Format: discussion. Evaluation is based on class participation and completion of all reading and writing assignments.

Prerequisite: One Div. III course at Williams prior to this course or permission of the instructor. *Enrollment limit: 8.*

Required reading: "The Best American Science Writing 2002"; *Science Tuesday*, *NYTs*. In addition, selections from newspapers, magazines, and books will be handed out in class and/or placed on reserve as readings for specific classes.

Meeting time: afternoons, three times a week for two hours each session.

Cost to student: \$25 for book and newspapers.

JO PROCTER (Instructor)
J. EDWARDS and L. PARK (Sponsors)

Jo Procter, news director at Williams College, has a master of science in communication from Boston University. She also has worked for *Popular Science Magazine*, WGBH-TV, and Mutual Radio.

CHEM 013 Drugs

A course designed as an introduction to medicinal and recreational drugs from a chemical perspective. The primary emphasis is on the structure, properties, and mode of action of selected compounds from among such classes of drugs as antibiotics, antidepressants, hallucinogens, narcotics, opiates, oral contraceptives, sedatives, and stimulants. Secondary attention is paid to pharmacokinetics, isolation of natural products, new drug discovery and development, including combinatorial chemistry.

The format involves lectures and discussions in the first week, case studies in the second week, special topics (e.g., clinical trials required by the FDA, patent protection, drugs used by athletes) by outside lecturers in the third week, and class presentations in the final week.

Format: lecture/discussion. Evaluation is based on class participation, an oral presentation and 10-page paper on an individual topic selected by each student.

Prerequisite: Chemistry 251 or 202. *Enrollment limit: 12.*

Meeting time: mornings, four two-hour sessions each week.

Cost to student: \$55 for books and photocopies.

J. HODGE MARKGRAF '52 (Instructor)
L. PARK (Sponsor)

J. Hodge Markgraf '52, Professor of Chemistry emeritus, taught organic chemistry at Williams for four decades. His current research interests include the synthesis of pharmacologically active compounds that have been identified as antitumor, antiviral, antiprotozoan, antirheumatism, or anti-inflammation agents. He has previously taught a WSP course on combinatorial chemistry.

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. Students will learn, among other skills, basic life support techniques, patient assessment techniques, defibrillation, how to use an epipen, 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 the following mandatory meetings in the fall semester: 1 November (orientation), 3 November, 17 November, and 1 December. Format: lecture/laboratory. Evaluation is based on class participation and performance on class exams, quizzes and practical exercises.

Prerequisite: It is recommended that students have American Heart Association Level C BLS Provider CPR Cards or American Red Cross BLS provider CPR cards before entering the EMT Class. A CPR class will be offered in October for those students wishing to take the EMT class who don't already have CPR cards. *Enrollment limit: 24.*

Meeting time: mornings and afternoons; schedule TBA in October. This is a time-intensive course involving approximately 130 hours of class time plus optional emergency room observation and ambulance work.

Cost to student: \$350/student, plus approximately \$75 for textbook.

KEVIN GARVEY (Instructor)
L. PARK (Sponsor)

Kevin Garvey is a Massachusetts state and nationally approved EMT-I (Intermediate) and an EMT-IC (Instructor/Coordinator). He had been involved with Emergency Medical Services for 15-20 years.

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Mr. Garvey currently works for Baystate Health Systems as an 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 (Same as Biology 015)

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 effectiveness of treatments used to cure or alleviate their effects.

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. For others, the course will deepen their understanding of the forces that affect human health.

By means of lectures, individual meetings, and class discussion, including unknown exercises presented by groups of students working collaboratively, the review of current papers in the medical and public health literature, and readings, 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.

Format: lecture/discussion. Evaluation is based on class participation and a circa 10-page paper centered on a mutually agreeable health issue in the current public health and medical literature. Students will present their conclusions to the whole group at the final sessions.

No prerequisites. *Enrollment limit: 15.*

Meeting time: afternoons. The course will meet three times a week with occasional extra meetings for special projects.

Cost to student: approximately \$40 for books and copied materials.

NICHOLAS H. WRIGHT '57 (Instructor)

L. PARK (Sponsor)

Dr. Nicholas H. Wright '57, a medical epidemiologist with a longstanding interest in family planning/population and international health issues, recently retired from the Robert Wood Johnson Medical School, New Jersey, and now lives in Williamstown.

CHEM 016 Glass and Glassblowing (Same as ArtS 018)

This course provides an introduction to both a theoretical consideration of the glassy state of matter and the practical manipulation of glass. We do flameworking with hand torches for at least 12 hours per week. While no previous experience is required, students with patience, good hand-eye coordination, and creative imagination will find the course most rewarding. The class is open to both artistically and scientifically oriented students.

Format: lecture/discussion. Evaluation is based on class participation, exhibition of glass projects, a 10-page paper, and a presentation to the class.

No prerequisites. *Enrollment limit: 10. Preference is given to juniors and sophomores. Interested students should contact Professor Thoman by e-mail prior to registration.*

Meeting time: mornings and afternoons, five days per week.

Cost to student: \$50 for supplies.

THOMAN

CHEM 017 Introduction to Research in Archaeological Science (Same as Anthropology 017)

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 151) and permission of the Department. Since projects involve work in a faculty research lab, interested students must consult Dr. Skinner and with the Department Chair before electing this course. Non-science majors are invited to participate. *Enrollment limited to space in faculty research lab.*

Meeting time: mornings.

Cost to student: none.

ANNE SKINNER (Instructor)

L. PARK (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 Chemistry 151) and permission of the Department. Since projects involve work in faculty research labs, interested students must consult with one or more of the faculty instructors listed below and with the Department Chair before electing this course. Non-science majors are invited to participate. Enrollment limited to space in faculty research lab.

Meeting time: mornings.

Cost to student: none.

LOVETT

CHEM 019 Introduction to Research in Environmental Science (Same as Environmental Studies 020)

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 lab.

Meeting time: mornings.

Cost to student: none.

THOMAN

CHEM 020 Introduction to Research in Inorganic Chemistry

An independent experimental project in inorganic chemistry is carried out in collaboration with a member of the Department with expertise in inorganic chemistry. Opportunities for research in inorganic chemistry at Williams include the study of transition metals in biological systems (enzymes, proteins), and as building blocks for new materials with interesting electronic (magnetic, conducting) and optical properties. Students working in this area will gain expertise in the synthesis of new compounds and their characterization by modern spectroscopic techniques.

Format: laboratory research. A 10-page written report is required.

Prerequisite: variable, depending on the project (at least Chemistry 151) and permission of the Department. Since projects involve work in faculty research labs, interested students must consult with one or more of the faculty instructors listed below and with the Department Chair before electing this course. Non-science majors are invited to participate. Enrollment limited to space in faculty research labs.

Meeting time: mornings.

Cost to student: none.

L. PARK, SCHOFIELD

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 151) and permission of the Department. Since projects involve work in faculty research labs, interested students must consult with one or more of the faculty instructors listed below and with the Department Chair before electing this

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course. Non-science majors are invited to participate. *Enrollment limited to space in faculty research labs.*

Meeting time: mornings.

Cost to student: none.

J. HODGE MARKGRAF '52, RICHARDSON, SMITH

J. Hodge Markgraf '52, Professor of Chemistry emeritus, taught organic chemistry at Williams for four decades. His current research interests include the synthesis of pharmacologically active compounds that have been identified as antitumor, antiviral, antiprotozoan, antirheumatism, or anti-inflammation agents. He has previously taught a WSP course on combinatorial chemistry.

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 151) and permission of the Department. Since projects involve work in faculty research labs, interested students must consult with one or more of the faculty instructors listed below and with the Department Chair before electing this course. Non-science majors are invited to participate. *Enrollment limited to space in faculty research labs.*

Meeting time: mornings.

Cost to student: none.

PEACOCK-LÓPEZ, THOMAN

CHEM 031 Senior Research and Thesis

To be taken by students registered for Chemistry 493, 494.

CLASSICS

CLAS 010 Gender in Talmud and Midrash (Same as Women's and Gender Studies 010)

Despite numerous debates about the origins, composition, purpose, and social and historical context of rabbinic literature, we can definitively state that these texts were produced by a male scholarly class about and for a male scholarly class. If the center of the Talmudic and Midrashic world is male, investigations of gender provide a unique vantage point for understanding this center and its literature. This course explores selections from the Talmud and Midrash that explicitly deal with a variety of gender issues and applies the conclusions derived from this analysis to an interpretation of marginalized characters in rabbinic literature—the ignoramus, the holy man, and the gentile. Thus, in addition to deepening our knowledge about rabbinic attitudes towards women and gender, we will consider whether the rabbis have an engendered reading of Otherness.

Since rabbinic texts require a reading strategy, the course will also develop the skills for reading the Talmud and Midrash. Therefore, the course will be conducted in Chevruta, the traditional method for studying rabbinic literature. Study in Chevruta involves four-hour units consisting of close reading of text with a partner followed by group discussion. The course has three four-hour units per week; there will be some preparation outside of class, but most of the work will be during class hours.

The course concludes with an 8- to 10-page final paper that analyzes a selection from the Talmud or Midrash.

No prerequisites. *Enrollment limit: 20.*

Meeting time: morning.

Cost to student: approximately \$10.

KRAUS

CLAS 011 Writing with Wedges: Language and Literature of Mesopotamia

This course will present an introduction to cuneiform writing, including overviews of Sumerian, the language for which the script was invented around 4000 BCE, and Akkadian, the Semitic language written on millions of clay tablets and stone monuments from 2500 BCE until the turn of the era. Forgotten for two millennia, cuneiform was rediscovered in the nineteenth century and deciphered by a painstaking process. We will recreate that process and look at examples of the major literary genres of Mesopotamia. Texts will include myths (the *Epic of Gilgamesh* and the *Babylonian Creation Story*), legal material (the *Code of Hammurapi* and signed contracts), omens and rituals (such as procedures to avert the evil portended by the appearance of a ghost), and royal inscriptions and correspondence (including King Sennacherib's description of the siege of Jerusalem, also described in the Bible). We will see how a basic understanding of the original languages can enhance our ability to understand the texts—and therefore the culture—that were fundamental to the later development of Western civilization.

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Requirements: weekly written assignments and a 6- to 8-page research paper.
Prerequisites: love of language, an affinity for puzzles, and a lively imagination. *Enrollment limit: 12.*
Meeting time: afternoons, six hours per week.
Cost to student: \$40.

SALLY MOREN FREEDMAN (Instructor)
KRAUS (Sponsor)

Sally Moren Freedman received her PhD in Assyriology in 1977 from the University of Pennsylvania and continued at the university as a research associate in the Babylonian section of the University Museum while lecturing in the Oriental Studies Department. She went on to teach Old Testament Studies at Princeton Theological Seminary.

CLAS 012 Love and Sex in the Ancient World

Are the ways we feel and express romantic emotions natural and diachronic, or are they conditioned by specific historical, social and cultural circumstances? What are the ancients' and our attitudes towards homosexuality, extramarital affairs, and pederasty? This course addresses such questions through a survey of Ancient Greek and Latin literary works which feature love relationships, including works by Homer, Sappho, Plato, Vergil and Ovid. Students will get an insight into the depiction of romantic feelings and practices in antiquity, and will be asked to explore topics like: the objectification of the female as beloved and Muse, the identification of an author with the tormented lover speaking in the first person, the supposed emasculation of men in homosexual relationships etc. Students will be expected to attend all classes and to make use of discussion topics and visual material on the Blackboard web page.

Evaluation will be based on class attendance and participation, and on a final 10-page paper.

No prerequisites but a genuine enthusiasm for the Classics. *Enrollment limit: 20.*

Meeting time: mornings, twice a week for three hours each session.

Cost to student: \$45.

MANOLARAKI

CLAS 031 Senior Thesis

May be taken by students registered for Classics 493, 494.

COMPARATIVE LITERATURE

COMP 010 Living by Words: Surviving and Thriving in the Art and Sport of Rhetoric (Same as English 010, INTR 014, and Special 016)

Whether dealing in the realms of public life, commerce, or academe, the speaker who can clearly and cogently define or defend a policy, product, or theoretical position is usually the most successful. Depending on the venue and the aim of the speaker, the words might be artful and poetic, cajoling and competitive, formally read from the page or seemingly delivered impromptu. This course will briefly examine some of the classic styles of oratory from Aristotle's *Rhetoric* to MTV's advertising campaigns, make visits to a variety of venues that employ a special style of professional discourse, and give participants a range of methods and ample practice in the basics of effective spoken communication. The practical intent of the course is for participants to develop confident, cogent, and dynamic presentation styles, to reinforce tight organizational focus and relaxed, natural delivery, and to develop creative approaches to speaking in front of a group. The course will guide participants through the presentation process from conception, outlining, and devising the message, to development of visual aids, message delivery, and handling question and answer sessions. Methods employed will include vigorous pursuit of improvisational theater techniques and some athletic training. Participants will receive intensive personal coaching and a videotaped record of their personal progress. The final project will be a group presentation at a public forum.

Evaluation will be based on active participation in the class, a written evaluation of a public presentation the student has attended, and successful completion of mini-presentations during Winter Study and the final group presentation at the end of term.

No prerequisites. *Enrollment limit: 12.*

Meeting time: mornings, three meetings of two hours each and 2-3 field trips outside of Williams-town.

Cost to student: \$10-20 for course materials.

PETER BUBRISKI (Instructor)
CASSIDAY (Sponsor)

Peter Bubriski has been coaching leaders in communication skills for twelve years. A founding partner of the Cambridge-based communications consulting firm of B&B Associates, where he has been designing and leading workshops in presentation skills since 1991, he is also a senior associate with MEWS/Customer Communications 2000, a Boston consulting firm catering to the insurance industry. He has taught at The Boston Conservatory, Rensselaer Polytechnic Institute's Executive MBA Program, and he lectures regularly at Boston University's School of Management. He is also a profes-

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sional actor with twenty years of credits in theater, film, and television ranging from ABC's *All My Children* to *The King and I* with Yul Brynner and independent films with Katharine Ross and Tyne Daly.

COMP 011 Contemporary Israeli Film (Same as Religion 011)

(See under Religion for full description.)

COMP 013 Introduction to Indian Cinema (Same as Economics 013)

(See under Economics for full description.)

COMP 031 Senior Thesis

To be taken by students registered for Comparative Literature 493, 494.

LIT 031 Senior Thesis

To be taken by students registered for Literary Studies 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 limit: 20.*

Meeting time: mornings.

Cost to student: texts.

FREUND

CSCI 011 The Dynamic Duo: Cold Fusion and SQL Server

This course provides an introduction to relational databases, dynamic, data-driven web page design and SQL, the standardized language for querying databases. Using Microsoft SQL server and Macro-media Cold Fusion, students will learn how to create a relational database and use dynamic web pages to display and manipulate information.

Evaluation will be based on the completion of a finished project and its presentation to the class. Attendance in class and participation in the design group will also be factors.

We will meet twice a week for two-hour sessions in the classroom, and once a week in the lab. Much of the actual implementation of the project will happen outside class hours. Students will work in small groups to design a project that each student will then complete individually.

Enrollment limit: 12. Prior experience with coding web pages, databases, and programming or scripting is strongly preferred.

JONATHAN MORGAN-LEAMON and J. ADAM WANG (Instructors)
O.LENHART (Sponsor)

Jonathan Leamon and Adam Wang are both Instructional Technology Specialists at Williams College, where Jon develops local and web-delivered data driven applications and Adam works with faculty in exploring the use of technology in teaching. Prior to working at Williams, Jon was the manager of networks and systems for the Boston-based national non-profit Union of Concerned Scientists. Adam has taught courses of Technology in Education for both in-service and pre-service teachers at the University of Connecticut; in the last few years he has also been involved in several technology projects funded through the U.S. Department of Education.

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 East Asia: Miracle and Crisis

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 2003 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.

Requirements: two 10-page papers.

Undergraduate enrollment is by permission of the instructor.

Meeting time: mornings, Mondays and Wednesdays.

Cost to student: approximately \$60 for the purchase of textbook and reading packet.

MONTIEL

ECON 011 Surveys and Polls

We are bombarded on a daily basis with assertions based on data, opinion polls, and statistical analyses. From soft drink commercials, to political speeches, to economic and political reporting, data are used (and sometimes misused) to sway our opinion, earn our dollar, and set public policy. As responsible citizens and consumers, we need to be able to evaluate the data and statistics presented to us in order to make informed decisions. How are data collected and how is public opinion measured? How do policymakers and researchers learn facts about social and economic activity? This course will offer the basic tools needed for evaluating data and will explore the issues and controversies surrounding its myriad uses. Topics to be covered will include the basics of data collection and survey methods, issues and problems policymakers face when collecting and using data (representativeness, response rates, confidentiality), the politics of data collection, and public opinion polls and their use. Working in groups, students will use what they learn to field their own survey or poll of the local or college community.

Evaluation will be based on active participation in class discussions and a data collection and analysis project. This project will include construction of a survey instrument, selection of an appropriate sample, implementation of the survey or poll, and analysis of the results in a 10-page paper. Students will present their results to the college community in a poster session on the last day of Winter Study.

No prerequisites. *Enrollment limit: 15.*

Meeting time: mornings. The class will meet every day during the first week of Winter Study to provide students with the tools necessary to get their surveys into the field. Meetings in the second and third weeks will be less frequent as students implement and analyze their surveys.

Cost to student: approximately \$60 for books and photocopies.

SHORE-SHEPPARD

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, and how bankers decide on the structure and pricing of loans.

Attendance in class is important for this course, as a lot of material is covered, and the class will meet about 10 hours per week. Required readings, however, are minimal.

Evaluation will be based on attendance, classroom participation, and group and individual assignments, including a final group project and presentation involving the analysis of a company.

No prerequisites. *Enrollment limit: 20. Preference given to juniors and seniors. Not intended for students with extensive prior financial experience.*

Meeting time: mornings and afternoons, Mondays and Tuesdays.

Cost to student: approximately \$40 for texts and reading packet.

JAMES SUTHERLAND (Instructor)
ZIMMERMAN (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

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worked as an international consultant and trainer in finance and banking, in Asia, Africa, Eastern and Western Europe, and Latin America.

ECON 013 Introduction to Indian Cinema (Same as Comparative Literature 013)

Though the Indian film industry is the world's most prolific, American audiences have little exposure to it. This course provides an introduction, focusing on Hindi cinema, and showing how its themes have evolved in response to broader changes in Indian society. In particular, we will examine ways in which Hindi films reflect the threats perceived by the nation, and the resolutions attempted. We will also compare its norms and conventions with those used in Hollywood cinema. The films will be subtitled in English.

We will meet twice a week for three-hour sessions. Some film viewing will be required outside class hours. Evaluation will be based on a 10-page paper.

No prerequisites. *Enrollment limit: 15.*

Meeting time: afternoons.

Cost to student: \$50 for readings.

SWAMY

ECON 014 Finance Using Excel

This course gives an introduction to the Excel spreadsheet software, with applications in economics and finance. The various commands in Excel (setting up a spreadsheet, presenting graphs, "what-if" scenarios, etc.) will be applied using basic examples from finance and economics (e.g., budgeting and break-even analysis).

Evaluation will be based on a number of hands-on problem sets.

Prerequisites: Preference will be given to students with no prior experience with Finance and with Excel (students who have taken Economics 317 *Finance and Capital Markets* are not admitted). *Enrollment limit: 20.*

Meeting time: afternoons, twice a week for 3 hours each (half of which is "lecture-time," and the other half is "lab-time").

GEIREGAT

ECON 015 Philanthropy and the Social Entrepreneur

When one hears the word "philanthropy," it likely conjures up the stereotype of rich people, families or foundations who donate their money to worthwhile causes, but it is only the beginning of today's modern philanthropic world. Indeed, there are two sides to philanthropy, donating and receiving, and a myriad of ways in which individuals and organizations can be philanthropic. This Winter Study Course will focus on both sides of the philanthropic world, with the goal of educating students to consider careers or involvement in either the donating side of the equation or as social entrepreneurs, using traditional capitalistic and business principles to start, sustain, and/or expand non-profit organizations and charitable endeavors.

The class will be broken down into two basic components. The first will be about the donor side of philanthropy. We will discuss the various types of foundations and funds that exist, the processes by which they make grants, the importance of volunteerism as philanthropy, and individual philanthropy. As part of this section, the class will break up into three or four different "foundations," and have to decide what their funding priorities are, how they would solicit grant proposals from worthwhile organizations, and then go through the process of reviewing grant proposals to decide which receive funding. The students will have homework assignments that require them to research philanthropic organizations on the internet, to write sample "Requests for Proposals" for the money their foundations have to donate, and to evaluate sample grant proposals.

The second half of the class will have the students switch gears and look at philanthropy from the view of the social entrepreneur who starts and runs a non-profit organization. The students will break into groups of one, two or three, decide what type of organization they want to start, write a business plan, a needs assessment statement and a mission statement, research philanthropic organizations, endeavors and individuals who would be likely funders, prepare grant proposals, and go through simulated interviews for the grants.

Many of the class materials will be actual grant proposals, business plans, and requests for proposals. There is also a wealth of information on the internet from which many assignments will be fashioned, and there will be additional articles about philanthropy for the students to read.

Students will be evaluated on their overall efforts and contributions to the class, as well as their written work products described above.

No prerequisites. *Enrollment limit: 20.*

Meeting time: three times per week, for approximately two hours per session.

Cost to student: none.

JUDITH M. CONTI '91 (Instructor)
ZIMMERMAN (Sponsor)

Judith M. Conti '91 received her law degree from the College of William and Mary where she was named the Outstanding Trial Advocate in the graduating class of 1994. After serving as a law clerk on

the United States Court of Appeals for the Seventh Circuit in Milwaukee, Wisconsin, Judy moved to Washington, D.C. and spent five years in private practice at the law firm of James & Hoffman. During that time, Judy represented labor unions, their members, and individuals in employment law cases. In 2000, Judy co-founded the D.C. Employment Justice Center, a non-profit organization devoted to securing and enforcing the workplace rights of low-income workers throughout the D.C. metropolitan area. She is also a member of the adjunct faculty at William and Mary Law School, where she teaches Labor Law.

ECON 016 Entrepreneurism

This course will use interactive case studies, guest appearances from those in the trenches, and extensive discussion to learn about entrepreneurship, how small business operates, and the different stages and issues small businesses face as they move forward. "Small" means start-up companies up to sales of \$30 million. Emphasis will be on the role of the entrepreneur and the different issues he/she faces in starting, focusing, directing, and managing a small business through its different stages, but attention will also be given to the position of the firm in the middle of the network of supporting organizations—banks, venture capitalists, consultants, investment bankers, lawyers, accountants, etc.

Students should expect to make a significant time commitment to the course. Classes will meet an average of three times per week for three hours in the morning. For those who desire, discussion and conversations will continue over lunch. Guests will be involved with the day's cases and will arrive the night before class to socialize with students over dinner, and stay through lunch after class the next day to discuss their professions and their daily work lives.

Students will be evaluated 85% discussion, 15% final 10-page paper or equivalent.

No prerequisites. *Enrollment limit: 20.*

Meeting time: mornings.

Cost to student: \$50-\$75 which covers the costs of books and cases.

MICHAEL STEVENS '73 (Instructor)
ZIMMERMAN (Sponsor)

Michael Stevens '73 is President of New England Capital Management, Inc., an acquisition company in Boston that he co-founded in 1989. He is a 1976 graduate from Stanford Business School.

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 1960-2001. 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 110 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 '58 (Instructor)
ZIMMERMAN (Sponsor)

Thomas Synnott '58 is Chief Economist, U.S. Trust Company of New York

ECON 018 Development Finance

This course will provide a banker's approach to international financial dealings related to developing countries. The first half of the course will introduce core concepts and require the demonstration of particular skills. Subjects for these classes will include: the roles of financial intermediaries in developed and developing countries, sources of financial information, payment and settlement systems,

Winter Study Program

making lending decisions, managing a financial institution's balance sheet, the role of capital markets, and the workings of specific markets (foreign exchange, credit, and equity). In the second half of the course, the emphasis will shift to current topics in international finance including: sovereign debt restructuring, issuing new sovereign debt, sovereign ratings, project finance, trade finance, and financial risk management. It is hoped that the course will have guest speakers from different fields of expertise.

Format: lecture/discussion. Evaluation to be on the basis of class participation, two problem sets in the first half of the course, and two papers in the second half.

The course will be open to CDE students and to undergraduates with instructor permission (as a minimum, undergraduates must be eligible for upper-level economics electives).

Meeting time: three days a week for three hours, with possible re-arrangement to accommodate guest speakers.

THOMAS POWERS '81 (Instructor)
ZIMMERMAN (Sponsor)

Thomas Powers '81 is the Director of the Center for Development Economics at Williams.

ECON 025 The Razor-Edged Path to South Africa's Socio-Economic Transformation

This travel course will explore the dilemma facing South Africa as the nation grapples with the process of democratic transformation. Apartheid grossly skewed the distribution of social investment (housing, health care, education, job opportunities). Yet addressing this problem requires careful attention to the economic resources available for fostering economic growth and improving social equity. Unsustainable spending on social investment undermines confidence and deters needed investment, yet too much fiscal constraint fuels social and political instability. How can South Africa redress the inequities created by apartheid while expanding economic opportunities, thus mobilizing further resources for redistribution?

Since South Africa's first democratic elections eight years ago, the country has implemented a remarkable political transition. Socio-economic progress, however, has been much more difficult. This project will explore how public policy shapes the distribution of social investment as the nation grapples with the imperatives of equity and growth while maintaining political and economic stability. South Africa is a country of contrasts: international polls rank Cape Town as one of the world's three most pleasant cities, yet minutes from the central business district smolder huge pockets of abject urban poverty. This course will investigate how such a skewed distribution of resources has been perpetuated, and why redressing the problem has been so difficult. The learning process will involve visiting poor townships created as economically nonviable entities, investigating inequities in the provision of education and health care, and comprehending the predicament of the rural poor. The paucity of public resources for the majority stands in stark contrast to the abundance provided by the apartheid-era policies to the privileged minority: a health care system that achieved the world's first heart transplant, public schools comparable to the world's best private educational institutions, and first-rate urban amenities.

The course will examine why one of the world's most unequal societies is so resistant to change, and what role public policy can serve in fostering redistribution and growth. Meetings—with policy-makers and community activists, with teachers and labor leaders, with economic researchers and social workers, with public health advocates and bankers—will provide insight into the historical and structural causes of the extreme inequality that characterizes South African society, and the options available for redressing past imbalances and inequities while promoting economic growth and job creation. The theme of social investment unifies the course: how apartheid created one of the world's most skewed distributions of human capital, whose inertial force resists substantive change, and the critical role that public investment in social infrastructure must serve in transforming the economy. First-hand experiences combined with education presentations and discussions will illuminate the challenges, opportunities, and policy options facing South Africa as the country rebuilds political, social, and economic institutions.

Evaluation will be based on a 10-page research paper and an oral presentation.

No prerequisites. *Interested students must consult the instructor before registration (email michael.samson@williams.edu). Not open to first-year students.*

Cost to student: \$3,480 (includes round-trip airfare from New York City to Cape Town, hotel accommodations, all meals, local transportation, and miscellaneous expenses).

SAMSON

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.

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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 Living by Words: Surviving and Thriving in the Art and Sport of Rhetoric (Same as Comparative Literature 010, INTR 014 and Special 016)

(See under Comparative Literature for full description.)

ENGL 011 Queer Literatures: The Lesbian Tradition (Same as Women's and Gender Studies 011)

This course will introduce you to lesbian/queer women's writing in English in the twentieth century, with an emphasis on the post-Stonewall (post-1969) period. Questions we will explore will include: Why is the "happy ending" such a conflicted question in lesbian/queer writing? Do representations of "transgressive" desires require "transgressive" literary forms? Or should queer literature seek to represent queer life as "realistically" as possible? What does it mean to create a "positive" or "negative" image of lesbians? We will also debate the difference that race/ethnicity, class, and gender might make in representing lesbian/queer women's sexualities, as well as the ways in which contemporary queer writing seeks to trouble gender itself as a category. Readings may include works by the following authors: Gertrude Stein, Radclyffe Hall, Ann Bannon, Audre Lorde, Adrienne Rich, Cherrie Moraga, Jeannette Winterson, Aleida Rodriguez, Monique Wittig, Minnie Bruce Pratt and Achy Obejas. Requirements: In addition to the reading, students will be expected to turn in regular journal/list-serv assignments, lead class discussion once, and write a 8- to 10-page final paper.

Prerequisites: a 100-level English course other than English 150. *Enrollment limit: 18. Preference given to seniors.*

Meeting time: mornings, two times a week for three hours.

Cost to student: approximately \$80 for books.

KENT

ENGL 012 Writing Non-Fiction

This is a course for students interested in writing a long, non-fiction essay. We shall begin by reading together the work of some contemporary practitioners such as David Foster Wallace, Adam Gopnik and Janet Malcolm and by considering the distinctive styles of several general-interest magazines including *Harper's*, *Rolling Stone* and *The New Yorker*. Throughout the course, students will work independently on their essays, which should run between 2,500 and 3,000 words and reflect extensive research or reporting. Students will be expected to have selected a topic before the first class meeting. Requirements: completion of a long, researched, non-fiction essay.

No prerequisites. *Enrollment limit: 14. Priority to English majors.*

Meeting time: afternoons, three times a week for two hours.

Cost to student: \$50-\$75.

KLEINER

ENGL 013 Going to Extremes (Same as Special 013)

(See under Special for full description.)

ENGL 014 Hardboiled

They took murder out of the country house and gave it back "to the kind of people that commit it for reasons," as Raymond Chandler said. With the Continental Op and Sam Spade, Dashiell Hammett invented the tough, spare, hardboiled detective novel. In Philip Marlowe, Raymond Chandler created the genre's battered poet laureate. This course will examine three novels by Hammett (*The Maltese Falcon*, *The Thin Man*, and either *The Dain Curse* or *The Glass Key*), and three by Chandler (*The Big Sleep*, *The Long Goodbye*, and either *The Little Sister* or *The High Window*). We'll read criticism and short stories by Ernest Hemingway, Jorge Luis Borges, Ross Macdonald, W. H. Auden, Steven Marcus, and others. And we'll look at several films, including Howard Hawks' *The Big Sleep*, John Huston's *The Maltese Falcon*, and W. S. Van Dyke's *The Thin Man*.

Requirements: regular attendance and a 10-page paper.

No prerequisites. *Enrollment limit: 15. Preference will be given to English majors and those more interested in style than in crime.*

Meeting time: mornings, three times a week for two hours.

Cost to student: approximately \$65 for books.

RAAB

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ENGL 015 Writing, Illustrating, and Publishing Children's Books (Same as ArtS 020)

This seminar is for those fascinated with children's books, those who want to learn about this old and distinguished genre, and those who want to create a children's book. Since it is often the same person who writes and illustrates a children's book (or a team of two people working closely together) the seminar explores all aspects of children's literature-writing, illustrating, and publishing. Why do certain books endure and become classics while others enjoy only a brief lifespan? What is the difference between writing for and writing about children? How does one approach writing a children's picture book or a book for teenagers? Are fairy tales important? How does one connect words and images? Through lectures, discussions and assignments, writers and illustrators develop the skills to start a book project or continue a project they have already started. Practical aspects such as author-publisher-agent relationships, book financing, and the realities of the current market will be explored.

Requirements: either completion of the draft for a children's book text or of illustrations for a picture book dummy.

Prerequisite: serious enthusiasm for writing and/or visual arts. *Enrollment limit: 15. Preference to juniors and seniors.*

Meeting time: mornings, twice a week for three hours.

Cost to student: none.

LEON STEINMETZ (Instructor)
PYE (Sponsor)

Leon Steinmetz is an author, illustrator, and painter. He is a former instructor of children's literature at Harvard University Graduate School of Education, Wellesley College, and Massachusetts College of Art. He has been awarded first prize at the Biennale of European Artists and Sculptors, a CRRT Book Award, and a Pen short story grant. He is author/illustrator of *The Dangerous Journey of Doctor McPain* (1993), *Pip Stories* (1981), *Clocks in the Woods* (1979) and other books.

ENGL 016 Critiquing the Critics

Before we pick up a new novel, rush to see a movie, travel to a concert or museum, buy a CD, make a restaurant reservation or just flip on the television, we must make judgments about whether we want to spend our time and money on these pursuits. To help us make those judgments, we usually depend on the opinions of reviewers and critics. But how do these experts form their opinions? Who are they, and how are they trained to make judgments? Why do we trust the work of any particular reviewer or publication? Is bias bad? Whose opinions do we depend on, and why? In this course, we'll examine reviewing, both as consumers and as critics ourselves. We will discover if there is a common process used by all reviewers when they approach their subject, and what writing techniques they need to make a telling argument. Course work will require learning how to think clearly, analyze carefully, and then write deliberate and persuasive reviews for different audiences. Guest speakers, reviewers themselves, will discuss their craft. We will also hear from actors, musicians, artists and writers to find out how they react to reviews of their work—if, in fact, they pay attention to them at all. What is the symbiosis between art and criticism?

Requirements: several short and long reviews.

No prerequisites. *Enrollment limit: 12.*

Meeting time: mornings, three times a week for two hours. There will be weekly film screenings or performances, offered in the afternoon and evening.

Cost to student: \$35 -\$40 for newspapers, magazines and printed materials.

SALLY WHITE (Instructor)
PYE (Sponsor)

Sally White worked at Time Inc. magazines in New York and Washington for fourteen years. She is a graduate of Barnard College and the Columbia University School of Journalism. She now works as a freelance writer.

ENGL 017 Looking at Contemporary Documentary Photography (Same as Arth 017)

This course explores the evolution of modern documentary photography. We will start with Robert Frank's *The Americans*, and how Frank's singular vision deeply shaped the next generation of photographers working the American streets and landscape. Diane Arbus, Bruce Davidson, Lee Friedlander, Danny Lyon, Gary Winogrand are some of the photographers whose work we will get to know well. Discussions will include the new wave of independent and Magnum photojournalists (Phillip Jones Griffiths, Josef Koudleka, Susan Meiselas, Gilles Peress, Sebastio Salgado, & Alex Webb) and the wars from Vietnam to Iraq to Bosnia they cover as well as the personal visions they explore. Insight into the diverse currents of documentary photography will be explored through the work of Robert Adams, Bill Burke, Larry Clark, Lois Connor, Linda Connor, Larry Fink, Nan Goldin, Emmet Gowin, Sally Mann, Mary Ellen Mark, Nicholas Nixon, and Abelardo Morell. We will also explore the gray areas between photographic fact and personal fiction through the work of Duane Michaels, Joel Peter Witkin, Josef Saudek, and Carrie Mae Weems and the large scale epic photographs of Gregory Crewdson, Jeff Wall, Philip-Lorca diCorcia, and Andreas Gursky. The class will meet three mornings a week for two hours. Slide presentations will occupy half of the first meetings and give way to discus-

Winter Study Program

sion of issues in documentary photography. Students will be encouraged to work on individual projects of their own choice.

Each student will be required to make a brief presentation to the class on a documentary topic of their choice. A final 10-page 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. A field trip to New York will let us see first hand works from the collections at the Museum of Modern Art, Whitney Museum of American Art and the International Center of Photography and meet with curators of photography at these institutions.

No prerequisites. *Enrollment limit: 12. Priority by lottery.*

Meeting time: mornings, three times a week for two hours.

Cost to student: \$30 (for NYC fieldtrip personal expenses).

KEVIN BUBRISKI (Instructor)
PYE (Sponsor)

Kevin Bubriski has received photography fellowships from the John Simon Guggenheim Foundation, the Fulbright Foundation, the Asian Cultural Council, and the National Endowment for the Arts. His photographic prints are in the permanent collections of the Metropolitan Museum of Art, the Museum of Modern Art, and the International Center of Photography in New York, and the Bibliotheque Nationale in Paris.

ENGL 018 Artist of Empire: Rudyard Kipling Now

In 1907, when Kipling became the first Englishman to win the Nobel Prize for Literature, his critical reputation was already in decline. George Orwell, anti-imperialist extraordinaire, summed up the paradox in 1942: "During five literary generations, every enlightened person has despised him, and at the end of that time nine-tenths of those enlightened people are forgotten and Kipling is in some sense still there." But in what sense? Edward Said reads his novel *Kim* as "belonging to the world's greatest literature," "rich," "absolutely fascinating." Yet he finds it "profoundly embarrassing" as well. Salman Rushdie struggles with conflicting emotions of "anger and delight" reading stories which possess "the power simultaneously to infuriate and entrance." There is scarcely one among the proliferating studies of colonial "Orientalism" that leaves Kipling undiscussed. And every newspaper reminds us that India, Pakistan, and Afghanistan are much nearer than we thought. This course will focus on a reading of *Kim*, with detours into *The Jungle Books*, *Stalky & Co.*, and assorted stories of India, as we seek to discover for ourselves in what sense Kipling is still there.

Requirements: faithful attendance, active participation, a continuing journal, and a 10-page final paper.

No prerequisites. *Enrollment limit: 15.*

Meeting time: afternoons, three times a week for two hours.

Cost to student: \$40.

CLARA CLAIBORNE PARK (Instructor)
PYE (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 Science-Fiction and Fantasy Workshop

This writing workshop is intended for a small group of dedicated students. Participants will be expected to produce short stories, in a number of styles—a minimum of two stories a week for the length of the course. Together we will puzzle out a schedule of assignments that depends partly on your interest and taste, but the idea is to produce work in a range of subjects and techniques, some of which will not have naturally occurred to you. Possible examples are high fantasy, world-building, cyberpunk, horror, space opera, technobabble, and steampunk. Everyone should write at least one parody. Students will read their work aloud in class, and I will lead discussions. Genre writers are known for their productivity, and the goal here is to produce a volume of words and ideas. My hope is that each student will end the class with a half-dozen or so workshoped drafts, which can then be polished at leisure. At the end of the course, I'll throw in an optional class to discuss the SF marketplace, submission guidelines, etc. This is an intensive schedule and a lot of work, for students who are serious about writing.

Requirements: frequent workshop drafts.

No prerequisites. *Enrollment limit: 15.*

Meeting time: afternoons, three times a week for two hours.

Cost to student: \$30.

PAUL PARK (Instructor)
PYE (Sponsor)

Paul Park is the author of seven novels and a collection of short stories. He is a regular instructor at the Clarion Science Fiction Workshop in Seattle.

Winter Study Program

ENGL 020 Hands-On Investigative Reporting (Same as History 015)

(See under History for full description.)

ENGL 023 Investigative Reporting Seminar (Same as History 016)

(See under History for full description.)

ENGL 024 Uncle Eph in his Youth: Old Williams in Thought and Form (Same as American Studies 015, Arth 015 and Special 015)

(See under Special for full description.)

ENGL 027 Sports Writing (Same as Special 018)

(See under Special 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 Williamstown 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 LESSEE and CHRISTIAN MCEWEN (Instructors)
ART (Sponsor)

Clare Walker Leslie has written eight books, six on drawing nature including, *Keeping a Nature Journal*. Christian McEwen is the editor of *Jo's Girls: Tomboy Tales of High Adventure, True Grit & Real Life*, and co-editor of *The Alphabet of the Trees: A Guide to Nature Writing*.

ENVI 011 Envisioning a Sustainable Future (Same as Biology 011)

(See under Biology for full description.)

ENVI 012 Environmental Risk Assessment: Risk Perception, Reality and Assessment

Risk is a fact of life. However, we have different perceptions and reactions to various types of risk. Some of our reactions are rational, some are not. How do we put risk into perspective? Can we make rational decisions, or quantitative assessments? Is it possible to "manage" risk? How can we translate what we have learned about risk into good practices and policies? The course will focus on environmental risk assessment, but in the context of the many risks we deal with as individuals and a society. Course meetings will emphasize group activities and projects. Selected handouts from a variety of sources will be used for reading assignments. Students will be encouraged to evaluate the risks in their lives and how they deal with them. Group exercises will also be used to consider the role of risk in society and our collective responses to threats ranging from pesticides in food to terrorism. The main elements of quantitative risk assessments for exposure to radioactivity and chemicals in the environment will be developed and utilized.

Evaluation based on a paper of at least 10 pages and an oral presentation.

No prerequisites. *Enrollment limit: 20.*

Cost to student: \$20 for reading materials.

ALAN ELZERMAN '71 (Instructor)
ART (Sponsor)

Alan Elzerman '71 is Director of the School of the Environment at Clemson University.

ENVI 013 Mapping the Natural Landscape (Same as Biology 013 and Geosciences 013)

(See under Biology for full description.)

ENVI 014 Orchids! (Same as Biology 014)

(See under Biology for full description.)

ENVI 015 Land Conservation in Massachusetts

Open space preservation is the fastest growing component of the environmental movement across the United States, and, increasingly, a significant professional opportunity in the nation's 1400 nonprofit land trusts. Massachusetts has been a leader in this sphere. This course examines how 20 percent of the commonwealth has been preserved as open space. Land is the base for other environmental resources: habitat for wildlife and plants, groundwater and surface waters; scenic views; and recreation. We'll look at the history of land protection, sources of funding, institutional methods such as easements, estate planning, and tax policy. Selection of critical parcels for acquisition will be considered. Current projects from Cape Cod and the Berkshires will be studied.

Evaluation is based upon participation in classes and field trips, and a 10-page paper.

No prerequisites. *Enrollment limit:* 20.

Meeting time: mornings, three times a week; there may be all-day field trips as well.

Cost to student: \$20 for reading materials.

MARK ROBINSON '79 (Instructor)
ART (Sponsor)

Mark Robinson '79 is Executive Director of the Compact of Cape Cod Conservation Trusts.

ENVI 016 Landscape as History in the American West (Same as History 013)

(See under History for full description.)

ENVI 017 The New England Forest (Same as Biology 017)

(See under Biology for full description.)

ENVI 018 Human Nature, Natural Limits and the Human Predicament (Same as Biology 018)

This course examines the idea that there are limits to the capacity of Earth to cope with the species *Homo sapiens*, a species whose capacity to cope with its own excesses may also be limited. Emphasis on biological aspects of human population growth, exploitation of wild populations, environmental impacts of agriculture, and the strategies of conservation biology. The course will explore the question "what sort of species are we?" and how deeply are our woes and excesses embedded in "Human Nature"?

Evaluation will be based on class participation, a final 10-page paper, and one or two class presentations on assigned readings or topics.

No prerequisites. *Enrollment limit:* 20.

Meeting time: mornings, four days a week.

Cost to student: approximately \$75 for reading materials.

JOE RICHARDSON '57 (Instructor)
ART (Sponsor)

Joe Richardson '57, an ecologist, is Emeritus Professor of Biology, Franklin and Marshall College.

ENVI 019 Food Security and Agriculture in the Northeastern U.S. (Same as Biology 019)

Food security is an umbrella phrase for a range of issues in agriculture, including the sustainability of current and proposed farming practices, and the direct and hidden costs (and insecurities) in transporting food worldwide, and centralizing crops and processing facilities. Other issues are the loss of farmland, farmers, and farm infrastructure, and hunger and malnutrition (even in the U.S.). This course will examine these issues in New England and New York from both a scientific and political perspective. We will look at what the region produces and by what methods, including an examination of barriers to organic (or sustainable) farming methods. We will also ask if biotechnology has a role to play in food security. Policies which influence agriculture, including the Farm Bill and the Community Food Projects program, will be studied. The students will visit local farms and processing facilities on 2 full-day field trips, and they will hear from farmers, agricultural experts and retailers. Students will be expected to research and present a topic of their choosing (which may involve field work), and the final project will be a 10-page paper or grant application.

No prerequisites. *Enrollment limit:* 20.

Meeting time: afternoons, a minimum of three days a week.

Cost to student: approximately \$40 for reading materials.

JOHN MALCOLM '72 and LEE VENOLIA (Instructors)
H. ART (Sponsor)

John Malcolm '72 is a dairy farmer, and a member of the Board of Directors of Agri-Mark Dairy Cooperative. Lee Venolia, former Assistant Professor of Biology at Williams, is a geneticist.

ENVI 020 Introduction to Research in Environmental Science (Same as Chemistry 019)

(See under Chemistry for full description.)

ENVI 021 Subsistence and Development: Special Issues in Alaska Native Economy and Society (Same as ANSO 013)

(See under Anthropology and Sociology—ANSO for full description.)

Winter Study Program

ENVI 023 Bové, 'malbouffe,' McWorld (Same as Political Science 013)

(See under Political Science for full description.)

ENVI 031 Senior Research and Thesis

To be taken by students registered for Environmental Studies 493-494.

GEOSCIENCES

GEOS 010 Creating Maps...and Lying!

Including maps for the visual presentation of data is often an effective means of getting your point across, but are the data accurately represented?

Students will learn the basics of mapping software, how to find and import data sets, the elements of generating professional looking maps and printing techniques. We will also study how maps are used to encourage people to draw incorrect conclusions about data.

Specific topics will include:

- Color use and perception
- Data classification
- Aggregation of data
- Making the point

Evaluation will be based on class attendance, a 10-page paper including student generated maps and a class presentation supported by visual displays including maps.

No prerequisites. *Enrollment limit: 12. Priority will be given to students that have NOT taken Environmental Studies/Geosciences 214.*

Meeting time: afternoons, three times a week for two hours with additional lab time.

Cost to student: \$35.

SHARRON MACKLIN (Instructor)

DETHIER (Sponsor)

Sharron Macklin is an Instructional Technology Specialist in the Office for Information Technology at Williams College.

GEOS 011 Dinosaurs and the Mesozoic World

Dinosaurs are forever popular with children and college students alike. Movies such as the "Jurassic Park, I, II, and III" and Disney's "Dinosaur" have changed the image of these animals in the public eye. Never again will a student volunteer the definition that dinosaurs are huge, slow-witted, extinct animals. How do we actually define a dinosaur? What do we factually know about them and what is merely interpretation?

This course will consider the various facts and interpretations of how dinosaurs functioned—their reproduction, digestive system, metabolism, locomotion, defense and attack systems, and intelligence. To understand dinosaurs better, we will also consider their world—the plants and animals they lived among and interacted with and a geography and climate radically different from our own.

Students are expected to pair up and do research from the paleontological and geological literature on one type of dinosaur in its environment and present the result as a 15-page paper for evaluation and group discussion. There will be a course packet with relevant scientific articles that the students are expected to read and discuss in class.

No prerequisites. *Enrollment limit: 12.*

Meeting time: mornings, three times a week for two hours each session.

Cost to student: approximately \$5-\$10 for reading packet.

GUDVEIG BAARLI (Instructor)

M. JOHNSON (Sponsor)

Gudveig Baarli is a research associate in the Geosciences Department at Williams College. She received her Doctor of Philosophy degree from the University of Oslo in 1988.

GEOS 013 Mapping the Natural Landscape (Same as Biology 013 and Environmental Studies 013 013)

(See under Biology for full description.)

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.

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Requirements: active participation and regular attendance earn a "Pass" grade.
Prerequisite: German 101 or equivalent. Limited to German 101-102 students.
Meeting time: mornings, 9 a.m.-9:50 a.m. three times a week.
Cost to student: approximately \$5 for photocopied materials.

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 Hollywood and American Political Life

This course will explore the role of filmmaking in twentieth-century American politics, approaching the topic from several angles. First, we will analyze films that take on the subject of American politics, such as *Mr. Smith Goes to Washington* and *Nashville*, and ask what kinds of civic values they seem to embrace and reject. Second, we will look at how American film has handled the politics of wartime, paying particular attention to the role of the Office of War Information on World War II-era movies. Finally, we will explore the rise of Hollywood institutionally as a force in American politics and how the tropes of late-twentieth century American films wended their way into American political discourse.

Students will be expected to attend class and do weekly readings that go along with our films and submit discussion questions before our meetings. Either two 5-page papers or one 10-page paper will constitute the formal grounds for evaluation, along with class participation.

No prerequisites. *Enrollment limit: 30.*

Meeting time: afternoons, two three-hour meetings a week on Tuesday and Thursday; required viewings will occur both in and out of class.

Cost to student: \$30 for books and Xeroxes.

MERRILL

HIST 011 African-American History Through Film (Same as African-American Studies 011)

This course will address some of the major themes in African-American History through film. We will focus on how certain films have addressed such issues as African-American urbanization, political activism, and everyday social life. Viewing the work of filmmakers from Oscar Micheaux to Julie Dash, the course will pay particular attention to how the political and social context of particular eras influenced films made by, for, and about African Americans.

Evaluation will be based on class participation, an oral presentation, and a final 10-page paper.

No prerequisites. *Enrollment limit: 20.*

Meeting time: mornings, twice a week for three hours.

Cost to student: \$30 for Xeroxes.

HICKS

HIST 012 Imagining the Shtetl: Jewish Life and Culture in Nineteenth-Century Eastern Europe

Amidst political and religious restrictions that circumscribed their every move, Jews in nineteenth-century Eastern Europe carved out a vibrant civilization. In this course, we will survey how writers, artists, poets, musicians, anthropologists, historians, philosophers and filmmakers have portrayed the vital, self-contained universe of the Old World shtetl. Writers and artists referred to may include Sholem Aleichem, Isaac Bashevis Singer, I. L. Peretz, Abraham Joshua Heschel, Marc Chagall, Eva Hoffman and the klezmer group Budowitz.

Evaluation will be based on regular class attendance and participation. A 10-page paper will be required.

No prerequisites. *Enrollment limit: 20.*

Meeting time: mornings, Mondays and Wednesdays.

Cost to student: \$100 for books and Xeroxes.

SETH ROGOVOY '82 (Instructor)
WAGNER (Sponsor)

Seth Rogovoy '82 is a cultural critic and the author of *The Essential Klezmer*. He writes about Jewish life and culture for the *Forward*, *Moment*, *Pakn Treger* and the *Berkshire Jewish Voice*.

HIST 013 Landscape as History in the American West (Same as Environmental Studies 016)

America's most dramatic river, the Colorado, begins in the snow-capped mountains of the Wind River Range in Wyoming and ends 1,700 miles distant in the hot sands of the delta at the head of the Sea of Cortez. Along the way the river both drains and gives life to the American West. Most of the water is diverted to agricultural and urban users in California, whose fractured landscape has been punctuated

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by racial conflicts and natural disasters. By evoking the landscape of the Colorado River, the essential aridity of the West, and coastal California's history of natural and human disasters with films, readings, and discussions, an argument will be made that the natural environment has determined, to a great extent, the human history of this region. In a final project or paper, students will choose an area to describe, evoke, explain, and come to their own conclusions about the power of place in the American West and the usefulness of this type of environmental history to evaluate other landscapes.

Format: seminar. Evaluation will be based on class participation and a final project that can be either an imaginative oral/visual presentation to the class or the more traditional 10-page paper.

No prerequisites. *Enrollment limit: 20.*

Meeting time: mornings.

Cost to student: \$30 for books and photocopies.

PHILIP FRADKIN, '57 (Instructor)
WAGNER (Sponsor)

Philip Fradkin '57, shared in a Pulitzer Prize as a journalist, was the first environmental writer for the *Los Angeles Times*, assistant secretary of the California Resources Agency, western editor of *Audubon* magazine, and is the author of nine books on the American West and Alaska.

HIST 014 The Evolution of the Women's Counseling Movement (Same as Psychology 019 and Women's and Gender Studies 014)

This course will explore the women's counseling movement, from grassroots efforts to establish women's services in the 1960's and 1970's to present-day organization efforts. The course will begin with a brief overview of the counseling movement in historical context, focusing on the history of the women's movement from the mid-nineteenth century to the 1960's and the history of counseling in the United States from World War I to the 1960's. Subsequent classes will explore the issues of violence towards women and the goals of the women's counseling movement towards addressing domestic violence and sexual assault. To connect the theoretical and historical background of the course with practical experience, students will gain exposure to domestic violence and rape crisis counseling in Berkshire County through attendance at clinical and administrative staff meetings at a local women's services agency.

Evaluation will be based on class participation, 2 short reflective papers, and a 5- to 7-page final paper. No prerequisites, but it is recommended that students have taken at least one regular semester course in Psychology or one course in Women's and Gender Studies. *Enrollment limit: 15.*

Meeting time: mornings; Mondays, Tuesdays and Fridays.

Cost to student: approximately \$30 for reading packet.

SUZANNE WINTNER '95 (Instructor)
WAGNER (Sponsor)

Suzanne Wintner '95, MSW, LCSW, is a sexual assault and domestic violence counselor at the Elizabeth Freeman Center in Berkshire County. She has been involved with women's services agencies since 1998.

HIST 015 Hands-On Investigative Reporting (Same as English 020)

So, you've always wanted to be an investigative reporter—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 a visit from a working investigative journalist.

Requirements: an investigative project. Working in groups, students will be required to go out and search for hard-to-locate information in Williamstown.

Prerequisite: an insatiably curious mind. No experience required. *Enrollment limit: 30.*

Meeting time: afternoons; Tuesdays, Wednesdays, and Thursdays.

Cost to student: \$30 for course expenses.

WILLY STERN '83 (Instructor)
WAGNER (Sponsor)

Willy Stern '83 has worked as an investigative reporter throughout the United States and around the world.

HIST 016 Investigative Reporting Seminar (Same as English 023)

Working alone, yet in close consultation with the instructor, each student will research, report and write a month-long investigative reporting project on a topic of some significance to the local community. Depending on the quality of the results, the finished product may be published in a local media

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outlet.

Prerequisites: History 015: Investigative Reporting. *Enrollment limit: 3, with permission of instructor.* Students who wish to be considered for the course may be asked to write a project proposal during the Fall semester.

Meeting time: one-on-one meetings to be arranged with instructor on an as-needed basis.

Cost to student: \$30 for course expenses.

WILLY STERN '83 (Instructor)

WAGNER (Sponsor)

Willy Stern '83 has worked as an investigative reporter throughout the United States and around the world.

HIST 017 History in Pieces (Same as ArtS 017)

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 into a 45" x 60" quilt. In addition, each student will design either an original pattern representing an event in late-twentieth- early-twenty-first-century history or keep a January journal of life as a twenty-first-century quilter. The completed quilts 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 quilt and original design or journal. Students should understand that these are time-consuming projects and they must be prepared to put in considerable time beyond actual class hours.

No prerequisite, but sewing experience is useful. *Enrollment limit: 15.*

Meeting time: mornings; Mondays, Wednesdays, Thursdays.

Cost to student: \$120 for quilting supplies and reading materials. Students need to supply their own portable sewing machines.

SYBIL SHERMAN (Instructor)

WAGNER (Sponsor)

Sybil Sherman has 29 years of experience as a quilter. She taught *Fabric Palette, Quilt Canvas* for the Williams College Art Department in January 2000 and 2001 and *History in Pieces* in January 2002 for the History Department.

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 U.S. war plans using selected readings and a number of actual plans. The course will then explore the realities of battle and the differences between plans and execution.

Requirements: class participation and attendance. Class will meet once a week on Friday mornings and afternoons for a total of six hours. A 10-page essay will be required.

No prerequisites. *Enrollment limit: 25.*

Meeting time: six hours on Fridays, three hours in the morning and three hours in the afternoon (schedule for last week of winter study to be determined).

Cost to student: \$30 for books and Xeroxes.

STEVEN ROSS '59 (Instructor)

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 019 Why New Englanders Eat What They Eat (Same as American Studies 011 and Philosophy 011)

(See under Philosophy for full description.)

HIST 023 The Williams Jewish History Project: Archives and History

Williams College has produced numerous illustrious alumni involved in Jewish causes—Herbert Lehman, Carl Austrian, Jacob Stone, and Edgar Bronfman, to name a few. How did Jews experience

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the intimate academic and social community of a small liberal arts college in New England? The Williams Jewish History Project investigates and gathers data about Jews and Judaism at Williams with the ultimate goal of a published work on the subject. Studying the history of Jews at Williams promises to add to the familiar story of assimilation and accommodation nuanced insight into the formation of both religious and collegiate identity. The Williams Jewish History Project will shed light on the ways in which the College managed to cultivate school spirit among students while affirming their sense of distinctiveness, allowing them to be simultaneously both children of Abraham and sons (and daughters) of Eph. This winter study course seeks to involve students in the early stages of this project by having them engage in archival research and conduct oral interviews. Students will be instructed in the techniques of archival research and conducting interviews of faculty and alumni and then will be assigned to investigate various topics in the Williams Archives or through oral interviews. Travel to other archives may also be necessary and the Winter Study may include field trips to archival collections in Boston, Mt. Holyoke, and Worcester. Thus, students will both develop general skills in archival research and oral history and contribute to a specific and fascinating chapter in the history of Williams. The research conducted by students will be used in a published history of Jews and Judaism at Williams.

Students are expected to spend at least 20 hours/week on research and attend weekly meetings to discuss their work. Also required for the course is a final project presenting the results of individual research—such as an 8- to 10-page paper, a poster, a web-page and/or a public presentation.

No prerequisites. *Enrollment limit: 10.*

CARRIE GREENE (Instructor)
KRAUS (Sponsor)

Carrie Greene is currently coordinating the History of Jews at Williams Project.

HIST 031 Senior Thesis

To be taken by students registered for History 493-494.

HISTORY OF SCIENCE

HSCI 011 Leadership in Astronomy: From Copernicus and Galileo to Hubble and the Age of the Universe (Same as Astronomy 011 and INTR 011)

(See under Astronomy for full description.)

HSCI 020 Evolution and Creationism (Same as Biology 020 and Religion 020)

(See under Biology for full description.)

INTERDEPARTMENTAL PROGRAM FOR EXPERIMENTAL AND CROSS-DISCIPLINARY STUDIES

INTR 010 Corporate Leadership and Social Responsibility

(See under Leadership Studies for full description.)

INTR 011 Leadership in Astronomy: From Copernicus and Galileo to Hubble and the Age of the Universe (Same as Astronomy 011 and History of Science 011)

(See under Astronomy for full description.)

INTR 012 Justice and Public Policy (Same as Political Science 019)

(See under Leadership Studies for full description.)

INTR 014 Living by Words: Surviving and Thriving in the Art and Sport of Rhetoric (Same as Comparative Literature 010, English 010 and Special 016)

(See under Comparative Literature for full description.)

INTR 017 Presidential Leadership: From Washington to FDR (Same as Political Science 020)

(See under Leadership Studies for full description.)

INTR 018 Wilderness Leadership

(See under Leadership Studies for full description.)

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, with special emphasis on the social and environmental duties

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of contemporary business. We will also explore the organizational, professional, social, and personal dilemmas faced by leading figures in modern corporations and institutions. Readings will include material from organizational sociology, psychology and business studies, 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 limit: 22. (This course is part of the Leadership Studies program)*

Meeting time: afternoons.

Cost to student: approximately \$30 for reading materials.

K. LEE

INTR 011 Leadership in Astronomy: From Copernicus and Galileo to Hubble and the Age of the Universe (Same as Astronomy 011 and History of Science 011)

(See under Astronomy for full description.)

INTR 012 Justice and Public Policy (Same as Political Science 019)

The course will examine four or five significant public policy matters which have been resolved by the court system. These might include abortion, affirmative action, death penalty, election laws, free speech/obscenity. The focus of the course will be on the process involved in resolving the issues in the courts, the competing interests involved, the public impact of the decisions and, in most cases, the difficulty of resolution. Students will spend two-three days in Boston where they will have the opportunity to witness activities at the Middlesex County District Attorneys Office and meet with representatives of the federal and state judiciary.

Evaluation: 10-page paper and regular participation in class.

No prerequisites. *Enrollment limit: 16. If the course is overenrolled, students will be asked to write a short essay to determine selection.*

Meeting time: mornings, Monday and Thursday—all day while in Boston. Students will meet in December prior to the break to discuss logistics and expectations for the course.

Cost to student: none, but students will be responsible for obtaining lodging for two nights in Boston, Massachusetts.

MICHAEL B. KEATING '62 and MARTHA COAKLEY '75
G. GOETHALS (Sponsor)

The course will be taught by Michael B. Keating '62, a trial lawyer with the Boston law firm of Foley, Hoag & Elliot, LLP, and Martha Coakley '75, District Attorney for Middlesex County.

INTR 017 Presidential Leadership: From Washington to FDR (Same as Political Science 020)

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 their leadership strategies. What do these presidents teach us about Presidential power, political ideology, character, conviction, 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, Leadership Studies or Political Science will be given preference. *Enrollment limit: 12.*

Meeting time: afternoons.

Cost to students: \$45 for books and \$24 for luncheons with the guest lecturers.

DUNN and JAMES MACGREGOR BURNS, Woodrow Wilson Professor Emeritus of Government
(Instructors)

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. 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, a 10-page paper and 2 class meetings pre and post trip. Evaluation will be based on a 10-page paper and class discussions.

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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.
WILLARD MORGAN, WOC Director

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.ciudadelsaber.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 and a 10-page paper at the conclusion of the course. No prerequisites, and while a working knowledge of Spanish isn't required, familiarity with the language will enhance a student's experience while in Panama. *Enrollment limit: 10. Preference will be given to students with course work in Leadership Studies. Not open to first-year students.*

Cost to student: \$1,375 (includes airfare). Students will be responsible for most meals.

G. GOETHALS, FRED GREENE 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.

A. Barton Hepburn Professor of Government Emeritus Fred Greene taught in the Political Science department at Williams for over 40 years. He continues to be especially interested in the politics of international relations.

MATHEMATICS and STATISTICS

MATH 012 The Dance of Primes

Prime numbers are the building blocks for all numbers. Though there are an infinite number of primes, how they are spread out among the integers is still quite a mystery. Even more mysterious and surprising is that the current tools for investigating prime numbers involve the study of infinite series. Somehow function theory tells us about the primes. We will be studying one of the most amazing functions known: The Riemann Zeta Function. Finding where this function is equal to zero is the Riemann Hypothesis and is viewed as one of the great open problems in mathematics. Somehow where these zeros occur is linked to the distribution of primes. We will be concerned with why anyone would care about this conjecture. More crassly, why should solving the Riemann Hypothesis be worth one million dollars (which is what you will get if you solve it, beyond the eternal fame and glory). This course is aimed for people who want to get a feel for some current mathematics.

Evaluation will be based on problem sets and/or a ten page paper.

Prerequisite: Mathematics 105. *Enrollment limit: 30.*

Meeting time: mornings.

Cost to student: \$20.

GARRITY

MATH 013 Beginning Modern Dance (Same as Special 023)

This course is an introduction to modern dance for those who have never taken a modern dance or ballet class, but who want to give it a try. (Those with more experience might consider *MATH 018 Modern Dance—Muller Technique*). The technique for the course is based on a combination of styles

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from the companies that Dick De Veaux worked with while he toured as a professional dancer. The course includes both flexibility and strength training as well as dance instruction. We will work on the basics of movement through space and the different efforts and shapes that are used to propel us. Requirements for the course will include participation in the class, short essays on assigned videos and readings, and participation in an end of term lecture demonstration that we will present to the public.

No prerequisites. *Enrollment limit:* 25.

Meeting time: afternoons; 1p.m.-3p.m., Monday, Tuesday, Thursday and Friday. The class will meet six to eight hours per week.

Cost to student: none.

R. DEVEAUX

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:* 13.

Meeting time: mornings.

Cost to student: \$40-50 for books.

V. HILL

MATH 015 What Was Fido Thinking?!

In this class, we will take a look at dog behavior. How do dogs perceive the world around them? How do they see you, a human? Are dogs really adoring, unconditionally loving creatures, or manipulative con-artists?

We will explore the social, evolutionary and physiological aspects which influence dog behavior and dog-human interactions. Class will involve both discussions of readings and hands-on experiences, including trips to animal shelters, and working with/observing dogs.

Readings will include 2-3 books per week. Possible selections include: *The Dog Who Loved Too Much* by Dr. Nicholas Dodman; *The Dog's Mind* by Dr. Bruce Fogel; *Good Owners, Great Dogs* by Brian Kilcommons; *The Truth About Dogs* by Stephen Budiansky; *Dog Behavior* by Dr. Ian Dunbar; *How to Speak Dog* by Stanley Coren; and *Man Meets Dog* by Konrad Lorenz.

Evaluation will be based on participation and a 10-page final paper.

No prerequisites. *Enrollment limit:* 30.

Meeting time: morning, twice a week for two hours in a class room setting; one or more fieldtrips a week during the hours of 10a.m.-4p.m. will also be required.

Cost to student: approximately \$80.

WITTWER

MATH 017 Onstage! (Same as Special 017)

If you like to perform on the stage or if you have always wanted to find out what it would be like-this is your opportunity! In this course we will explore basic acting techniques and methods. Improvisation and theater games will be used as a foundation to create characters in scenes and monologues. Participants will also investigate the basics of script analysis. The final will include a public presentation of the works in progress.

Requirements: class attendance is mandatory; contact hours will increase as rehearsals progress towards final performance. Evaluation will be based on participation and assignments.

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No prerequisites. *Enrollment limit: 15 (a selection process will include a brief essay).*
Meeting time: mornings; 10a.m.-12p.m., three times per week.
Cost to student: \$20 for text.

AMELIA 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 thirteen years. She is a member of the Actor's Equity Association, the American Federation of Radio and Television actors, and the Screen Actors Guild.

MATH 018 Modern Dance—Muller Technique (Same as Special 020)

This dance class will be based on the modern dance technique developed by Jennifer Muller, with whom the instructor danced professionally for 5 years in New York City and in Europe. Jennifer Muller was a soloist in the dance company of José Limón before she started her own company in 1974. She has added her own style of movement to the Limón technique, creating an expansive, free-flowing dance that is wonderful to do and to watch.

Students will have the opportunity to choreograph a short piece either as a soloist or in small groups. We will finish the course with a short lecture-demonstration illustrating what we have learned.

No prerequisites. The class is open to beginners as well as to those who have previous experience with modern dance or ballet. It will be multi-leveled and open to both men and women alike. *Enrollment limit: 24.*

Meeting time: 10 a.m.-12 p.m., Monday, Tuesday, Thursday and Friday. The class will meet six hours per week.

Cost to student: Under \$20.

SYLVIA LOGAN (Instructor)
O. R. BEAVER (Sponsor)

Sylvia Logan received her B.A. in Slavic Literature from Stanford University. She danced professionally with the Jennifer Muller Dance Company, a modern company based in New York, for five years.

MATH 030 Senior Project

To be taken by candidates for honors in Mathematics other than by thesis route.

MATH 031 Senior Thesis

To be taken by students registered for Mathematics 493-494.

MUSIC

MUS 010 Isn't it Good, Norwegian Wood?: Storytelling in Music

The Beatles song "Norwegian Wood" tells the story of a mysterious encounter between a man and a woman that either does or doesn't culminate in sex and/or arson. How does the music underpinning the lyrics communicate the dramatic events, emotions, and characters? How do the text and music interact? More generally, how have stories been told in music through the centuries, and why do some narratives retain a grip on our imagination? Even without text, music can communicate compelling narratives, such as the heroic struggle for transcendence suggested by Beethoven's Fifth Symphony. What purely musical means do composers employ to tell stories?

This course explores a range of archetypal narratives communicated in music: star-crossed lovers; heroes and heroines; Faustian bargains; revenge, murder, and suicide; and humorous parables. Genres covered include medieval morality plays, madrigals, opera, song cycles, tone poems, and ballet, as well as popular ballads from country and western, the blues, and rock 'n roll.

Evaluation based on class presentations, participation, and a final project.

No prerequisites. *Enrollment limit: 20, with preference given to seniors and juniors.*

Meeting time: mornings, three times a week.

Cost to student: no more than \$100 for at least 2 required field trips.

BLOXAM and HIRSCH

MUS 012 Music of Charles Mingus

Students will take part in an ensemble course primarily devoted to studying and playing the music of Charles Mingus. Instrumentalists needed include piano, bass, drums, trumpet, saxophone, trombone, etc. as well as voice, but all are welcome. In addition to performing the music, the course will give students an in-depth look at the life of Charles Mingus as a composer and bassist. Each composition will be explored as to its structure and improvisational concepts. The focus of improvisation will be from an historical point of view (taking in the music of Dixieland, New Orleans traditional jazz, etc.) and will lead to collective improvising, using the Mingus Jazz Workshop as an example. Music to be presented and performed will include: "Better Get Hit In Your Soul," "Goodbye Porkpie Hat," "Haitian Fight Song," "Nostalgia in Times Square" and "Duke Ellington's Sound Of Love." "Triumph of the Underdog," a video by filmmaker Don McGlynn, will be shown and discussed.

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Evaluation will be based on faithful attendance at rehearsals, classes, coaching sessions, and appropriate performances.

Permission of instructor: Students must audition to be admitted to the class. In this audition they will need to demonstrate a level of musical literacy and aural skills sufficient to be able to perform the music competently. Open to all instrumentalists and vocalists. *Enrollment limit: 19.*

Meeting time: three times a week for 2.5 hour sessions. Outside listening assignments and preparation of individual parts will also be required. There will be a field trip to New York to hear the Mingus Big Band. Participation in a concluding concert during last week of Winter Study required.

Cost to student: \$100, including the transportation to NYC.

JOHN MENEGON (Instructor)
KECHLEY (Sponsor)

John Menegon is Adjunct Teacher of Jazz Bass at Williams College, and a professional bassist, composer and arranger.

MUS 013 Handbell Choir

A performance Winter Study project, the Handbell Choir will rehearse two hours per day, four days a week, from 10:15 a.m. until noon. A five-octave set of English handbells will be used. Repertoire will be wide-ranging, from the classics to popular music, from original compositions to arrangements. Difficulty of repertoire will depend on the skill of the ensemble as it develops.

The final week of Winter Study will consist of several performances of materials mastered during the previous three weeks of rehearsals. This will include a final concert on the last afternoon of Winter Study.

A "Pass" will be earned by attendance at all rehearsals unless excused only for reason of illness. A "High Pass" may be earned by completing a written arrangement for handbells of a tune of the student's choice. The instructor will approve that choice and assist in arranging if necessary. These arrangements will be read by the choir, and may be performed on the final concert.

Ringers must be able to read music, but no prior experience playing handbells is required. Bells are quite easy to play; ringers will be taught various handbell ringing techniques, and go on to experience the process and teamwork necessary to build a musical ensemble. Current ringers welcome, as are others willing to learn. *Enrollment limit: 11.*

Meeting time: mornings.

Cost to student: none.

D. MOORE

MUS 014 From Avant Garde to Popular Culture: The Theatre Songs of Kurt Weill (Same as Theatre 014)

(See under Theatre for full description.)

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 Philosophy of Chess

Chess is one of the noblest and most fascinating of human endeavors. We will examine chess in many of its facets: its history, philosophy, literature and psychology. We will look at the art of chess and the art that chess has inspired. Above all, we will work together on improving our playing skills: we will study chess openings, middle games and endgames, and engage in continual tournament play.

Evaluation will be based on class participation and problem assignments.

Prerequisites: All students should know the rules of chess and be able to read chess notation. *Enrollment limit: 20.* If the class is overenrolled, students will be selected according to playing strength, as indicated by United States Chess Federation ratings, results in the College chess club, or other measures.

Meeting time: afternoons.

Cost to student: approximately \$75 for books.

GERRARD

PHIL 011 Why New Englanders Eat What They Eat (Same as American Studies 011 and History 019)

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 inves-

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tigate 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.

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.

No prerequisites. *Enrollment limit: 16.*

Meeting time: afternoons.

Cost to student: \$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 012 Berkeley and Skepticism

The course will take seriously the philosopher often dismissed as crazy. We will closely read his texts, texts of some of his predecessors, followers, opponents and contemporary interpreters, and try to evaluate whether Berkeley’s philosophy flies in the face of the common sense it purports to articulate. We will examine his response to skepticism through his accounts of perception, cognition, philosophy of science and mathematics, and his conception of ‘common sense.’ Finally, we will discuss the immaterialist position he is famous for in light of the epistemic problems he was trying to solve.

Requirements: four short assignments and one longer (5-7 pages) paper.

Prerequisites: Philosophy 102, or consent of the instructor. *Enrollment limit: 15.*

Meeting time: afternoons.

Cost to student: approximately \$80 for books.

MLADENOVIC

PHIL 013 Legal Realism and the Search for the Law (Same as Political Science 023)

From the 1920s-1940s, a movement called Legal Realism assailed the notion of an objective and impartial legal system. According to the Realists, the outcomes of legal disputes depend on the values, backgrounds, and idiosyncrasies of decision-makers (usually judges and juries). In the most extreme formulation, what a judge eats for breakfast has a greater effect on the outcome of a case than the rules or laws that ostensibly govern the case. Modern-day descendents of Legal Realism proclaim that “law is politics.” Is this radical skepticism on the mark? Insightful but exaggerated? Fundamentally flawed? This course will probe the Realist perspective in the context of major legal controversies, including *Roe v. Wade*, *Bush v. Gore*, the O.J. Simpson trial, the impeachment of Bill Clinton, and the fight over the Supreme Court nominations of Robert Bork and Clarence Thomas.

Requirements: attendance, reading, participation, several 1- to 2-page papers and one 10-page paper.

No prerequisites. *Enrollment limit: 20.*

Meeting time: afternoons.

Cost to student: \$50-100 for books.

ALAN HIRSCH (Instructor)
A. WHITE (Sponsor)

Alan Hirsch, a graduate of Amherst College and Yale Law School, is a writer and attorney.

PHIL 014 Native American Philosophies

If we overcome the miserly view that philosophy is only done by “professional” philosophers as well as the notion that philosophy can only be done argumentatively, we may be able to realize Native Americans were philosophical especially in the stories they told and still tell. Using primary sources, the course considers Native American views on a variety of philosophic topics. By examining the presumptions, declarations and implications of such stories, we find Native Americans confronted and speculated about the Big Questions of creation, human purpose, freedom, immortality, god(s), morality, history, and so forth. We find we are even able to place stories in rough categories of epistemology, metaphysics, ethics, political philosophy, aesthetics, and so forth, though it is important to avoid forced fitting just to advance the categories. Depending on student interest, we may also read more sustained writings such as Neihardt’s *Black Elk Speaks*, Linderman’s *Pretty-Shield*, Zolbrod’s

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Diné bahane', McPherson and Robb's *Indian from the Inside* or works of contemporary Native American philosophers such as Vine DeLoria, Jr., Eagle Man, and Dhyani Ywahoo.

Requirements: class participation, class presentation, short papers and a 10-page research paper.

No prerequisites. *Enrollment limit: 16.*

Meeting time: mornings.

Cost to students: approximately \$50 for books.

WILLARD F. ENTEMAN '59 (Instructor)
A. WHITE (Sponsor)

Willard F. Enteman '59, M.B.A. Harvard 1961, MA and Ph.D. Boston University 1962, 1965 is Professor of Philosophy at Rhode Island College.

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. At the beginning of WSP, the class will meet for lecture and discussion three mornings a week and for lab 2 afternoons a week. Later classes will be mainly laboratory.

Students will be evaluated on the basis of regular attendance, completion of 4 laboratory exercises, and a holography laboratory project or a 10-page paper. Attendance at all classes and labs is required for a passing grade.

No prerequisites. *Enrollment limit: 30. Preference will be given to students with no previous college course in physics more advanced than Physics 100.*

Cost to student: approximately \$50 for holographic film, chemicals, and photocopies.

JONES and FORKEY

PHYS 011 Introduction to Computer Aided Drafting and Design (CADD) (Same as ArtS 011)

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: 14.*

Meeting time: afternoons; 1p.m.-4 p.m. two 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 (Same as ArtS 019)

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, self-portrait, and still life. This course is designed

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to develop your powers of observation and enhance your innate creative problem solving abilities, which are applicable in any field. Students need no previous artistic experience, just the willingness and desire to learn a new skill. Students will be expected to attend and participate in all sessions. They will also be required to keep a sketchbook recording their progress and complete a final project. Evaluations will be based on participation, effort, and development. The class will meet three times per week (about 10 hours lecture and group exercises) with substantial additional independent student work.

No prerequisites. *Enrollment limit: 30, with preference given to juniors and seniors.*

Meeting time: afternoons. The course will meet in two sections of 15.

Cost to student: approximately \$30 for text and drawing materials.

WILLIAM ZIEMER (Instructor)

JONES (Sponsor)

Bill Ziemer is a multimedia artist living in Williamstown and in Berkeley, California.

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.

The course will meet 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. Students will be required to attend class regularly, read assigned material from the text, actively participate in work at the garage, and pass written midterm and final examinations.

No prerequisites. *Enrollment limit: 30. The class will be broken into three sections for lab work. Preference given to seniors.*

Cost to student: approximately \$45 for text.

MICHAEL FRANCO (Instructor)

JONES (Sponsor)

Michael Franco is the owner of Flamingo Motors in Williamstown.

PHYS 015 Electronics

Electronic instruments are an indispensable part of modern laboratory work throughout the sciences. This course will cover the basics of analog electronic circuits, including transistors and operational amplifiers, and will briefly introduce digital circuits. Students will build and test a variety of circuits chosen to illustrate the kinds of electronic devices and design problems a scientist is apt to encounter. In the last week, students will design and build a final project, or will write a 10-page paper.

Evaluation will be based on participation, completion of both laboratory work and occasional homework, and the quality of the final project or 10-page.

Prerequisite: Mathematics 104 or equivalent calculus. No prior experience with electronics is required. *Enrollment limit: 16.*

Meeting time: afternoons for a mixture of lab, lecture, and discussion, providing ample opportunity for hands-on experience.

Cost to student: \$95 for two textbooks

WHITAKER

PHYS 016 Teaching with Technology

Explore the use of technology in the classroom using a variety of multimedia including Photoshop, Dreamweaver, iMovie, Flash, presentation software, multimedia hardware, and data projection to communicate and teach ideas and concepts effectively. Other topics include copyright issues in education, project planning, and developing alternative presentation plans in case of hardware failure. This course will include practical hands on workshops, assignments, and readings, leading to the development of a professional electronic portfolio. Supervised lab sessions and group critiques will provide feedback on student work. The final products will be publicly presented at the end of the course. Evaluation will be based on the completion of assignments and a class presentation of the electronic portfolio with attention to content, effort, and development of the work. Attendance and participation will also be taken into account.

We will meet three times a week for two-hour blocks with extra supervised-lab times scheduled in accordance with our needs. Most of the development of the electronic portfolio will be completed outside of class.

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No prerequisites. *Enrollment limit: 10. Preference given to students who have an interest in teaching.*
Meeting time: mornings.
Cost to student: none.

TREVOR MURPHY and MIKA HIRAI (Instructors)
KEVIN JONES (Sponsor)

Trevor Murphy and Mika Hirai are Instructional Technology Specialists for the Office for Information Technology at Williams College. Trevor Murphy has a MS in Scientific and Technical Communication from Oregon State University. Mika Hirai has an MA in Japanese Pedagogy and also in Instructional Design and Technology from the University of Iowa. Together they have 12 years of teaching experience.

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 limit: 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 031 Honors Thesis

To be taken by students registered for Political Economy 493.

POLITICAL SCIENCE

PSCI 010 Writing Chinese Lives: Memoir, Biography, History (Same as Asian Studies 010)

We will read historical memoirs and biographies set in twentieth century "cultural China" (i.e. this may extend beyond the mainland to include Taiwan, Hong Kong and the global diaspora). Students will consider how personal narratives can be used to convey broader historical currents and, conversely, how social forces can be distilled into personal stories.

Requirements: a 10-page paper will allow students to create a scene of memoir or biography that reflects a modern Chinese experience.

No prerequisites. *Enrollment limit: 15.*

Meeting time: mornings.

Cost to student: books.

CRANE

PSCI 011 The Political Writings of George Orwell

George Orwell was a noted critic, political commentator, activist, and satirist in the middle of the twentieth century. He wrote about political language, trade unions, the Spanish civil war, totalitarianism and deceit, and political ideals gone bad, among other things. This course will read several of his books and a number of his essays, partly to look for relevance to our age, mostly to learn why his manner of thought is enduring.

Requirements: a 10-page paper and active participation.

No prerequisites. *Enrollment limit: 15.*

Meeting time: mornings.

Cost to student: books.

MACDONALD

PSCI 012 Vietnam and the Origins of the New Left

This course will examine the origins and development of the antiwar movement in the 1960's. Contrary to what is popularly believed, the antiwar movement did not stop the war in Vietnam. Nevertheless, the antiwar movement and New Left did have an important impact on American politics and society in the 1960's and 1970's. Drawing on a variety of sources, including primary documents, films

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and memoirs, this course will pay particular attention to the rise and fall of Students for a Democratic Society (SDS), the Weathermen, and the Black Panther Party.

Evaluation: weekly short papers.

No prerequisites. *Enrollment limit: 30.*

Meeting time: afternoons.

Cost to student: \$50 for books.

MCALLISTER

PSCI 013 Bové, 'malbouffe,' McWorld (Same as Environmental Studies 023)

In August 1999 a small band of farmers led by José Bové dismantled a McDonald's restaurant in southern France and coined a new French word at the same time: 'malbouffe' (loosely translated as 'junk food'). While no one knew it at the time, this event has become a 'shot heard round the world' in the current political struggle over globalization. Since 1999 Bové has come to symbolize the anti-globalization movement (for example, hundreds of attendees of the first World Social Forum meeting sported badges stating "We are all José Bové"), just as McDonald's has become the dominant symbol of globalization (its golden arches are among the most recognizable images in the world). One result: when anti-globalization protestors take to the streets, the local McDonald's becomes—only after the politicians themselves—the most protected site in the city.

More than globalization in a vague sense, this course explores the current struggle best symbolized by José Bové and McDonald's: the global politics of industrial agriculture. We will learn about the evolution of agricultural production from family/peasant farming to concentrated animal feeding operations; the importance of immigrant labor in the production of cheap industrial food; the recent incorporation of agriculture into global free trade agreements; the debate over biotechnology; and the politics and political activism of Bové himself. Texts will include José Bové's *The World is Not for Sale* and Eric Schlosser's *Fast Food Nation* as well as shorter pieces from E.F. Schumacher, Wendell Berry and others.

Format: seminar. Evaluation based on class participation and a 10-page paper.

No prerequisites, but a reading knowledge of French will be helpful. *Enrollment limit: 15.*

Meeting time: mornings, plus one field trip outside normal class hours.

Cost: \$100 for books, reading packet and field trip to a Vermont factory farm.

PAUL

PSCI 014 The Work of the Supreme Court: A Simulation

The aim of this course is to provide a sense of the personal, theoretical, and institutional characteristics of judicial decision making at the highest level. At the beginning of the course, all students will be furnished with a set of the briefs for an actual pending Supreme Court case. Four students (two per side) will be assigned to make oral arguments to the "Court," which will be composed of eight students, each playing the role of a sitting justice, and the instructor, who will act as chief justice for purposes of coordination. After hearing arguments, the "Court" will confer and prepare majority and other opinions and announce them in "open court" at the conclusion of the term.

Evaluation will be based on the overall credibility in assigned role; effective argument, questions, performance in conference, drafting, etc. and a 3- to 5-page "reflective" essay in which students will be expected to identify and comment on some aspect of the work of the Court.

Prerequisites: permission of instructor. *Enrollment limit: 12. Preference to students who have completed one or more courses in related areas or have background in speech, debate or drama.*

Meeting time: mornings.

Cost to student: materials fee, approximately \$33.

JAY NELSON '70 (Instructor)

JACOBSON (Sponsor)

Jay Nelson '70 is a member of the Texas and District of Columbia bars and has taught at the University of Texas School of Law.

PSCI 015 Objective Journalism During Times of Conflict

Can a newspaper editor or reporter from a nation fighting terror separate their patriotism and be members of a medium whose goal it is to reveal the truth, report objectively and let the reader judge for him or herself? This class will follow personal experiences of two Israeli journalists, Aviva Lori and Shlomo Papirblat, through major recent events in the Middle East such as the current Intifada, the war in Lebanon, military reserve duty and many other current topics. Students will examine actual journalistic dilemmas of the instructors and discuss their perspective vis-à-vis the reality of the situation. Topics for discussion include whether a governing body can require journalists, during times of national peril, to favor national interest and potentially compromise their journalistic integrity. Can a true democracy restrict and regulate press coverage during times of emergency? What is the influence of the international media on the political developments in a contiguous region? And how much should political leaders consider the influence of the media on the success or failure of their planned political strategy? A central question will be whether journalism is just another profession or is a journalist an intermediary between the public and the decision-makers and thus partake in the evolution of national

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events? In addition, the course will address the foreign press coverage of events and will question whether a foreign correspondent, who is not familiar with the local language and culture and the complexities of the local realities, can report in a manner that conveys the whole picture.

Evaluation will be based on a final 10-page paper.

No prerequisites. *Enrollment limit:* 30.

Meeting time: afternoons, 2p.m.-4 p.m. Mondays, Wednesdays and Fridays.

Cost to student: none.

AVIVA LORI and SHLOMO PAPIRBLAT (Instructors)
JACOBSOHN (Sponsor)

Aviva Lori is a senior journalist at Haaretz daily newspaper. Shlomo Papirblat is the International News Editor-In-Chief at the daily *Yediot Acharonot* newspaper.

PSCI 016 Satire and Parody

Americans rarely use satire to comment on politics. MAD magazine now has *The Onion* as company, and that's about it. The British are masters of it. (Americans have a hard time being not-nice in public, whereas the British don't mind.) This class will look at political satire, see what works and what doesn't, and decide which types should be encouraged. Students will produce works of satire, which will be displayed publicly. Projects will have to meet the following criteria: they must be political, that is, deal with power and its legitimate distribution; they have to work, to have bite—if they are stupid, they will fail; they have to be original, more than simple variations of standard satires; and they have to be based on social facts, on actuality rather than assertion, hence likely require a little research. Finally, they cannot take the form of the 10-page paper, even if the ten pages are full of a supposedly funny dialogue. Final projects will have to be in a traditional satirical/parodic form, e.g. cartoons, limericks, diaramas, skits, that sort of thing.

No prerequisites. *Enrollment limit:* 15.

Meeting time: afternoons.

Cost to student: none, depending on materials you choose for your final product.

SHANKS

PSCI 017 Diplomacy and War in International Relations: What if?"

The phrase "What if?" has begun many a passionate discussion in faculty lounges, dorm rooms, bars and, increasingly, in a scholarly literature examining historical events in international relations. This course will examine two such what-ifs and associated questions, some of which are military but most of which involve other aspects of politics:

(1) What if one or more nations—Great Britain? Czechoslovakia?—had stood up to Hitler and Germany at Munich in 1938? Could such actions have averted World War II? How plausible would the occurrence of such actions have been? (2) What if the People's Republic of China were to attack Taiwan? What might precipitate such a conflict? Would the PRC succeed? Would the U.S. intervene?

The course will involve not only readings and discussion but also a variety of policy-oriented simulations of diplomacy and war in the form of board games, computer games, or role-playing. (Rules will be taught.)

Requirements: a final 10-page paper.

Prerequisites: Intellectual engagement, imagination, and one course in either international relations or twentieth-century history. *Enrollment limit:* 12.

Meeting time: either mornings or afternoons, three times per week on Tuesday, Wednesday, and Thursday.

Cost to student: approximately \$50 for reading materials.

JOHN SETEAR '81 (Instructor)
JACOBSOHN (Sponsor)

John Setear is a Professor of Law at the University of Virginia.

PSCI 018 IDPs and Refugees

Do you really know who is a Refugee or an Internally Displaced Person (IDP)? How many are there in the world? Where are they located? How did they end up there? How are they dealing with daily life? What is their future? What kind of support do governments, civil society, and the international community provide, in the short or the longer run? How relevant and efficient is this support? Discover the ground issues of one of the most burning international and human problems that the planet is facing in the beginning of the twenty-first century, and make your own assessment.

The first week will cover a presentation and discussion of the overall condition of refugees and IDPs in the world, and the nature and degree of involvement of the international community in rehabilitation programs. Each following week we will focus on a national case study, starting with the Gaza Strip, continuing with Timor Island and ending with the conflict over Nagorno Karabach between Armenia and Azerbaijan.

Evaluation will be based on attendance, classroom participation, and individual assignments, includ-

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ing a final project involving the written analysis on an assessment of international support to a case of your choice, including your own proposals for next steps.

No prerequisites. *Enrollment limit: 15.*

Meeting time: mornings, 3 times a week for 2 hours.

Cost to students: \$15 for photocopy handouts.

NICOLAS MATHIEU (Instructor)
JACOBSON (Sponsor)

Nicolas Mathieu is Senior Country Officer at the World Bank in Washington DC, currently assigned to the South Caucasus Region.

PSCI 019 Justice and Public Policy (Same as INTR 012)

(See under INTR for full description.)

PSCI 020 Presidential Leadership: From Washington to FDR (Same as INTR 017)

(See under INTR for full description.)

PSCI 023 Legal Realism and the Search for the Law (Same as Philosophy 013)

(See under Philosophy for full description.)

PSCI 026 Panama: Leadership at the Crossroads of the World (Same as INTR 026)

(See under INTR 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 Psychology of Superstition and Belief in the Paranormal

We live in a technologically advanced age, and yet superstition and belief in the paranormal abound. The purpose of this course is to better understand why people believe in things most scientists do not, from alien abductions and astrology to “past-life” regression, bogus medical claims, and phantom Elvis sightings—as well as more mundane, “everyday” examples of superstition. Our chief resource in understanding the origins of people’s beliefs will be cognitive and social psychological research on the errors, biases, and shortcomings of human inference and decision making.

Requirements: readings, active class participation and attendance, 10-page paper.

No prerequisites. *Enrollment limit: 16.*

Meeting time: mornings.

Cost to student: none.

SAVITSKY

PSYC 011 From Segregation to Accommodation: Changing Perspectives on Disabilities

A dramatic shift in the laws and values shaping the participation of persons with disabilities in American society has led to motorized carts in Professional Golf Association tournaments and modified exam procedures for some students on our own campus. With the help of guest speakers who themselves have disabilities as well as through readings and films, we will explore past and present understandings of disabilities (physical, sensory, cognitive, mental health) and the changing responses to those who have them. Each student will conduct an investigation, using interviews and site visits, of changing laws and practices related to persons with disabilities within a specific local context; for instance, athletics, architecture, education, medicine, recreation. Alternatively, a student may focus an inquiry on understanding the meaning and impact of 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.

Among the readings will be the book, *No Pity: People with Disabilities Forging a New Civil Rights Movement* (Shapiro, 1993) and personal narratives written by persons with disabilities or their families.

Evaluation will be based on class participation and presentation (both oral and written) of your investigation.

No prerequisites. *Enrollment limit: 15.*

Meeting time: afternoons.

Cost to student: approximately \$65 for books and article reprints.

DALE BORMAN FINK (Instructor)
G. GOETHALS (Sponsor)

Dale Borman Fink earned his B.A. from Harvard and his Ph.D. in special education from the University of Illinois at Urbana-Champaign. He is the author of *School-Age Children With Special Needs*:

Winter Study Program

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 Children's Play

The meaning of play in the young child's life will be considered both through readings and practical experience. The group will discuss several theoretical approaches to play, and each student will work mornings or afternoons with children in natural play settings, e.g., nursery school or day-care center. A journal relating reading and experience will be kept, and a final 10-page paper, relating theories of play to the student's observations of children at play will be written.

No prerequisites, but interested students must consult with the instructor prior to registration. *Enrollment limited to number of available placements in children's programs.*

Meeting time: mornings.

Cost to student: none.

CRAMER

PSYC 013 Gender and the Media: Images of Women and Their Effects on Identity and Achievement (Same as Women's and Gender Studies 013)

This course will explore some of the ways in which women tend to be portrayed in the media, with a particular focus on the dimensions of beauty and intelligence. We also will examine methodological issues involved in how to study these tendencies and trends systematically and objectively. This course will emphasize social psychological theory and research concerning the potential role of such portrayals in women's and men's personal, social, and academic identities and achievement. We will discuss these issues in class, and students will conduct original, archival research and write a report of the results of this research.

Evaluation will be based on class participation and a 10-page research paper.

No prerequisites. *Enrollment limit: 16.*

Meeting time: mornings.

Cost to student: \$20.

STEVEN SPENCER (Instructor)
G. GOETHALS (Sponsor)

Dr. Steven Spencer is an Associate Professor of Psychology at the University of Waterloo. He is one of the world's leading researchers on the effects of stereotypes and media images on women's identity and academic achievement. He worked with Claude Steele to develop the theory and the first empirical investigations of the role of stereotype threat in the underperformance of women and minorities in educational settings, and he and Steele developed the innovative "21st Century Program" at the University of Michigan which has been credited with improving the retention rates and grades of students of color there.

PSYC 014 Sleep and Dreams

While metaphors of sleep and the meaning of dreams have permeated literature and folklore for centuries, the advent of psychological sleep labs, the electroencephalograph (EEG), and advances in neuroscience have allowed a scientific perspective to emerge regarding the functions and mysteries of behavior that occupies one-third of our lives. This course explores the psychology of sleep, beginning with emphasis on a neuroscience understanding. Readings, discussion, and lab exercises in the first half of the course include circadian/ultradian rhythms, dyssomnias, parasomnias, and sleep deprivation. A field trip to a local hospital's Sleep Lab to observe firsthand a sleeping subject's EEG patterns is planned next. We then go on to consider various perspectives on dreams, including Piagetian, psychoanalytic, evolutionary, cognitive problem-solving, Buddhist, Gestalt, interpersonal, activation-synthesis, and dreams-as-garbage views. Students will anonymously submit and evaluate dreams, applying one or more of these theories.

Evaluation will be based on class participation and discussion of student's commentary on readings, submission and evaluation of anonymous dream journals, and a 10-page research paper.

Prerequisite: A basic understanding of scientific method is necessary to critically read assigned research articles.

Meeting time: afternoons.

Cost to students: \$15 for text, articles, and thermometer (for lab exercise on circadian rhythms).

PEGGY R. BROOKS (Instructor)
G. GOETHALS (Sponsor)

Peggy Brooks received her Ph.D. in Clinical Psychology from the University of Florida. While in graduate school, she studied with sleep researcher Wilse Webb. She is a member of the American Academy of Psychotherapists and practiced privately for 11 years in Atlanta, GA before moving to the Berkshires. She taught previously at Emory University and Mount Holyoke College and is currently Professor of Psychology and Women's Studies at MCLA.

Winter Study Program

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, persons change. By 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: approximately \$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. He was, for twelve years, on the medical staff on the Austen Riggs Center in Stockbridge, Massachusetts, and has for the past twenty 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 The Examined Life

This course will introduce students to the concepts of mindfulness, self awareness and stress reduction to educate students on the ideas of wellness. Through a variety of readings, presentations, demonstrations, and self-administered psychological batteries, each student will learn about their personality and coping styles, their career interests and aptitudes, awareness of mindfulness and information on stress reduction. The course will be taught by staff and guest presenters under the direction and supervision of the Health Center and Psychology Department. The learning from this course should help each student become more educated about the concepts of self awareness and examined living in their present and future life.

Evaluation: a paper (10 page minimum) on the topic of examined living and wellness.

No prerequisites. *Enrollment limit: 15. Preference will be given to sophomores as some aspects of the course will help with the declaration of a major, junior year abroad decisions, etc.*

Meeting time: mornings, three times a week for 2 hours. A field trip to Kripalu Yoga center will be required.

Cost to students: \$50 for books and psych test batteries.

JOHN MINER and MARGARET WOOD (Instructors)
G. GOETHALS (Sponsor)

John Miner, M.D., is currently Co-Director of the Psychological Counseling Service at Williams College. He received his M.D. from the University of Minnesota in 1975 and then trained in Family Practice in Duluth, Minnesota. He then worked as an emergency room physician in Rapid City, South Dakota from 1977-1982. He then did his Psychiatric Residency at Yale and came to the Berkshires in 1985 when he did a fellowship at the Austen Riggs Center, where he remained on the full-time staff until 1994. He has been working at Williams for the past 5 years. He and the staff at the Psychological Counseling Service are very interested in promoting wellness and stress reduction within the campus community.

Margi Wood, LICSW, is Co-Director of the Psychological Counseling Service at Williams College. She has been a staff psychotherapist since 1993 and worked as a staff psychotherapist at Bennington College from 1988-1996. She has an MSW from SUNY-Albany and an M.A. in philosophy from Emory University. She and the staff of the Psychological Counseling Service are interested in fostering the values of psychological well-being and self-awareness within the college community.

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 Kassin, 311 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.

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Prerequisite: approval of Professor Kassir required. *Enrollment limited to number of places available at the two participating schools.*
Cost to student: none.

KASSIR

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 for a passing grade are a satisfactory evaluation from the institutional sponsor and a 10-page final paper.

No prerequisites. *Enrollment limit: 20.*

Cost to student: none.

KASSIR

PSYC 019 The Evolution of the Women's Counseling Movement (Same as History 014 and Women's and Gender Studies 014)

(See under History for full description.)

PSYC 020 Eating Disorders

What are eating disorders? Why do individuals develop eating disorders? What psychological and cultural theories explain the emergence of eating disorders? Are eating disorders culture-bound syndromes affecting primarily women in the West? What is a culture-bound syndrome? What types of treatment are available to help individuals suffering from eating disorders?

This course seeks to answer the above questions and many more as it investigates the manifestation of eating disorders in both western and non-western cultures. Eating disorders involve a severe disturbance in eating behavior, maladaptive attempts to restrict body weight, and abnormal attitudes about weight and shape (e.g., Anorexia Nervosa, Bulimia Nervosa, and Binge-Eating Disorder). It has been hypothesized that eating disorders have sharply risen in the United States since the 1950's and taken on the quality of a social epidemic, affecting primarily adolescent and young adult female populations.

In the course, we will seek to understand the nature of eating disorders and the psychological meaning of the symptom complex for the individual sufferer. We will also look at the cultural factors theorized to be implicated in the emergence of eating disorders in western culture: the value of beauty, weight control, thinness, the emphasis on exercise and fitness, the glamorization of anorexia in the mass media, and the role conflict experienced by many women in contemporary society.

Additionally, we will seek to identify cultural factors that these theories might have missed (revolving around issues of power and control) and look at the ways in which eating disorders affect women from non-western backgrounds both in the United States and beyond. In doing so, we will critique the culture-bound theory of eating disorders and suggest other possible frameworks for understanding eating disorders.

Finally, we will examine the treatment options available to individuals suffering from eating disorders. Possible readings include: *A Hunger So Wide and Deep* by Becky Thompson, *Eating Disorders: Anatomy of a Social Epidemic* by Richard A. Gordon, and *Feminist Perspectives on Eating Disorders* edited by Patricia Fallon, Susan Wooley, and Melanie A. Katzman. Excerpts drawn from *Adios Barbie: Young Women Write about Body Image and Identity* edited by Ophira Edut, *Culture and Weight Consciousness* by Mervat Nassar, *The Beauty Myth* by Naomi Wolf, *Food and Culture* edited by Carole Counihan and Penny Van Esterik, and *The Handbook for the Treatment of Eating Disorders* by Garner and Garfinkel will also be used to complement assigned readings, lectures, and class discussion.

Meeting time: mornings.

Cost to student: \$50 for books and article reprints.

HALLIE D'AGRUMA '97 (Instructor)
G. GOETHALS (Sponsor)

Hallie D'Agruma graduated from Williams College in 1997 with a major in Religion. She received an M.A. in Religion and Modern Culture from Boston University and M.A. in Counseling Psychology from the University of California, Santa Barbara. Currently, she is pursuing a Ph.D. in Counseling, Clinical, and School Psychology from the University of California, Santa Barbara, with a specialization in cross-cultural issues in the manifestation of eating disorders, women's issues in psychology, psychological theory, counseling, social psychological status, power, military psychology, PTSD, addiction, health psychology, spirituality, and forensic psychology.

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 be an introduction to traditional Okinawan Karate (Shohei-ryu/Uechi-ryu) and an investigation of the modes of learning involved in its study. Class will meet for two hours, three times a week. One meeting each week will be a classroom session exploring the history, theory, and philosophy behind karate, and will include discussions, video viewing, and experiments in learning styles. The other two classes will be training sessions, spent learning and practicing the fundamental routines and techniques of the system. Required readings will cover martial arts history, Zen thought, and Eastern energy theory. Handouts will also include Japanese terminology and sequences. All students will be required to attend one class at the Okinawan Karate School in Pittsfield to experience a more traditional setting and to interact with students on other levels. A rank promotion test will be held at the end of the month. Final class will be a performance and exhibit.

Evaluation: attendance at all classes, active participation, completion of assigned readings, submission of three journal entries of 2 or more pages, participation in final evening performance, contribution to final display.

No prerequisites. *Enrollment limit: 20.*

Meeting time: mornings, three times a week for two hours.

Cost to student: none, but the purchase of a gi (uniform) is optional (\$30-35).

LISKEN VAN PELT DUS '84 (Instructor)
DREYFUS (Sponsor)

Lisken Van Pelt Dus '84 began her own training in karate twenty-two years ago as a first-year student at Williams. She is now Renshi Rokudan (1st degree master, 6th degree black belt), a certified Shihan Master Instructor, and Shodan (1st degree black belt) in Okinawan Kobudo (weapons). She is Senior Technical Advisor to the Okinawan Karate School in Pittsfield, Massachusetts.

REL 011 Contemporary Israeli Film (Same as Comparative Literature 011)

This course will explore issues in contemporary Israeli culture through the lens of recent films. We will look at film (documentary and dramatic) by both Israelis and Palestinians, as well as films about Israel and Palestine from other contexts. The conflicts of religion, territory, and nationality will be given prominent consideration, though we will also look at issues of connections between religious life in Israel and America. In addition to films, the course will also look at selected poems and essays on Israeli life. The class will consist of viewing and discussing films, a limited amount of reading, and a final written assignment.

Evaluation will be based on participation and the final paper (10 pages).

No prerequisites. *Enrollment limit: 15. Preference given to majors and potential majors in religion.*

Meeting time: mornings.

Cost to student: \$50 for books.

LEVENE

REL 012 The Spirit and Practice of Yoga: Coming into Alignment

This class provides an orientation to yoga and builds a foundation for an effective and rewarding personal yoga practice. Each class will begin with a half-hour discussion of selected readings on yoga philosophy and schools of yoga, including Patanjali's *Yoga Sutras*, *The Bhagavad Gita*, and *Tantra: The Yoga of Ecstasy*, followed by a 90-minute yoga practicum where students will be introduced to the principles of alignment and how they apply in the major types of yoga poses: posture flow, standing poses, inversions, abdominals, hip-openers, backbends, twists, forward bends, and restoratives. In this way the class builds strength, flexibility, and awareness. Sanskrit and English names of poses will be taught. Students will receive individualized attention on how to work with the principles of alignment in their particular bodies. Yoga training is complementary to sports/athletics, aids classroom and study, and cultivates a sense of well-being, balance and spiritual connection to oneself.

Evaluation: attendance at all classes including a mandatory field trip to Kripalu Center, class participation, informed discussion of short readings, three two-page journal entries, demonstration of principles of alignment, and final exhibit (equivalent to a 10-page paper).

No prerequisites. *Enrollment limit: 16.*

Meeting time: afternoons; three times a week for two hours, each including a substantial yoga posture class as well as discussion.

Cost: \$20 for books and articles.

NATASHA JUDSON (Instructor)
DREYFUS and SHEEHY (Sponsors)

Natasha Judson, M.Ed., has been practicing yoga for over twenty years and meditation for fifteen. She is a graduate of both the Iyengar Yoga intensive two-year training and the Anusara Yoga one-year teacher training programs. She practices meditation in Thai and Tibetan traditions. She began teaching yoga in 1999 and currently offers individual and group classes through her business Sunflower

Yoga in Williamstown, and at various locations including Frog Lotus Yoga in North Adams, Massachusetts and Sun Yoga in Bennington, Vermont.

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) interpretations of the Holocaust. The latter will include a sampling of films, novels, poems, art of victims and survivors and all of which use 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: Those might include Wiesel's *Night*; Borowski's *This Way To The Gas Chambers Ladies and Gentlemen*; Primo Levi's *Survival in Auschwitz*; Charlotte Delbo's *None of Us Will Return*; Ida Fink's *A Scrap of Time and Other Stories*; Charles Reznickoff's *Holocaust*; 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, Edmond Jabes, Emanuel Levinas, Zvi Koltz. Films might include, *Nasty Girl*, *Shop On Main Street*, *Life is Beautiful*, *Shoah*, *Shindler's List*. Requirements: a 10-page paper, class participation, and regular attendance

No prerequisites. *Enrollment limit: 25.*

Meeting time: two times a week for three hours.

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 016 Buddhist Art of Asia (Same as Arth 016 and Asian Studies 016)

In the sixth century BCE, Siddhartha Gautama, the historical Buddha, was born on the Indian subcontinent. Over the next millennia, his teachings spread from the foothills of the Himalayas to locations as far-flung as Tibet and Indonesia, Korea and Sri Lanka, China and Nepal. This seminar will explore the world of Buddhist art from its rise and development in India to its transmission and transformation in China and pre-modern and modern Tibet.

Our examination is grounded on the understanding that Buddhist images and architecture not only communicated religious values and philosophical beliefs, but served pivotal ritual, social and institutional aims. Only by discerning the inter-relationship between these varied dimensions in specific cultural contexts can we begin to appreciate the spiritual efficacy and social power of Buddhist artistic creations. Toward that end, we will draw on a range of resources, including key primary texts, secondary works, audio-visual tools, a field trip, and a guest speaker.

Requirements: class participation, weekly discussion papers and a final 8- to 10-page paper.

No prerequisites. *Enrollment limit: 20.*

Meeting time: afternoons.

Cost to students: \$25-30 for books.

LAURA HARRINGTON (Instructor)
DREYFUS (Sponsor)

Laura Harrington (B.A., Wesleyan University, 1986; Ph.D. in Religion, Columbia University, 2002) has taught courses in Asian religions, art and medical systems at Eugene Lang College of the New School University, and in comparative Asian philosophies at Columbia University. She is the editor and co-author of two books—*Kalachakra Tantra* and *Tibetan Astro-Science*. She presently lives in Ashfield, Massachusetts.

REL 020 Evolution and Creationism (Same as Biology 020 and History of Science 020)

(See under Biology for full description.)

REL 026 Introduction to Zen Training for Pre-Medical Students (Same as Asian Studies 026 and Special 026)

(See under Special for full description.)

REL 031 Senior Thesis

To be taken by students registered for Religion 493 or 494.

Winter Study Program

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 a.m.-9:50 a.m.

MOURIÈS and MISTYCKI (Teaching Associates)

RLFR 010 Acting French (Same as Theatre 010)

Have you secretly dreamed of becoming the next Gerard Depardieu or the next Catherine Deneuve? If so, *Acting French* is the place for you. In this course, phonetic practice, poetry recitation, skits, improvisation, and memorization of dramatic texts will help students gain confidence in their use of the French language. Emphasis will be placed on pronunciation, intonation, expression, and body language as we read, discuss, and perform scenes from plays by dramatists such as Molière, Beaumarchais, Musset, Sartre, and Ionesco.

Evaluation will be based on overall participation and effort as well as on a final project in the form of a (solo or group) dramatization of a text. A performance of student work will take place on the last day of Winter Study.

Prerequisites: intermediate level oral proficiency in French. Interested students must see the instructor for an oral interview prior to enrolling in the course. *Enrollment limit: 15.*

Meeting time: afternoons, three times a week for 2-hours, with extra rehearsal time scheduled for the final week.

Cost to student: approximately \$40 for books.

ROCHE

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 a.m.-9:50 a.m.

NICASTRO

SPANISH

RLSP S.P. Sustaining Program for Spanish 101-102

Students registered for 101-102 are required to attend and pass the sustaining program during the Winter Study Period. Three 50-minute meetings per week.

Meeting time: 9 a.m.-9:50 a.m.

MARTINEZ and RIOBÓO (Teaching Associates)

RLSP 012 Cooking with Don Quixote: The History and Culture of Spanish Food

This course offers students an introduction to Spanish history, geography and culture by tracing the evolution and characteristics of Spanish cooking. We will consider how cuisine has intersected with different religious and socio-economic contexts in Spain through the centuries. We will examine, among others, the enduring Roman, Arab, and Jewish influences on Spanish cooking. Finally, students will learn about the basic distinguishing features of the uniquely different cuisines of the autonomous regions that make up Spain today, including Castilla-La Mancha, Madrid, the Basque Country, Galicia, Cataluña, Valencia, the Balearic Islands, Andalucía.

Materials will include slides, historical and literary readings, recipes, and food.

Requirements: Students will be required to submit a final project (equivalent to a 10-page paper) and to prepare one recipe.

Prerequisites: some basic knowledge of Spanish is *highly recommended* though not necessary. *Enrollment limit: 20.*

Meeting time: mornings.

Cost to student: \$15.

FOX

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 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 journalism 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. Not open to first-year students.*

Cost to student: approximately \$2,000.

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 Acting French (Same as French 010)

(See under Romance Languages for full description.)

THEA 011 Embodied Learning (Same as Japanese 011)

(See under Japanese for full description.)

THEA 012 Stage Management

The stage manager is a pivotal member of the collaborative process. He or she builds the creative environment that supports the work of the other members of the artistic team. The stage manager is the prime communicator and liaison who synthesizes the disparate elements of production into a cohesive whole and is responsible for the implementation of diverse artistic choices throughout the production process. This course will explore the role of the stage manager and will offer a comprehensive investigation of the work from pre-production to closing a show. Through a system of readings, exercises, written assignments and 'hands-on' activities, the student will learn the importance and process of stage management.

Requirements: For a final project, students will compile a sample prompt book, which requires work outside of class hours.

Prerequisite: Previous involvement in live performance prior to course entry. *Enrollment limit: 15.*

Priority given to Theatre Majors.

Meeting time: mornings; Mondays, Tuesdays, and Thursdays.

Cost to student: \$20 for text.

LAURA ANDRUSKI (Instructor)
EPPEL (Sponsor)

Laura W. Andruski is the Production Associate for the Williams College Department of Theatre. Equity-trained in stage management, she has worked with Princeton Opera, the McCarter Theater, Ari-

Winter Study Program

zona Civic Theatre, Old Tucson Film Studios, Southern Arizona Light Opera Company, and The Milwaukee Repertory Theater. E-mail the instructor with any questions: Laura.W.Andruski@williams.edu.

THEA 014 From Avant Garde to Popular Culture: The Theatre Songs of Kurt Weill (Same as Music 014)

Kurt Weill's works are proof that serious art and popular musical theater are not mutually exclusive. From his early years as one of the most progressive European composers to his later years as a wildly popular New York theater composer, there runs a consistent thread of economy and sharpness. One can hear the theatrical potential in Weill's early instrumental music just as clearly as one can hear density and concentration in his songs for the New York stage. This Winter Study course will concentrate on selected early works and songs from "the Three Penny Opera," probably Weill's finest theater score. Class meetings will consist of both lectures and dramatic coaching. A cabaret of songs from "Three Penny" will be performed during the last week of the class.

Method of evaluation: A student may fulfill the requirements of the course by performing, writing a 10-page discursive paper, or some combination of the two approved by the teacher.

No prerequisites. Singers, actors, pianists, and listeners are all welcome. *Enrollment limit: 15.*

Meeting time: afternoons, Monday and Wednesday.

Cost to student: none.

KEITH KIBLER (Instructor)
EPPEL (Sponsor)

Keith Kibler has performed under some of the finest directors currently working including David Alden, Peter Sellars, Galina Vishnevskaya, and Weill's "Die Kleine Mahagonny" under Alvin Epstein with the American Repertory Theatre. He has been a featured soloist with the Boston Pops in American theater music. Keith Kibler is an adjunct teacher of singing at Williams College. He can be reached at kibler@sover.net

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 010 Gender in Talmud and Midrash (Same as Classics 010)

(See under Classics for full description.)

WGST 011 Queer Literatures: The Lesbian Tradition (Same as English 011)

(See under English for full description.)

WGST 013 Gender and the Media: Images of Women and Their Effects on Identity and Achievement (Same as Psychology 013)

(See under Psychology for full description.)

WGST 014 The Evolution of the Women's Counseling Movement (Same as History 014 and Psychology 019)

(See under History 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

Winter Study Program

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)
WSP COMMITTEE (Sponsor)

Gina Coleman '90, is Associate Director of Admission, Director of Multicultural Recruitment, and in her fifth year as women's rugby coach. Coleman, who holds an 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.

SPEC 011 Science for Kids (Same as Chemistry 011)

(See under Chemistry for full description.)

SPEC 012 What is Williams?

What is the essence of this complex and evolving entity Williams College and how can it be communicated? To advance its mission the College must understand the heart of its enterprise and effectively articulate that understanding to a variety of audiences from prospective students and parents to alumni, potential donors, government leaders, media, and even current students, faculty, and staff. We'll refine our understanding of Williams by analyzing how the College represents itself, assessing how effective those communications are, and comparing how other colleges and organizations represent themselves. Along the way we'll discuss what makes communication effective. In addition to a number of short in-class presentations, students (individually or in pairs) will undertake, with the instructors consent, a communications project (using any of a variety of media) to advance some aspect of Williams. This might be a script for admissions tour guides, a media campaign to promote need-blind financial aid, a plan to enhance the recruitment of students of color, a publication to raise funds for some curricular innovation or the new student center.

Evaluation will be based on attendance, class participation, presentations, and project.

Enrollment limit: 12.

Meeting time: mornings.

Cost to student: \$30 for reading materials.

JIM KOLESAR '72 and ROB WHITE (Instructors)
WSP COMMITTEE (Sponsor)

Jim Kolesar is the college's Director of Public Affairs and Rob White its Director of Communications for Alumni Relations and Development.

SPEC 013 Going to Extremes (Same as English 013)

This course will examine how and why works of both fiction and non-fiction travel to the ends of the earth to investigate extremes of human behavior. Topics to be addressed include going native, the lure of intemperate places, Romanticism the monster that will not die, and the attractions of disaster. We'll assume a familiarity with *Frankenstein*, focusing instead on *Heart of Darkness* by Joseph Conrad, *Into the Wild* by Jon Krakauer, *An Imaginary Life* by David Malouf, shorter narratives by Edward Abbey, Bruce Chatwin, David Quammen, and Annie Proulx; and at least two films. Written work, which will amount to ten pages in various forms, will invite students to draw on their own experiences, as well as traverse the usual borders between genres.

No prerequisites. *Enrollment limit: 20. Priority given to upper-level students.*

Meeting time: mornings, three times a week for two hours.

DEAN CRAWFORD (Instructor)
WSP COMMITTEE (Sponsor)

Dean Crawford has published one novel, *The Lay of the Land*, as well as short stories, articles, and essays, and is now writing a book about white sharks. He's been an adjunct professor in the English Department at Vassar College since 1988.

Winter Study Program

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.

Prerequisites: None.

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 Uncle Eph in his Youth: Old Williams in Thought and Form (Same as American Studies 015, ArtH 015 and English 024)

The Williams of the past is very much like the Williams of today: and also very different. In this course we will explore our community's past by looking at its architectural history, its building (many of which are still here), and at what was happening in those buildings (which we will have to dig out of the archives). How have the buildings and the work that the students do—in and out of the classroom—changed as they have grown up together? We will read about these areas; we will tour our own campus, and we will take some field trips too; Amherst, and perhaps Union. We will try to re-create—literally—some of the experiences of previous Williams students, and we will do this in the buildings where those experiences took place. In doing so we will see how radically, even fundamentally, the learning experience of the past differs from that of today. Students will do independent work in the archives—Williamsiana—and take an active part in the staging of the re-animated classes. Work from the class will be used to create and exhibition in Williamsiana, with students each working on some part of the display.

Requirements: perfect attendance and several short, sometimes collaborative, assignments, both written and otherwise.

No prerequisites. *Enrollment limit: 18.*

Meeting time: various; six hours a week, with additional field trips.

P. MURPHY and DAVID JOHNSON

SPEC 016 Living by Words: Surviving and Thriving in the Art and Sport of Rhetoric (Same as Comparative Literature 010, English 010 and INTR 014)

(See under Comparative Literature for full description.)

SPEC 017 Onstage! (Same as Mathematics 017)

(See under Mathematics for full description.)

SPEC 018 Sports Writing (Same as English 027)

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.

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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 a 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.* Preference is given to juniors, and then sophomores, whose course work has been suggestive of a firm commitment to preparation for medical school. *Enrollment limited to 44.*

Cost to student: none, except for local transportation and vaccinations.

TEACHING ASSOCIATES (Instructors)

DAVID ARMET
TIM J. BAISCH, M.D.
JAMES BOVIENZO, D.O.
PEGGY CARON, D.V.M.
VICTORIA R. CAVALLI, M.D.
BRIAN CUNNINGHAM, M.D.
PAUL DONOVAN, D.O.
STUART DUBUFF, M.D.
RONALD DURNING, M.D.
DAVID ELPERN, M.D.
ROBERT FANELLI, M.D.
STUART FREYER, M.D.
ERIC SCOTT FROST, M.D.
WADE GEBARA, M.D.
MICHAEL L. GERRITY, M.D.
MANINDRA GHOSH, M.D.
BENJAMIN GLICK, M.D.
DAVID M. GORSON, M.D.
EUGENE GRABOWSKI, M.D.
AMY GRIFFIN, M.D.
BONNIE H. HERR, M.D.
ROBERT HERTZIG, M.D.
LAURA JONES, M.D.
JASON KITTLER, M.D.
JOSHUA KLEEDERMAN, D.M.D.
JONATHAN KRANT, M.D.
GORDON KUCHAR, 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.
RANDALL MILLER, 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.
WILLIAM ROCKET, M.D.
OSCAR RODRIGUES, M.D.
JULIE SILBERSTEIN, M.D.
ANTHONY M. SMEGLIN, M.D.
JESSE SPECTOR, 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.

CHARLEY STEVENSON
Health Professions Advisor

SPEC 020 Modern Dance—Muller Technique (Same as Mathematics 018)

(See under Mathematics for full description.)

SPEC 022 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 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 communi-

Winter Study Program

ty. In addition in 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 from 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: afternoon, 1p.m.-4p.m. with two meetings per week.

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.

SPEC 023 Beginning Modern Dance (Same as Mathematics 013)

(See under Mathematics for full description.)

SPEC 024 Eye Care and Culture in Caribbean Nicaragua

The Winter Study will take place in Bluefields, Nicaragua and surrounding villages on the Caribbean Coast of Nicaragua. After background study of HealthCare Policy and “hands on” training in eye care, the group will travel to Bluefields, Nicaragua and surrounding communities to assist in the conducting of eye care clinics under the auspices of the international organization “Volunteer Optometric Services to Humanity” (VOSH). “The Primary Mission of VOSH is to facilitate the provision of vision care worldwide to people who can neither afford nor obtain eye care.”

Schedule : Jan. 6-18.—Study of Health Care Policy and Culture in a third world country.

Hands-on training in: 1. measuring visual acuity using eye charts; 2. learning to use an “auto refractor to get readings for the doctors as a guide to prescriptions; 3. dispensing—fit glasses and understand prescriptions. Jan. 19-26—1. assist in administering eye care evaluations; observation and assisting eye care professionals in cataract operations and glaucoma evaluation.

During the Williamstown preparation (Jan. 6-18), the students will be led in a study of health care policy by Dr. Melvin Krant, retired oncologist and former lecturer at Brandeis University on third world health policy and history; culture and realities of the Caribbean Coast people will be led by Dr. Robert Peck and Lynn Hood, former Director of the Council on Aging in Williamstown and co-leader of the spring break 2001 trip to the Coast to build a library building for the new university in Bluefields.

Requirements: attend classes in Williamstown, Monday, Wednesday and Friday, 10 a.m.-noon.

Keep a journal on the daily experiences of living and working in a third world country. Research, in some detail, the daily realities of an eye care recipient (education, vocation, family, economics, future etc.). Write up this information in a biographical essay, reflecting on life in the third-world region. (10pp.).

No prerequisites. *Enrollment limit: 12. This is a Winter Study travel course and is not open to first-year students.*

Cost to student: \$1,280.00

ROBERT PECK (Instructor)
WSP COMMITTEE (Sponsor)

Dr. Robert Peck is a twenty year volunteer and traveler to the Caribbean Coast and retired Director of Athletics at Williams (1971-2001).

SPEC 025 Williams in Georgia (Same as Russian 025)

(See under Russian for full description.)

SPEC 026 Introduction to Zen Training for Pre-Medical Students (Same as Asian Studies 026 and Religion 026)

An intensive exposure to the training methods of Chozen-ji line of Rinzai Zen, training that includes zazen (seated meditation), budo (martial arts) and manual labor, all of them based on attention to breath, posture and the most efficient use of the body. Three weeks is a trivial amount of time, but experience shows it to be the minimum necessary to generate a fundamental shift in perspective. The emphasis is on understanding Zen as mind-body training and training as a way of life. Come prepared to work hard and sleep little for 21 days.

It can take a long time for physicians to recognize that who they are can be as therapeutic as what they know. Zen is a means to accelerate that process by physically training that “who you are,” asking you to look at the nature of healing, the nature of compassion, the relations between giving life and taking life. Unlike all other forms of training in the healing arts, Zen works directly through the body and not

Winter Study Program

the intellect. How do you stand when facing a grieving parent? How do you breathe when rushed to a scene of mass destruction? How do you live a life in which all relationships can be therapeutic?

The program will be based at the Greene's home in Nuuanu Valley, outside of Honolulu. Students will live in rough outdoor accommodations there, will eat there and will do the majority of their Zen training there. Once students have become accustomed to the rigors of meditation, they will do portions of their Zen training at Daihonzan Chozen-ji, a few miles away. Budo training (primarily with a sword) will take place at the Daihonzan and other dojo nearby.

Final evaluation: Given the rigorous mind-body emphasis of the training, final evaluation will be done in the form of an oral review of the strengths and weaknesses of each student's performance. Areas to be discussed with each student include ability to focus, ability to attend to the needs of the group, and ability to bring out *kiai*. This is the same format for evaluation used with medical students during their most intense period of training, their 3rd year clerkships.

Contacts:—Gordon Greene—phone: 808-595-7024 (home).

Enrollment limit: 8. Preference given to pre-medical students. Not open to first-year students. Any interested students must contact the instructor via email prior to registering for the course (greeneg@hawaii.edu).

Cost to student: approximately \$900-\$1,000 (to cover food, shelter, books, and training equipment and clothing) plus airfare.

GORDON GREENE (Instructor)

CHARLEY STEVENSON, Health Professions Advisor (Sponsor)

The group of teachers for the workshop will be led by Gordon Greene, PhD. He is associate director for medical education at the University of Hawaii Medical School and a priest ordained in the Chozen-ji line of Rinzaï Zen. He has over 20 years experience in training students in Zen and martial arts, including 2 Winter Studies at Williams co-taught with John Eusden. Under his Buddhist name of Hakuun Soei, Dr. Greene was awarded *inka* by his teacher in 1997 indicating his rank as a Zen master. Other teachers in the program include Alan Suyama, MD, Kendo teacher and Director of the Academy of Zen and the Ways; Tom Morelli, MD psychiatrist for many years in the Veterans Administration; Alex Greene, training in Zen and sword for 2 years; and Patricia Greene, 20 year veteran of Zen and budo training and master chef and baker.

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.

P. SMITH

Coordinator of High School/College Partnerships

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: approximately \$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 HS). Each

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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: approximately \$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: \$150 plus makeup class fees (\$30 per class), if applicable.

RAY BUB (Instructor)
WSP COMMITTEE (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 limited to 5 sophomores, juniors or seniors interested in teaching

Cost to student: approximately \$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 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, an 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.

Requirements: evaluation will be based on regular attendance, class participation, field interview, and a 10-page final paper

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No prerequisites. Questions about the course: please contact Michele Moeller Chandler at 458-8106 or chandler@bcn.net. *Enrollment limit: 15.*

Meeting time: mornings.

Cost to student: approximately \$30 for case materials and photocopied course packets

MICHELE MOELLER CHANDLER '73 and CHIP CHANDLER '72 (Instructors)
TOOMAJIAN (Sponsor)

Michele Moeller Chandler ('73) and Chip Chandler ('72) have taught this Winter Study course for the past six 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 MBA 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.

ANSO 011 Berkshire Farm Internship

(See under Anthropology/Sociology for full description.)

ANSO 012 Children and the Courts: Internship in the Crisis in Child Abuse

(See under Anthropology/Sociology for full description.)

BIOL 023 Science Through Technology in an Elementary School Classroom

(See under Biology for full description.)

CHEM 011 Science for Kids (Same as Special 011)

(See under Chemistry for full description.)

ENGL 015 Writing, Illustrating, and Publishing Children's Books (Same as ArtS 020)

(See under English for full description.)

PHYS 016 Teaching with Technology

(See under Physics for full description.)

PSYC 012 Children's Play

(See under Psychology for full description.)

PSYC 017 Teaching Practicum

(See under Psychology for full description.)

PSYC 018 Institutional Placement

(See under Psychology for full description.)

SPEC 010 Quest for College: Early Awareness in Berkshire County Schools

(See under Special for full description.)

SPEC 027 Teaching and Writing at Theodore Roosevelt High School

(See under Special for full description.)

SPEC 028 Teaching Practicum, the Bronx and Manhattan

(See under Special for full description.)

SPEC 029 Junior High School Teaching Practicum, the Bronx and Manhattan

(See under Special for full description.)

SPEC 036 Teaching Practicum: St. Aloysius School, Harlem

(See under Special for full description.)

WILLIAMS-MYSTIC PROGRAM IN AMERICAN MARITIME STUDIES

An interdisciplinary one-semester program co-sponsored by Williams College and Mystic Seaport which includes credit for one winter study. Classes in maritime history, literature of the sea, marine ecology, oceanography, and marine policy are supplemented by field seminars: offshore sailing, Pacific Coast and Nantucket Island. For details, see "Williams-Mystic Maritime Studies Program" or our website: www.williamsmystic.org.

PRESIDENTS OF WILLIAMS

Ebenezer Fitch, D.D., 1793-1815
Zephaniah Swift Moore, D.D., 1815-1821
Edward Dorr Griffin, D.D., 1821-1836
Mark Hopkins, M.D., D.D., LL.D., 1836-1872
Paul Ansel Chadbourne, D.D., LL.D., 1872-1881
Franklin Carter, Ph.D., LL.D., 1881-1901
John Haskell Hewitt, LL.D., Acting President, 1901-1902
Henry Hopkins, D.D., LL.D., 1902-1908
Harry Augustus Garfield, L.H.D., LL.D., 1908-1934
Tyler Dennett, Ph.D., Litt.D., LL.D., 1934-1937
James Phinney Baxter, 3rd, Ph.D., Litt.D., L.H.D., D.Sc., LL.D., 1937-1961
John Edward Sawyer, M.A., LL.D., Litt.D., L.H.D., 1961-1973
John Wesley Chandler, Ph.D., LL.D., L.H.D., 1973-1985
Francis Christopher Oakley, Ph.D., L.H.D., Litt.D., LL.D., 1985-1993
Harry Charles Payne, Ph.D., Litt.D., LL.D., 1994-1999
Carl William Vogt, LL.B., LL.D., 1999-2000
Morton Owen Schapiro, M.A., Ph.D., LL.D., L.H.D., 2000-

TRUSTEES 2002-2003

Morton Owen Schapiro, M.A., Ph.D., LL.D., L.H.D., *President*
Robert I. Lipp '60, M.B.A., J.D., Hartford, Connecticut, *Chairman of the Executive Committee*
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
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
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
Carl W. Vogt '58, LL.B., LL.D., Potomac, Maryland
John S. Wadsworth, Jr. '61, M.B.A., San Francisco, California
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
Janet H. Brown '73, M.P.A., L.H.D., Washington D.C.
Paul S. Grogan '72, M.Ed., Boston, Massachusetts
Gregory M. Avis '80, M.B.A., Palo Alto, California
Delos M. Cosgrove III '62, M.D., Hunting Valley, Ohio

TRUSTEE COMMITTEES 2001-2002

Reported below are the committee appointments for 2001-2002. Changes in the 2002-2003 assignments will be presented in the fall.

Executive Committee: The President*, Raymond F. Henze III, *Chair*, E. David Coolidge III, Robert I. Lipp, Paul Neely, Joseph L. Rice III, Cecily E. Stone, John S. Wadsworth, Jr.

Finance Committee: E. David Coolidge III, *Chair*, Laura Estes, Raymond F. Henze III, Peter D. Kiernan III, Robert I. 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*, Janet H. Brown, E. David Coolidge III, Robert I. Lipp, Mary T. McTernan, Brent E. Shay, Laurie J. Thomsen, Carl W. Vogt.

Buildings and Grounds Committee: Paul Neely, *Chair*, Paul S. Grogan, Michael B. Keating, 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: Cecily E. Stone, *Chair*, Janet H. Brown, Peter D. Kiernan III, Robert I. Lipp, William G. Ouchi, Brent E. Shay, William E. Simon, Jr., Carl W. Vogt.

Budget and Financial Planning Committee: Joseph L. Rice III, *Chair*, E. David Coolidge III, Laura Estes, Raymond F. Henze III, Peter D. Kiernan III, Robert I. Lipp, Paul Neely, William G. Ouchi, William E. Simon, Jr., Cecily E. Stone, John S. Wadsworth, Jr.

Committee on Alumni Relations and Development: Carl W. Vogt, *Chair*, Janet H. Brown, Raymond F. Henze III, Michael B. Keating, Peter D. Kiernan III, Mary T. McTernan, Clarence Otis, Jr., Joseph L. Rice III, William E. Simon, Jr., Laurie J. Thomsen, John S. Wadsworth, Jr., Peter M. Wege II.

Committee on Campus Life: Lucienne S. Sanchez, *Chair*, Janet H. Brown, Laura Estes, Paul S. Grogan, Michael B. Keating, Clarence Otis, Jr., Brent E. Shay, Carl W. Vogt, John S. Wadsworth, Jr., Peter M. Wege II.

Audit Committee: William E. Simon, Jr., *Chair*, E. David Coolidge III, Laura Estes, Laurie J. Thomsen.

Committee on Trustees: The President*, Raymond F. Henze III, *Chair*, Robert I. Lipp, Paul Neely, William G. Ouchi, Lucienne S. Sanchez, Cecily E. Stone, Carl W. Vogt.

Public Affairs Committee: Michael B. Keating, *Chair*, Paul S. Grogan, 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: Peter M. Wege II, *Chair*, E. David Coolidge III, Laura Estes, Paul S. Grogan, Mary T. McTernan, Paul Neely, Clarence Otis, Jr., Lucienne S. Sanchez, Laurie J. Thomsen, John S. Wadsworth, Jr.

*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
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
John D. Eusden, Ph.D. <i>Nathan Jackson Professor of Christian Theology, Emeritus</i>	75 Forest Road

Faculty Emeriti

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>	
J. Hodge Markgraf, Ph.D.	104 Forest Road
<i>Ebenezer Fitch Professor of Chemistry, Emeritus</i>	

Faculty Emeriti

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 2002-2003

*On leave 2002-2003
 **On leave first semester
 ***On leave second semester
 ****On leave calendar year (January-December 2003)

- 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
- 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 and
 Director of the Center for Environmental Studies*
 A.B. (1966) Dartmouth; Ph.D. (1971) Yale
- Guillaume Aubert *Visiting Assistant Professor of History*
 B.A. (1992) University de Tours-France; Ph.D. (2002) Tulane
- Duane A. Bailey *Professor of Computer Science*
 B.A. (1982) Amherst College; Ph.D. (1988) University of Massachusetts
- * Jon M. 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
- Randall Bartlett *Visiting Professor of Economics*
 B.A. (1966) Occidental College; Ph.D. (1971) Stanford University
- * 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
- Barbara Bell *Visiting Costume Designer and Costume Shop Manager*
- Ilona D. Bell *Professor of English*
 B.A. (1969) Radcliffe; Ph.D. (1977) Boston College
- Robert H. Bell *William R. Kenan, Jr., Professor of English*
 B.A. (1967) Dartmouth; Ph.D. (1972) Harvard
- Gene H. Bell-Villada *Professor of Romance Languages*
 B.A. (1963) University of Arizona; Ph.D. (1974) Harvard
- Ben Benedict *Part-Time Lecturer in Art*
 B.A. (1973) Yale; M.Arch. (1976) Yale School of Architecture
- Dieter Bingemann *Assistant Professor of Chemistry*
 Ph.D. (1994) University of Tübingen, Germany
- *M. Jennifer Bloxam *Professor of Music and Fellow of the Oakley Center
 for the Humanities and Social Sciences, First Semester*
 B.M. (1979) University of Illinois; Ph.D. (1987) Yale
- Roger E. Bolton *William Brough Professor of Economics*
 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
- * Ralph M. Bradburd *David A. Wells Professor of Political Economy and Fellow of the
 Oakley Center for the Humanities and Social Sciences, Second Semester*
 B.A. (1970) Columbia; Ph.D. (1976) Columbia
- Elizabeth Brainerd *Associate Professor of Economics*
 B.A. (1985) Bowdoin; Ph.D. (1996) Harvard

Faculty

- *** Deborah A. Brothers *Costume Designer of the Adams Memorial Theatre and Lecturer in Theatre and Fellow of the Oakley Center for the Humanities and Social Sciences, Second Semester*
B.A. (1976) University of New Orleans; M.F.A. (1979) California Institute of the Arts
- *** Ernest D. Brown *Professor of Music*
B.A. (1969) Harvard; Ph.D. (1984) University of Washington
- Michael F. Brown *James N. Lambert '39 Professor of Latin American Studies and Director of the Center for Technology in the Arts and Humanities*
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 Economics*
B.A. (1943) Texas; Ph.D. (1952) Harvard
- Jean-Bernard Bucky *William Dwight Whitney Professor of Theatre*
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*
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
- * Alison A. Case *Associate Professor of English and Fellow of the Oakley Center for the Humanities and Social Sciences, Second Semester*
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 *Assistant Professor of English*
B.A. (1995) University of Toronto; M.A. (1996) York University
- Cecilia Chang *Assistant Professor of 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
- Ondine Chavoya *Assistant Professor of Art*
B.A. (1992) University of California, Santa Cruz; Ph.D. (2002) University of Rochester
- * Joseph W. Chihade *Assistant Professor of Chemistry*
B.A. (1989) Oberlin; Ph.D. (1996) Columbia
- Mikhail Chkhenskeli *Assistant Professor of Mathematics*
M.S. (1990) Tbilisi State University; Ph.D. University of Pennsylvania
- * Kerry A. Christensen *Professor of Classics*
B.A. (1981) Swarthmore; Ph.D. (1993) Princeton
- Christopher Clark *Visiting Assistant Professor of German*
B.A. (1994) Emory University; Ph.D. (2002) Cornell University
- Cassandra J. Cleghorn *Senior Lecturer in English and American Studies*
B.A. (1983) University of California, Santa Cruz; Ph.D. (1995) Yale
- Stacy Cochran *Arthur Levitt, Jr. '52 Artist-in-Residence in English, Second Semester*
B.A. (1981) Williams College; M.F.A. (1991) Columbia
- 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*
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- ** Timothy E. Cook *Fairleigh S. Dickinson, Jr. Professor of Political Science*
B.A. (1976) Pomona; Ph.D. (1982) University of Wisconsin, Madison

Faculty

- Wanda Corn *Robert Sterling Clark Visiting Professor of Art History, Second Semester*
 Ronadh Cox *Assistant Professor of Geosciences*
 B.S. (1985) University College Dublin; Ph.D. (1993) Stanford
 Phebe Cramer *Professor of Psychology*
 B.A. (1957) University of California, Berkeley; Ph.D. (1962) New York University
 George T. Crane *Professor of Political Science*
 B.A. (1979) S.U.N.Y., Purchase; Ph.D. (1986) University of Wisconsin, Madison
 Joseph L. Cruz *Assistant Professor of Philosophy*
 B.A. (1991) Williams; Ph.D. (1999) University of Arizona
 Robert F. Dalzell, Jr. *Ephraim Williams Professor of American History*
 B.A. (1959) Amherst; Ph.D. (1966) Yale
 ** Andrea Danyluk *Associate Professor of Computer Science*
 A.B. (1984) Vassar; Ph.D. (1992) Columbia
 William R. Darrow *Jackson Professor of Religion*
 B.A. (1970) University of California, Santa Barbara; Ph.D. (1981) Harvard
 Theo Davis *Assistant Professor of English*
 B.A. (1994) Brown; Ph.D. (2002) Johns Hopkins University
 Satyan Devados *Assistant Professor of Mathematics*
 B.S. (1993) North Central College; Ph.D. (1999) Johns Hopkins University
 Alan de Brauw *Assistant Professor of Economics*
 B.A. (1994) Carleton College; Ph.D. University of California, Davis
 Alan de Gooyer *Part-time Lecturer in English*
 B.A. (1991) Colorado State; Ph.D. (1994) University of Virginia
 Richard D. De Veaux *Professor of Statistics*
 A.B. (1973) Princeton; Ph.D. (1986) Stanford
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 C.A.P.E.S. (1970) Clermont-Ferrand; Ph.D. (1980) University of Massachusetts
 David P. Dethier *Edward Brust Professor of Geology and Mineralogy*
 B.A. (1972) Dartmouth; Ph.D. (1977) University of Washington
 ** Monique Deveau *Assistant Professor of Political Science and Fellow of the Oakley Center
for the Humanities and Social Sciences, First Semester*
 B.A. (1989) McGill; Ph.D. (1997) Cambridge
 Charles B. Dew *Charles R. Keller Professor of History*
 B.A. (1958) Williams; Ph.D. (1964) Johns Hopkins
 *** William DeWitt *C. Carlisle and Margaret Tippit Professor of Biology*
 B.A. (1961) Williams; Ph.D. (1966) Princeton
 Margaret Diggs *Part-time Lecturer in the Arts and Humanities*
 B.A. (1968) George Washington; M.F.A. (1975) Cranbrook Art Academy
 Hsiu-huei Lin Domizio *Visiting Assistant Professor of Chinese*
 Georges B. Dreyfus *Professor of Religion*
 Bachelors (1969) La Chaux-de-Fonds; Ph.D. (1991) University of Virginia
 Helga Druxes *Professor of German*
 A.M. (1985) Brown; Ph.D. (1987) Brown
 *William C. Dudley *Assistant Professor of Philosophy and Fellow of the Oakley Center
for the Humanities and Social Sciences*
 B.A. (1989) Williams; Ph.D. (1998) Northwestern
 Susan Dunn *Professor of Romance Languages*
 A.B. (1966) Smith; Ph.D. (1973) Harvard
 Samuel Y. Edgerton, Jr. *Amos Lawrence Professor of Art*
 B.A. (1951) University of Pennsylvania; Ph.D. (1965) University of Pennsylvania
 *** David B. Edwards *Professor of Anthropology*
 B.A. (1975) Princeton; Ph.D. (1986) University of Michigan
 Holly Edwards *Part-time Lecturer in Art*
 B.A. (1975) Princeton; Ph.D. (1990) New York University Institute of Fine Arts
 Joan Edwards *Washington Gladden 1859 Professor of Biology and College Marshal*
 B.A. (1971) University of Michigan; Ph.D. (1978) University of Michigan
 Susan L. Engel *Lecturer in Psychology and Director of Education Program*
 B.A. (1980) Sarah Lawrence; Ph.D. (1986) City University of New York
 David Eppel *Professor of Theatre*
 B.A. (1971) University of Cape Town; M.F.A. (1986) Columbia

Faculty

- Edward A. Epping *Alexander D. Falck Class of 1899 Professor of Art*
 B.A. (1970) Western Illinois University; M.F.A. (1973) University of Wisconsin
- Richard J. Farley *Assistant Professor of Physical Education*
 B.S. (1968) Boston University; M.Ed. (1974) Boston University
- Peter K. Farwell *Assistant Professor of Physical Education*
 B.A. (1973) Williams; M.A. (1990) Central Michigan
- * Kaye Husbands Fealing *Professor of Economics*
 B.A. (1981) University of Pennsylvania; Ph.D. (1990) Harvard
- Steven Fein *Professor of Psychology*
 A.B. (1986) Princeton; Ph.D. (1991) University of Michigan
- Ronald L. Feldman *Artist-in-Residence in Orchestral/Instrumental Performance*
 B.M. (1971) Boston University School for the Arts;
- ** Zirka Z. Filipczak *Massachusetts Professor of Art*
 B.A. (1964) Barnard; Ph.D. (1973) Harvard
- * Robert L. Fisher, Jr. *Assistant Professor of Physical Education*
 B.A. (1970) St. Lawrence; M.Ed. (1974) St. Lawrence
- Stephen E. Fix *Robert G. Scott '68 Professor of English and
Coordinator of the Tutorial Program*
 A.B. (1974) Boston College; Ph.D. (1980) Cornell
- Antonia E. Foias *Assistant Professor of Anthropology*
 B.A. (1987) Harvard/Radcliffe; Ph.D. (1996) Vanderbilt University
- Kevin R. Forkey *Part-time Lecturer in Physics*
 B.A. (1981) Cornell
- Michael Fortunato *Visiting Professor of Economics*
 A.B. (1976) Columbia University; Ph.D. (1984) Harvard University
- Soledad Fox *Assistant Professor of Romance Languages*
 B.A. (1990) Sarah Lawrence College; Ph.D. (2001) City University of New York
- * Jennifer Frankl *Assistant Professor of Economics*
 B.A. (1987) Princeton; Ph.D. (1996) University of California, Berkeley
- Sekou M. Franklin *Visiting Assistant Professor of Political Science*
- Hilary F. French *Class of 1946 Visiting Professor of International Environmental Studies, First
Semester*
 A.B. (1986) Dartmouth College; M.A. (1996) Fletcher School of Law - Tufts
- Jennifer L. French *Assistant Professor in Latin-American Literature and Spanish Language*
 B.A. (1995) College of William & Mary; Ph.D. (2001) Rutgers
- Elliot M. Friedman *Assistant Professor of Psychology*
 A.B. (1985) Columbia; Ph.D. (1993) University of Wisconsin, Madison
- Stephen N. Freund *Assistant Professor of Computer Science*
 B.S. (1995) Stanford; Ph.D. (2000) Stanford
- ** Charles J. Fuqua (retiring 12/31/02) *Garfield Professor of Ancient Languages*
 A.B. (1957) Princeton; Ph.D. (1964) Cornell
- James A. Ganz, *Part-time Lecturer in the Graduate Program in Art History*
 B.A. (1986) Trinity College; M. Phil. (1995)
- Alexandra Garbarini *Boskey Visiting Assistant Professor of History, Second Semester*
 B.A. (1994) Williams College; C. Phil (1998) UCLA
- Sarah S. Gardner *Visiting Assistant Professor of Environmental Studies, First Semester*
 B.A. (1985) Smith; Ph.D. (2000) CUNY
- Thomas A. Garrity *Professor of Mathematics*
 B.S. (1981) University of Texas; Ph.D. (1986) Brown
- Amy Gehring *Assistant Professor of Chemistry*
 B.A. (1994) Williams College; Ph.D. (1998) Harvard University
- Chris R.A. Geiregat *Assistant Professor of Economics*
 B.A. (1991) Universiteit Ghent-Belgium; M.A. (1996) Johns Hopkins University
- Steven B. Gerrard *Professor of Philosophy*
 B.A. (1978) Amherst; Ph.D. (1987) University of Chicago
- Michael A. Glier *Associate Professor of Art*
 B.A. (1976) Williams; M.A. (1979) Hunter
- Louise E. Glück *Preston S. Parish '41 Third Century Senior Lecturer in English*
- George R. Goethals II *Webster Atwell—Class of 1921 Professor of Psychology*
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Class of 1924 Professor of English
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- Bradley Wells *Artist-in-Residence in Choral and Vocal Performance and
Part-time Lecturer in Music*
B.A. (1984) Principia College; M.M.A. (1998) Yale
- Peter S. Wells *Assistant Professor of Physical Education,
Coordinator of Crew Programs, and Head Coach of Men's Crew*
B.A. (1979) Williams
- Carmen Whalen *Assistant Professor of History*
B.A. (1985) Hampshire College; Ph.D. (1994) Rutgers
- Michael F. Whalen *Assistant Professor of Physical Education*
B.A. (1983) Wesleyan; M.P.E. (1986) Springfield College
- Dwight L. Whitaker *Assistant Professor of Physics*
B.S. (1992) University of Connecticut; Ph.D. (1999) Brown
- Alan E. White *Mark Hopkins Professor of Philosophy*
B.A. (1972) Tulane; Ph.D. (1980) Pennsylvania State
- Ralph White *Assistant Professor of Physical Education*
B.S. (1974) Penn State University
- James Wilberding *Assistant Professor of Philosophy*
B.A. (1994) University of Notre Dame; Ph.D. (2002) University of Chicago
- * Craig S. Wilder *Assistant Professor of History*
B.A. (1987) Fordham; Ph.D. (1994) Columbia
- Gladys Rose Wilkerson *Gaius Charles Bolin Fellow in African-American Studies*
B.A. (1992) Spellman College; M.A. (1998) Indiana University
- Heather Williams *Professor of Biology*
B.A. (1977) Bowdoin; Ph.D. (1985) Rockefeller
- * Alex W. Willingham *Professor of Political Science and Fellow of the Oakley Center
for the Humanities and Social Sciences*
B.A. (1963) Southern University, Baton Rouge; Ph.D. (1974) U.N.C., Chapel Hill
- Gordon C. Winston *Professor of Economics and
Orrin Sage Professor of Political Economy*
A.B. (1950) Whitman; Ph.D. (1964) Stanford
- Janine Wittwer *Assistant Professor of Mathematics*
B.A. (1993) New York University; Ph.D. (2000) University of Chicago
- Reinhard A. Wobus *Edna McConnell Clark Professor of Geology*
A.B. (1962) Washington University; Ph.D. (1966) Stanford
- * K. Scott Wong *Associate Professor of History*
B.A. (1976) Rutgers; Ph.D. (1992) University of Michigan
- ** James B. Wood *The Wilmott Family Third Century Professor of History*
B.A. (1968) Florida Presbyterian; Ph.D. (1973) Emory
- William K. Wootters *Barclay Jermain Professor of Natural Philosophy*
B.S. (1973) Stanford; Ph.D. (1980) University of Texas
- Reiko Yamada *Professor of Japanese*
Ph.D. (1988) Cornell
- * Kasumi Yamamoto *Assistant Professor of Japanese and Fellow of the Oakley Center
for the Humanities and Social Sciences, Second Semester*
B.A. (1985) Columbia; Ph.D. (1999) Cornell
- Safa R. Zaki *Assistant Professor of Psychology*
B.A. (1989) American University, Cairo; Ph.D. (1996) Arizona State University
- Betty Zimmerberg *Professor of Psychology*
B.A. (1971) Harvard; Ph.D. (1976) C.U.N.Y.
- David J. Zimmerman *Associate Professor of Economics*
B.Comm. (1985) University of Toronto; Ph.D. (1992) Princeton
- * Steven J. Zottoli *Howard B. Schow '50 and Nan W. Schow Professor of Biology*
B.A. (1969) Bowdoin; Ph.D. (1976) University of Massachusetts

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.A. (1984) S.U.N.Y., Binghamton; 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	
Christine O. Ménard	<i>Reference and Electronic Resources Librarian</i>
B.A. (1987) University of Tours, France; M.A. (1988) 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	
Lori A. DuBois	<i>Reference and Instruction Librarian</i>
B.A. (1994) Colby College; M.S.L.S. (1997) University of Illinois at Urbana-Champaign	
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>
B.A. (1982) Providence College	
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; A.M.L.S. (1976) University of Michigan	

FACULTY-STUDENT COMMITTEES 2001-2002

Academic Standing: Sherron E. Knopp, *Chair*, Cheryl D. Hicks, Cornelius C. Kubler, Barbara Staudt Lerner, James L. Nolan, Jr., Janine E. Wittwer, Nancy A. Roseman*, Kerry A. Christensen*, Richard L. Nesbitt*, Charles R. Toomajian, Jr.*

Appointments and Promotions: Kim B. Bruce, David B. Edwards, Stephen Fix, Catharine B. Hill*, Thomas A. Kohut*, Morton Owen Schapiro*.

Calendar and Schedule: Cesar E. Silva, *Chair*, Annemarie Bean, Anand V. Swamy, Barbara A. Casey*, Robert L. Fisher*, Peter D. Grudin*, Sarah M. Iams '04, Ari S. Kessler '04, Ronit Y. Stahl '02.

Chapin Library: Barbara E. Takenaga, *Chair*, George T. Crane, Robert M. Savage, David M. Pilachowski*, Robert L. Volz*.

Educational Policy: Andrea Danyluk, *Chair*, Daniel P. Aalberts, Julie A. Cassiday, Joseph L. Cruz, Matthew A. Kraus, Regina G. Kunzel, Lawrence E. Raab, Nancy A. Roseman*, Thomas A. Kohut*, Charles R. Toomajian, Jr.*, Morton Owen Schapiro*, Morgan N. Barth '02, Michael T. Simerman '02, Ronit Y. Stahl '02, Jennifer L. Roizen '03, Anastasia D. Moro '04.

Faculty Review: Sarah R. Bolton, Alison A. Case, Jill M. Constantine, David P. Dethier, Stephen Fix, Antonia E. Fois, Michael A. Glier, Gary J. Jacobsohn, Vassiliki Panoussi, Steven J. Swoap, Reinhard Wobus, K. Scott Wong.

Honorary Degrees: Suzanne L. Graver, Kevin M. Jones, Peter J. Montiel, Joan Edwards*, Morton Owen Schapiro*.

Honor System-Discipline: Robert F. Dalzell, Jr.†, *Chair of Discipline Committee* and *Chair of Honor Committee*, Thomas A. Garrity†, Ju-Yu Scarlett Jang, Peter D. Low†, George M. McCormack, Vassiliki Panoussi†, Caroline B. Reeves, Steven J. Swoap, Nancy A. Roseman*†, Nicholas D. Brandt '02†, Andrew M. Woolf '02†, Freedom Oeur '03†, Jacob A. Poushter '03†, Casey A. Czubay '04†, Marsha T. Francis '04†, Denise A. Nunes '05†, Abigail J. Whitbeck '05†.

Information Technology: Ed Epping, *Chair*, Jonathan H. Conning, Ileana Perez Velazquez, Heather Williams, Richard S. Myers*, David M. Pilachowski*, Charles R. Toomajian, Jr.*, Dinny S. Taylor*, Benjamin S. Isecke '02, Jacob M. Eisler '04, Samantha L. Orme '02.

Lecture: David L. Smith, *Chair*, Jennifer B. Austin, Antonia E. Fois, Bradley C. Wells.

Library: Darra J. Goldstein, *Chair*, George T. Crane, David P. Dethier, Catharine B. Hill*, David M. Pilachowski*, Robert L. Volz*, Darlene P. Forde '03.

Priorities and Resources: Colin C. Adams, *Chair*, Michael A. Glier, Cathy M. Johnson, Peter Just, Stephen R. Birrell*, Keith C. Finan*, Catharine B. Hill*, Richard S. Myers*, Helen Ouellette*, Healy F. Thompon '03, Susan M. Combs '04.

Steering: Craig S. Wilder, *Chair*, Ronadh Cox, William J. Lenhart, Amy D. Podmore, Leyla Rouhi, David J. Zimmerman.

Undergraduate Life: Charles B. Dew, *Chair*, Denise K. Buell, William C. Dudley, Susan L. Engel, Steven J. Kuster, Norma Lopez*, Thomas D. McEvoy*, Joslyn R. Nolasco '02, John L. Phillips '02, Khurram K. Ahmed '03, Susan M. Combs '04, Andrew G. Nathenson '04.

Faculty-Student Committees, Special Advisors

Winter Study Program: James R. Mahon, Jr., *Chair*, Joseph W. Chihade, Peter T. Murphy, Lara D. Shore-Sheppard, Jefferson Strait, Barbara A. Casey*, Lee B. Dalzell*, Kate L. Forssell '02, Kuda K. Mutyambizi '03, Elizabeth A. Hatcher '04, Anne E. Newcomer '04.

* Ex-officio

† Honor Subcommittee

Commission on Diversity and Community: Steven B. Gerrard, *Chair*, Cecilia Chang, Liza Johnson, Scott A. Lewis, Gail M. Newman, Enrique Peacock-López, Alex W. Willingham, Nancy J. McIntire, *Liason*, Jonathan T. Chow '03, Michael L. Fluellen, Jr. '03, Natalie S. Bump '04, Jeffrey R. Nelson '04, Caroline N. Taylor '04.

SPECIAL ADVISORS 2002-2003

Architecture: Ann K. McCallum

Business Schools and Business Opportunities: Fatma Kassamali

Divinity Schools: Richard E. Spalding

Engineering: Jefferson Strait

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

Health Professions Advisor: Charles H. Stevenson

International Student Advisor: Amy Pettengill Fahnestock

Law Schools: Mary M. Winston

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: Saul M. Kasson

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 2002-2003, these advisors are:

Peter Grudin, *Assistant Dean of the College*
David Johnson, *Interim Associate 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*
Stephen Collingsworth, *Coordinator of Lesbian, Gay, Bisexual, Transgender Issues*
Nancy McIntire, *Assistant to the President and Affirmative Action Officer*
Richard Spalding, *Chaplain to the College*
Martha Tetrault, *Director of Human Resources*
Robert Wright, *Associate Director of Human Resources*
Donna Denelli-Hess, *Health Educator*
Ruth Harrison, *Director of Health*
Carlos Silva '04
Healy Thompson '03
Karen Swann, *Professor of English* (Fall 2002)
Cathy Johnson, *Professor of Political Science* (Spring 2003)
Tiku Majumder, *Associate Professor of Physics*
Paula Moore Tabor, *Associate Director of Alumni Relations*
Bruce Wheat, *Instructional Technology Specialist*

STANDING PANELS FOR DISCRIMINATION GRIEVANCE PROCEDURES

The grievance committee that hears cases of alleged discrimination is appointed from a standing panel consisting of thirty-two persons drawn from several College panels and from the College Council. Its membership also includes a minority faculty and staff representative. Two panel members—one a member of the faculty, the other of the staff—stand ready to chair the grievance committee appointed to hear a particular case. The members of the standing panel are:

Faculty Review Panel: Daniel Aalberts, Joseph Cruz, David Dethier, Charles Dew, Antonia Foias, Michael Glier, Laurie Heatherington, Guy Hedreen, Cathy Silber, Karen Swann, Steven Swoap, Reinhard Wobus

Provost's Panel: Susan Bernardy, Michael Frawley, Robin Kibler, Richard Nesbitt, Charles Toomajian, Pamela Turton

Vice President's Panel: William Harold, Robert Jarvis, Kelly Kervan, Beatrice Miles, Paula Moore Tabor, Lori Tolle

College Council Panel: Caroline Fan '03, Claudene Marshall '03, Kerel Nurse '05, Mark T. Rosenthal '03, Thomas White '04, Ricardo Woolery '05

Minority Faculty-Staff Representatives: Sandra Burton, Fatma Kassamali

Faculty Chair: Appointed by President

Staff Chair: Appointed by President

OFFICES OF ADMINISTRATION 2002-2003

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
 David L. Brodigan *Director of Institutional Research*
 B.A. (1967) University of Minnesota; Ph.D. (1973) University of Minnesota
 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 for the Budget and Analysis*
 B.A. (1991) University of Virginia; M.Ed. (1993) University of Virginia; Ph.D. (1999) University of Virginia
 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
 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; A.M. (1969) Harvard; 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 and Mortgage Consultant*
 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
 Sarah M. Barger *Alumni Relations Intern*
 B.A. (2002) Williams
 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

Enoch J. Blazis B.S. (1987) U.S. Naval Academy	<i>Associate Director of 25th Reunion Program</i>
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 and 25th Reunion Program</i>
Heather L. Cousoule 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 Major Gifts</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>Director of the 50th Reunion Program</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>
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>
Rebecca Logue B.A. (1999) Williams	<i>Assistant Director of Alumni Relations</i>
Amy T. Lovett B.A. (1994) University of Richmond	<i>Editor of Alumni Publications</i>
Teresa J. Lucia A.S. (1980) Berkshire Community College	<i>Production Manager</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>
Lynn Ann Murphy B.A. (1998) Bennington College	<i>Development Research Specialist</i>
Christine DeMasi Naughton B.A. (1999) Massachusetts College of Liberal Arts	<i>Events Manager</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>

Offices of Administration

Jennifer J. Small B.A. (1988) Union College; M.P.H. (1995) University of Massachusetts, Amherst	<i>Senior Development Officer</i>
Paula Moore Tabor B.A. (1976) Williams; Ed.M. (1989) Harvard	<i>Associate Director of Alumni Relations</i>
Tracey D. Tidgewell B.A. (1994) University of Norte Dame; J.D. (1998) University of Virginia	<i>Associate Director of Planned Giving</i>
Stephen M. Tomkowicz B.S. (1985) Massachusetts College of Liberal Arts	<i>Senior Programmer/Analyst</i>
Robert H. White B.A. (1977) Colgate	<i>Director of Communications</i>
Catherine M. Yamamoto B.B.A. (1973) University of Wisconsin	<i>Development Officer, Alumni Fund</i>

Office of Admission

Richard L. Nesbitt B.A. (1974) Williams; M.S.Ed. (1985) University of Pennsylvania	<i>Director of Admission</i>
Gina M. Coleman B.A. (1990) Williams; M.Ed. (2000) Massachusetts College of Liberal Arts	<i>Associate Director of Admission</i>
Frances B. Lapidus B.S. (1966) Maryland; M.Ed. (1978) Massachusetts College of Liberal Arts	<i>Associate Director of Admission</i>
Constance D. Sheehy B.A. (1975) Williams; M.Ed. (1995) Massachusetts College of Liberal Arts	<i>Associate Director of Admission for Operations</i>
Nathaniel Budington B.A. (1979) Johnston College	<i>Assistant Director of Admission</i>
Karen J. Parkinson A.B. (1970) Mount Holyoke; M.Ed. (1976) University of Rochester	<i>Assistant Director of Admission</i>
Lauren E. Posner B.A. (1989) Smith; M.S.W. (1992) Columbia University School of Social Work	<i>Assistant Director of Admission</i>
Matthew A. Swanson B.A. (1997) Williams	<i>Assistant Director of Admission</i>

Office of Campus Safety and Security

Jean M. Thorndike B.S. (1986) Southern Vermont College	<i>Director of Campus Safety</i>
David J. Boyer B.S. (1982) Westfield State College	<i>Associate Director of Security</i>

Office of Career Counseling

Fatma Kassamali B.A. (1970) Cedar Crest; M.S. (1972) Syracuse	<i>Director of Career Counseling</i>
Mary M. Winston B.A. (1987) Massachusetts College of Liberal Arts	<i>Associate Director of Career Counseling</i>
Dawn M. Dellea B.S. (1992) Northeastern University	<i>Career Counselor</i>
Ronald L. Gallagher B.S. (1976) Springfield; A.S. (1974) Springfield Technical College	<i>Alumni Internship Program Counselor</i>

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 (NY)	<i>Chaplain to the College and Coordinator of Community Service</i>
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	<i>Associate Chaplain</i>
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	<i>Associate Chaplain</i>

Conference Office

Marjorie M. Wylde B.A. (1964) Regis	<i>Director of Conferences</i>
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Office of the Controller

Susan S. Hogan, CPA B.S. (1980) Syracuse	<i>Controller</i>
Karen P. Jolin B.S. (1982) Massachusetts College of Liberal Arts	<i>Director of Financial Information Systems</i>

Offices of Administration

David W. Holland B.S. (1967) Suffolk University	<i>Bursar</i>
Sandra A. Connors Kelly F. Kervan B.S. (1990) North Adams State College	<i>Supervisor of Gift and Grant Accounting Accountant</i>

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/Student Employment Coordinator</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>Psychotherapist</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 Sporbert 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

Charles H. Stevenson	<i>Health Professions Advisor and Director of the Math Science Resource Center</i>
B.A. (1993) Williams College; M.S. (2002) Rensselaer Polytechnic Institute	

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 B.S. (2002) Business Administration, Massachusetts College of Liberal Arts	<i>Benefits Administrator</i>

Office for Information Technology

James F. Allison B.S. (1972) Tufts; M.B.A. (1994) Clark	<i>Project Manager</i>
Nicole E. Anagnos B.A. (1998) University of Massachusetts; M.Ed. (2002) Massachusetts College of Liberal Arts	<i>Help Desk Specialist</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>

Offices of Administration

Ashley W. Frost B.A. (1992) Williams	<i>Networks and Systems Administrator</i>
Lance E. Gallup	<i>Assistant Networks and Systems Administrator</i>
John B. Germanowski B.A. (1986) Williams	<i>Project Manager</i>
Todd M. Gould B.A. (1996) Massachusetts College of Liberal Arts	<i>Media Lab Coordinator</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>
Criss S. Laidlaw B.A. (1982) Carleton College	<i>Director of Administrative Information Systems</i>
Benjamin D. LaRoche B.C.C. (1995) Champlain College	<i>Network Projects Administrator</i>
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	<i>Networks and Systems Administrator</i>
Milos Mladenovic B.A. (1994) Yale	<i>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>
Philip F. Remillard B.A. (1978) Boston University	<i>Media Services Specialist</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>
Lynn M. Singer B.A. (1978) University of Massachusetts; M.Ed. (2001) Massachusetts College of Liberal Arts	<i>Desktop Support Specialist</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>
Jason Taylor B.A. (1999) University of Maryland	<i>Database Integration Specialist</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 B.M. (1973) Eastman School of Music	<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>
Lisa Melendy M.S. (1985) University of Massachusetts	<i>Senior Women's Administrator and Assistant Director of Athletics</i>

Offices of Administration

Karen Whalen
B.S. (1988) Temple University
Coordinator of Business and Financial Planning

Michael J. Frawley
B.S. (1987) Bridgewater State; M.S. (1988) Old Dominion
Director of Sports Medicine

Gary J. Guerin
B.S. (1975) Boston University
Assistant Director for Operations, Athletics

Ronald A. Stant
Lisa Wilk
B.S. (1992) Northeastern; M.S. (1995) Indiana State
Trainer
Assistant Trainer

Holly E. Silva
B.S. (1977) Southern Connecticut State College; M.F.A. (1987) Smith College
Assistant Coordinator of Dance

Office of Public Affairs

James G. Kolesar
B.A. (1972) Williams
Director of Public Affairs

Heather H. Clemow
B.A. (1975) Stephens College; M.S. (1976) Nova University
Director of Publications for the Office of Public Affairs

A. Jo Procter
B.A. (1960) Antioch College; M.S. (1987) Boston University
News Director

Dick Quinn
B.A. (1973) Holy Cross; M.S. (1989) Iona
Assistant Director of Public Affairs, Director of Sports Information

Michael Burdick
Alicia Smith
Web Manager
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
B.A. (1983) Wesleyan University; Ed.M. (1996) North Adams State College
Coordinator of Special Academic Programs

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
Administrative Director of the Center for Foreign Languages, Literatures and Cultures

Multicultural Center

Regina Kunzel
B.A. (1981) Stanford; Ph.D. (1990) Yale
Director of the Multicultural Center

Gail Bouknight-Davis
Stephen D. Collingworth
B.A. (1992) Ohio State University; M.A. (1994) Ohio State University
Associate Director of the Multicultural Center
Coordinator of Lesbian, Gay, Bisexual, Transgender Issues

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

Offices of Administration

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

Linda A. Reynolds
B.S. (1970) University of Connecticut; M.A. (1979) New York University; M.A. (1993) Williams
Slide Librarian, Art

Anne R. Skinner
B.A. (1961) Radcliffe; Ph.D. (1966) Yale
Safety Officer

Adams Memorial Theatre

Cosmo A. Catalano, Jr.
B.A. (1976) University of Iowa; M.F.A. (1979) Yale
Production Manager

Deborah A. Brothers
B.A. (1976) University of New Orleans; M.F.A. (1979) California Institute of the Arts
Costume Designer

George T. Aitken, Jr.
Senior Scene Technician

Laura Andruski
Production Associate

Buildings and Grounds

Stephen G. Mischisin
B.S.M.E. (1980) Rutgers University
Director of Facilities and Auxiliary Services

TBA
Director of Operations

Eric L. Beattie
B.S. (1981) University of Vermont
Director for Facilities Planning and Construction

Timothy J. Reisler
B.A. (1983) Wheaton College; M.B.A. (1992) Western New England College
Assistant Director for Administrative Services

Christopher Williams
B.F.A. (1978) Pratt Institute
Assistant Director for Architectural Services

Thomas A. Bona
B.S. (2000) Westfield State College
Architectural Maintenance Supervisor

Michael R. Briggs
Construction Supervisor

Donald B. Clark
B.S. (1971) St. Lawrence University
Mechanical Maintenance Supervisor

Christina A. Cruz
B.S. (1982) University of Wisconsin; Ed.M. (1997) Massachusetts College of Liberal Arts
Special Assistant to the Director of Facilities and Auxiliary Services

Bruce J. Decoteau
Construction Supervisor

Ronald N. Favreau
Manager of Office Services/Purchasing Coordinator

David F. Fitzgerald
B.S. (1980) University of Massachusetts; M.S. (1982) Washington State University
Horticulturist and Grounds Supervisor

Robert C. Jarvis
B.A. (1952) University of Miami
Construction Supervisor

Thomas R. Mahar
A.S. (1999) Berkshire Community College
Construction Supervisor

Robin S. Malloy
B.S. (1981) Brandeis University; J.D. (1987) Rutgers University School of Law-Newark
Manager of Real Estate and Housing

Beatrice M. Miles
Manager of Custodial Services and Special Functions

Joseph M. Moran
A.S. (1998) Berkshire Community College
Manager of Environmental Health & Safety

Jean F. Richer
A.S. (1967) St. Joseph College
Manager of Telecommunications

Martin Zimmerman
B.A. (1965) University of Michigan; M.C.P. (1969) University of Michigan
Facilities Manager

Dining Services

TBA
Director of Dining Services

Helen C. Aitken
B.A. (1995) Southern Vermont College
Associate Director of Dining Services

Offices of Administration

Alexandre M. da Silva	<i>Associate Director of Dining Services for Operations</i>
B.S. (1991) Norfolk State University; M.S. (1997) Penn State	
TBA	<i>Assistant Director of Dining Services, Catering</i>
Martin E. Blake	<i>Unit Manager</i>
Michael A. Cutler	<i>Unit Manager</i>
Erwin Bernhart	<i>Manager of the Faculty House/Alumni Center</i>
Peter Landry	<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>

Williams College Museum of Art

Linda B. Shearer	<i>Director of the Williams College Museum of Art</i>
B.A. (1968) Sarah Lawrence	
Jonathan W. Cannon	<i>Public Relations Coordinator</i>
B.A. (1996) Colby College; M.A. (2001) Middlebury College	
Melissa C. Cirone	<i>Director of Communications</i>
B.A. (1979) Holy Cross College	
Diane Hart	<i>Museum Registrar</i>
B.A. (1977) Virginia Tech; M.A. (1986) Virginia Commonwealth University	
Stefanie Spray Jandl	<i>Andrew W Mellon Curatorial Associate</i>
B.A. (1983) University of Southern California; M.A. (1993) Williams	
Nancy Mowll Mathews	<i>Eugénie Prendergast Curator</i>
B.A. (1968) Goucher College; Ph.D. (1980) N.Y.U. Institute of Fine Arts	
Hideyo Okamura	<i>Chief Preparator</i>
B.A. (1984) Eastern Oregon State College; Diploma, Studio Program (1986); Certificate, Traveling Scholars Program (1987) School of the Museum of Fine Arts	
Vivian L. Patterson	<i>Curator of Collections</i>
B.A. (1977) Williams; M.A. (1980) Williams	
Judith M. Raab	<i>Director of Membership and Events</i>
B.A. (1961) University of North Carolina, Chapel Hill	
Barbara G. Robertson	<i>Director of Education</i>
B.A. (1983) Hampshire	
Deborah Menaker Rothschild	<i>Curator of Exhibitions</i>
B.A. (1971) Vassar; Ph.D. (1990) N.Y.U. Institute of Fine Arts	
John R. Stomberg	<i>Associate Director of Administration and Programs</i>
B.A. (1987) Georgetown University; M.A. (1990) Boston University; Ph.D. (1999) Boston University	

DEGREES CONFERRED JUNE, 2002

Conferring of the Degree of Master of Arts

Brett Stephen Abbott
Abigail M. Guay
Sarah Kathryn Kozlowski
Paul Martineau
Tara Cooke McDowell

Kathryn Ann Price
*Victoria Ana-Teresa Sancho
Robert S. Slifkin
Gretchen L. Wagner

*Clark Fellow

Conferring of the Degree of Master of Arts in Development Economics

Nur Ahmed
Kiki Nindya Asih
Eddy Castro Alpizar
Reuben Kipchirchir Cheres
Saltanat Dospaeva
Lawrence Egulu
Catherine Galdava
Maia Gikoshvili
Rafkat F. Hasanov
Tefera Lemma Jima
Hamelmal Teklehaimanot Kahsay
Luabeya Kapiamba
Rahnuma Salam Khan
Luis Manuel Padilla Larios

David Lezhava
Sungura Isengese Mashini
Moinuddin
Francia Rivera Molina
Worawan Plikhamin
Abid Qamar
Raushan Kabideshevna Sembayeva
Nia Sharashidze
Mary Takavarasha
Theingi Than
Beaven Matengu Walubita
Aloysius Donanto Herry Wibowo
Charmanee Nadeesha De Alwis Wijesingha

Bachelor of Arts, Summa Cum Laude

†*Emily Patricia Balskus, with highest honors in
Chemistry
*Aimee Rose Candelore
*Megan Elissa Delehanty
*Katherine Keleher Desormeau, with highest
honors in *Literary Studies*
*Kristina Gray Fisher
*Christopher Edward Goggin
*Johanna Dorothy Heinrichs, with highest honors
in *Art*
*Bradley Thomas Howells
†Theresa Cunningham O'Brien, with honors in
Biology
*Julia Ann Snyder
†*Adam Hawthorne Steeves, with highest honors in
Chemistry

Bachelor of Arts, Magna Cum Laude

*Jessica Ruth Bauman, with honors in *Biology*
*Laura Marie Bennett, with honors in *History*
†*Steven James Biller, with highest honors in
Biology
Laura Elizabeth Bothwell
Sebastien Jerome Bradley
*Rachel Emily Brodie
Christopher Joseph Bruno, with honors in
Economics
*Benjamin Zenas Tappan Cannon, with honors in
English
†*Kelley Robin Cardeira, with highest honors in
Psychology
†*Nathan Charles Cardoos, with highest honors in
Geosciences
*Benjamin Wilk Chaffee
†*David Young Chung, with honors in *Chemistry*
*Alana Laurie Clements, with honors in *Contract:
Women's and Gender Studies*
†*Bethany Elisa Cobb, with honors in *Astrophysics*

†*Sierra Ann Colavito, with highest honors in
Biology
*Aaron North DeBevoise
*Justine Renee DeYoung
*Rossen Lilianov Djagalov, with highest honors in
Russian
†*Stephen Charles Doret, with highest honors in
Physics
*Austin Wiley Duncan
Niki Fang, with honors in *Political Science*
Caleb Isaac Fassett
†*Alexander Graham Glenday, with honors in
Physics
*Ezra Goldschlager
*Carolyn Joan Greene, with highest honors in
History
†*Sarah Rachel Hart, with highest honors in
Neuroscience
†*Carrie Preston Jones, with highest honors in
Chemistry
*Lisa Jong
*Julie Anne Joosten, with honors in *English*
†*Eric Michael Katerman, with highest honors in
Mathematics
*Stephen McAllister Kerr
*Sarah Elizabeth Knup
*Zachary Beaird Lamb
*Jennifer Wang Lee
*Joshua David Lefkowitz
†*Susan Elizabeth Levin, with highest honors in
Biology
*Karen Melissa Lichtman
*Matthew William Luedke, with honors in *Biology*
*Jessica Beth Marmor, with honors in *English*
*Angela Rebecca Early Marques
*Anselm Thomas McClain, with honors in *English*
*Adrian Vincent Meli
*Maywa Montenegro, with honors in *Biology*
*Daniel Ibsen Morales
*Jamin Christopher Morrison

* Phi Beta Kappa

† Sigma XI

Degrees Conferred

*Michelle Renee O'Brien
†*Jonathan Andrew Othmer, *with honors in Mathematics*
*Jason Isaac Pack
†*Abigail Judith Rosenthal
*Daniel William Derbes Schwab
*Carolyn Anita Shank, *with highest honors in Classics*
Edlyn Amanda Smith
*Kitiya Sophonpanich
Ronit Yael Stahl
*Nicole Marie Stephens
†*Xiao Tan, *with highest honors in Biology*
*Ian Williams Tate, *with highest honors in History*
*Emily Andersen Thorson
Douglas Kameso Thunen
*Alan James Velander II, *with honors in Chemistry*
*Valentin Joachim von Amim
*Tron Roland Wang
*Christopher James Warshaw, *with highest honors in Economics*
Amy Yee
*June Hwa Yi
†*Feng Zhu, *with highest honors in Computer Science*

Bachelor of Arts, Cum Laude

Kate Lynn Alexander
Jonathan Aaron Bahr
Crystal Munhae Baik, *with highest honors in History*
Andrew Glen Beasley
Seth Steven Behrends
Ivelina Ivanova Borisova, *with honors in Art*
Laura Amot Brand
Heather Margaret Brutz
John Thomas Bryk II
Brian Joseph Burke
Jennifer Katherine Cahill
†Michael Chiorazzi, *with honors in Biology*
Noah Struthers Coburn, *with honors in Religion*
Adam Andrews Colestock
Henry Scott Comstock
David Martin Cooperman
Daniel Monroe Corry
Nicole Ashley Cosgrove
Patrick Manning Curtis, *with honors in Economics*
Jesse Jon Davis
Virginia Gibson Despard
Richard Alexander Dunn, *with highest honors in Economics*
Katherine Eleanor Foo
Mary Elizabeth Frost, *with honors in Art*
Meredith Alisa Fruchtmann
Elliott Fitzsimmons Gansner
Alexandre Garceau, *with honors in Economics*
Eric Richard Getty
David Matthew Glick
Hunter Alexander Greene
Hilary Rachael Hackmann, *with honors in Psychology*
Matthew Adams Haldeman
Sara Hausner-Levine
Kathryn Anne Hibbert
Laurel Ann Hickok
Frederick Theodore Hines
Nicholas Alexander Hiza, *with honors in Chemistry*
Elizabeth Belden Hole
Sara Michelle Horvitz

Abigail Naomi Jackson, *with honors in American Studies*
Kerstin Audrey Jager, *with honors in German*
Vickie Young Jo, *with honors in Biology*
Abigail Max Kagle
Patrick Brennan Kelly
Anna Weber Kneitel
Peter John Paul Krause III, *with highest honors in History*
†Kristen Ayn LeChevet, *with honors in Chemistry*
Andrea Michelle Lee
John Stephen Linehan
Kimberly Ann Massare
Emilie Claire Mathieu
Henry Sturgis Mathieu
Ryan Carty McDevitt
Robert Martin Ford McGehee
†Tiffany Marie Medina, *with honors in Psychology*
Iris Jee Moon
Jedrek Putta Mularski, *with honors in Contract: Latin American Studies*
Dana Lea Bartholomew Nelson
Clare Marie Newman
Jennifer Elyse Niernan, *with honors in Biology*
Samantha Louise Orme
Michael Ahn Paarlberg, *with honors in Political Science*
†John Michael Parman, *with honors in Physics*
Gisele R. Pinck
Joanna Simons Pons
Cynthia Hoe Posner, *with honors in Psychology*
Darci Ann Powell, *with honors in Sociology*
Eric Carl Powers
†Jessica Lee Purcell, *with honors in Biology*
Katherine Farrell Rahl
Edin Tanya Randall
Brendan Nolan Reid
Wesley Marc Reutimann
Elizabeth Sangwon Rha
Daniel Hersch Rosenblum
Michelle Lynne Ruby, *with honors in Biology*
Jonathan Robert Salter, *with highest honors in Music*
Megan Elizabeth Samenfild-Specht
Jennifer Ann Sawaya
Shenil Yasin Saya
Katie Anne Sharff
Leah Marinsky Sharpe
Michael Wayne Shipley
Jennifer Anne Simon
†Brooke Ray Smith, *with honors in Biology*
†Hans Friedrich Stabenau, *with honors in Physics*
Nicole Drabek Start
Caitlin Jane Stashwick
Alessandra Elizabeth Stewart
Andrea L. Stier
†Natalie Rose Tolejko, *with honors in Psychology*
Danielle Stacy Torin
Joseph Kolbe Urwitz
Kieran Clare Valley
Joshua Curtis Wakeham, *with highest honors in Sociology*
Derek Thomas Ward, *with highest honors in History*
Stokely Armstrong Weinberg, *with honors in History*
Hillary Gray Weinblatt, *with honors in Political Economy*
Daniel Werbel-Sanborn, *with honors in African and Middle Eastern Studies*
Miranda Knowles Whitmore

* Phi Beta Kappa

† Sigma XI

Degrees Conferred

Renea Alicia Whitmore
Matthew Aaron Wood
Andrew Michael Woolf
Ningchuan Zhu

Bachelor of Arts

Carolyn Sprague Adams
John Joseph Addorio
Sadaf Ahmad
Jennifer Christine Akey
Jonathan Michael Alexander
William Sperry Allen II
Chatiporn Assarat
Stephanie Carol Autran
John Kenneth Babcock
Trisha Marie Barbosa
Sarah Murphy Barger
Anne Evans Barnes
Morgan Nicholas Barth
Blair Abbott Bartlett
Philip Key Bartow III
Devin Carl Netherland Becker, *with highest honors in English*
Eric Jon Bellucci
Joseph Charles Bergeron III, *with honors in Economics*
Laurel Anne Bifano
Benjamin MacDowell Birney
Daniel Terice Bissex
Heather Ann Black
Zachary Robert Blume
Richard Page Bode
Owen Richard Boger
Marlene Marie Bonasera
Caitlin Neill Bowler
Jasmine Brooke Bradley
†Gabriel Barnes Brammer, *with honors in Astrophysics*
Nicholas Doran Brandt
Carla Monique Brathwaite
Jose Isauro Bravo Jr.
Cristin Lewis Brennan
Colin Reynolds Brooks
Matthew Barclay Brothers
Courtney Schuhl Brown
Catherine Elizabeth Bryant
Nolan Rice Burke
Joshua Moran Burns
Margaret Hannah Burr
Chelsey Blair Bushen
O'Neil Antonio Campbell
Jason Peter Carini
Maja Karin Carr
Rebekka Sue Carr
William Ralph Casolo
Derek Michael Chapman
Jason Christopher Chapman
Richard Khing Chau
Eloisa Chavez
Hong-wen Walther Chen
Christine Cheon
Carolyn Chevez
Christina Marie Cifone
Margaret Ruth Clark
Shoshana Cheever Clark
Lani Kai Clinton
Adam William Cluff
Elizabeth Templeton Cohan
Sean Kennedy Collins
Benjamin Duffield Connard
Daniel Joseph Cotuno
Marshall Kline Creighton

Jeffrey Michael Crudup
Laura Elizabeth Crum
Janet Marie Curran
William Henry Davidson
Nathaniel James Davis
Sophie Karine de la Barra
Paul Sebastian Di Blasi
Margaret Rose diZerega, *with honors in Women's and Gender Studies*
Benjamin David Doob
Margaret Ryan Dougherty
Michael Robert Dovorany, *with honors in Economics*
Maria Frances Drinane
Elizabeth Helen Dubinsky
Kathleen Corry Effler
Daniel Frederick Elsea
Jason Mather Enelow
Jordan Robert Engle
Jonathan Travis Ervin
Sergio Albert Espinosa III
Derrick Roberts Estes
David Kenyon Ewart
Erik John Fagan
Yobelin Maria Fernandez
Phoebe Whitman Fisher
Christine Eloise Fletcher
Stephen Andrew Floyd
David Benjamin Fontes
Kate Lewis Forssell
Joshua Nicholas Frankel
Katherine Oehrle French
Dilenia Frias
Rebecca Erin Fritz
Susan Laurel Fulmer
Craig William Fydenkevez
Meghana Dipti Gadgil
George Todd Gamblin
Maya Iliana Garcia
Rolando Ruben Garcia
Ted Peter Giannacopoulos
Bryce Tinker Gillespie
David Michael Gioiello III
Lara Elise Gogolak
John Basil Gogos
Scott Evan Goldberg
Erin Patricia Graham
Amanda Whitney Gramse
Jennifer Leigh Greene
Amandeep Singh Grewal
†Eli Solomon Groban, *with highest honors in Chemistry*
†Jessica Erin Grogan, *with honors in Psychology*
Barry Alexander Gross
Michael Benjamin Gross
Lydia Reckord Haile, *with honors in Classics*
Jessica Leigh Hais
Christopher Adam Hall
Edward Sangun Han
Ju Yeon Han
John Grey Hanley
John Alexander Hare
Jessica Susan Hartley
Miles Patten Hawley
Chabeth Gretchen Haynes
Elizabeth Blythe Healy
Karl Joseph Hein
Andrew Douglas Herr
Heather Lee Heyes
Carol Lynn Higgins, *with honors in Chemistry*
Noelle Ying Ho
Dwight Albert Ho-Sang Jr.
Travis Roswell Hobart

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† Sigma XI

Degrees Conferred

Matthew Bryan Holland
Irena Ruth Hollowell
Paul Matthew Holt
Alexander Neville Hood
Yvon Thomas Hopps
Daniel Adam Houck
Anne Leidy Huber-Richards
Britta Joanna Hult
Amenaghawon Christine Igharo
Benjamin Seth Isecke
Nalo Maenice Jackson
†Tracey Ann Jackson, *with honors in Chemistry*
Milos Richard Janicek
Rachel Louise Jenkins
Asa James Johnson
Jan Stefan Kaczmarek
Andrew Wade Keating
Matthew John Kelleher
Brian Adams Kelly
Jarod Cameron Kidd
Selma Kikic
Daniel June Kim
Gregory Hyun Kim
Mihye Kim
Susan Su Yeon Kim
James Matthew Kingsley
Lizette Klusmann
Vivian Lim Ko
Azusa Kobayashi
Katherine Holyoke Kohler
Hiroyuki Komura
Josef Harmer Korbel
Brent J. Kozel
Eva Pui-Si Kwok
Mike Hong-Shen Lan
Haydee Isabella Lanza
Paul Sebastian La Rosa
Conan Hollis Leary
Ramon Limon Jr.
Matthew Perri Lipinsky
Ian Dewolf Lockhart
Peter Thomas L'Official
Ayanna Maryse Louis-Charles
Isabel Stewart Lowell
Jason Bernard Lucas
Ernest Kai-Him Lui
†Anna Elizabeth MacIntosh, *with honors in Psychology*
Amit Kumar Mahajan
Christopher Dennis Maki
Adam Joseph Mancinone
William Stuart Marino
Candace Lindsey Marlow
Marcel Elias Martinez
Victoria Martinez
Joseph Tierney Masters
Franklin Mathieu Jr.
Heather Margaret Matthews
Casey Elizabeth Matthies
Jeffrey Michael McBride
Karen Marie McCloskey
Patrick Joseph McCurdy
Heidi Lynn McGowan
Jessica Ann McLeod
Laura Anne McMillian
Asha Nalin Mehta
Alexander Williams Meriwether, *with honors in Art*
Caroline Tierney Messmer
Brian Paul Michener
Michael Robert Minnefor
Andrew Thomas Mitchell
Kristin Marie Moo

Amber Bornhofft Moore
Eric Anderson Moore
Alexander Layton Morrison
Elizabeth Carol Moulton
Peter Edward Muñoz
John Richard Mumane
Jenny Ruth Myers
Nishant Nayyar
Michael Nazarian
Carolyn Barbara Nesvig
Jennifer L. Newton, *with honors in Geosciences*
John Bradley Nichol
Maximilian Felix Niederste-Ostholt
Joslyn Ryan Nolasco
Justin Jarret Oeltjen
Jessica Baron Ohly
Amanda Patrice Ötting
Jessica Margaret Paar
†Christine Marie Palmer, *with honors in Biology*
Kurt Harris Palmer
Rebecca Allene Parker-Johnson
Sasha Kamini Parmasad, *with honors in English*
Alix Blackmon Partnow, *with honors in Chemistry*
Victor Ellis Patterson
Jelani Kito Perry
Malcolm Golay Perry
Jamiyl Rashid Peters
Kathrin Ladd Peterson
Sarah Kathleen Philipp
John LaForest Phillips, *with honors in Political Economy*
Eric James Pierson
Andrew Jamel Pinkston
Stephanie Andrea Pirishis
Tenaya Rae Plowman
Jessica Leigh Poch
Josef Patrick Maurice Powell
Melissa S. Purdy
Brendan Michael Quinn
Alnardo Andrew Ramirez
Michael William Ramsburg
Janna Kristine Rearick
Michael Joseph Recht
Kevin Brannack Reilly
Michael Blaine Reisman
Victoria Gordon Restler
Steven Richard Rettke
Franklin Deon Reynolds
Sarah Jozina Reynolds
David Glen Wright Roberts Jr.
Mark William Robertson
Renee Tanique Robinson
Whitney Elizabeth Roe, *with honors in Art*
Peter James Rosenfeld
David Corwin Ross
David Peter Rowe
Julia Mary Ruchman
Ethan Hooper Rutherford, *with honors in English*
Evan Robert Rutkowski
Kenneth Jin Ryu
†Charles Lloyd Samuels, *with honors in Mathematics*
Melody Leonie Samuels
Kristen Crawford Samuelson
Mayerling R. Sanchez
Thomas Garrison Sanders Jr.
†Evan Stapleton Sandhaus, *with honors in Computer Science*
Benjamin David Sands
Jessica Mary Schaefer
Mark Robert Scialabba
Rachel Marie Seys

* Phi Beta Kappa

† Sigma XI

Degrees Conferred

Abid Hussain Shah
 Matthew James Shear
 Adam Joseph Sigrist
 Michael Thomas Simerman, *with highest honors in History*
 Adam Charles Sischy
 Sara Elisabeth Snow
 Frank Eckert Snyder
 Laura Chasen Spero
 Abigail Anna Spindel
 John H. Spivack
 Matthew Walter Starkey
 Eric Scott Stein
 Dana Lauren Steinberg
 Kelly Michele Steinmuller
 Joseph Nathaniel Stember
 LaToya Nichelle Stephens, *with honors in Philosophy*
 Elizabeth Webster Sterling
 Rebecca Lynn Steuer
 Erin Elizabeth Sullivan
 Luke Hughes Sundquist
 Kari Heather Sutherland
 Carisha Naomi Swanson, *with honors in American Studies*
 Luis Angel Taboada
 Craig Akira Tamamoto
 Chatchawin Tangjaitrong
 Erik Kerr Tarpley
 Gregory Aaron Thielker, *with honors in Art*
 Steele Stagmaier Thomas
 John Brown Thomison III
 Louise Langdon Tonn
 Emmett Patrick Tracy, *with highest honors in Classics*

Hongyui Simeon Tsao
 Lida Pollock Ungar
 Zoe Meredith Unger, *with honors in American Studies*
 John Roger Vance
 Natalia Elena Varela
 Jonnifer Leigh Vasse
 Mary Barnum Venter
 Jennifer Rutledge Veraldi
 Kimberly Wand
 Kisha Mann Watts
 Walker McCoy Waugh
 †Peter Jeremiah Webb, *with honors in Chemistry*
 Amanda Cathleen Weber
 John Cameron Weil
 Joshua Weinstein
 Danielle Anna Weiss
 Thomas John Welling Jr.
 Katherine Tony Werble
 Jennifer Dale Wetzel
 Erin Chase Wheeler
 Jonathan Andrew Wiener
 Ian Geoff Wilkofsky
 Diane Lynn Williams
 Jamie Gray Williams
 Marc Ian Williams
 Samuel Edens Wilson
 Forrest Matthew Wittenmeier
 Keiko Kailani Woliver
 Kathryn Rose Worth
 Willie Wu
 Patrick Caldwell Wylie
 Susie Yeo
 Bokhyun Yoo
 Christopher Nicolas Zerwas

CONFERRING OF HONORARY DEGREES

Convocation, September 2001

William H. Pierson, Jr.	L.H.D.
Whitney S. Stoddard	L.H.D.

Commencement, June 2002

Norman Borlaug	Sc.D.
Morris Dees	LL.D.
Frank Gehry	L.H.D.
Raymond F. Henze III	LL.D.
Antonia Hernández	LL.D.
Robert Moses	L.H.D.
Anna Jacobson Schwartz	LL.D.

* Phi Beta Kappa

† Sigma XI

PRIZES AND AWARDS—2001-2002

OLMSTED PRIZES—Awarded for excellence in teaching to four secondary school teachers nominated by the Williams Class of 2002. These prizes were established in 1984 through the estate of George Olmsted, Jr., 1924. K. Gill Cook, *Charles E. Smith Jewish Day School*, Rockville, Maryland; David Cochran, *The Catlin Gabel School*, Portland, Oregon; Francis P. Funai, *Springfield Central High School*, Springfield, Massachusetts; Daniel Kasper, *Clay High School*, South Bend, Indiana; Sharyn L. Stein, *The Potomac School*, McLeon, Virginia.

Fellowships Awarded by Williams College in 2001-2002

HORACE F. CLARK, CLASS OF 1833, FELLOWSHIP. Justin R. DeYoung '02, Rossen L. Djagalov '02.
 CLASS OF 1945 STUDENT WORLD FELLOWSHIP. Ashford J. Bradly '03, Rachel A. DeSouza '03, Ayesha C. Fuentes '03, Katherine A. Gortz '03, Rachel Hassan '03, Benjamin R. Martell '03, Marianna S. Maurer '03, Kudakwashe K. Mutyambizi '03, Nicholas C. Nelson '03.
 DOROTHY H. DONOVAN MEMORIAL FELLOWSHIP. Katherine K. Desormeau '02.
 FRANCIS SESSIONS HUTCHINS, CLASS OF 1900, MEMORIAL FELLOWSHIP PRIZE. Joseph T. Masters '02, Diane L. Williams '02.
 HUBBARD HUTCHINSON, CLASS OF 1917, MEMORIAL FELLOWSHIPS. Mary E. Frost '02, Etahn H. Rutherford '02, Jonathan R. Salter '02, Benjamin D. Sands '02, Matthew A. Wood '02.
 CHARLES BRIDGEN LANSING, 1829, FELLOWSHIP IN LATIN AND GREEK. Carolyn A. Shank '02.
 NATHANIEL M. LAWRENCE TRAVELING FELLOWSHIP. Naila A. Baloch '03, Suzanne A. Mathew '03, Michael N. McBean '04.
 MELLON MINORITY UNDERGRADUATE FELLOWSHIP. Rizvana G. Braxton '04, Natalie S. Bump '04, Darlene P. Forde '03, Adam L. Holguin '04, Julian Lazalde '04.
 JOHN EDMUND MOODY, 1921, FELLOWSHIP. Katherine K. Desormeau '02.
 RUCHMAN STUDENT FELLOWSHIPS. Anna L. Andonova '03, Andrew O. Howard '03.
 RUTH SCOTT SANFORD MEMORIAL FELLOWSHIP IN THEATRE. Michael L. Fluellen '03.
 DR. HERCHEL SMITH FELLOWSHIPS. Johanna D. Heinrichs '02, Lisa Jong '02, Xiao Tan '02.
 STEPHEN H. TYNG AND STEPHEN H. TYNG, JR. FOUNDATION FELLOWSHIP. John Ormsbee '83, Dayo N. Mitchell '97, Jeffrey C. McMahon '99, Molly K. Moore '99, Emily P. Balskus '02, Richard A. Dunn '02, Lisa Jong '02, Alan J. Velander '02.
 WILLIAMS TEACHING FELLOWSHIP, ZHONGSHAN UNIVERSITY, GUANGZHOU, CHINA. Eva P. S. Kwok '02.
 WILLIAMS COLLEGE UNDERGRADUATE RESEARCH FELLOWSHIP. Georgina L. Calderon '04, Marsha T. Francis '04, Emmanuel J. Holowatz '04, Tisha T. Joseph '04, Nicholas N. Kerr '04.
 ROBERT G. WILMERS, JR., CLASS OF 1990, MEMORIAL SUMMER TRAVEL ABROAD FELLOWSHIP. Benjamin N. Angarita '03, Katherine J. Baker '03, Wei-Li Deng '03, Erica C. Dwyer '03, Claudene A. Marshall '03, Eliza B. Myrie '03, Sara U. Schwanke '03, Vivien S. Shotwell '03, Vasil E. Topuzov '03.
 CARROLL A. WILSON FELLOWSHIP. Julie A. Joosten '02.

National Fellowships Awarded in 2001-2002

BEINECKE MEMORIAL SCHOLARSHIP. Katherine J. Baker '03.
 WINSTON CHURCHILL FOUNDATION SCHOLARSHIP. Emily P. Balskus '02.
 FULBRIGHT GRANT. Austin W. Duncan '02, Jessica L. Purcell '02, Daniel H. Rosenblum '02, Nicole M. Stephens '02, June H. Yi '02, Ningchuan Zhu '02.
 HARRY LUCE FOUNDATION SCHOLARSHIP. Jamin C. Morrison '02.
 NATIONAL SCIENCE FOUNDATION FELLOWSHIPS. Emily P. Balskus '02, Bethany E. Cobb '02.

General Prizes Awarded in 2001-2002

25TH ANNIVERSARY OF WOMEN IN ATHLETICS. Diane L. Williams '02.
 JOHN SABIN ADRIENCE, CLASS OF 1882, PRIZE IN CHEMISTRY. Emily P. Balskus '02.
 CHARLES R. ALBERTI, CLASS OF 1919, AWARD. Margaret R. diZerega '02.
 THE MICHAEL DAVITT BELL PRIZE. Sarah E. Knup '02.
 ERASTUS C. BENEDICT, CLASS OF 1821, PRIZES. (*Biology*) Susan E. Levin '02, Theresa C. O'Brien '02. (*French*) Radu S. Mireuta '03, (*German*) Kerstin A. Jager '02. (*Greek*) First Prize: Richard J. Rodriguez '05. Second Prize: Marcos B. Gouvea '05. (*History*) First Prize: Carolyn J. Greene '02. Second Prize: Megan E. Delehanty '02, Emilie C. Mathieu '02, Ian W. Tate '02. (*Latin*) First Prize: Emmett P. Tracy '02. Second Prize: Paige M. McClanahan '04. (*Mathematics*) Kai Chen '04, Sarah M. Iams '04, Andrew N. Marder '04.
 GAIVUS C. BOLIN, CLASS OF 1889, ESSAY PRIZE IN AFRO-AMERICAN STUDIES. Abigail N. Jackson '02.
 RUSSELL H. BOSTERT THESIS PRIZE IN HISTORY. Crystal M. Baik '02.

Prizes and Awards

KENNETH L. BROWN, CLASS OF 1947, PRIZE IN AMERICAN STUDIES. Abigail N. Jackson '02.
 STERLING A. BROWN, CLASS OF 1922, CITIZENSHIP PRIZES. Rebecca E. Fritz '02.
 THE BULLOCK POETRY PRIZE OF THE AMERICAN ACADEMY OF POETS. James M. Eros '04.
 W. MARRIOTT CANBY, CLASS OF 1891, ATHLETIC SCHOLARSHIP PRIZE. Christopher E. Gogglin '02.
 DAVID TAGGART CLARK PRIZE IN LATIN. Rebecca A. Kiselewich '04.
 CLASS OF 1925 SCHOLAR-ATHLETE PRIZE. Theresa C. O'Brien '02.
 WILLIAMS COLLEGE COMMUNITY BUILDER OF THE YEAR. Margaret R. diZerega '02.
 JAMES BRONSON CONANT AND NATHAN RUSSELL HARRINGTON, CLASS OF 1893, PRIZE IN BIOLOGY. Sierra A. Colavito '02.
 HENRY RUTGERS CONGER, CLASS OF 1899, MEMORIAL LITERARY PRIZE. P. Daniel Healey '03.
 DORIS DEKEYSERLINGK PRIZE IN RUSSIAN. Katherine K. Desormeau '02, Rossen L. Djagalov '02.
 DEWEY PRIZE. Morgan N. Barth '02.
 JEAN DONATI STUDENT EMPLOYEE AWARD IN MUSIC. Julia A. Snyder '02.
 THE NICHOLAS P. FERSEN PRIZE IN RUSSIAN. Abigail A. Spindel '02.
 FREEMAN FOOTE PRIZE IN GEOLOGY. Nathan C. Cardoos '02.
 ROBERT W. FRIEDRICHS AWARD IN SOCIOLOGY. Joshua C. Wakeham '02.
 GILBERT W. GABRIEL, CLASS OF 1912, MEMORIAL PRIZE IN THEATRE. Jessica A. McLeod '02.
 SAM GOLDBERG PRIZES. (*Computer Science*) Evan S. Sandhaus '02. (*Mathematics*) Robert M.F. McGehee '02.
 WILLIAM C. GRANT, JR. PRIZE IN BIOLOGY. Steven J. Biller '02.
 ARTHUR B. GRAVES, CLASS OF 1858, ESSAY PRIZES. (*Art*) Johanna D. Heinrichs '02. (*Economics*) Laura M. Bennett '02, Sebastien J. Bradley '02. (*History*) Ian W. Tate '02. (*Philosophy*) Anselm T. McClain '02. (*Political Science*) Megan E. Delehanty '02. (*Religion*) Lisa Jong '02.
 THE GRAVES PRIZE FOR DELIVERY OF ESSAY. Mihye Kim '02, Kelly M. Steinmuller '02, Hillary G. Weinblatt '02.
 GROSVENOR MEMORIAL CUP. Shenil Y. Saya '02.
 FREDERICK C. HAGEDORN, JR., CLASS OF 1971, PREMEDICAL PRIZE. Kathryn A. Hibbert '02.
 WILLARD E. HOYT, JR., CLASS OF 1923, MEMORIAL AWARD. Benjamin W. Chaffee '02.
 ARTHUR JUDSON PRIZE IN MUSIC. Seth S. Behrends '02, Luke H. Sundquist '02.
 ARTHUR C. KAUFMANN, CLASS OF 1899, PRIZE IN ENGLISH. Benjamin Z.T. Cannon '02.
 MUHAMMAD KENYATTA, CLASS OF 1966, COMMUNITY SERVICE PRIZE. Rebecca E. Fritz '02.
 WILLIAM W. KLEINHANDLER PRIZE FOR EXCELLENCE IN MUSIC. Benjamin M. Birney '02, S. Charles Doret '02, Eric R. Getty '02, Karl J. Hein '02, Paul S. LaRosa '02, Jason B. Lucas '02, Andrew T. Mitchell '02, Peter J. Rosenfeld '02.
 RICHARD KROUSE PRIZE IN POLITICAL SCIENCE. Andrew M. Woolf '02.
 JACK LARNED, CLASS OF 1942, INTERNATIONAL MANAGEMENT PRIZE. Luabeya Kapiamba (Master of Arts in Development Economics), Charmanee N. Wijesingha (Master of Arts in Development Economics), Ryan C. McDevitt '02.
 RICHARD LATHERS, CLASS OF 1877, ESSAY PRIZE IN GOVERNMENT. Michael A. Paarlberg '02.
 LINEN GRANT FOR SUMMER TRAVEL IN ASIA. Crystal M. Biak '02, Peng Ou '04.
 LINEN SENIOR PRIZES IN ASIAN STUDIES. (*Asian Studies*) Jennifer W. Lee '02. (*Chinese*) Mihye Kim '02. (*Japanese*) Kate L. Alexander '02.
 H. GANSE LITTLE, JR. PRIZE IN RELIGION. Emily A. Thorson '02.
 DAVID N. MAJOR, CLASS OF 1981, MEMORIAL PRIZE IN GEOLOGY. Caleb I. Fassett '02.
 WILLIAMS COLLEGE MULTICULTURAL CENTER STUDENT OF THE YEAR. Niki Fang '02.
 LEVERETT MEARS PRIZE IN CHEMISTRY. David Y. Chung '02.
 WILLIS I. MILHAM PRIZE IN ASTRONOMY. Bethany E. Cobb '02.
 JOHN W. MILLER PRIZE IN PHILOSOPHY. Ezra Goldschlager '02.
 MORGAN PRIZE IN MATHEMATICS. Jonathan A. Othmer '02.
 JAMES ORTON AWARD IN ANTHROPOLOGY. Brian J. Burke '02, Austin W. Duncan '02.
 FREDERICK M. PEYSER PRIZE IN PAINTING. Kimberly A. Massare '02.
 URSULA PRESCOTT ESSAY PRIZE IN POLITICAL SCIENCE. Daniel F. Elsea '02.
 JAMES LATHROP RICE, CLASS OF 1854, PRIZES IN CLASSICAL LANGUAGES. Jeffrey A. Garland '03, Julia A. Snyder '02.
 ROBERT F. ROSENBERG AWARD FOR EXCELLENCE IN ENVIRONMENTAL STUDIES. Brian J. Burke '02, David M. Cooperman '02.
 ROBERT F. ROSENBERG AWARD FOR EXCELLENCE IN MATHEMATICS. John T. Bryk '02, Eric M. Katerman '02.

Prizes and Awards

MURIEL B. ROWE PRIZE. Christopher E. Goggin '02.
SIDNEY A. SABBETH PRIZE IN POLITICAL ECONOMY. Patrick B. Kelly '02.
BRUCE SANDERSON, CLASS OF 1956, PRIZE IN ARCHITECTURE. Jeffrey M. McBride '02.
RUTH SCOTT SANFORD MEMORIAL PRIZE IN THEATRE. Meredith A. Fruchtmann '02, Eric C. Powers '02.
ROBERT C. L. SCOTT ESSAY PRIZE IN HISTORY. Carolyn J. Greene '02, Peter J.P. Krause '02, Michael T. Simerman '02.
ROBERT C. L. SCOTT PRIZE FOR GRADUATE STUDY IN HISTORY. Laura M. Bennett '02.
SENTINELS OF THE REPUBLIC ESSAY PRIZE IN GOVERNMENT. Timothy K. Austin '03, Kristina G. Fisher '02.
EDWARD GOULD SHUMWAY, CLASS OF 1871, PRIZE IN ENGLISH. Alan J. Velander '02.
JAMES F. SKINNER PRIZE IN CHEMISTRY. Adam H. Steeves '02.
ELIZUR SMITH RHETORICAL PRIZE. Christopher N. Zerwas '02.
HOWARD P. STABLER PRIZE IN PHYSICS. S. Charles Doret '02.
SHIRLEY STANTON PRIZE IN MUSIC. Jonathan A. Othmer '02.
STANLEY R. STRAUSS, CLASS OF 1935, PRIZE IN ENGLISH. Benjamin Z.T. Cannon '02.
WILLIAM BRADFORD TURNER, CLASS OF 1914, CITIZENSHIP PRIZE. Brian J. Burke '02.
WILLIAM BRADFORD TURNER, CLASS OF 1914, PRIZE IN AMERICAN HISTORY. Derek T. Ward '02.
CARL VAN DUYN PRIZE IN ECONOMICS. Anna L. Andonova '03, Andrew M. Edstrom '03, Vasil E. Topuzov '03.
A. V.W. VAN VECHTEN, CLASS OF 1847, PRIZE FOR EXTEMPORANEOUS SPEAKING. Neil N. Anderson '04.
BENJAMIN B. WAINWRIGHT, CLASS OF 1920, PRIZE IN ENGLISH. James M. Eros '04.
HAROLD H. WARREN PRIZE IN CHEMISTRY. Steven T. Scroggins '04.
DAVID A. WELLS PRIZE IN POLITICAL ECONOMY. Richard A. Dunn '02, Christopher J. Warshaw '02.
KARL E. WESTON, CLASS OF 1896, PRIZES FOR DISTINCTION IN ART. Aimee R. Candelore '02, Kitiya Sophonpanich '02.
WITTE PROBLEM SOLVING AWARD. Feng Zhu '02.

Athletic Prizes Awarded in 2001-2002
BOURNE-CHAFFEE WOMEN'S TENNIS AWARD. (Women) Selma Kikic '02.
FRANCIS E. BOWKER, JR. SWIMMING PRIZE. (Men) Nicolas R. Pepe '05.
BELVIDERE BROOKS FOOTBALL MEDAL. Benjamin D. Sands '02, David B. Fontes '02.
J. EDWIN BULLOCK WRESTLING TROPHY. (Men) Justin P. Sullivan '04.
CLASS OF 1925 WOMEN'S SCHOLAR ATHLETE AWARD. Theresa C. O'Brien '02.
CLASS OF 1981 BASKETBALL AWARD. (Women) Kate F. Stumpo '03.
DR. EDWARD J. COUGHLIN, JR. BOWL. (Football) Marshall K. Creighton '02.
DUAL MEET HIGH POINT SWIMMING TROPHY. (Men's) Benjamin D. Doob '02.
DUAL MEET HIGH POINT SWIMMING TROPHY. (Women's) Meredith A. Olson '04.
HANK N. FLYNT, JR. WOMEN'S FIRST-YEAR PLAYER SOCCER AWARD. Daniela L. Bailey '05.
FOX MEMORIAL SOCCER TROPHY. (Men) Richard P. Bode '02.
HOOP GROUP PURPLE & GOLD AWARD. (Women) Laura E. Crum '02.
HOYT SCHOLAR ATHLETE. Benjamin W. Chaffee '02.
TORRENCE M. HUNT '44 TENNIS AWARD. (Women) Steele S. Thomas '02.
TORRENCE M. HUNT '44 TENNIS AWARD. (Men) Milos R. Janicek '02.
NICKELS W. HUSTON MEMORIAL HOCKEY AWARD. Stephen R. Baldassarri '05.
KIELER IMPROVEMENT AWARD. (Men's Squash) Bradley J. Uy '03.
WILLIAM E. MCCORMICK COACH'S AWARD. Matthew W. Starkey '02.
ROBERT B. MUIR MEN'S SWIMMING TROPHY. Benjamin D. Doob '02, Jeffrey M. McBride '02, Elliott F. Gansner '02.
ROBERT B. MUIR WOMEN'S SWIMMING TROPHY. Britta J. Hult '02.
FRANKLIN F. OLMSTED MEMORIAL AWARD. (Cross-Country Men) Benjamin W. Chaffee '02, Wesley M. Reutimann '02.
ANTHONY PLANSKY TRACK AWARD. Jamiyl R. Peters '02.
LEONARD S. PRINCE MEMORIAL SWIMMING PRIZE. (Women) Lindsay C. Payne '05.
PURPLE KEY TROPHY. (Men) Joshua D. Lefkowitz '02.
PURPLE KEY TROPHY. (Women) Selma Kikic '02.
MICHAEL D. RAKOV MEMORIAL AWARD. (Football) Garrett T. DiCarlo '03.
ROCKWOOD TENNIS CUP. (Men) Joshua D. Lefkowitz '02.
CHARLES DEWOODY SALMON AWARD. (Football) William J. McGrath '04.

Prizes and Awards

SCRIBNER MEMORIAL TENNIS TROPHY. (Men) Joshua D. Lefkowitz '02.
EDWARD S. SHAW '62 MEMORIAL SQUASH TROPHY. (Men) Chatchawin Tangjaitrong '02.
CAROL GIRARD SIMON SPORTSMANSHIP AWARD. (Women's Tennis) Tracy Cheung '03.
CAROL GIRARD SIMON SPORTSMANSHIP AWARD. (Men's Tennis) Joshua D. Lefkowitz '02.
SIMON MOST IMPROVED SQUASH PLAYER AWARD. (Women) Andrea L. Berberian '05.
SIMON MOST IMPROVED TENNIS PLAYER AWARD. (Men) John D. Haywood '04.
SIMON MOST IMPROVED TENNIS PLAYER AWARD. (Women) Stephanie L. Hall '04.
SQUASH RACQUETS PRIZE. (Men) Parth P. Doshi '03.
THE SQUIRES CUP. (Men) Joshua D. Lefkowitz '02.
THE SQUIRES CUP. (Women) Selma Kikic '02.
TEAM OF 1982 WOMEN'S VOLLEYBALL AWARD. Diane L. Williams '02.
DOROTHY TOWNE AWARD. (Women's Track) Diane L. Williams '02, Colleen A. Doody '03.
RALPH J. TOWNSEND SKI TROPHY. (Men) Alexander N. Hood '02, Benjamin D. Connard '02.
RALPH J. TOWNSEND SKI TROPHY. (Women) Hilary R. Hackmann '02.
WOMEN'S ALUMNAE SOCCER AWARD. Kathryn R. Worth '02.
WOMEN'S HOCKEY MOST IMPROVED AWARD. Bonnie J. Lui '04.
WOMEN'S HOCKEY MOST VALUABLE PLAYER AWARD. Molly A. Wasserman '04.
WOMEN'S SQUASH AWARD. Selma Kikic '02.
YOUNG JAY HOCKEY TROPHY. Brent J. Kozel '02.

ENROLLMENT

BY CLASSES, SEPTEMBER 2001

Graduate Students	51
Seniors	523
Juniors	527
Sophomores	530
First-Year Students	522
Total	2153

BY CLASSES, FEBRUARY 2002

Graduate Students	50
Seniors	515
Juniors	513
Sophomores	530
First-Year Students	523
Total	2131

Of the 524 new first-year students who entered in the Fall of 1995, 86% graduated from Williams within 4 years and 93% within 6 years; of the 552 who entered in 1996, 92% graduated within 4 years and 96% within 6 years. Additional information on this topic is available at the Office of the Registrar.

GEOGRAPHICAL DISTRIBUTION

Alabama	3	Bahamas	1
Alaska	7	Bangladesh	1
Arizona	6	Belgium	2
Arkansas	4	Brazil	3
California	129	Bulgaria	8
Colorado	20	Canada	15
District of Columbia	25	People's Republic of China	4
Connecticut	102	Cyprus	1
Delaware	2	England	5
Florida	36	Ethiopia	1
Georgia	21	France	4
Hawaii	14	Georgia	4
Idaho	3	Germany	6
Illinois	52	Ghana	1
Indiana	6	Greece	1
Iowa	1	Hong Kong	6
Kansas	5	Hungary	2
Kentucky	5	India	2
Louisiana	3	Indonesia	2
Maine	36	Israel	1
Maryland	58	Jamaica	22
Massachusetts	302	Japan	7
Michigan	14	Kazakhstan	1
Minnesota	31	Kenya	3
Mississippi	2	Republic of Korea	3
Missouri	14	Kuwait	1
Montana	1	Kyrgistan	1
Nevada	1	Muscat and Oman	1
New Hampshire	33	Nepal	2
New Jersey	126	Norway	1
New Mexico	5	Pakistan	4
New York	382	Paraguay	1
North Carolina	23	Puerto Rico	5
North Dakota	1	Romania	3
Ohio	46	Russia	1
Oklahoma	3	Singapore	1
Oregon	11	Spain	2
Pennsylvania	83	Sri Lanka	1
Rhode Island	11	Sweden	1
South Carolina	8	Switzerland	1
Tennessee	12	Taiwan	1
Texas	46	Tanzania	1
Utah	6	Thailand	8
Vermont	50	Trinidad and Tobago	10
Virginia	51	Turkey	1
Washington	31	Ukraine	2
West Virginia	3	West Indies	1
Wisconsin	16	Yugoslavia	2
Wyoming	3	Zimbabwe	2
Austria	1		

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