WILLIAMS COLLEGE BULLETIN

COURSE CATALOG SEPTEMBER 2014

DIRECTIONS FOR CORRESPONDENCE

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

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

Other inquiries should be addressed to the officers named below:

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

The corporate name of the College is
The President and Trustees of Williams College.
Williams College is accredited by the
New England Association of Schools and Colleges.

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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.

—Barbara Casey, Editor

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Williams College is dedicated to building a diverse and inclusive community in which members of all backgrounds can live, learn and thrive. In compliance with state and federal law, Williams does not discriminate in admission, employment, or administration of its programs and activities on the basis of race, color, sex, national origin, religion, age, disability, marital status, sexual orientation, gender identity or expression, ancestry, or military service.

The following person has been designated to handle inquiries concerning the College's non-discrimination policies: Dean of the College, Williams College, Williamstown, MA (413) 597-4171.

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Barbara Casey
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 Northhampton, 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 that had been taking shape under Griffin and his predecessors resembled 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."

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 Williams's very informal ties with the Congregationalists avoided the sometimes chafing relations later experienced by many of the colleges with fuller denominational connections.

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

II

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

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

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

III

Williams moved into the twentieth century firm in its intentions to remain a college, at a time when aspirations toward university status were unsettling many of the old colleges. It adhered to a curriculum that was designed for undergraduates; it made room for the elective principle, but it subjected course

election to safeguards and controls. The idea of a liberally educated man was not jettisoned in favor of the widely accepted idea of almost complete student freedom in course election. A survey of the college curriculum in 1925 showed that Williams had combined the principles of prescription and election, the goals of concentration and distribution, in such a way as to be the only major American college without any absolutely required courses and without any uncontrolled wide–option electives. The Williams curriculum has continued to evolve, but it has not undergone such a series of major overhauls as characterize curriculums inspired by the popular educational fancy of the moment. Not having abandoned itself to the elective principle in the nineteenth century, Williams did not need to rescue itself with the general education principle of the twentieth century.

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

Among the first traditions to go was that of 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 commensurate development, 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 2004 some 60 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, and another in the first decade of this century, 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 and of the world more broadly. The percentage of students who identified themselves as members of one or more American minority group or were overseas citizens rose to 40 percent, of faculty to 22 percent.

At the same time, programming and structures were introduced to student residential life and major projects were completed to enhance greatly the College's student center, its facilities for theatre and dance, its office and teaching spaces for faculty, and its libraries.

MISSION AND PURPOSES

Williams seeks to provide the finest possible liberal arts education by nurturing in students the academic and civic virtues, and their related traits of character. Academic virtues include the capacities to explore widely and deeply, think critically, reason empirically, express clearly, and connect ideas creatively. Civic virtues include commitment to engage both the broad public realm and community life, and the skills to do so effectively. These virtues, in turn, have associated traits of character. For example, free inquiry requires open-mindedness, and commitment to community draws on concern for others.

We are committed to our central endeavor of academic excellence in a community of learning that comprises students, faculty, and staff, and draws on the engagement of alumni and parents. We recruit students from among the most able in the country and abroad and select them for the academic and personal attributes they can contribute to the educational enterprise, inside and outside the classroom. Our faculty is a highly talented group of teachers, scholars, and artists committed deeply to the education of our students and to involving them in their efforts to expand human knowledge and understanding through original research, thought, and artistic expression. Dedicated staff enable this teaching and learning to take place at the highest possible level, as do the involvement and support of our extraordinarily loyal parents and alumni.

No one can pretend to more than guess at what students now entering college will be called upon to comprehend in the decades ahead. No training in fixed techniques, no finite knowledge now at hand, no rigid formula can solve problems whose shape we cannot yet define. The most versatile, the most durable, in an ultimate sense, the most practical knowledge and intellectual resources that we can offer students are the openness, creativity, flexibility, and power of education in the liberal arts.

Toward that end we extend a curriculum that offers wide opportunities for learning, ensures close attention of faculty to students but also encourages students to learn independently, and reflects the complexity and diversity of the world. We seek to do this in an atmosphere that nurtures the simple joy of learning as a lifelong habit and commitment.

We place great emphasis on the learning that takes place in the creation of a functioning community: life in the residence halls, expression through the arts, debates on political issues, leadership in campus governance, exploration of personal identity, pursuit of spiritual and religious impulses, the challenge of athletics, and direct engagement with human needs, nearby and far away.

To serve well our students and the world, Williams embraces core values such as welcoming and supporting in the College community people from all segments of our increasingly diverse society and ensuring that College operations are environmentally sustainable.

From this holistic immersion students learn more than they will ever know. Such is the testimony of countless graduates—that their Williams experience has equipped them to live fuller, more effective lives. Ultimately, the College's greatest mark on the world consists of this: the contributions our alumni make in their professions, their communities, and their personal lives.

Therefore, we ask all our students to understand that an education at Williams should not be regarded as a privilege destined to create further privilege, but as a privilege that creates opportunities to serve society at large, and imposes the responsibility to do so.

At the same time, being itself privileged by its history and circumstances, Williams understands its own responsibility to contribute by thought and example to the world of higher education.

The above description arises on its surface from public statements made by Williams presidents and others associated with the College, from which it borrows, and at a deeper level from the felt experience of students, faculty, staff, alumni, and parents over many decades. It was approved by vote of the Board of Trustees on April 14, 2007.

ACADEMIC ADVISING

A variety of academic advice and counsel is offered to students. 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 the academic and intellectual opportunities available at the College.

In the first-year, each student is assigned an Academic Advisor who is either a member of the faculty or an administrative officer whose responsibilities keep him or her in close contact with the curriculum of the College. The Deans of the College also advise undergraduates and coordinate the first-year advising program, review the academic progress of individual students, and—when appropriate—call students in to discuss their situations.

In the sophomore year, students continue to meet with their first-year advisors and it is recommended that they seek advice from deans and instructors, along with pre-professional and other special advisors. 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.

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 Academic Resources Office. Any student who desires extra help in a course in which she or he is registered may request a tutor who has been recommended by the relevant department to the Academic Resources Office; costs of this tutoring are covered by Academic Resources. The Math and Science Resource Center (MSRC), a drop–in help center staffed by student tutors who come highly recommended from the appropriate departments, is also available to students of Biology 101, 102, and 202, Chemistry 151, 153, 155, 156, 251, 255, and 256, Mathematics 100, 101, 103, 104, 105, and 106, and Physics 131, 132, 141, and 142. The MSRC (which is open from 8 pm to midnight Sundays through Thursdays throughout both academic semesters) works in close cooperation with faculty teaching those courses.

All students are encouraged to take full advantage of these academic resources.

STUDY AWAY AND INTERNATIONAL STUDENTS

Advising of Williams students wishing to study away in the junior year is coordinated by the Dean's Office. Information sessions are held during the fall semester and early spring of the sophomore year for students wishing to study away. Orientation, advising and counseling of international students is arranged by the International Student Advisor in the Dean's Office.

POSTGRADUATE AND PROFESSIONAL STUDY

http://www.williams.edu/Registrar/geninfo/prepgrad.pdf

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, hour tests, and examinations. For a self-directed citation tutorial, please see *The Eph Survival Guide* at: www.williams.edu/resources/acad_resources/survival_guide. For a complete description of honor and discipline procedures, please see: committees.williams.edu/c/group-names/faculty-standing-committees/discipline/honor-system/

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 the 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 to the Dean appropriate punishments. Several faculty members 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 both the Dean and the President of the College.

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 support 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 all written material, including ungraded assignments and drafts, 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.

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. In every instance, 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 or concurrent work must be acknowledged; thus, a student must obtain the prior permission of all instructors concerned before submitting substantially all or part of the same paper in more than one course.

Note: Attempts to gain academic advantage by misleading a professor are violations of the Honor Code. For example, if a student claims to have handed in an assignment, that work must actually have been submitted.

Procedures for Alleged Violations

Students or faculty who wish to report what they suspect to be violations of the Honor Code should contact the faculty or student chairperson of the Honor Committee, who will also inform the Dean's Office of the suspected violation. If, in consultation with the faculty chair of the Honor Committee, the dean determines that there is sufficient evidence to warrant a hearing, the Dean's Office will arrange a meeting of the Honor Committee with the accused student(s) and any relevant faculty members. A quorum of three-quarters shall be required for the Committee to meet.

In advance of the hearing, the student chair of the Honor Committee will meet with the accused student(s) to explain the hearing procedures, review generally the evidence that led to the accusation, and discuss what the accused student(s) will need to do to prepare for the hearing.

An accused student may also have in attendance at the hearing an advisor of his or her choice from the student body, faculty, or staff of the College. The advisor helps with the preparation for the case and may be present when the case is heard but may not directly address the Committee during the hearing.

At the hearing, 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. If the accused student speaks without the accuser present, the Committee may, but need not, apprise the accuser of the accused student's account, for the accuser's response. After both the accused student and the accuser have left the proceedings, the Committee will determine if a violation has occurred and, if so, will recommend an appropriate penalty to the Dean. A finding that a violation has occurred requires a vote of at least three-quarters of those present. A recommendation for dismissal requires a unanimous vote of those present.

Depending on the nature and circumstances of the violation, the penalty(ies) imposed by the Dean may include but are not limited to a directed grade of E in the course, disciplinary probation, or temporary or permanent separation from the College. A dismissal from the College may be made only upon the unanimous recommendation of the Committee members who heard the case and must be approved by the President.

The accused student may request a reconsideration of the Committee's decision on the basis of substantial new evidence or improper procedures. A request for reconsideration must be made in writing to one or both of the Committee chairs within one week of the Committee's decision, or the decision is deemed to be accepted. A request for reconsideration may be granted by a vote of a majority of the Committee members who heard the case. The Committee may reconsider the case in its entirety, or one or more aspects of the case, and in doing so may receive or review any information it determines in its discretion is relevant to the reconsideration. Following its reconsideration, the Committee will refer its decision to the Dean for the Dean's action, if any, as appropriate. There is no right to seek reconsideration of any decision by the Dean.

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 sent electronically to students 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 may 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 2014–2015 are as follows:

Tuition	$48,030
Board	6,300
Room	6,460
Activities and Residential House Fees	280
	$61,070

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 $1,500
Estimated year's total, *exclusive* of travel expenses**	$2,300

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*A student activities fee for support of non–athletic student organizations is charged to all undergraduates as part of the College term bill.

**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 Residential House Fee of $52 per year is charged to upperclassmen as a part of the College term bill at the rate of $26 each semester. 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 $52 are charged at the rate of $26 each semester. Co–op residents and off–campus residents are charged a $26 Neighborhood Residential Fee each semester.

The Commonwealth of Massachusetts requires that 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.

that the coverage offered by an alternative program chosen by the student is comparable to the plan offered by the College. Students enrolled in the College's plan for 2014–2015 will be charged $1,370 for this coverage.

Information about the student health insurance plan offered by the College is e–mailed to every student in June. Questions about the College's plan or about the online waiver/enrollment process should be directed to Gallagher Koster at 800–406–5205 or by e–mail at williamsstudent@gallagherstudent.com

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 term bills for one half of the annual comprehensive fee are issued electronically to students twice a year—in July payable in August and in December payable in January. Students are encouraged to grant access to their Student Account Center to parents and other parties to be able to view and pay the student's term bills online. Payments may be made by electronically by ACH, by check, money order or wire transfer or by credit card (VISA, MasterCard, Discover or American Express). Credit card payments are subject to a 2.99% convenience fee.

Students who receive a scholarship(s) that was not awarded through the Williams Office of Financial Aid must complete a Scholarship Information Sheet and mail it to the Financial Aid Office by early June. Provisional credit will be posted to the semester bill for the following; anticipated disbursements of direct loans for which a promissory note has been signed and returned to the Office of Financial Aid, anticipated disbursements of outside loans approved by the lender, outside scholarships which have not yet been received and applied against the student

account and any remaining semester contract amount for the Installment Payment Plan (5–month plan for each term). 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 $25.00 will be assessed. The College reserves the right to require that payment be made in the form of cash, cashier check or money order.

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

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

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

Williams also offers an installment plan, administered by Tuition Management Services whereby the charges for each term are paid in 5 equal installments (June through October for fall term and November through March for spring term), with no interest charges. There are no income restrictions. Monthly payments will be the total cost for each term (less any scholarships, Federal Direct or parent loans) divided by 5. There is an administration fee per term for this program. Information on this program is sent each spring to all parents or can be obtained by calling Tuition Management Services at (888) 216–4258.

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 2014–2015 academic year.

Fall Semester 2014			**Winter Study/Spring Semester 2015**
Date of Withdrawal			*Date of Withdrawal*
Prior to start of classes September 4		100% (tuition and all fees)	Prior to start of classes February 4
Week 1	September 4—10	90% (tuition, board only)*	February 4—10
Week 2	September 11—17	80% (tuition, board only)*	February 11—17
Week 3	September 18—24	70% (tuition, board only)*	February 18—24
Week 4	September 25—October 1	60% (tuition, board only)*	February 25—March 3
Week 5	October 2—8	50% (tuition, board only)*	March 4—10
Week 6	October 9—15	40% (tuition, board only)*	March 11—17
Week 7	October 16—22	30% (tuition, board only)*	March 18—24
Week 8	October 23—29	20% (tuition, board only)*	March 25—31
No refund after October 29, 2014			No refund after March 31, 2015

*Housing and miscellaneous fees are not pro–rated after the start of classes. Coverage under the College's student health insurance plan will continue for the length of the plan (August 15, 2014–August 14, 2015).

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 Loan, Subsidized Federal Direct Loan, Federal Perkins Loan, Federal Direct PLUS Loan, Federal Pell Grant, Federal SEOG, Federal ACG, National Smart, 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 (617) 774–1555 or online at http://www.tuitionrefundplan.com.

The College will issue a 1098–T form to the student at the end of each calendar year for the HOPE and Lifetime Learning tax credits.

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 (finaid@williams.edu).

ENDOWED SCHOLARSHIPS AND TUTORIALS

Distinctive Undergraduate Scholarships

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Alumni Funded Tutorials

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

The College recognizes the Classes of 1953, 1954, and 1979 with deepest gratitude for supporting tutorials with their generous 25th and 50th Reunion gifts. Williams is also pleased to recognize the following individuals and families who have created generous endowments to support tutorials, many in honor of their 25th and 50th Reunions: Hugh Germanetti 1954, David A. Gray 1954, Robert L. Guyett 1958, The Hunter Family, John D. Mabie 1954, and John H. Simpson 1979, The Testa Family.

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 many 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

Students interested in graduate studies in art or architecture should meet with faculty with whom they have completed advanced work in the areas they wish to pursue. Their counsel and that of the Department of Art Academic Advisor, Ed Epping, can help the student narrow the search of programs that would best match the student's needs. The specific requirements of all art and architecture schools offering Master of Arts and/or Master of Fine Arts is available from their online resource.

The College Art Association (CAA) has written:

> "Admission to (graduate) 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."

Students are advised to take into consideration not only current minimum requirements but also recommended 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 operation 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, one holds a leadership position, and pursuing relevant summer internships is critical.

Students interested in graduate work in business administration should consult with the Pre-MBA Advisor, Robin Meyer, at the Career Center.

Engineering

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

The "Pre-Engineering" webpage can be found in the Physics Department section of the College website. It 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 exchange programs with California Institute of Technology, Thayer School of Engineering at Dartmouth College, and Rensselaer Polytechnic Institute. Williams students can arrange to study at one of these leading engineering schools for one or two semesters, typically during the junior year. Please see the "Exchange Programs" section of this catalog for more information. The 3-2 program offers an opportunity to study engineering at the undergraduate level at Columbia. Please see the "Combined Program in Liberal Arts and Engineering" section for information.

The pre-engineering advisor, Professor Jefferson Strait, will be happy to help plan course selections and to discuss the possible paths to a career in engineering. Many more details about pre-engineering.

Law

Williams graduates regularly proceed directly to law schools on the strength of their liberal arts education. As a rule, law schools do not require particular pre-law curriculum for undergraduates. Consequently, application and admission to law school is open to qualified students from all academic disciplines. This does not

mean, however, that law schools are indifferent to one's undergraduate academic experience. In fact, law schools will be very conscious of the quality and rigor of one's undergraduate education. A serious student, considering law school, will heed this advice and undertake a challenging program.

Students intending to study law should consult with the Pre-Law Advisor, Michelle Shaw '95, at the Career Center. Also, on a regular basis, law schools from around the country will visit Williams to provide information and to answer questions from potential applicants. Check the WCC calendar for notice of these visits.

The Health Professions

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

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 acquire 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 health fields should meet with the Health Professions Advisor early in the college career to ensure that planned coursework will satisfy admissions requirements.

Jane Cary, the Health Professions Advisor, will be happy to discuss goals and specific steps that might help a student realize them. Detailed information is available at the Health Professions website (http:careers.williams.edu/grad–school/pre–health/).

Pre-College and College Teaching/Research

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

Students interested in college teaching should consult with the chairs of the departments in which they intend to major. Those interested in teaching at the elementary and secondary level should consult with the Director of the Program in Teaching. Additional advice for both of these options is also available at the Career Center.

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 a wide range of options for acquiring certification while you teach.

Students interested in teaching may want to consider participating in the Program in Teaching at Williams which is designed to enable undergraduates to study the ideas, questions, and practices involved in good teaching at all levels. 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 (see page ? for more details). Students should contact Susan Engel, the Director of the Program, to find out how they might participate in the program.

Students who want career advice should contact the Career Center which 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 independent elementary- or secondary-level schools or participating in the Teach for America or similar programs directly after graduation from Williams (certification is not required) should consult with the Career Center.

Religious Study

There is no particular path through the Williams curriculum designed or recommended for students intending to prepare for a career as a religious professional, enroll in a seminary or pursue theological education. Undergraduate study in many fields within the liberal arts curriculum can be useful to the prospective minister, priest, rabbi, imam, or teacher of religion.

Students contemplating advanced academic work in religious studies in preparation for an academic career in teaching or scholarship should give serious consideration to concentrated undergraduate study in the field, in consultation with faculty advisors in the Department of Religion.

Students with vocational interests that may include ordination or certification as a religious professional in a field such as chaplaincy, religious education, service to a congregation, faith–based humanitarian work or some other form of ministry 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. Ordination requirements vary widely depending on the particular religious community or tradition; in some cases it may be possible to make progress on certain credentials in academic study or field experience during the college years. Many divinity schools and theological seminaries expect and welcome students whose understanding of "ministry" or sense of call is very much still in formation. A basic foundation in the study of religion is certainly helpful—sacred texts, scriptural languages, history, philosophy, phenomenology and comparative studies, etc. But undergraduate study in other disciplines—music and the arts, political science and economics, anthropology, psychology and sociology—may also enhance preparations at the graduate level for future service to communities of faith.

GRADUATE PROGRAMS AT WILLIAMS

Master of Arts in Policy Economics

The Center for Development Economics (CDE), which opened at Williams College in 1960, offers an intensive one-year program in economic analysis leading to the degree of Master of Arts in Policy Economics. The program is specifically designed for economists from developing countries who have already embarked on professional careers in the public sector. The curriculum requires courses in development economics, macroeconomics, public finance, and econometrics. CDE fellows choose among other courses in lecture, seminar, and tutorial formats. Course electives for 2013-2014 include the following: developing country macroeconomics II; finance and development; empirical methods in macroeconomics; computable general equilibrium modeling; tax policy; incentives in development; urbanization; international financial institutions; long–term fiscal challenges; the role of social safety nets; and micro-simulation for policy analysis. Williams undergraduates who satisfy course prerequisites, with the consent of the individual instructor, are encouraged to take courses at the CDE. Admission to the master's degree program is highly selective, with several hundred applicants each year for approximately 30 places. Candidates normally have a B.A. or B.Sc. degree with honors in economics or a related field, two or more years of relevant work experience, and an effective command of spoken and written English. CDE fellows are often nominated for the program by public agencies from which they will be on leave.

More information is available on the CDE website, cde.williams.edu. All communications relating to the degree of Master of Arts in Policy Economics should be addressed to the CDE, Assistant Director, 1065 Main Street, Williams College, Williamstown, MA 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 the visual arts, including schools and museums, and to enable them to pursue further research whether independently or at institutions offering higher graduate degrees. The curriculum consists of seminars in a wide range of art historical subjects. Opportunities are provided for practical experience in museum work at The Clark, the Williams College Museum of Art, the Massachusetts Museum of Contemporary Art, and other local collections. 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 and ARTH 506). 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 draft of their Qualifying Paper. In addition to all course work, students must, at the end of the second year, present a shortened version of the Qualifying Paper in a graduate symposium to be held on Commencement weekend. To enter the program a successful applicant must have been awarded the degree of Bachelor of Arts or its equivalent from an accredited institution. An undergraduate major in art history 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*. More information is available on the Graduate Program website, *www.williams.edu/gradart*.

PRIZES AND AWARDS

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.

Olga R. Beaver Memorial Prize in Mathematics. From a fund established in 2013 by a group of friends and family in memory of Ollie Beaver, professor of mathematics. A cash prize is awarded to a student for extraordinary contributions to the mathematics and/or statistics community.

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 Roger 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.

Ernest Brown Africana Arts Prize. In appreciation of Ernest Brown's steadfast and inspired service to Africana Studies as a Professor, as Director of the Zambezi Marimba Band and as Co–Director of Kusika, this cash prize is given to a senior whose work has shown unusual brilliance, imagination, and industry in the arts, especially the performing arts.

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.

Robert Dalzell Thesis Prize in History. Awarded to a student who writes a thesis in any field of history that best exemplifies outstanding original research using primary sources. Recognizes a thesis writer who undertakes difficult primary research.

S. Lane Faison, jr. 1929 Prize. S. Lane Faison Jr. '29 (1907–2006) was among the most influential art educators of the twentieth century, and taught several generations of America's leading museum directors, curators and scholars. He did so by setting the highest standards for looking carefully and sensitively at paintings and sculpture. As a curator and art critic for the influential journal *The Nation*, he was an important voice in the world of contemporary art, which he wrote about with the same clarity, precision and wit that he brought to the great art of the past.The S. Lane Faison, Jr. 1929 Prize is awarded to the student whose paper best reflects his high standards in the critical engagement with an object of art.

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.

Fulkerson Award for Leadership in the Arts. Awarded to a graduating senior or Williams-Clark graduate student in art history for his/her initiative in raising awareness of the visual arts on campus and showing the characteristics of a future arts leader.

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.

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.

Patricia Goldman-Rakic prize in Neuroscience. Established in 2008 by Toni Ianniello and George Chuzi, parents of Sarah Chuzi, 2007, in recognition of Patricia Goldman-Rakic for her contributions to the field of neuroscience and her support of neuroscience education at Williams College. Awarded to a student who has demonstrated exceptional achievement in research within the field of neuroscience.

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

William C. Grant, Jr. Prize in Biology. A cash award to recognize that graduating biology major who has demonstrated the highest excellence and greatest insights in integrating different fields within the biological sciences.

Lawrence S. Graver Prize in Theatre. A cash prize to a junior or senior showing great potential in the performing arts as exemplified through excellence in criticism and scholarship.

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."

G. Stanley Hall 1867 Prize in Psychology. Established in 2008 by Toni Ianniello and George Chuzi, parents of Sarah Chuzi, 2007, in recognition of G. Stanley Hall, 1867, a pioneer in the science of psychology, known for establishing the first psychological research laboratory in the United States and serving as the first president of the American Psychological Association. Awarded to a student who has demonstrated exceptional achievement in research within the field of psychology.

Tom Hardie 1978 Memorial Prize in Environmental Studies. Established in 1976 by friends and members of his family in memory of Thomas G. Hardie III, 1978. Awarded for the best student work in environmental studies judged in an annual competition. The prize consists of a certificate and publication of the work of the Tom Hardie Memorial Series.

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

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

The Jeffrey Owen Jones 1966 Fellowship in Journalism. Established in 2009 by a group of friends and family of Jeffrey Owen Jones, Class of 1966, to honor his memory. The fellowship is an annual award to a graduating senior for post–graduate work or study in the field of journalism, the profession Jeff practiced with dedication and distinction over the course of his lifetime.

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."

Lawrence J. and Carolyn M. Kaplan Prize for Dedication to and Leadership in the Williams College Jewish Association. Established in honor of Professor (Williams Chemistry Department, 1971–) and Mrs. Kaplan's dedication and commitment to enriching the lives of the Jewish students at Williams College, this prize is awarded annually to a senior who has shown sincere participation, responsibility, engagement, and menschlichkeit on behalf of the Williams College Jewish Community throughout his/her college career. In addition to a cash prize, a book of Jewish interest, to be selected by the Jewish Chaplain, the faculty advisor to the WCJA, and/or the professors in Jewish Studies, will be given to the recipient. A copy of this book will be donated to the library in the Jewish Religious Center in honor of the recipient. The selection of the recipient or recipients is made by a committee of the student leaders of the WCJA in consultation with the Jewish Chaplain or, in the event there is no Jewish Chaplain, the faculty advisor of the WCJA and/or Dean of the College.

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

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

William W. Kleinhandler Prize for Excellence in Music. Established in 1991 in memory of William Kleinhandler, 1950, as an annual prize for excellence by a student in the department of Music.

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

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

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

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

Linen Senior Thesis Prize in Asian Studies. Prize to a graduating senior who writes an outstanding honors thesis, with preference given to majors in the Department of Asian Studies, but also open to non-majors who write a highest honors thesis, with a substantial focus on Asia, supervised by a member of the Asian Studies faculty.

H. Ganse Little, Jr. Prize in Religion. Established in 1997 by former students to honor Professor Little, who taught in the religion department at Williams from 1963-1997, to be awarded to a senior major for excellence in the study of religion.

David N. Major 1981 Prize in Geology. Established in 1984 in memory of David N. Major, 1981, who died in an accident aboard an oceanographic vessel in June 1980. Awarded to an outstanding graduating senior in geology.

Nancy McIntire Prize in Women's and Gender Studies. A cash prize established by Gwen Rankin, 1975, for impressive contributions by a graduating senior to Women's and Gender Studies.

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

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

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

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

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

James Orton Award in Anthropology. Established in commemoration of James Orton, 1855, a naturalist and explorer, to be awarded to a senior major for excellence in Anthropology.

Frederick M. Peyser Prize in Painting. Awarded annually by a faculty selection committee to a student for a distinguished painting.

James Lathrop Rice 1854 Prize in Classical Languages. From the bequest of James Lathrop Rice, 1884, for the encouragement of Latin and Greek scholarship, a cash prize is awarded to a junior or senior for distinguished work in Latin studies, and a similar prize is awarded for distinguished work in Greek.

Robert F. Rosenburg 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. Rosenburg Prize in Mathematics. Established in 1991 from the bequest of Robert F. Rosenburg, 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.

John E. Sawyer Prize in Transnational and Non–Western History. The John E. Sawyer Prize in Transnational and Non-Western History was established by the Department of History in 2012 in order to recognize excellence in the work of a graduating senior who has written and defended an Honors thesis in the field of transnational or non-Western History. The Prize will be awarded periodically in years when senior Honors students write a thesis of exceptional merit in these fields. The Prize is named in honor of former President Sawyer, whose foresight and commitment to the College and to the Department of History led to the first expansion of the Department's offerings outside the fields of U.S. and European history.

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

Robert C. L. Scott Prize for Graduate Study in History. A cash prize from a fund established by former students of Professor Robert C. L. Scott to honor his years of service to Williams and awarded to a senior Honors students in history who is planning to attend graduate school in the field of American or European history.

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

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

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

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

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

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

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

Carl Van Duyne Prize in Economics. Established in 1983 by family, colleagues, friends, and the Philip H. Seaman Fund in memory of Carl Van Duyne, 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 Duyne 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, Prize in Africana Studies. A cash prize established in memory of the first black graduate of Williams and prominent Poughkeepsie lawyer, for the best scholarly work submitted by a Williams' undergraduate in the field of Africana 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.

Dunbar Student Life Prizes. A cash prize, established by a bequest from Philip R. Dunbar, Class of 1900, for a significant written work, published or unpublished, on any aspect of student life focused on any local, national or global issues affecting college or university students.

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

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

Richard Lathers 1877 Essay Prize in Government. From a fund given by Richard Lathers, 1877, a prize given to the senior who writes the best essay of not less than one thousand words on the duty or relation of citizens to the government.

The Ursula Prescott Essay Prize in Political Science. Established in 1999 from a bequest to the Political Science Department given by Ursula Prescott, a Williamstown resident who audited many political science classes in her retirement, a cash prize is awarded to the senior who writes the best essay on international relations or comparative politics.

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

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

Shirin Shakir, 2003, Prize in Political Science. Established in 2006 in memory of Shirin Shakir, Class of 2003, a book prize awarded to the graduating senior who writes the best essay in an international relations senior seminar.

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.

Wyskiel Williams Math Award. Established in 2007 by Matthew Walter Wyskiel, 1991, and Christina Williams Wyskiel, 1994, in honor of Matthew's mother Louisa Jamison Wyskiel, a long-time middle-school math teacher. The Mathematics and Statistics Department awards a cash prize to a student or students who have expressed an interest in teaching mathematics.

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 A. 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 A. 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.

Williams College Community Builder of the Year. Given to the graduating senior who demonstrates outstanding leadership in developing Multiculturalism and building community as a Williams College Community Builder.

Williams College Multicultural Center Student of the Years. Given to the graduating senior who, in his/her four years at Williams, personified the tenets and ideals of Multiculturalism and through his/her activism worked towards its realization.

Rhetorical Prizes

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

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

Elizur Smith Rhetorical Prize. Established in the year 1866, this cash prize is awarded each year to encourage excellence in public speaking.

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

Athletic Prizes

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

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

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

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

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

J. Edwin Bullock Wrestling Trophy. Presented in 1960 by his fellow coaches and awarded annually to that varsity wrestler who because of his superior performance, courage, and loyalty has been of credit to his college.

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

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

Class of 1986 Most Improved Award. Awarded to that member of the men's lacrosse team who in his second year of varsity competition has shown the most improvement.

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

Daniel A. Creem Memorial Track Prize. Awarded annually to the male track athlete who has exhibited loyalty to the team, determination, perseverance under adversity, and hard working dedication to reach the maximum of his potential goal.

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

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.

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

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

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

Nickels W. Huston Memorial Hockey Award. Established in 1984 by Ford Huston in memory of his brother, Nickels W. Huston, 1950, and to be awarded annually to the first-year player who contributes the most to the success of the hockey team.

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

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

Chris Larson Mason Field Hockey Award. Awarded to the player selected by the coach and team who has shown great sportsmanship, skill, hard work, and team work.

Chris Larson Mason 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.

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.

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.

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.

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.

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

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

Ralph J. Townsend Ski Trophy. Presented in 1959 by former members of the Williams skiing teams for the men's varsity skier who best exhibits the qualities of sportsmanship, competition, and team spirit associated with Williams and skiing.

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

Williams College Alumni Association of Maryland Lacrosse Award. Presented in 1959 by the Williams College Alumni Association of Maryland as a permanent trophy on which is inscribed each year the name of the outstanding men's varsity lacrosse player.

Williams College Alumni Association of Maryland Women's Lacrosse Award. Awarded to the most valuable player of the year.

Williams Women's Hockey Most Valuable Player Award. To be presented to the most valuable player of the year.

Robert B. Wilson '76 Memorial Trophy (Most Improved Player). The purpose of this award is to honor that member of the men's intercollegiate hockey program who, in the opinion of the athletic director and coach, has shown the most improvement over the course of the season, while displaying "teamwork, hustle, spirit, and friendship."

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.

The 2006 and 2009 International Service Fellowship. The fellowship fund was established in 2011 by parents of recent alumni to provide summer fellowships for undergraduate students' international service–learning projects.

Russell H. Bostert Fellowship. A summer fellowship to support student summer travel and research with preference awarded to students in Division II, with a preference to History majors. Application is through the Fellowships Office.

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

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

Class of 1945 Student World Fellowship. Designed to support independent summer research and travel abroad for sophomores and juniors. 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.

Jeffrey Owen Jones 1966 fellowship in Journalism. Established in 2009 by classmates, friends and family to honor the memory of Jeffrey Owen Jones '66. The award is made to a graduating senior wishing to pursue a career in journalism, the profession Jeff practiced with dedication and distinction over the course of his lifetime. The award is intended to help its recipient make a start on a career in journalism, here broadly defined to include both traditional and new media. Consideration will be given to a wide range of pursuits, from entry level newspaper job to independent blog to investigative reporting project. While the intent is to cast a wide net in search of candidates and proposals, the overall goal is to select the person who best embodies the qualities for which Jeff was so widely admired: integrity, talent, independence of mind, wit, strength of character, skepticism of authority, and concern for others.

Charles Bridgen Lansing 1829 Fellowship in Latin and Greek. Established in 1929, by bequest of Mrs. Abby S. L. Selden in memory of her father, Charles Bridgen Lansing, 1829. Awarded either at the graduate or undergraduate level.

Mary and Nathaniel Lawrence Memorial Travel Fellowship. Established in 1986 by family and friends of Nathaniel Lawrence, Professor of Philosophy at Williams from 1960 to 1986. To support a student traveling fellowship, the award "not based on grades, but on originality, merit, and feasibility".

Levien Family Journalism Summer Fellowship. Established in 2005 to enable a student in his or her sophomore or junior year to pursue scholarship and personal interests in journalism during the summer.

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

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

William C. Millard, CLASS OF 1929, Fellowship. This summer fellowship, established in 2014, shall be used to enable undergraduate students to pursue opportunities for personal growth fostering independence, creativity and/or broaden some area of special interest, whether or not it is connected to academic coursework.

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

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

Dr. Herchel Smith Fellowships. Established in 1979 by Dr. Herchel Smith to enable five 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.

Frederick Eugene Stratton 1872 Fellowship in Biology. Established in 2010 by Arthur Frederick Stocker 1934 in memory of his grandfather, F. E. Stratton 1871. To help support graduate study in Biology at an institution belonging to the American Association of Universities. Candidates must be seniors.

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 in Africa EPRI Fellowship. Established in 2010, this newly created post-graduate fellowship at the Economic Policy Research Institute in Cape Town, South Africa provides recent Williams graduates the opportunity to work on cutting edge policy research focused on tackling poverty and promoting socio-economic progress in developing countries. Fellows work side by side with senior researchers at the Institute for 15 months beginning in June 2011. The fellowship provides a modest income and covers travel expenses to and from South Africa.

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., Class of 1990, Internship Program. These internships were created in memory of Robert G. Wilmers, Jr., and offer challenging summer work opportunities in developing countries for rising juniors and seniors.

Robert G. Wilmers Jr., Class of 1990, Language Study Grant. Established in 2011, this fellowship provides funds for formal summer study of a foreign language in a country where the target language is commonly spoken.

Robert G. Wilmers Jr., 1990 Memorial Student Travel Abroad Fellowship. Given in memory of Robert G. Wilmers, 1990, this grant provides support for summer travel and research for students in their sophomore or 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 Scholarship 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.

COURSES OF INSTRUCTION 2014–2015

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.

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

*On leave for the year

* *On leave fall semester

* * *On leave spring semester

§Visiting or adjunct, part–time fall semester

§ §Visiting or adjunct, part–time spring semester

§ § §Adjunct WSP

REGISTRATION REMINDERS:

On–campus students must register online with SELFREG.

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

(10) Tutorials may not be taken on a pass/fail basis. Students may not drop a tutorial after 4:00 PM on the day before the first scheduled day of organizational meetings each semester.

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 Period. The student takes four courses in each semester and during January pursues a single program of study on a pass–fail basis.

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

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE

Academic Requirement

To be eligible for the Bachelor of Arts degree a student must pass 32 regularly graded semester courses and receive grades of C *minus* or higher in at least 19 of those semester courses, pass four Winter Study Projects, fulfill the four–part distribution requirement, complete all requirements for the major including an average of C *minus* or higher, and complete the physical education requirement. A student may not repeat a course for which degree credit has been awarded.

Distribution Requirement

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

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

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

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

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

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

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

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

DIVISION I. Languages and the Arts

Arabic *(except 111, 206, 207, 231, 232, 234, 305, 310, 311, 408, 409, 410, 480, 491)*
Art History
Art Studio
Asian Studies 103, 274
Chinese *(except CHIN 223)*
Classics
Comparative Literature
Critical Languages
Dance
English
EXPR 245
First–Year Residential Seminar 101
French
German
Greek
INTR 252
Italian
Japanese *(except JAPN 217, 218, 321, 486T)*
Latin
Literary Studies
Maritime Studies 231
Music
Russian
Spanish
Theatre

DIVISION II. Social Studies

Africana Studies
American Studies
Anthropology
Arabic 111, 206, 207, 230, 231, 232, 234, 305, 310, 311, 408, 409, 410, 480, 491
Asian Studies *(except 103, 274)*
Chinese 223
Cognitive Science
Economics
Environmental Studies 101, 209, 217, 219, 291, 303, 307, 309, 320, 328, 351
Experimental Studies—EXPR *(except 245)*
History
History of Science *(except HSCI 224)*
Interdisciplinary Studies—INTR *(except INTR 160, 223, 225, 315)*
International Studies
Japanese 217, 218, 321, 486T
Jewish Studies
Justice and Law
Latina/o Studies
Leadership Studies
Maritime Studies 351, 352
Philosophy
Political Economy
Political Science
Psychology *(except PSYC 212, 315, 316, 317T, 318)*
Public Health *(except PHLH 201, 402)*
Religion
Science and Technology Studies
Sociology
Women's, Gender and Sexuality Studies

DIVISION III. Science and Mathematics

Astronomy
Astrophysics
Biochemistry and Molecular Biology
Biology
Chemistry
Computer Science
Environmental Studies 102
Geosciences
History of Science 224
INTR 160, 223, 225, 315
Maritime Studies 104, 211, 311
Mathematics
Neuroscience
Physics
Psychology 212, 312, 315, 316, 317T, 318
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.

Williams–Exeter Programme at Oxford University tutorial courses (WIOX) may be used toward fulfilling the divisional distribution requirement; a student may earn a maximum of three distribution requirements, with no more than one from each division, for the year. All tutorial courses in the Williams–Exeter Programme at Oxford University (WIOX) meet the Williams College 'W' designation, except for those in studio arts, mathematics, and the sciences. Courses at the Williams–Mystic Program may also be used toward fulfilling the distribution requirement as appropriate.

2) ***THE EXPLORING DIVERSITY INITIATIVE REQUIREMENT*—**Williams College is committed to creating and maintaining a curriculum, faculty, and student body that reflects and explores a diverse, globalized world and the multi–cultural character of the United States. Courses designated "(D)" in the College Bulletin are a part of the College's Exploring Diversity Initiative (EDI); they represent our dedication to study groups, cultures, and societies as they interact with, and challenge, each other. Through such

courses, students and faculty also consider the multiple approaches that engage these issues. Rather than simply focus on the study of specific peoples, cultures, or regions of the world, in the past or present, however, courses fulfilling the requirement actively promote a self–conscious and critical engagement with diversity. They urge students to consider the operations of difference in the world and provide them with the tools to do so. The ultimate aim of the requirement is to lay the groundwork for a life–long engagement with the diverse cultures, societies, and histories of the United States and the rest of the world.

Courses that comprise the Exploring Diversity Initiative may fall under a variety of categories, including (but not limited to) the following:

1. Comparative Study of Cultures and Societies. These courses focus on the differences and similarities between cultures and societies, and/or on the ways in which cultures, peoples, and societies have interacted and responded to one another in the past.
2. Empathetic Understanding. These courses explore diverse human feelings, thoughts, and actions by recreating the social, political, cultural, and historical context of a group in order to imagine why within that context, those beliefs, experiences, and actions of the group emerged.
3. Power and Privilege: These courses link issues of diversity to economic and political power relations, investigating how cultural interaction is influenced by various structures, institutions, or practices that enable, maintain, or mitigate inequality among different groups.
4. Critical Theorization: These courses focus on ways scholars theorize the possibilities of cross–cultural understanding and interaction; they investigate the ways that disciplines and paradigms of knowledge both constitute "difference" and are reconfigured by the study of diversity–related questions.
5. Cultural Immersion: In various ways these courses immerse students in another culture and give them the tools with which to understand that culture from the inside. They include those foreign language courses that explicitly engage in the self–conscious awareness of cultural and societal differences, traditions, and customs as an integral aspect of language study.

All students are required to complete ONE course that is part of the Exploring Diversity Initiative. 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.

By immersing students in foreign cultures, and often by furthering language acquisition, study abroad programs can offer a robust way to study cultural diversity. Students wishing to fulfill the EDI requirement via the completion of a study abroad program must submit a petition before departure proposing EDI credit for a particular course on their program, for particular experiences (such as independent research or a homestay), or for a specific language training program they will undertake while abroad. The petition will require students to describe how they believe their proposed study abroad experience will meet one or more of the goals of the Exploring Diversity Initiative; it will be considered by the Director of the Exploring Diversity Initiative working in concert with the Committee on Academic Standing

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

4) ***WRITING REQUIREMENT***—All students are required to take two writing–intensive courses: one by the end of sophomore year, and one by the end of the junior year. Students will benefit most from the 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.

The goal of the writing–intensive course requirement is to improve student writing proficiency across disciplines. Students in these courses should expect to receive guidance on style, argumentation, and other significant aspects of writing, as well as evaluation and criticism of their writing throughout the semester. This may be achieved through a variety of approaches: brief assignments spaced over the semester, sequenced assignments leading to a longer final paper, etc. Writing–intensive courses may also include multiple drafts, conferences, peer review, or class discussions designed to improve writing skills. A course with a single long paper due at the end of the semester, but with no required or structured means of addressing writing issues, would not be considered writing intensive.

Writing–intensive courses require a minimum of 20 pages of writing and have a maximum enrollment of 19 to allow the instructor to devote appropriate attention to writing over the course of the semester.

All tutorial courses in the Williams–Exeter Programme at Oxford University (WIOX) meet the Williams College 'W' designation, except for those in the studio arts, mathematics, and the sciences.

Major Requirement

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

Majors are offered in the following fields:

American Studies
Anthropology
Arabic Studies
Art
Asian Studies
Astronomy
Astrophysics
Biology
Chemistry
Chinese
Classics (Greek, Latin)
Comparative Literature
Computer Science
Economics
English
Environmental Policy
Environmental Science
French
Geosciences
German
History
Japanese
Mathematics
Music
Philosophy
Physics
Political Economy
Political Science
Psychology
Religion
Russian
Sociology
Spanish
Statistics

Theatre
Women's, Gender and Sexuality Studies

GENERAL STRUCTURE OF MAJORS

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

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

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

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

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.

TWO MAJORS

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

Physical Education Requirement

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

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

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

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

Residence Requirement

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

The degree requirements must be completed within eight semesters, including any semesters for which a student receives credit while not in residence at Williams. Thus, semesters spent away on exchange or other approved programs at other colleges are included in the eight semesters.

ADDITIONAL CURRICULAR OPPORTUNITIES

Advanced Placement and International Baccalaureate

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

Degree Credit Based on A–Level Examination Grades

Upon petition from the student, the Committee on Academic Standing may award two course credits toward the Williams degree for each grade of A or B received on an A–Level Examination in a liberal arts discipline. These credits may be used to accelerate graduation but may not be used to lower the course load during a semester in residence.

Normally, the student must have completed at least one full year of study at Williams and have met minimum academic standards before the CAS would consider the petition. The petition must include certification that all degree requirements, including a major, can be fulfilled if the credit is awarded.

Certificate in Foreign Languages

Certificates are awarded in Arabic, French, German, Russian and Spanish. The certificate confirms a particular degree of proficiency, cultural literacy and experience with the language in the context of the student's college education. Seven or eight courses are required, depending on the language. Please see the individual programs for details and specific requirements.

Combined Program in Liberal Arts and Engineering

The 3–2 program enables a qualified student to combine a liberal arts education at Williams with undergraduate professional training in engineering. The student studies at Williams for 3 years, completing 24 courses and 3 Winter Study Projects. He or she then transfers to The Fu Foundation School of Engineering and Applied Science at Columbia University for 2 years of engineering courses. Upon successful completion of this 5–year program, the student receives a Bachelor of Arts degree from Williams and a Bachelor of Science degree from Columbia.

During their 3 years at Williams, 3–2 students must complete all of the normal requirements for a Williams degree, including a major and the distribution requirements. Students majoring in the sciences should consult with their department chair to see if any of the courses taken at Columbia can count toward their Williams major. Only students who have taken the prerequisite courses, who have at least a 3.30 grade point average in scientific subjects and overall will be recommended by their major department and approved by the Committee on Academic Standing for this program.

The 3–2 program has an extensive list of prerequisite mathematics and science courses, so it is necessary to plan course selections at Williams carefully. The Pre–Engineering section of the Physics Department website includes a list of Williams courses recommended to prospective engineers as well as a link to the list of prerequisites on the Columbia website.

A popular alternative to the 3–2 program is to complete the Williams B.A. in the usual 4 years, majoring in one of the sciences, and then go directly to a graduate program in engineering. Please see the section of this catalog titled "Preparation for Graduate and Professional Study." Also, prospective engineers at Williams have the

opportunity to take undergraduate engineering courses at other institutions through various exchange programs. For information about these opportunities, please see the section titled "Exchange Programs."

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

Co–ordinate Programs Offering Concentrations

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

Africana Studies
Biochemistry and Molecular Biology
Cognitive Science
Environmental Studies
International Studies
Jewish Studies
Justice and Law
Latina/o Studies
Leadership Studies
Maritime Studies
Neuroscience
Public Health
Science and Technology Studies

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

Co–ordinate Programs

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

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

Cross–Enrollment Programs

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

Experiential Education at Williams

A range of non–credit experiential education opportunities is also available to interested students. Community service, community work–study jobs,, internships, research, special initiatives all provide students the chance to "learn by doing" outside the classroom. Information on each of these opportunities is provided below.

Community Service:

Internships and Research Opportunities:

A wide variety of summer internship opportunities are available to interested students through the Career Center, the Center for Environmental Studies (CES), the Zilkha Center, the Williams Outing Club and the Center for Learning in Action Research opportunities are also available through individual departments. More information about each of these opportunities is available online.

Museum Associates:

The Museum Associates Program of the Williams College Museum of Art provides students an opportunity to broaden their knowledge of art and art history, to learn about the field of museum education, and to develop valuable communication and public speaking skills while working with the public. The only academic requirement is the completion of ArtH 101–102. Applications are accepted every spring. For more information, contact Sarah Margerum, WCMA Public Engagement Manager.

For more information about experiential education and community engagement at Williams College, visit the Center for Learning in Action website at: http://learning–in–action.williams.edu/

Honors Program

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

Individual departments and programs describe special criteria, procedures, and patterns of study for honors in the "Courses of Instruction" section. Students should consult with their departments on their honors options prior to the senior year. Before the student has begun the last of the required course units, the department or program determines whether the student is admitted to honors candidacy. The degree is awarded with *Honors* or *Highest Honors* at the end of the senior year if, in the judgment of the department, its criteria of excellence have been met.

Independent Study

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

Study Away from Williams

The College encourages students to think about the option of study away as they begin the process of considering major fields and course requirements during the sophomore year.

All students in good standing with no deficiencies, including financial aid recipients, may study away on approved programs during all or part of the junior year. Academic credit is earned after evidence of the satisfactory completion of the program. A student wishing to enroll in another institution or program in this country or abroad, and to transfer credits earned on this program to Williams, must consult with Dean Laura McKeon and the appropriate department chair early in the fall semester of the sophomore year. Students are responsible for reading information provided on the Study Away website (study–away@williams.edu). They should also consult faculty members with expertise in the area or region of interest to them. All students who are curious about the off–campus study option should browse through the reference library in the Dean's Office and attend one of the general information meetings that Dean McKeon offers in the fall semester. After attending an information session, students are free to schedule an appointment with the Dean. Approval is required from the chair of the student's major department, Dean McKeon, and the Committee on Academic Standing. Students wishing to study away for any portion of the junior year must request approval in March of the sophomore year by submitting a petition to the Dean's Office including a supporting essay.

When a student decides to accept an offer of admission from a program, he or she must notify the Dean's Office. The Committee on Academic Standing will grant formal approval after that with a letter specifying how many credits a student must earn to equal a semester or year of credit at Williams. Students need to read the Pre–Departure Webinar, take the quiz and meet all the guidelines provided. Upon return to Williams, students must complete a program evaluation in order to receive credit.

The Williams Tutorial Program

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

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

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

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

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

Since the program's inception in 1988, students have ranked tutorials among the most demanding—and rewarding—courses they have taken at Williams. While not designed to be more difficult than other courses, tutorials are nonetheless challenging, with frequent writing assignments and the expectation that students will be well prepared to participate actively and effectively in weekly discussions. At the same time, students have consistently placed tutorials among the most enriching and consequential courses they have taken. They have appreciated the close attention to their writing and argumentation skills; the opportunity to be held accountable, in a detailed way, for the extended implications of their ideas; the chance to develop their oral abilities as they engage in debate; and the close intellectual bonds tutorials build between teachers and students, and students with each other. Many students have formed important advising and mentoring relationships with their tutorial teachers.

Registration information: Students pre–register for tutorials as they would for any other course (but should first check the description for prerequisites and to see if permission of the instructor is required). Because of limited enrollments and the special logistical arrangements involved in organizing tutorials, students may not drop a tutorial after 4:00 PM on the day before the first scheduled day of organizational meetings each semester. It is therefore important that students determine, before the start of the term, their interest in and commitment to the course. If they are uncertain whether they wish to take the tutorial, they should consult with the instructor. Tutorials may not be taken on a pass/fail basis.

Students may obtain detailed information about particular tutorials from the course descriptions and the instructors. (All tutorials have a "T" after the course number.) For general information, advice, or suggestions about the program, please contact Associate Professor Bernard Rhie, Tutorial Program Director for 2014–2015, in Stetson 608.

Williams–EPRI–UCT–ISA Cape Town Policy in Action Program

Williams offers a unique fall semester program of studies in Cape Town, South Africa in partnership with the Economic Policy Research Institute, ISA and the University of Cape Town. This innovative experiential study away program teaches students about South African politics, society and development. Students take courses at the University of Cape Town and the Economic Policy Research Institute where they also hone their research skills through a policy fieldwork placement. The program's unique features are the unifying seminar/tutorial on contemporary social and political issues in South Africa and work on cutting edge development policy projects. This course partners Williams students with South African Parliamentarians and government ministers in a collaborative learning effort focused on policy issues of mutual interest. Interested students should consult the Dean's Office or the Williams–EPRI–UCT–ISA website for more information.

Williams–Exeter Programme at Oxford University

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

Williams–Mystic Maritime Studies Program

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

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 deem 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 could result in their being dropped from the course. A failing grade will be assigned to any regularly graded course dropped after the designated 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 late fee for any registration changes accepted after the announced deadlines.

New students register online in early summer; soon after arrival at Williams, they meet with their assigned Academic Advisors to discuss the curriculum and their course selections. 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 as follows:

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.

Course Change Period

Course changes may be made during a designated periods. 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 late fee of $5 per day may be assessed for each course change accepted after the announced deadline.

First–year and first–semester transfer students may be permitted to withdraw from one course (incurring a deficiency but no grade penalty) as late as the tenth week of the semester. Upperclass students also may withdraw from a course under the same conditions once in subsequent years. 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 "Deficiencies," page 13 of this document.

Course Load

Students are required to 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 Committee for permission to pursue a reduced course load. Such a petition must be accompanied by a professional evaluation that 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 Committee makes a recommendation to the Committee on Academic Standing, which renders decisions. Such cases are considered on an individual basis and may be initiated at any time during the student's tenure at Williams.

Fifth Course Pass–Fail Option

Except in the case of the unbalanced course program described above, a student may, at the beginning of any semester, enroll in a fifth course that must be specified as the pass–fail course. *By the sixth week, a student must decide whether to continue the course, and if so, whether on a pass–fail or regularly graded basis*. A form for designating the option chosen will be sent from the Registrar's Office. A processing fee of $5 per day may be assessed for fifth 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, but not to accelerate graduation. The grade received will be included in the calculation of the student's cumulative grade–point average.

The Gaudino Option

- This initiative attempts to encourage students to engage in courses of interest beyond their area of focus or "expertise"–dare yourself to enroll in challenging but intriguing courses that you would otherwise not take!
- You can declare a G–option at the beginning of the semester for courses taken at Williams, starting as early as the spring semester of your first year and as late as the fall semester of your senior year. You can sign up for at most one G–option course per semester, and at most *two* in your undergraduate career.
- You *cannot* invoke the G–option on a course used to satisfy divisional or other college requirements (EDI, Q, W).
- You *cannot* invoke the G–option for any course that fulfills major or concentration requirements *unless* it is the very first course you take in that major or concentration.
- You will have up to 30 days after grades are posted to elect to invoke the G–option for a course from the previous semester. If your course grade is above a certain floor and the instructor of the course approves, then the course grade will be changed to ***G*** on your transcript and the GPA will not be affected by the original grade. The course *will* count toward graduation, but the transcript will reflect that you declared the course to be an intellectual stretch.
- Any course can be taken with the G–option unless the course description in the College Bulletin explicitly states otherwise.

Declaring the G–option

- You can declare a regular course at Williams as one of your two G–options any time during the drop/add period of any semester for which you are eligible to declare one. You cannot un–declare the G–option after the end of drop/add!

Invoking the G–option

- You may ask the Registrar's Office to invoke your option for a G–option course within 30 days after grades are posted. After 30 days you will keep the grade you earned in that class if you don't notify the Registrar that you wish to invoke the G–option. To apply the option, your course grade has to be no lower than the lesser of: (a) your current GPA minus 0.67; or (b) the grade of B–. In addition, the registrar will ask the instructor of the course to assert that you were "intellectually present." If either of these conditions is not met, then the grade you earned cannot be removed. "Intellectual presence" implies that you have attended and participated in all the class meetings and that you have done all the required work. Some instructors might have other requirements. You should feel free to meet with and interact with your instructor to get the most out of the experience.
- Year–long courses are a special case. If a student elects to declare a hyphenated course then s/he has three options once the student completes the *second* of the two courses:
  (a) take no action (and thus the two grades stay on the transcript);
  (b) invoke the option for the first of the two courses but not the second (ie, only the second grade stays... thinking: I was uncomfortable at first, but then I conquered the discomfort);
  (c) invoke the option for *both* courses (both grades go away).
  *Note that a student cannot keep the first course grade and G–option the second one——that is *not* allowed! Also, no matter which choice the student selects (a), (b), or (c), this only counts for *one* of his/her two allowable options in his/her college career.*

Winter Study Project

Students must pass a Winter Study Project in each of their four years. Winter Study Projects are graded Honors, Pass, Perfunctory Pass, or Fail. All work for Winter Study Projects must be submitted by the last day of the Winter Study Program; work may be accepted after this date only with the permission of a dean. Students who fail their Winter Study Projects will be placed on Academic Probation by the Committee on Academic Standing and will be required to make up the deficiency. (See "Deficiencies," page 13 of this document.) 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 may inform parents of students who receive two or more 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.

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*. A student may not repeat a course for which degree credit has been awarded. If the student fails a course, he or she must make up the deficiency.

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

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

Normally deficiencies can be made up only by courses taken after the deficiencies have been incurred.

A student must make up a deficiency in one of these ways:

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

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

Separation for Low Scholarship

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

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

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

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

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

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

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

Withdrawal from the College in Good Standing

Students may request personal leaves of absence from a dean and, if granted, withdraw from the College. Such time away, often as a period of reassessment and self evaluation, can prove to be beneficial educationally. A withdrawal in good standing may be granted for not less than one semester and not more than

three years. Students who withdraw in good standing are readmitted with the approval of the Dean's Office and are expected to complete the degree without further interruption.

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

Eligibility for and Completion of Majors

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

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

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

Eligibility for Extracurricular Activities

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

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

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

Dean's List

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

Phi Beta Kappa Society

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

1) The requirements for election to membership shall be a grade point average of 3.3 and *Honors* or *Pass* in all required Winter Study Projects. There shall be two elections of new members for each class, at the end of the junior and senior years.

2) At the end of the junior year, all students in the highest five percent of the class, ranked by cumulative grade point average, shall be eligible for election provided they have met the requirements and have completed enough courses to be considered candidates for the B.A. degree in the following year. A student who leaves Williams at the end of the junior year to attend graduate school may be elected under the above procedures.

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

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

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

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

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

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

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

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

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

Awarding of Degrees

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

Graduation with Distinction

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

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

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

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

AFRICANA STUDIES (Div. II)

Chair, Associate Professor JAMES A. MANIGAULT–BRYANT

Professors: K. MUNTONGI, S. SINGHAM. Associate Professors: G. LONG, J.MANIGAULT–BRYANT, R.MANIGAULT–BRYANT**, N.ROBERTS. Assistant Professor: R. BRAGGS*. Visiting Sterling Brown Professor: G. TATE. Visiting Assistant Professor: V. FORD. C3 Mellon Postdoctoral Fellow in Africana Studies: R. ROYSTON.

GENERAL PROGRAM DESCRIPTION

The Africana Studies Program is an interdisciplinary concentration offering students an in–depth understanding of the history, politics, religion, and culture of peoples of African descent, especially in the Americas. We use music, dance, literature, the arts, and scholarly works to explore the origins of this field of study in the fulcrum of African American and Caribbean movements of resistance. A trans–national program, intellectually influenced by scholars from W. E. B. Du Bois to the present, Africana Studies encourages students to study abroad, especially in our *Williams in Africa program*, and offers travel Winter Study courses designed to expose students to experiential learning settings outside of the classroom.

CONCENTRATION IN AFRICANA STUDIES

Candidates for a concentration in Africana Studies must complete at least five courses listed as Africana courses [note: many Africana courses are cross–listed with departmental offerings; all these are considered Africana Studies courses and can be used to count both for the concentration and for the departmental major of which they are a part]. Two of these five courses are required courses that every concentrator takes. They are the introductory course, AFR 200, normally taken in the sophomore and junior years, but open to all students; and an Africana Senior seminar , normally taken in the senior year, but also open to others at the Professor's discretion. Additional courses may be taken either with our core Africana faculty or with faculty and visiting professors affiliated with the program. However, at least one of these three additional courses must be listed as "Core Electives" which are each designated in the descriptions below as a "Primary Crosslisting." We also encourage students to take at least one course in a program/department other than Africana Studies and consider an experiential learning winter study session. Concentrators are expected to meet with the Chair and/or an Africana core faculty member to plan their concentration.

HONORS PROGRAM IN AFRICANA STUDIES

A student wishing to earn honors must complete an "Honors Dossier" during the Winter Study term and Spring semester of their Senior Year. This Dossier is comprised of three linked essays. Students may begin the project with two essays written for Africana Studies courses and, under their advisor's guidance complete additional research, incorporate instructor feedback, and substantially re–write and expand these two papers. The third essay must be a new work, written specifically for the Honors project. Students must also write a substantive introduction that explains the theme (theoretical, geographic, chronological etc.) that connects the three essays. The introduction should address the significance of the theme to the interdisciplinary study of the peoples and cultures of the African diaspora. It should also explain the logic of the three papers and how they work together. Dossiers will be due in mid–April (after Spring Break). Under some circumstances, a student may want to include a record of a performance or piece of visual art in the Dossier. In this case, a written analysis and explanation should accompany that piece. The total Honors Dossier should consist of no less than 45 pages of written work.

Students should submit a proposal for an Honors Dossier in the fall semester of their Senior year, no later than mid–October. They may draw on papers written in Africana courses during any semester including the fall semester of their Senior Year. Students may petition to include a paper written for a course outside of the Africana curriculum. Africana faculty will meet late in the fall semester to approve or decline Honors Dossier proposals. Students whose proposals are approved will be assigned an advisor and should register for W31–AFR 494 in the winter study/spring of the Senior Year.

At the Honors presentation night in the spring, each Honors student will prepare and give an oral defense of their dossier. During the defense, students will present the key points their overarching project and field questions from select faculty and student critics, all of whom will have read the dossier.

AFRICANA STUDIES AND OTHER PROGRAMS

Students concentrating in Africana Studies are encouraged to pursue concentrations in American Studies, Environmental Studies, Latino/a Studies, Performance Studies , and Women's, Gender and Sexuality Studies. Many of the courses counted for these concentrations may also earn credit toward the Africana Studies concentration.

Africana Studies courses required for the concentration:

AFR 200 Introduction to Africana Studies

AND *one* of the following two AFR 400–level Senior Seminar capstone courses (not all 400–level courses meet the requirement for the concentration):

AFR 405(F) Africana Studies and the Disciplines

AFR 476(S) Black Radicalism

One Core Elective:

AFR 132/PSCI 132/AMST 132 Contemporary Africana Social and Political Philosophy

AFR 156/COMP 156/AMST 156/ENGL 223 Thirteen Ways of Looking at Jazz

AFR 193/HIST 193 Black Power Abroad: Decolonization in Africa, the Caribbean and Europe

AFR 200 Introduction to Africana Studies

AFR 205/ENGL 269 Introduction to African Literature: Witness Literature

AFR 207/PSCI 212 Hip–Hop and Political Theory

AFR 208/AMST 208/REL 262 Time and Blackness

AFR 211/ENVI 211/SOC 211/AMST 211 Race and the Environment

AFR 213/WGSS 213 Race, Gender, and the Alien Body: Octavia Butler's Science Fiction

AFR 217/AMST 217/SOC 217/ENGL 215 Race(ing) Sports: Issues, Themes and Representations of Black Athletes

AFR 248/ AFR 248/HIST 248 The Caribbean: Slavery, Independence, Black Power, Neo–colonialism, Socialism

AFR 267/SOC 267/AMST 267 Race in the Americas

AFR 299/PSCI 233/REL 261 Rastafari: Dread, Politics, Agency

AFR 300/AMST 300/SOC 306 Lessons of 'The Game': The Wire and American Culture

AFR 305/REL 315/SOC 305/AMST 304 The Sociology of Black Religious Experience

AFR 310/REL 310/WGSS 310/AMST 309 Womanist/Black Feminist Thought

AFR 311/REL 311 Black Ministerial Imaginations: Griots, Athletes, and Maestros

AFR 314/AMST 314/COMP 321/ENGL 314 Groovin' the Written Word: The Role of Music in African American Literat

AFR 315/AMST 315 Blackness 2.0: Race, Film and New Technologies

AFR 316/REL 265/AMST 316 Sacred Cinema: Black Religion and the Movies

AFR 317/COMP 319/DANC 317/ENGL 317/THEA 317/A Black Migrations: African American Performance at Home and Ab

AFR 319/SOC 319/AMST 319 Ethnographic Approaches to Africana Studies

AFR 320/AMST 320/WGSS 320 Dangerous Bodies: Black Womanhood, Sexuality & Popular Culture

AFR 323/AMST 323/ARTH 223/COMP 322/ENGL 356 Comic Lives: Graphic Novels & Dangerous Histories of the Africa

AFR 338/PSCI 338/LEAD 338 Garveyism

AFR 360/PSCI 370/PHIL 360/LEAD 360 The Political Thought of Frantz Fanon

AFR 405 Africana Studies and the Disciplines

AFR 406/ Crafting Research: Methods in Africana Studies

AFR 444/HIST 444 The Black Republic—Haiti in History and Imagination

AFR 476/HIST 476 Black Radicalism

Two additional electives *(a total of three required for the concentration)*

Most electives are included below. However, students should check with the program chair to see if other courses not listed here might count as electives toward the concentration.

AFR 104(S) Travel Narratives and African History (W) Crosslistings: HIST 104/AFR 104
In a way, all historical thinking and writing deals with travel accounts given that, as many scholars have noted, the past can be likened to a foreign country and the historian can be viewed as a traveler in foreign places. Nevertheless, actual travel narratives—narratives about the actual physical visits of writers to distant lands—call for careful and critical analysis because they can be seductive, and they can shape the ways we think about the present—and the past—of distant lands and cultures. This course discusses Arab, Indian, European, African and African American travel narratives about various regions of Africa since the 14th century. We will mine the travel accounts for descriptions of local contexts. We will also explore what travel writing says about the author's perceptions of self, home, and "other." Ultimately, we will investigate the authors' biases and how the narratives influence both our perception of Africa and the writing of African history. This course is highly interdisciplinary and draws heavily on literary, anthropological, geographical, and historical methodologies.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, oral reports, 1–2 short papers and a research paper
Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first–year students, and then to sophomores who have not previously taken a 100–level seminar
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group A Electives – Africa
INST African Studies Electives
Spring 2015
SEM Section: 01 MWF 11:00 12:15 Instructor: Kenda Mutongi

AFR 113(S) Musics of Africa (D) Crosslistings: MUS 120/AFR 113
This course introduces a selection of musical cultures from the geographical breadth of Africa. Following an introductory exploration of the fundamental aesthetic and social parameters governing African musical practice, we will engage in a series of case studies considering a diverse array of musical practices and related social and politial issures in specific locales. Featured countries include Ghana, Zimbabwe, Ethiopia, Algeria and the Democrtic Republic of Congo. This course samples a wide range of musical practices from the Ghanaian dance craze, azonto, to Ethiopian liturgical change, to Shona mbira music in Zimbabwe. Performance analysis an critical reading and listing assignments are compbined with a number of hands–on workshops and musical exercises.
Class Format: lecture **Requirements/Evaluation:** grade based on two 4– to 6–page papers, two tests, one performance project, a final paper, and class participation
Prerequisites: no prerequisites: prior musical background is not essential for this class **Enrollment Limit:** 30 **Expected Class Size:** 25 **Enrollment Preferences:** preference given to current or prospective majors in Music and Africana Studies concentrators
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
MUS World Music/Ethnomusicology—class of 2017 and beyond
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: MUS Group A Electives
MUS World Music/Ethnomusicology
Spring 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Corinna Campbell

AFR 129(S) Twentieth–Century Black Poets (W) Crosslistings: ENGL 129/AFR 129
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.
Class Format: discussion/seminar **Requirements/Evaluation:** several short papers totaling at least 20 pages
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first–year students who have not taken or placed out of a 100–level English course
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirements if registration is under AFR
Distributional Requirements: Division 1 Writing Intensive
Spring 2015
SEM Section: 01 MWF 11:00 12:15 Instructor: David Smith

AFR 132(S) Contemporary Africana Social and Political Philosophy (D) Crosslistings: AFR 132/PSCI 132/AMST 132
This introductory seminar investigates the relationship between three major schools of thought in contemporary Africana social and political philosophy, namely the African, Afro–American, and Afro–Caribbean intellectual traditions. We will discuss a range of thinkers including Aimé Césaire, Angela Y. Davis, Édouard Glissant, Lewis R. Gordon, Kwame Gyekye, Paget Henry, bell hooks, Charles W. Mills, Nkiru Nzegwu, Lucius Outlaw, Oyèrónke Oyewùmi, Tommie Shelby, and Sylvia Wynter. A primary goal of the course is to provide students with the intellectual resources to decipher problems central to philosophical discourse and to allow students an opportunity to apply what they learn to critical issues in current geopolitics. This seminar is part of the Exploring Diversity Initiative, and as such we shall investigate—via the authors mentioned—comparative philosophical analyses, critical theorization, and the plurality of global thinking in contemporary social and political philosophy.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on attendance and participation, two 5– to 7–page essays, and one 10–page final paper
Prerequisites: none; open to all **Enrollment Limit:** 15 **Expected Class Size:** 12 **Enrollment Preferences:** first– and second–year students
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives
Spring 2015
SEM Section: 01 MW 11:00 12:15 Instructor: Neil Roberts

AFR 152 A Composer's History of Jazz (D) (W) Crosslistings: MUS 152/AFR 152
This course will provide a chronological survey of jazz composers, beginning with the pre–jazz era and continuing through the present day. Students will be required to do assigned listening and read related criticism and biographical material. In addition, students will write several responsive papers summarizing these listening and reading experiences. Each student will also write a biographical paper about a composer (or composer/arranger) of her choice, and participate in a collaborative presentation at the end of the semester on a composition or set of compositions from a list of possibilities provided by the instructor. Midterm and final examinations will focus on analytical aural skills developed during the semester, both in terms of formal analysis and composer identification. Composers whose work will be covered will include: Scott Joplin, James P. Johnson, Jelly Roll Morton, George Gershwin, Fletcher Henderson, Duke Ellington, Mary Lou Williams, Benny Carter, Ernie Wilkins, Quincy Jones, Gil Evans, Frank Foster, John Lewis, Dave Brubeck, Oliver Nelson, Antonio Carlos Jobim, Hermeto Pascoal, Eddie Palmieri, Thad Jones, Thelonious Monk, John Coltrane, Charles Mingus, Jaco Pastorius, Wayne Shorter, Joe Zawinul, Yusef Lateef, Bill Evans, Maria Schneider, Billy Childs, and others. This course will be writing intensive.
As an EDI offering, the course materials will be designed not only to expose the student to the music, but also to provide an examination of the relationship between jazz composers and the historical and cultural worlds in which they created their Art. Readings will include the perspective of musicians, audiences and critics, as well as an examination of who they were and what agendas and prevailing societal attitudes may have shaped their reactions to the music. Comparisons between the experiences of composers and their listeners in different eras will provide additional perspective.
Class Format: lecture **Requirements/Evaluation:** short response papers based on reading and listening; midterm and final exams; and a research paper on the career of a composer of the student's choice
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Music Majors and then Jazz Ensemble members
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: MUS Group A Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Andrew Jaffe

AFR 156 Thirteen Ways of Looking at Jazz (D) (W) Crosslistings: AFR 156/COMP 156/AMST 156/ENGL 223
Taking its title from the Wallace Stevens poem, "Thirteen Ways of Looking at a Blackbird," which interprets the blackbird in different ways, this course similarly explores a more complex, multi–layered perspective on jazz, from jazz and American democracy to jazz in visual art. Accordingly, the course introduces students to several genres, including historical documents, cultural criticism, music, literature, film, photography and art. The course does not draw on a musicological method but rather a socio–cultural analysis of the concept, music and its effect—so students are not required to have any prior musical knowledge or ability. In this writing intensive course, students will write short close analyses of multiple types of media, ultimately building up to an argumentative essay. This EDI course explores the musical expressions of the culturally diverse peoples of African descent in the New World, as well as the myriad ways in which representations of jazz signify on institutional power, reaffirm dominant U.S. and/or European hierarchies of race, gender and class, and signal inequality in order to contest it.
Class Format: lecture **Requirements/Evaluation:** class participation, 1 quiz, weekly 2–page response essays in course journal, 2 4–page close analyses, 1 oral presentation/performance with 2–page critical report, and 1 6– to 8–page argumentative essay, totaling slightly over 20 pages of written work
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** none
Distribution Notes: Meets Division 2 requirement if registration is under AFR and AMST; meets Division 1 requirement if registration is under COMP or ENGL
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AFR Core Electives
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
LEC Instructor: Rashida Braggs

AFR 164 Slavery in the United States (W) Crosslistings: HIST 164/AFR 164/AMST 165
Slavery and freedom rose as concomitant ideologies—simultaneously and interrelated—critical to the development of the American colonies and United States. Few areas of American social, political, and economic history have been more active and exciting in recent years than the study of this relationship. This seminar introduces students to the most important aspects of American slavery, beginning with an examination of the international slave trade and traces the development of the "peculiar institution" to its demise with the Civil War.
Class Format: seminar **Requirements/Evaluation:** building on several preliminary essays, each student will complete a research project which leads to a final research paper

Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 15–19 **Enrollment Preferences:** first–year students, and then to sophomores who have not previously taken a 100–level seminar
Extra Info: in addition to reading key books in the field, students will engage in primary source research using the College library's extensive holdings of microfilm and local records dealing with slavery
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives – U.S. + Canada
JLST Enactment/Applications in Institutions
Not Offered Academic Year 2014–2015
SEM Instructor: Charles Dew

AFR 166 Politics and Prose: Invisible Man in Historical Context (D) (W) Crosslistings: HIST 166/AFR 166/AMST 166
"I am an invisible man." So begins Ralph Ellison's treatise on black life in the United States in the middle of the twentieth century. Ellison's book *Invisible Man* appeared in 1952, won the National Book Award, and secured a prominent place in the canons of both American and African American arts and letters. Often studied for its literary crafting and for the ways it echoes the work of classic American writers, *Invisible Man* iterates the black past as it affects its protagonist. This course examines the novel and its themes in historical context: debates among black ideologues and leaders; links between culture and protest; and effects of black migration and urbanization. In addition to the novel the course also includes readings in black sociology, anthropology, law, literature, political science, education, folklife, and music.
Class Format: seminar **Requirements/Evaluation:** frequent short assignments, building toward longer essays and a final paper; final evaluation will be based on these assignments and class participation
Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** first–year students, and then sophomores who have not previously taken a 100–level seminar
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives – U.S. + Canada
Not Offered Academic Year 2014–2015
SEM Instructor: Leslie Brown

AFR 167(S) Let Freedom Ring? African Americans and Emancipation (W) Crosslistings: HIST 167/AFR 167/AMST 167
This course will examine African Americans' transition from slavery to freedom. In the years that encompassed the Civil War and immediately after, most African Americans changed from being legal property, able to be bought, sold, mortgaged, rented out, and leveraged into U.S. citizens, with the Constitutional right to male suffrage. This course examines this transition. How did it come about? To what extent were African Americans able to exercise their rights that the constitution guaranteed? How did Emancipation shape African American family relations, culture and demography? This is a research seminar. We will examine work of historians and discuss the contradictions and nuances of emancipation. Readings will include monographs, scholarly articles and heavy dose of primary sources, as many as possible written by African Americans themselves. Assignments include an original research paper on an aspect of Emancipation. We will devote considerable time throughout the semester to finding primary and secondary sources and on the writing process.
Class Format: seminar **Requirements/Evaluation:** Research paper, short writing assignments, class participation
Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first–year students, and then sophomores who have not previously taken a 100–level seminar
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives – U.S. + Canada
Spring 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Gretchen Long

AFR 193 Black Power Abroad: Decolonization in Africa, the Caribbean and Europe (D) (W) Crosslistings: AFR 193/HIST 193
Obama's recent successful bid for the Presidency has reminded Americans of the strong links between African–Americans and Africans and of the international dimensions of the struggle for racial justice. This struggle has its roots in the post–World War II transformation of the world associated with the decolonization struggles led by individuals like C.L.R. James, Aimé Césaire, Kwame Nkrumah, Franz Fanon and Nelson Mandela. This course will examine this movement, focusing on activists in the Caribbean and Africa, the new ideas and cultural movements they inspired (Pan–Africanism, Negritude, and Socialism), their organizational activities in London and Paris, and their success in breaking free of European imperialism only to be confronted with American and Russian Cold War rivalry. By comparing and contrasting different experiences of independence—in the Caribbean, in independent Ghana, and in anti–apartheid South Africa—this course will grapple with the ways in which racism, political power, and cultural difference affected relations between Blacks, mulattoes, whites, and Indians in these countries as they fought for independence. The comparative and transatlantic scope of this course, combined with its focus on race relations, power, and privilege helps it meet the requirements of the Exploring Diversity Initiative.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on class participation, oral reports, 1 short paper, and a 10– to 12–page research paper
Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first–year students, and then sophomores who have not previously taken a 100–level seminar
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AFR Core Electives
HIST Group A Electives – Africa
HIST Group C Electives – Europe and Russia
HIST Group D Electives – Latin America + Caribbean
Not Offered Academic Year 2014–2015
SEM Instructor: Shanti Singham

AFR 200(F,S) Introduction to Africana Studies
This course introduces students to the content and contours of Africana Studies as a vibrant field of knowledge. Through exploration of the genealogy, disciplinary diversity, and evolution of the field, we will examine the depth and range of experiences of African–descended peoples throughout the Americas, the Caribbean, Europe, and Africa. We will also give some attention to how members of the Diaspora remember and encounter Africa, as well as their diverse responses to the history of enslavement, colonialism, apartheid, racism, and globalization. Through materials that embrace both historical and contemporary perspectives, we seek to help students develop critical frameworks for understanding African diasporic experience while simultaneously illumining disjunctures and challenges for the field. This course features two pedagogical strategies: 1) a rotational, interdisciplinary approach that includes the expertise, methods, and specializations of Africana faculty; and 2) the incorporation of aesthetic materials—film, photography, music, dance, performance, and artwork—to enhance student ability to draw ongoing connections between visual and textual sources covered in the course. Close textual analysis, vibrant debate, and engaging discourse are expected.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based upon class participation, weekly reading response papers, two short essays, and a final research project
Prerequisites: none **Enrollment Limit:** 18 **Expected Class Size:** 15
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
INST African Studies Electives
LATS Comparative Race + Ethnic Studies Electives
Fall 2014
LEC Section: 01 MR 02:35 03:50 Instructor: Neil Roberts
Spring 2015
LEC Section: 01 TR 11:20 12:35 Instructor: James Manigault–Bryant

AFR 201(F) African Dance and Percussion Crosslistings: DANC 201/AFR 201/MUS 220
This course focuses on selected dance and music forms from the African continent for example, *Kpanlogo* from Ghana, *Lamban* from Guinea, Senegal and Mali or *Bira* from Zimbabwe. We will examine their origins (people, history and cultures) and influence beyond geographic perimeter to more fully understand the function of these forms in contemporary times. Students will study movement and percussion and are evaluated on the quality of progress with the selected forms throughout the semester. Forms may not be the same every semester.
This course can be taken for academic and/or PE credit
Class Format: studio/lecture/discussion **Requirements/Evaluation:** participation in assignments that include research and performance projects and a short paper; students enrolled for PE credit only are not required to do short paper or research assignments; all students must participate in all performance projects
Prerequisites: DANC 100 or permission of instructor **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** students who have taken Dance 100 or advanced placement
Dept. Notes: MUS Group B Electives —classes 2015 and 2016
MUS World Music/Ethnomusicology—class of 2017 and beyond
Distribution Notes: meets Division 1 requirement if registration is under DANC or MUS; meets Division 2 requirement if registration is under AFR
this course may be taken for academic and/or PE credit; see description for more details
Distributional Requirements: Division 1 **Other Attributes:** INST African Studies Electives
MUS Group B Electives
MUS World Music/Ethnomusicology
Fall 2014
STU Section: 01 TF 01:10 03:50 Instructor: Sandra Burton and Tendai Muparutsa

AFR 202(S) Public Speaking: Traditions and Practice
Effective oral communication skills are necessary for any student, regardless of major or area of concentration. This course is designed to give students an introduction into the fundamentals of oral communication. We will discuss the critical role of both speakers and listeners within the transactional process of communication. Together we will explore African American oratorical traditions through viewing, listening to, and reading speeches from notable figures such as Frederick Douglass, Fannie Lou Hamer, Barak Obama, and many others. With an emphasis placed on Aristotelian and African American rhetorical methods of persuasion, evidence–based research, and organization, students will gain a better understanding of what it means to be an ethical and responsible communicator. Students will give three formal speech presentations with a focus on informative and persuasive elements. Through discussions, lectures, activities, readings, and speech presentations, students will develop meaningful skills to effectively communicate in the public setting.
Class Format: seminar **Requirements/Evaluation:** students will give three formal speech presentations with a focus on informative and persuasive elements; through discussions, lectures, activities, readings, and speech presentations, students will develop meaningful skills to effectively communicate
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first and second year students.

Distributional Requirements: Division 2
Spring 2015
SEM Section: 01 TR 08:30 09:45 Instructor: VaNatta Ford

AFR 203(F) Modern African History (D) Crosslistings: HIST 203/AFR 203
This course surveys the history of 19th and 20th century Africa. The first section of the course focuses on the European conquest of Africa and the dynamics of colonial rule—especially its socio–economic and cultural consequences. The second section looks at how the rising tide of African nationalism, in the form of labor strikes and guerrilla wars, ushered out colonialism. The third section examines the postcolonial states, focusing on the politics of development, recent civil wars in countries like Rwanda and Liberia, and the growing AIDS epidemics. The last section surveys the history of Apartheid in South Africa up to 1994.Course materials include fiction, poetry, memoirs, videos, newspaper articles, and outstanding recent scholarship. The course is structured around discussions. This EDI course explores the experiences and expressions of the culturally diverse peoples of African descent in the New World (and the Old), as well as the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. and/or European hierarchies of race, culture, gender and class.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on two 7– to 10–page papers, one exam, and an unspecified number of pop quizzes
Prerequisites: none; no prior knowledge of African history required; open to all **Enrollment Limit:** 40 **Expected Class Size:** 15–25 **Enrollment Preferences:** students interested in History or Africana Studies
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group A Electives – Africa
INST African Studies Electives
Fall 2014
LEC Section: 01 MWF 11:00 12:15 Instructor: Kenda Mutongi

AFR 204 Introduction to Francophone Studies (D) Crosslistings: RLFR 203/AFR 204
The Francophone world, stretching across Europe, Africa, the Middle East, Asia, the Caribbean and the Americas, has often been described as a family joined by a shared language and condition born of colonial history. Through fiction and film, this course will examine what it means to be Francophone, and how writers and filmmakers from the Francophone world have approached the idea of family both literally and metaphorically in order to explore questions of identity, origins, colonialism, resistance, nationhood and interconnectedness in a global community. This course invites students to enter into critical engagement with cultural constructions of difference, colonial and post–colonial constructions of subjectivity, culturally contested imaginations and treatment of gender and race, and the very idea of the Francophone itself. Authors we will read include: Driss Chraibi (Morocco), Dany Laferrière (Haiti), Maryse Condé (Guadeloupe), Aimé Césaire (Martinique), Linda Lê (Vietnam) and Fatou Diome (Senegal). Films studied include *Moolaadé* (Ousmane Sembène), *La vie sur terre* (Abderrahman Sissoko) and *Abouna* (Mahamet–Saleh Haroun). *Conducted in French*.
Class Format: seminar **Requirements/Evaluation:** active class participation, informal response papers, two short papers, and final paper
Prerequisites: RLFR 105 or above or results of the College Placement Examination, or permission of instructor **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** French majors or certificate candidates, and Africana Studies concentrators
Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: INST African Studies Electives
INST Borders, Exiles + Diaspora Studies Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Katarzyna Pieprzak

AFR 206(S) African Dance and Percussion Crosslistings: DANC 202/AFR 206/MUS 221
Course continues the investigation of selected music and dance from the African continent. Advancing dance and music skills, deepening understanding of history and context of the material are focus of readings, discussions and projects throughout the semester. Questions we will address include the impact of religion, colonialism, travel, immigration, media tradition and the continued emergence of new forms. Material may include *Gum Boots* (*Isicathulo*) from Southern Africa, *Juju* in Nigeria or *Hip Hop* in several nations.
This course can be taken for academic and/or PE credit.
Class Format: studio/lecture/discussion **Requirements/Evaluation:** participation in assignments that include research and performance projects and a short paper; students enrolled for PE credit only are not required to do short paper or research assignments; all students must participate in all performance projects
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** students who have taken DANC 100, DANC 201 or permission of the instructor
Dept. Notes: MUS World Music/Ethnomusicology—class of 2017 and beyond
Distribution Notes: meets Division 1 requirement if registration is under DANC or MUS; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1 **Other Attributes:** INST African Studies Electives
MUS World Music/Ethnomusicology
Spring 2015
STU Section: 01 TF 01:10 03:50 Instructor: Sandra Burton and Tendai Muparutsa

AFR 207 Hip–Hop and Political Theory Crosslistings: AFR 207/PSCI 212
This course is an introduction into the theoretical underpinnings of the genesis and evolution of hip–hop, a late modern phenomenon whose forms are routinely referred to as a movement, a culture, a music, and a politics. Since its emergence in the South Bronx during the late 1970s, what constitutes the organizing definitions and philosophical bulwarks of hip–hop are often underexplored. The course illuminates such submerged, neglected, and contested bodies of knowledge by focusing on eight concepts: justice, rights, recognition, freedom, equality, democracy, love, and judgment. Through these principles, students are able to address how we frame questions of race, ethnicity, gender, sexuality, class, authenticity, the public sphere, incarceration, and globalization. Our meetings consider the popular and the underground, the originally forged and the remixed, the utility of nomenclature bifurcating conscious and radical hip–hop on the one hand and alternative modes following the logic of neoconservatism and neoliberalism on the other, examining throughout the interplay among language, aesthetics, and form. We investigate as well whether hip–hop in the United States and around the world is intrinsically a political, anti–political, or neutral force in the realm of politics. Written texts, lyrical thought, breaking, film, music videos, and guest lectures by rappers, R&B singers, DJs, academics, and graffiti artists are interwoven in assignments and in–class discussions. Through these mediums and select experiential education opportunities outside the classroom, students have an opportunity to render evaluations on the political theory of hip–hop between past and future.
Class Format: lecture **Requirements/Evaluation:** attendance and participation, two 5– to 7–page essays, and choice of a final 10–page paper or final project; students opting for a final project must receive instructor approval and convey the contours of a core course concept
Prerequisites: none; open to all **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** none
Extra Info: through one of the following mediums:video interviews with visiting artists and scholars, a PowerPoint presentation, original song, mixtape, or combined multimedia presentation
may not be taken on a pass/fail basis
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Neil Roberts

AFR 208T Time and Blackness (W) Crosslistings: AFR 208/AMST 208/REL 262
The concept of time is one of the most examined, yet least theorized, concepts in Africana Studies. While the field is saturated with historical studies and literary analyses that take up issues of cultural memory, both of which involve thinking about time, time itself is rarely the subject of sustained inquiry. This may be due to its abstractness as an idea and the level of analysis its conceptualization demands, or because time in the African American experience cannot be understood outside of the meaning of race, which itself is far from tangible. In this tutorial, "Time and Blackness," we will explore how African American writers across a number of genres understand time. We will read select texts of fiction as well as spiritual autobiographies, historical narratives, and sociological studies to understand how writers draw from — and create —paradigms of time to organize their work. The following questions will structure our investigation: What are the constituent elements of time in African American writing? How does race shape the ways a writer conceives of the experience of time? In examining writings across genres, is there something that we can call an identifiable African–American "timescape"?
Class Format: tutorial **Requirements/Evaluation:** assignments will include six 2–page response papers; two 5–page writing assignments; and a final, 10–page review essay on how time is understood in a genre of writing
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** preference will be given to concentrators in Africana Studies, majors in Religious Studies, and majors in American Studies
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AFR Core Electives
Not Offered Academic Year 2014–2015
TUT Instructor: James Manigault–Bryant

AFR 209(F) Black/Independent/Cinema Crosslistings: ENGL 203/AFR 209/AMST 203
Trick question: Is black independent cinema (a) a marketing strategy, (b) a political project, or (c) an aesthetic tradition? In this course, we'll watch movies that are celebrated or obscure, crowd–pleasing or aesthetically demanding, militant or reassuring, or sometimes all of the above. But "all of the above" is a cheap answer to a trick question—the kind of thing you might say on the way out of the theater if you want to sound smart but don't really have an opinion of your own! Since the films we'll watch are not designed for a passive, silent viewer, one of our tasks will be to ask how we might constitute ourselves as the audience they call for. Our primary emphasis will be on basic theoretical questions—what makes a film "independent," and what makes it "black"?—but we'll aim for some historical coverage as well, moving backwards and forwards from a grounding in the late 1980s/early 1990s. Films may include *Daughters of the Dust, Killer of Sheep, Do the Right Thing, Drylongso (Ordinary), The Spook Who Sat by the Door, The Brother from Another Planet, Dave Chappelle's Block Party*, and others.
Class Format: seminar **Requirements/Evaluation:** active participation, frequent short writing assignments, a midterm paper and a final project
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam; or consent of the instructor **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** English majors and Africana concentrators
Extra Info: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR or AMST
Distributional Requirements: Division 1 **Other Attributes:** ENGL Literary Histories C
Fall 2014
SEM Section: 01 MR 02:35 03:50 Instructor: Vincent Schleitwiler

AFR 210 Culture and Incarceration Crosslistings: PSCI 210/AFR 210/AMST 210/WGSS 210/INTR 210
This seminar examines incarceration, immigration detention centers, and the death penalty from historical and contemporary perspectives.
Students will study and examine interdisciplinary texts as well primary sources (legislature and criminal codes and writings by the incarcerated). The emphasis will be on the study of social attitudes concerning ethnic groups, gender/sexuality and class as they pertain to a "penal culture" in the United States.
Class Format: seminar **Requirements/Evaluation:** attendance and active participation (10%); collective/group presentations (30%); four 5–page double spaced e–papers (60%)
Prerequisites: none **Enrollment Limit:** 15 **Enrollment Preferences:** juniors and seniors, or sophomores with permission of instructor

Distributional Requirements: Division 2 **Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora
JLST Enactment/Applications in Institutions
Not Offered Academic Year 2014–2015
SEM Instructor: Joy James

AFR 211(F) Race and the Environment (D) Crosslistings: AFR 211/ENVI 211/SOC 211/AMST 211
In contemporary societies, race remains an enduring impediment to the achievement of equality. Generally understood as a socially meaningful way of classifying human bodies hierarchically, race manifests itself in a number of arenas, including personal experience, economic production and distribution, and political organization. In this course, we will explore how race emerges in local and global environmental issues, like pollution and climate change. We will begin with a review of some of the landmark texts in Environmental Studies that address "environmental racism," like Robert Bullard's *Dumping in Dixie* and David Pellow's *Garbage Wars*. We will examine how and to what extent polluting facilities like landfills, oil refineries, and sewage treatment plants are disproportionately located in communities of color; we will also pay attention to how specific corporations create the underlying rationale for plotting industrial sites. After outlining some of the core issues raised in this scholarship, we will turn to cultural productions—like literature, film, and music—to understand how people of color respond to environmental injustice and imagine the natural world.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, 2–3 short papers (5–7 pages), and a self–scheduled final
Prerequisites: none **Enrollment Limit:** 20
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
ENVI Humanities, Arts + Social Science Electives
ENVP SC–B Group Electives
Fall 2014
LEC Section: 01 TR 11:20 12:35 Instructor: James Manigault–Bryant

AFR 212(S) Jazz Theory and Improvisation I Crosslistings: MUS 104/AFR 212
The theory and application of basic techniques in jazz improvisation and performance styles, including blues forms, swing, bebop, modally based composition, Afro–Cuban, etc. Appropriate for students with skill on their instrument and some basic theoretical knowledge. Knowledge of all key signatures, major/minor keys and modes, intervals, triads and basic seventh chords and their functions within keys. Students should be able to play and demonstrate these concepts on their instruments–competence on an instrument is essential (vocalists and drummers will be encouraged to study the piano). Pianists and guitarists should be able to sight read chords on a jazz lead sheet.
Class Format: alternates between lecture style exposition of theoretical topics and a master class where students will perform and be evaluated on assigned repertoire **Requirements/Evaluation:** evaluation will be based on weekly assignments,(e.g., harmonic analysis and exercises in transposition and transcription) a midterm, a transcription project and the end of semester concert, as well as improvement as measured in weekly class performance
Prerequisites: MUS 103 and/or permission of instructor; musical literacy required as per above description; private study on student's individual instruction strongly encouraged **Enrollment Limit:** 15 **Expected Class Size:** 13 **Enrollment Preferences:** Music majors, then Jazz Ensemble members, then prospective Music majors
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
this course will meet at the same time as and share aural skills labs with MUS 104a; students considering taking this course should consult the lab times shown below and plan their schedules accordingly
Distributional Requirements: Division 1 **Other Attributes:** EXPE Experiential Education Courses
Spring 2015
SEM Section: B1 TR 09:55 11:10 Instructor: Kris Allen
LAB Section: B2 MWF 09:00 09:50 Instructor: Daniel Prindle Ed Gollin Kris Allen Edwin Lawrence
LAB Section: B3 MWF 10:00 10:50 Instructor: Daniel Prindle Ed Gollin Kris Allen Edwin Lawrence
LAB Section: B4 MWF 11:00 11:50 Instructor: Daniel Prindle Ed Gollin Kris Allen Edwin Lawrence

AFR 213T Race, Gender, and the Alien Body: Octavia Butler's Science Fiction (W) Crosslistings: AFR 213/WGSS 213
Science fiction is a genre well known for its ability to envision new realities, and Octavia E. Butler (1947–2006) is among the most highly regarded science fiction writers. Butler's uncanny ability to imagine the future anew and to merge those ruminations with her experiences as an African American woman provide powerful commentary on — and often disrupt — modern understandings of race, gender, and human embodiment. We will explore questions such as: What role does 'gender' play in Butler's fiction? How does Butler's treatment of the 'alien' cause us to reconsider what it means to be human? How does Butler incorporate 'race' and the concept of 'other' into her fiction, and how do these techniques help us situate contemporary discussions of a post–race society? We will examine the relationship between Butler's visions for the future and what her narratives of future worlds invariably suggest about the present. We will read key texts including the best–selling text *Kindred* (1979), the haunting dystopian novel *Parable of the Sower* (1994), the popular vampire text *Fledgling* (2005), and the collection *Bloodchild and Other Stories* (1996). We will also explore contemporary engagement with Butler's work including the relationship between the main character from her book *Dawn* (1987), and Henrietta Lacks, the African American woman from whom the immortal cell line (HeLa) used for medical research derives. This tutorial will engage Octavia Butler's work broadly, and with particular attention to how the concepts 'race,' 'gender', 'alien' and 'body' are interrogated in her writings.
Class Format: tutorial **Requirements/Evaluation:** attendance, paired weekly reflection/response papers, a 5– to 7–page creative writing assignment, and a final essay of 10 pages
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** students with interests and/or prior coursework in Africana Studies and Women's, Gender, and Sexuality Studies
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AFR Core Electives
WGSS Racial Sexual + Cultural Diversity Courses
Not Offered Academic Year 2014–2015
TUT Instructor: Rhon Manigault–Bryant

AFR 214 Jazz Theory and Improvisation II Crosslistings: MUS 204/AFR 214
A continuation of Music 203, this course builds upon theoretical knowledge, performance and aural skills developed previously. Students will deal with more complex theoretical and performance issues, such as modal interchange and minor key harmony, use of symmetric scales, commonly–used reharmonizations of the blues and "I Got Rhythm" chord progressions, and Coltrane's "Three Tonic" harmonic system.
Class Format: the format is the same as for Music 203, with two weekly meetings, alternating between theory and performance sessions, and including a final recital **Requirements/Evaluation:** two transcription projects and two original compositions, as well as a midterm and final exams, and participation in a recital at the end of the semester
Prerequisites: MUS 203 (formerly 212) or permission of the instructor **Enrollment Limit:** 12 **Expected Class Size:** 5–8 **Enrollment Preferences:** Music majors and Jazz Ensemble members
Dept. Notes: MUS Group B Electives—classes 2015 and 2016
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1 **Other Attributes:** EXPE Experiential Education Courses
MUS Group B Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Andrew Jaffe

AFR 215 Race and Capitalism Crosslistings: AMST 212/AFR 215
This course will grapple with the analysis of capitalism that has emerged out of the Black radical tradition. Examining how the traces of slavery have continued in capitalism following emancipation, this intellectual and political tradition also foregrounds race as a material, concrete relationship that is visible in the organization of economic life: in the production of the goods and services necessary for society to reproduce itself. We will focus on Black freedom struggles, and their analyses and proposals towards achieving radical emancipation and racial justice. This seminar course will involve collaborative and individual research work.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, group work, and a semester–long small group project, with each student responsible for 12–15 pages
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** American Studies majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 **Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives
Fall 2014
SEM Section: 01 Cancelled

AFR 216 Black Politics in the United States Crosslistings: PSCI 213/AFR 216/AMST 213
Historically, African Americans have been treated as group members rather than as individuals by mainstream society; consequently, a very unique set of political attitudes and behaviors have developed among Blacks in the United States. This course explores the political history of African Americans as well as the relationship between African Americans and the American political system. Political elites as well as individual citizens and grassroots movements have influenced Black politics. In turn, we will focus on how national, state, and local governments have affected African American communities through the implementation of policies¿some of which have been discriminatory while others have been aimed to ameliorate racial disparities. We will also analyze how Black Americans have responded through the political system. Since this course (nor any course) has the capacity to explore the vast history of Black politics, we will focus primarily on contemporary, African American politics between 1960 and the Obama era. Class time will be divided between lectures and class discussions.
Class Format: seminar; class time will be divided between lectures and class discussions **Requirements/Evaluation:** two 6– to 8–page response papers, a take–home final exam, reading evaluations and class participation
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** sophomores and juniors
Distributional Requirements: Division 2 **Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
SEM Instructor: Candis Smith

AFR 217 Race(ing) Sports: Issues, Themes and Representations of Black Athletes Crosslistings: AFR 217/AMST 217/SOC 217/ENGL 215
Althea Gibson to the Williams Sisters. Julius (Dr. J) Irving to Michael Jordan. Jesse Owens to Tommie Smith and John Carlos. Throughout the 20th century, black athletes have broken through Jim Crow restraints, challenged racial stereotypes, and taken their sports to new heights of achievement. In this course, students will explore a range of black athletes in the 20th century, paying particular attention to the attitudes, stereotypes and experiences they endured. In addition, this course will prompt students to analyze the representation, perception, and commodification of black athletes in popular media forms. Students will trace trends, shifts and themes in representations of blackness across different sports and historical periods. Topics under study may include resistance against and affirmation of athletes as role models, racial slurs in sports broadcasting, common themes in commercialized images of the black male athlete, and distinctions in media coverage based on race and gender. Texts will include everything from critical essays and sociological studies to commercials and documentary films. In their final projects, students may put their newfound knowledge to the test by exploring their campus or hometown to investigate the role that race plays on their own playing field.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based upon class participation, short weekly reading and/or listening assignments, one 5–page paper, final group project

Prerequisites: none; open to all **Enrollment Limit:** 25 **Expected Class Size:** 20
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR, AMST or SOC
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
LEC Instructor: Rashida Braggs

AFR 218(S) African American Environmental Culture from Slavery to Environmental Justice (D) Crosslistings: ENVI 212/AMST 214/AFR 218
Until the environmental justice movement rose to prominence over the past few decades and invited a more critical perspective on the connection between race and the environment, popular understanding of the American environmental (and environmentalist) tradition had effectively been whitewashed. But why? This course will work to find answers to that question while unearthing the deeper roots of African American environmental culture in conversation with key moments in African American history; from slavery to sharecropping, from migration and urbanization to environmental justice. With an interdisciplinary approach that considers sources as diverse as slave narratives, fiction, poetry, songs, photographs, maps, and ethnographies, we will consider African American intellectuals, writers, and visual and musical artists not always associated with environmental thought, from W.E.B. Du Bois and Zora Neale Hurston to the Black Panthers and Marvin Gaye.
Evaluation considers active, informed participation in class discussion based on assigned readings, midterm and final exams, and three 5–7 page essays. Students are also expected to research and respond to one news article exploring some aspect of the intersection between race and the environment over the course of the semester, and to share your findings with the class for discussion. This course fulfills the Exploring Diversity Initiative requirement by examining the themes of empathetic understanding and power and privilege. Among many other paths of inquiry, we will examine how African American environmental culture has evolved in conversation with an historical context of discrimination, racism, and inequality.
Class Format: lecture **Requirements/Evaluation:** evaluation considers weekly written responses and active, informed participation in class discussion based on assigned readings; two 6– to 8–page essays; and a 12– to 15–page final essay revising and expanding an earlier essay
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** open to first–year and continuing students
Distribution Notes: carries Division 2 credit
Extra Info: students also expected to research &respond to at least one news article exploring some aspect of the intersection between race and the environment over the course of the semester, &to share your findings with the class for discussion
may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ENVP SC–B Group Electives
Fall 2014
LEC Section: 01 Cancelled
Spring 2015
LEC Section: 01 W 01:10 03:50 Instructor: Brian McCammack

AFR 220(F) Introduction to African American Literature (W) Crosslistings: ENGL 220/AMST 220/AFR 220
What does it mean, socially, culturally, historically, personally, and spiritually, to be African American? No single, simple answer suffices, but African American literature as a genre is defined by its ongoing engagement with this complex question. This course will examine a series of texts that in various ways epitomize the fraught literary grappling with the entailments of American blackness.
Readings will include texts by Frederick Douglass, Booker T. Washington, Zora Neale Hurston, Langston Hughes, Richard Wright, Ralph Ellison, Amiri Baraka, Toni Morrison, and Ishmael Reed.
Class Format: seminar **Requirements/Evaluation:** writing assignments for the course will be two 5–page papers and a final 10–page paper
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** English majors and Africana Studies concentrators
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or AFR
Distributional Requirements: Division 1 **Other Attributes:** ENGL 200–level Gateway Courses
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
ENGL Literary Histories C
Fall 2014
SEM Section: 01 MWF 11:00 12:15 Instructor: David Smith

AFR 221(F,S) Giving God a Backbeat: Rap Music, Religion & Spirituality
On the surface, religion and rap music may seem as if they have little in common. Yet, like other Black musical traditions such as spirituals and the blues, rap is rooted in African American religious traditions. In this course, we will explore the ways in which rap music intersects with the sacred and secular worlds. Through an examination of black religious traditions, lyrics, music videos, and digital media, we will unearth what Anthony Pinn calls the "spiritual and religious sensibilities" of rap music. Grounded in culture–centered criticism, we will investigate the rhetoric of rap and religion through the theoretical ideas of Black Liberation Theology and hip–hop feminism.
Class Format: seminar **Requirements/Evaluation:** students will be evaluated on their class participation, response papers, quizzes, and a final class group project
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 20
Distributional Requirements: Division 2
Fall 2014
SEM Section: 01 TR 08:30 09:45 Instructor: VaNatta Ford
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: VaNatta Ford

AFR 223 Politics of Performance/Performing Politics in Contemporary Africa (D) (W) Crosslistings: MUS 222/AFR 223
Using select examples from throughout Africa, this course highlights genres, artists, and works that engage with social and ideological change. Students practice critical listening and performance analysis, while also considering the social contexts that render these performances meaningful and provocative. Topics include: challenges to mass mediated stereotypes of African populations, the social and economic impact of cultural tourism, music as a form of social critique, changing attitudes toward women and the LGBTQ community, music and global aid organizations, issues of migration and displacement, and the changing roles of traditional musical occupations. Popular genres—among them Afrobeat, kwaito, soukous, raï, mbalax, Chimurenga music, and a variety of rap and hip–hop styles—are discussed alongside numerous traditional and ceremonial genres, national/political anthems, and concert pieces. Active participation in class discussion is an important component of this course.
Class Format: lecture/discussion **Requirements/Evaluation:** based on in–class preparation and participation, bi–weekly short writing assignments, a midterm paper and a final project
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** given to sophomores, juniors, or seniors who are current or prospective majors in Music, as well as current and prospective students concentrating in Africana Studies and Latina/o studies
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
MUS World Music/Ethnomusicology—class of 2017 and beyond
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: INST African Studies Electives
MUS Group A Electives
MUS World Music/Ethnomusicology
Not Offered Academic Year 2014–2015
LEC Instructor: Corinna Campbell

AFR 229(F) European Imperialism and Decolonization (D) Crosslistings: HIST 229/AFR 229
This course surveys European imperialism in the nineteenth and early–twentieth centuries, paying special attention to important case studies such as British India, the Scramble for Africa, and the break–up of the Ottoman Empire following World War I. Issues to be explored include imperialism and its relationship to Christianity, gender, racism, and economic profit. In the second half of the course, we will examine some of the most dramatic cases of decolonization, including Gandhi and Nehru's independence movement in India, Ho Chi Minh's victory at Dien Bien Phu, and the torturous struggle for independence in Lumumba's Congo. As a transatlantic and transpacific course focusing on race relations, power and privilege, this course fulfills the EDI requirement.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on a midterm, a final exam, a 10–page research paper, and class participation
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 15–20
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group A Electives – Africa
HIST Group B Electives – Asia
HIST Group C Electives – Europe and Russia
HIST Group D Electives – Latin America + Caribbean
HIST Group E Electives – Middle East
Fall 2014
LEC Section: 01 TR 11:20 12:35 Instructor: Shanti Singham

AFR 230 Gender, Sexuality, and Global HIV/AIDS (D) Crosslistings: WGSS 230/AFR 230
The global pandemic of HIV/AIDS is now entering into its fourth decade. Throughout this history sexuality, gender and race and inequality have played a central role in the spread of the virus, and its apparent entrenchment in certain communities. This class will use a gendered, interdisciplinary perspective to investigate the pandemic's social, economic and political causes, impact, and conundrums — the problems it poses for scholarship, activism, public policy, and public health. Issues discussed will include the role of transaction sex and economic structures in both susceptibility to HIV and vulnerability to its impact; stigma and its challenges for HIV prevention, testing and treatment uptake; the role of positive youth in the next stages of the pandemic; and the evolving expressions of biopower in the global AIDS response. The class will look at examples of successful policies and activism as well as the failures, corruption and complacency that have characterized the global pandemic. There will be a particular geographical focus on experiences in the U.S. and sub–Saharan Africa. The class is an EDI course because of its focus on diversity and difference, as they shape the different ways that the HI virus plays out on the bodies of people in different global locations, and its discussion of the ways that global and local contexts of colonialism. patriarchy, and heteronormativity have inevitably shaped relationships between policy makers, researchers, activists, and those living with HIV and ultimately the content of their policies and interventions.
Class Format: seminar **Requirements/Evaluation:** two short papers and a research paper.; class participation will form part of the grade
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** WGSS majors, Public Health concentrators

Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: PHLH Global Health
PHLH Science and Medicine
Not Offered Academic Year 2014–2015
SEM Instructor: Kiaran Honderich

AFR 232(S) Love, Sex, Madness in Afro–diasporic Women's Writings Crosslistings: RLFR 232/AFR 232
This course explores the themes of love, sex, and madness in fiction and films by and/or about women of African descent. From the Caribbean to West Africa, from Europe to the US, these three themes function as the lenses through which women have challenged traditional ideas of citizenship, family, gender roles and political power. What, for example, is the connection between the Duvalier regime in Haiti and women's sexual desire? How does the figure of "the mad Creole woman" challenge the exportation of Victorian values to the Caribbean? How might an African woman's body be read as a site of anticolonial resistance? These are some of the questions we will work through as we examine works by Marie Vieux–Chauvet, Maryse Condé, Toni Morrison, Zora Neale Hurston, Tsitsi Dangarembga, and Chimamanda Adichie. *Conducted in English. For students seeking RLFR credit, select readings will be in French, and written work will be in French.*
Class Format: seminar **Requirements/Evaluation:** active class participation, weekly reading response papers, a 5– to 7–page paper and final project
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** given to French and Africana Studies majors and concentrators
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1
Spring 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Annette Joseph–Gabriel

AFR 240(S) Introduction to the Music of Duke Ellington (W) Crosslistings: MUS 251/AFR 240
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 relationships between his music and parallel stylistic developments and influences from both within and outside of the jazz tradition will be discussed.
Class Format: lecture **Requirements/Evaluation:** 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
Prerequisites: ability to read music notation **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Jazz ensemble members and Music majors
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Arts in Context Electives
MUS Group A Electives
Spring 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Andrew Jaffe

AFR 242 Introduction to the Music of John Coltrane (W) Crosslistings: MUS 252/AFR 242
This course offers the serious music student an opportunity to study the unique body of work produced by saxophonist and composer John Coltrane (1926–1967). The course traces the evolution of Coltrane's compositional and performance styles in the context of the musical and cultural environment in which they developed. Emphasis placed on Coltrane's musical style, representing a unique synthesis of influences, including jazz, world, and European Classical music and spirituality. Substantial reading assignments, including a biography and related criticism, as well as detailed score analysis and study, are required.
Class Format: lecture **Requirements/Evaluation:** evaluation based on in–class participation and preparation, quizzes on assigned readings, midterm, final examinations and a final paper
Prerequisites: MUS 103 and/or 203 strongly recommended; musical literacy sufficient to deal with the material and /or permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** musically literate, students and Music majors
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR
Extra Info: evaluation partially based on participation in an in–class group analysis presentation, and a final paper involving musical analysis of a Coltrane composition or recorded performance
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Arts in Context Electives
MUS Group A Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Andrew Jaffe

AFR 246T(F) Black Asia: From King Kong to Kung Fu and Beyond (D) (W) Crosslistings: ENGL 246/AMST 246/COMP 245/AFR 246
In the popular intuition of contemporary US culture, blackness and Asianness are often imagined as diametrically opposed. Yet the Asia/Pacific region has been crucial to the development of modern black culture since long before a Hawaii–born, Jakarta– and Honolulu–raised memoirist named Barack Obama was elected as the first African American president. In this tutorial, we'll consider how blackness and Asianness came to be opposed to each other, while exploring the rich and complex history of African American interest in Asia and the Pacific that this obscures. Course materials will be drawn from over a century of critical and creative reflections on the subject, including novels, films, music, visual art, journalism, and scholarly writing. This tutorial fulfills the EDI requirement by examining how concepts of racial and cultural difference emerge from local and global histories of inequality and political contestation.
Class Format: tutorial **Requirements/Evaluation:** weekly papers/responses and discussion
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam; or consent of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** English majors and Africana Studies concentrators
Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AMST or AFR
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: ASAM Core Courses
ENGL Criticism Courses
ENGL Literary Histories C
Fall 2014
TUT Section: T1 TBA Instructor: Vincent Schleitwiler

AFR 248(F) The Caribbean: From Slavery to Independence (D) Crosslistings: AFR 248/HIST 248
This course explores the history of the Caribbean from the eighteenth to the twentieth centuries, focusing on a comparative approach to British, French, Spanish, and American rule in the region. It will concentrate on the history of Jamaica, Haiti, Cuba and Puerto Rico. Topics to be covered include: comparative slave systems; plantation economies; revolution, rebellion and resistance; voodoo and slave religions; indentured labor and intra–Caribbean migration; free persons of color, mulattoes, and West Indian color hierarchies; class and color; trade unionism; communism; the independence movements; the failed West Indies Federation, CARIFTA and CARICOM; Black Power; women in the contemporary Caribbean; migration; and the legacies of slavery and colonialism.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, a midterm and final examination, and a 10– to 12–page research paper
Prerequisites: none; open to all **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** Africana Studies concentrators; History majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AFR Core Electives
HIST Group D Electives – Latin America + Caribbean
HIST Group G Electives – Premodern
INST Latin American Studies Electives
LATS Countries of Origin + Transnationalism Elect
MAST Interdepartmental Electives
Fall 2014
SEM Section: 01 MR 01:10 02:25 Instructor: Shanti Singham

AFR 253 Comparative Race and Ethnic Politics Crosslistings: PSCI 253/AFR 253
Since its founding, the United States has had to balance the American creed of equality for all, on one hand, with racial inequality, on the other hand. Is this challenge something exclusive to the United States? This course will provide students the opportunity to compare and contrast how race and ethnicity are constructed across the globe as well as how race and politics interact in various countries. We will examine the phenomena of race and ethnicity in the political development of several countries including the U.S., South Africa, France, Australia and Brazil. We will ask: What is the difference between race and ethnicity? What role do countries and their institutions play in developing racial ideologies and racial hierarchies? Is there such thing as a racial democracy? Is there a difference between the U.S's "race problem," Latin America's "shade problem" and Europe's "immigrant problem"? By the end of the class, students will have a broad knowledge of the similarities and differences of racial and ethnic issues across the globe.
Class Format: seminar; class time will be divided between lectures and class discussions **Requirements/Evaluation:** two 6– to 8–page response papers, a take–home final exam, reading evaluations and class participation
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** sophomores and juniors
Distributional Requirements: Division 2 **Other Attributes:** ASAM Related Courses
POEC Comparative POEC/Public Policy Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Candis Smith

AFR 256(S) Politics of Africa Crosslistings: PSCI 243/AFR 256
This course provides a broad introduction to the politics of contemporary Africa, emphasizing along the way the diversity of African politics. It seeks to challenge the widespread image of African politics as universally and inexplicably lawless, violent, and anarchic.This course begins by examining the colonization of Africa, nationalist movements, and patterns of rule in the first 30 years of independence. From there, the course

analyzes the causes, achievements and limitations of the recent waves of political and economic liberalization across Africa. With an understanding of politics in African countries, we consider how this shapes patterns of economic development. Finally, the course examines China's growing expansion into Africa. We ask whether this is neocolonialism, or a beneficial relationship for African countries.
Class Format: lecture/discussion **Requirements/Evaluation:** class discussion, four short papers and final exam
Prerequisites: none **Enrollment Limit:** 35 **Expected Class Size:** 30 **Enrollment Preferences:** sophomores, Political Science majors and Africana Studies concentrators
Distributional Requirements: Division 2 **Other Attributes:** INST African Studies Electives
POEC Comparative POEC/Public Policy Courses
PSCI Comparative Politics Courses
Spring 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Ngonidzashe Munemo

AFR 259(S) Bilad al–Sudan and Beyond: Arts of the Afro–Islamic World (D) Crosslistings: ARTH 259/AFR 259/ARAB 259
From the Swahili stone houses of East Africa to the massive earth and timber mosques of the Sahel, the story of Islam in Africa is one of cultural and spiritual hybridity expressed through material form. In this course, students will explore how artistic forms and traditions in Africa have functioned as vehicles of access and integration for Islam, enabling it to assimilate itself with numerous African contexts towards becoming the dominant religious force on the continent. In addition, students will investigate how the forms, functions, and meanings of Afro–Islamic objects across the continent reflect not just one African Islam, but many different iterations, each shaped by the specific frameworks of its cultural context. The contemporary component of the course will examine how modernity in the form of globalization, technology, and Westernization has affected Afro–Islamic artistic traditions, and how these shifts reflect larger evolutions within understandings of Islam in Africa in the contemporary period.
This course fulfills EDI requirements through its exploration of the cross–cultural strategies used by Islam to interact with, respond to, and manifest itself within established African expressive traditions.
Class Format: lecture **Requirements/Evaluation:** two reading response papers (2 pages each), a term paper (8–10 pages) with class presentation, a mid–term exam, and a final exam
Prerequisites: none, although an introductory course in art history or Islamic studies would be useful **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** if the course is oversubscribed, preference will be given to students who have declared a major in Art History or Africana Studies
Distribution Notes: meets Division 1 requirement if registration is under ARTH or ARAB; meets Division 2 requirement if registration is under AFR
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ARAB Arabic Studies Electives
Spring 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Michelle Apotsos

AFR 267 Race in the Americas (D) Crosslistings: AFR 267/SOC 267/AMST 267
This course is designed to provide students with a fundamental understanding of the historical development and changing dynamics of race in North America, the Caribbean, and South America. In doing so, we will take on the fundamental position that race is a meaningful classification of human bodies. The question we will keep in front of us at all times is this: How does social milieu determine the meaningfulness of race? Racial classifications, like all classifications, are collectively imagined, and appear mired in various spheres of social life. We will devote a fair amount of attention to the meaning of race in personal experience, economic production and distribution, political organization, and popular culture. The complexity of race will be explored within a number of writings by authors such as Michael Hanchard, Edwidge Dandicat, and Patricia Hill Collins. This EDI course explores the experiences and expressions of the culturally diverse peoples of African descent in the New World, as well as the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. and/or European social hierarchies.
Class Format: discussion/lecture **Requirements/Evaluation:** evaluation will be based on class participation, 2–3 short papers (5–7 pages), and a self–scheduled final examination
Prerequisites: none; open to all **Enrollment Limit:** 20
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
LEC Instructor: James Manigault–Bryant

AFR 270(F) Digital Diaspora: Interrogating Race, New Media, and Black Cultural Production Online
Diaspora as a concept can be examined as a distinct community, a geographic positioning, and as a set of social movements and rhetorical practices. How does globalization via information technology (mobile devices, Internet, smart–objects), trouble this form of identity–making?
This course explores digital experiences in the Africa Diaspora and discusses the intersection of race and new media. We will examine black aesthetics in technology use (voice, mobile devices, Twitter), development of black virtual communities (Instagram, Black blogosphere), and digital crises and racial panics (Trayvon Martin, Jenna 6). We will also discuss and critique Africa's 'leap–frogging' into modernity via IT; and older traditions of science and technology emerging out the black experience.
Students will be active in leading the discussion, which will take place via physical and digital mediums. Evaluation will be based on contribution in the physical classroom and online. A midterm paper and final project will attempt to foster data literacy and skills–building, using open source tools to engage with contemporary social problems. There will also be weekly readings and assignments. No prior knowledge of coding required. Students must have regular access to a computer and Web camera.
Class Format: seminar **Requirements/Evaluation:** weekly reading assignments and short writing assignments, one midterm paper (7–10 pages) and a final project (for example, building a Web site or designing a mobile app).
Prerequisites: none; no need for background in computer science **Enrollment Limit:** 12 **Expected Class Size:** 12
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Fall 2014
SEM Section: 01 TF 01:10 02:25 Instructor: Reginold Royston

AFR 272(S) Examining African Media and Global Citizenship (D)
This course theorizes Internet citizenship as a new form of belonging based on participation in a global network of information rather than location or nationality. In a world mapped differently by technological, social and economic divides, how can New Media generate mutuality? As a knowledge–base, we will explore the cybercultures of Africa, via case studies, expressive culture and online ethnography. Much of this course will be conducted in an online format, via video discussion, and Web site interaction. In this course you will critique key principles of Internet Citizenship and gain digital media skills in the areas of file sharing, image and video upload, image and video editing, web design, game and app design and Internet storage. These learning units are meant to emphasize the playful and creative aspects of collaboration. Students will not only interact with each other online, but with virtual communities external to Williams, towards final projects that produce Internet Citizenship. No prior knowledge of coding required. Students must have regular access to a computer and Web camera.
Class Format: seminar **Requirements/Evaluation:** weekly reading and short writing assignments, one 7– to 10–page paper, two major tech–based projects (for example, designing an app, creating a viral media campaign)
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 15
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Spring 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Reginold Royston

AFR 280 African American History: An Introduction (D) Crosslistings: HIST 280/AFR 280
This course provides a survey of African American History from the earliest importation and migration of Africans to North American through the present day. Our readings and discussions will take up the development, expansion, and organization of slavery, the coming and meaning of freedom, and the political and cultural landscapes of African Americans over time. We will discuss slavery, freedom, civil rights, and racial ideologies. Finally, we will examine the post Civil Rights era, the changing meaning of the designation "African American" in light of global migrations, and African American political power in the 21st century. Our readings, which will include both primary and secondary sources, will help us to interrogate American history and gain an understanding and overview of African American history. The course will be primarily discussion based. Given its focus on the workings of racial ideology and the development of slavery and other forms of unfree labor in the U.S. economic system, this course fulfills the criteria of the Exploring Diversity Initiative.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on three short papers, a take–home final exam, and performance in in–class discussions and assignments
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 20–30
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group F Electives – U.S. + Canada
Not Offered Academic Year 2014–2015
LEC Instructor: Gretchen Long

AFR 281 African–American History, 1619–1865 (D) Crosslistings: HIST 281/AFR 281
This course provides an introduction to the history of African Americans in United States during the colonial, early republic, and antebellum eras. The course demonstrates how economically, culturally, and politically, African Americans shaped and were shaped by the historical landscape of the nation.
The experience of enslavement necessarily dominates this history, and it is the contours and nuances of slavery—and the development of racial classifications—that give this course its focus. But with a attention centered on African Americans, the course also explores African cultural influences, the significance of gender, the lives of free blacks, and the cultural and intellectual significance of the abolitionist movement. The course closes on the themes that emerge from the war between the states, and on the meaning of freedom and emancipation. Our readings will include primary sources and secondary literature. Class meetings will combine lecture and discussion. Informed participation in class discussion is essential. This EDI course explores the experiences and expressions of the culturally diverse peoples of African descent in the New World (and the Old), as well as the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. and/or European hierarchies of race, culture, gender and class.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on short papers, a midterm exam, a final exam, brief in–class writing assignments, and class participation
Prerequisites: none **Enrollment Limit:** none **Expected Class Size:** 20–25
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives – U.S. + Canada
HIST Group G Electives – Premodern
Not Offered Academic Year 2014–2015
LEC

AFR 282 African–American History From Reconstruction to the Present (D) Crosslistings: HIST 282/AFR 282
This course introduces students to the significant themes that shaped African–Americans' historical experiences from Reconstruction to the end of the twentieth century: the changing meanings of freedom, equality, and rights; the intersections of ideology and activism; the links among local, regional, and national perspectives; and the expanding diversity of black people in the United States. In addition, the course explores the political culture of black institutional and organizational life, the rise and fall of Jim Crow, migration and urbanization, resistance and protest.

Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, two short papers, and a take–home exam
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 20–25
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives – U.S. + Canada
Not Offered Academic Year 2014–2015
LEC Instructor: Leslie Brown

AFR 299(S) Rastafari: Dread, Politics, Agency Crosslistings: AFR 299/PSCI 233/REL 261
The emergence of Rastafari in the twentieth century marked a distinct phase in the theory and practice of political agency. From its heretical roots in Jamaica, Garveyism, Ethiopianism, and Pan–Africanism, Rastafari has evolved from a Caribbean theological movement to an international political actor. This course investigates the political theory of Rastafari in order to develop intellectual resources for theorizing the concept of agency in contemporary Africana thought and political theory. We will analyze texts and audio–visual works on the political economy of late colonial Jamaica, core Rastafari thinking, political theology, the role of reggae music, the notion of agency, and the influence of Rastafari on global politics.
Class Format: lecture **Requirements/Evaluation:** attendance and participation, weekly reading e–response papers, two short essays, and a group lyrics and politics final project
Prerequisites: none; open to all **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** preference will be given to Africana Studies concentrators and majors in Political Science and Religion
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives
REL Africa + African Diaspora Tradition Courses
Spring 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Neil Roberts

AFR 300 Lessons of 'The Game': The Wire and American Culture Crosslistings: AFR 300/AMST 300/SOC 306
The critically acclaimed television program, *The Wire*, ran for five seasons on Home Box Office (HBO) between 2002 and 2008. Set in "inner city" Baltimore, the program addressed a wide array of topics, including, but not limited to, the urban drug trade, law enforcement, local city politics, labor unions, education, and the newspaper industry. Though a work of "fiction," sociologist William Julius Wilson has called the show an important and instructive portrayal of the "deep inequality in inner–city America." By contrast, some scholars and critics have decried the series and indeed, courses like this one, as examples of mainstream America's fascination with and acceptance of African American drug use, criminal tendencies, and corruption. In this course, we will not deconstruct *The Wire* per se, but use select episodes from the series to explore key issues in Africana Studies, ranging from political geography to a history of Baltimore and the "War on Drugs." Students should have some familiarity with the show. Africana Studies will show select episodes during Winter Study. Readings will include texts about African American urban life, such as Elijah Anderson's *Code of the Street* and Sudhir Venkatesh's *Gang Leader for a Day.* Due to its attention to crime, drug addiction, violence, and urban decay, this course is a part of the Gaudino Danger Initiative.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on 2–3 short papers (5–7 pages), and a final written project (10 pages)
Prerequisites: none **Enrollment Limit:** 50 **Expected Class Size:** 50 **Enrollment Preferences:** none
Extra Info: not available to be taken Pass/Fail
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
LEC Instructor: James Manigault–Bryant

AFR 301 Experimental African American Poetry Crosslistings: AMST 307/COMP 311/AFR 301/ENGL 327
Contemporary African American poets in various cities and towns across the nation—from New York City, Providence, and Newark to Durham, Chicago, and Los Angeles—are currently producing a vibrant and thriving body of formally experimental work, yet this poetry is largely unknown to readers both within and outside the academy. Formally innovative African American poetry defamiliarizes what we normally expect of "black writing" and also pushes us to question our assumptions and presumptions about black identity, "identity politics," experimental writing (is the avant–garde implicitly raced?), formalism, socially "relevant" writing, the (false) dichotomy of form versus content, the black "community," digital poetics, and other issues of race and aesthetics.
This course will examine the work of living poets who range in age from 30's to 80's, including Amiri Baraka, Ed Roberson, Nate Mackey, Will Alexander, Harryette Mullen, Tyrone Williams, John Keene, Fred Moten, Erica Hunt, and Renee Gladman. We will also look at the work of some of their avant–garde predecessors in the twentieth century (such as Bob Kaufman, Gwendolyn Brooks, Norman Pritchard, Russell Atkins), as well as critical work by Mackey, Moten, and Aldon Nielsen, among others.
Class Format: seminar **Requirements/Evaluation:** two papers (6–8 pp., 8–10 pp.), short response papers, oral presentation, and class participation
Prerequisites: none, though at least one previous literature course preferred **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** American Studies majors
Distribution Notes: meets Division 2 requirement if registration is under AMST or AFR; meets Division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2 **Other Attributes:** AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
SEM Instructor: Dorothy Wang

AFR 302(F) Complexion Complexities: Colorism in Literature, Lyrics & Everyday Life Crosslistings: AFR 302/COMP 309
Often viewed as the "dirty laundry" of the Black American past, colorism, or skin color bias, is a pervasive force within modern global society. Although it is not a new issue, its impact is far reaching and continues to have damaging effects on people of color–especially members within the African Diaspora. From skin bleaching creams like "Whitenicious" to rap music's fetishization of light–skinned women, colorism is a very real and present issue affecting Black life. From the literary works of Wallace Thurman and Toni Morrison, to the lyrics of blues crooner Big Bill Broonzy and rapper Lil Wayne, we will analyze the many ways that the politics of color influence standards of beauty and attractiveness, perceptions of behavior and criminality, and economic attainment and stability.
Class Format: seminar **Requirements/Evaluation:** evaluation in this course will be based upon class participation, response papers, one 6– to 8–page paper, and a formal class presentation
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 20
Distributional Requirements: Division 2
Fall 2014
SEM Section: 01 MR 01:10 02:25 Instructor: VaNatta Ford

AFR 304(F) South Africa and Apartheid (D) Crosslistings: HIST 304/AFR 304
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. This EDI course explores the experiences and expressions of the culturally diverse peoples of African descent in the New World (and the Old), as well as the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. and/or European hierarchies of race, culture, gender and class.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation and three short papers
Prerequisites: none; open to first–year students with instructors permission **Enrollment Limit:** 25 **Expected Class Size:** 20
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group A Electives – Africa
INST African Studies Electives
JLST Enactment/Applications in Institutions
Fall 2014
LEC Section: 01 TF 01:10 02:25 Instructor: Kenda Mutongi

AFR 305 The Sociology of Black Religious Experience Crosslistings: AFR 305/REL 315/SOC 305/AMST 304
The United House of Prayer For All People. The Nation of Islam. New Birth Missionary Baptist Church. The African–American Buddhist Retreat at Spirit Rock Meditation Center. While each of these groups reflects a different spiritual tradition, all are examples of the rich religious expressions of Black Americans. This course will introduce students to the landscape of Black religious practices in the United States. We will begin with a historical survey of the literature on Black religions. Our review will yield some of the primary themes of the Black religious experience—the injustices of modern racism, the significance of liberation, and continued meaning of Africa as a homeland. We will then investigate how secular processes like industrialization, commodification, and the modern media, alter understandings of the sacred in Black experience.
Class Format: seminar/discussion **Requirements/Evaluation:** evaluation will be based upon class participation, 2–3 short papers, and a final research paper
Prerequisites: none; open to all **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** Africana Studies concentrators and Anthropology/Sociology majors
Dept. Notes: this course DOES NOT fulfill the body of theory seminar requirement for Religion majors; this course will count as an elective towards the major in Religion
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
REL Africa + African Diaspora Tradition Courses
Not Offered Academic Year 2014–2015
SEM Instructor: James Manigault–Bryant

AFR 306(S) Queer of Color Critique: Race, Sex and Urban Life (D) Crosslistings: WGSS 306/AMST 306/AFR 306/LATS 306/COMP 304
This seminar is an introduction to queer of color critique, a field of scholarship that seeks to intervene in the predominantly white canon of queer studies. We will examine the history of this line of critique, beginning with Black and Chicana feminisms and extending into present day issues and activism highlighting intersectionality, exploring how and why QOCC became a necessary intervention into the then still emerging field of queer studies. Our texts include scholarly works as well as science fiction novels, plays, films, diaries, and graphic novels. Methodologically, we draw on many fields of study, including anthropology, literary studies, feminist studies, and ethnic studies. We focus primarily but by no means exclusively on US contexts, paying particular attention to the role that urban environments have served for queer communities of color. Topics include: feminisms of color, inter–racial desire and fetishization, orientalism and colonial fantasy, black queer science fiction, transgender subjectivities, and the political economy of sexual desire. A key feature of this course will also be the inclusion of numerous and diverse authors to appear on Skype or in person to answer questions about their work as we read it in class.
Class Format: discussion/lecture **Requirements/Evaluation:** mid–term essay, choice of final exam essay or 8–10 page research paper, responses to performance/special events
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** WGSS majors, students considering a WGSS major

Distribution Notes: meets Division 2 requirement if registration is under WGSS, AMST, AFR or LATS; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives
ASAM Related Courses
WGSS Racial Sexual + Cultural Diversity Courses
WGSS Theory Courses
Spring 2015
LEC Section: 01 TR 11:20 12:35 Instructor: Gregory Mitchell

AFR 307 Contemporary Short Stories from North Africa: Fast Cars, Movies, Money, Love and War Crosslistings: RLFR 309/AFR 307
Today the countries of North Africa are experiencing rapid social change. Rap music can be heard spilling out of windows while television sets broadcast a call to prayer. In the market place, those selling their goods compete to be heard over the ringing of cell–phones. Old and new exist side by side, albeit sometimes very uncomfortably. During the past decade, literature has emerged in both French and Arabic examining the effects of globalization: unequal modernization, unemployment, cultural change and cultural resistance. In this course, we will read short stories that address these issues as well as analyze films, sociological texts and Moroccan, Algerian and Tunisian newspapers on the web in order to explore contemporary transformations of life in North Africa. Readings by Maissa Bey, Abdelfattah Kilito, Zeina Tabi, Mohamed Zafzaf, Ahmed Bouzfour, Soumaya Zahy and Abdelhak Serhane among others.*Conducted in French.*
Class Format: lecture/discussion **Requirements/Evaluation:** active class participation, reading journal, two short papers, an oral presentation and a final paper
Prerequisites: RLFR 201, 202 or 203 or permission of instructor **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** French majors and those with compelling justification for admission
Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1 **Other Attributes:** ARAB Arabic Studies Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Katarzyna Pieprzak

AFR 308(S) Gender and Society in Modern Africa Crosslistings: HIST 308/WGSS 308/AFR 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."
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation and three short papers
Prerequisites: none; open to first–year students with instructors permission **Enrollment Limit:** 25 **Expected Class Size:** 15–20
Distributional Requirements: Division 2 **Other Attributes:** HIST Group A Electives – Africa
INST African Studies Electives
WGSS Racial Sexual + Cultural Diversity Courses
Spring 2015
LEC Section: 01 TF 01:10 02:25 Instructor: Kenda Mutongi

AFR 309 Scriptures and Race Crosslistings: REL 309/AFR 309/LATS 309
What are "scriptures," and what is "race"? How and why did these two terms come to have any relationship to each other? How and why do peoples engage "scriptures"? In what ways have "scriptures" informed how peoples imagine themselves and others? How did "scriptures" and "race" inform each other in modern colonialisms and imperialisms? In this course, we will examine the ways that "scriptures" have been employed in order to understand and develop notions of "race," and we will examine how ideas about "race" have informed the concept of "scriptures" as well as practices of scriptural interpretation. While this course will focus on the relationships between constructions of "race" in the post–1492 American world and "Christian scriptures," we will also consider a few other historical moments and places where "race" is engaged, as well as other texts and practices identified with "scriptures."
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation based upon participation, short writing exercises, a 5– to 8–page take–home midterm essay, and a 10– to 15–page final essay
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 15
Distributional Requirements: Division 2 **Other Attributes:** LATS Core Electives
REL Comparative Inquiry Courses
Not Offered Academic Year 2014–2015
LEC

AFR 310 Womanist/Black Feminist Thought (D) Crosslistings: AFR 310/REL 310/WGSS 310/AMST 309
This course explores the genealogy and development of black feminist and womanist thought. We will investigate the expansion of womanist thought from a theologically dominated discourse to a broader category of critical reflection associated more commonly with black feminism, analyze the relationship between womanism and black feminism, and review the historical interventions of black feminism. As critical reflections upon western norms of patriarchy, heterosexism, and racism, womanism and black feminism begin with the assumption that the experiences of women of color—particularly black women—are significant standpoints in modern western society. Through the examination of interdisciplinary and methodological diversity within these fields, students will be introduced to key figures including Alice Walker, Zora Neale Hurston, and Katie Cannon, and will engage materials that draw from multiple fields, including, but not limited to, literature, history, anthropology, and religious studies. Fulfilling the EDI requirement, this course will explore how womanism/black feminism can be a bridge for empathetic understanding of diverse experiences, and will examine the varied social, political, and historical contexts that led to the formulation of womanism/black feminism as a tool to critique power and privilege.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, three short response papers, and the completion of an original research paper or project
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** Africana Studies concentrators, Women's, Gender and Sexuality Studies majors, Religion majors
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives
REL Africa + African Diaspora Tradition Courses
REL Body of Theory Courses
WGSS Racial Sexual + Cultural Diversity Courses
WGSS Theory Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Rhon Manigault–Bryant

AFR 311 Black Ministerial Imaginations: Griots, Athletes, and Maestros Crosslistings: AFR 311/REL 311
In one of the most memorable lines from the classic Souls of Black Folk, W. E. B. Du Bois described the Black minister as "the most unique personality developed on U. S. soil." This course will draw from Du Bois's social–psychological portrait of the minister to explore how the ministerial personality appears across a number of social arenas beyond the religious sphere, including politics, sports, and music. We will investigate the complex social dynamics of race and gender surrounding Black ministerial expressions, such as Barack Obama's campaign for the U.S. presidency; Mike Singletary's career as a Hall of Fame linebacker for the Chicago Bears, motivational speaker, and Head Coach for the San Francisco 49ers; and John Coltrane's "A Love Supreme."
Class Format: discussion **Requirements/Evaluation:** evaluation will be based upon class participation, a few short papers, and a final research paper
Prerequisites: none; open to all **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** Africana Studies concentrators
Dept. Notes: this course DOES NOT fulfill the body of theory seminar requirement for Religion majors; this course will count as an elective towards the major in Religion
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
REL Africa + African Diaspora Tradition Courses
Not Offered Academic Year 2014–2015
SEM Instructor: James Manigault–Bryant

AFR 312(F) Francographic Islands (D) Crosslistings: RLFR 312/COMP 312/AFR 312
Utopia, paradise, shipwreck, abandonment, exile, death. Man's fascination and obsession with the island as place of discovery, beauty and imprisonment stretches across the centuries. In this class, we will read French literary and imagined islands alongside islands constructed by Francophone Caribbean, Indian Ocean and non–Western writers in French. What does the island symbolize in individual, community, national, and imperial imaginations? And how does the island become an agent in discussions of gender, race, modernity and history? Readings will include works by Paul Gauguin, Pierre Loti, Aimé Césaire, Michel Tournier, Ananda Devi, Maryse Condé, Patrick Chamoiseau and Edouard Glissant. *Conducted in French.*
Class Format: seminar **Requirements/Evaluation:** active class participation, weekly response papers, midterm essay and final essay
Prerequisites: open to students who have taken a literature course in RLFR at Williams, or permission of instructor **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** French majors and certificate candidates, Comparative Literature majors, and Africana Studies concentrators
Distribution Notes: meets Division 1 requirement if registration is under RLFR or COMP; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1 Exploring Diversity
Fall 2014
SEM Section: 01 MR 02:35 03:50 Instructor: Katarzyna Pieprzak

AFR 314 Groovin' the Written Word: The Role of Music in African American Literature Crosslistings: AFR 314/AMST 314/COMP 321/ENGL 314
In an interview with Paul Gilroy, Toni Morrison once said, "Music provides a key to the whole medley of Afro–American artistic practices." Morrison is not the only one who believes that music speaks to numerous aspects of the African American experience. From Sterling Brown and Zora Neale Hurston to John Edgar Wideman and Suzan Lori–Parks, many African American authors have drawn on music to take political stands, shape creative aesthetics, and articulate black identity. In this course, students will explore the work of these authors and more, investigating music's ability to represent and critique African American culture in their literature. Texts will cover a range of literary forms including poetry, plays, short stories and novels alongside theoretical and critical essays. Students will discuss such key issues as assimilation into mainstream culture, authenticity claims on black music, and music used as a tool for protest. Additionally, class assignments will include musical examples in spirituals/gospel, blues, jazz, and rock/rhythm and blues. While this class requires students to practice in–depth literary and performance analysis skills, students are not required to have technical musical knowledge.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based upon class participation, short weekly reading responses and/or listening assignments, one 6– to 8–page paper comparing two works, final group project (possibly producing a radio show/ podcast)
Prerequisites: none; open to all **Enrollment Limit:** 20 **Expected Class Size:** 15
Distribution Notes: meets Division 2 requirement if registration is under AFR or AMST; meets division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives

AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
LEC Instructor: Rashida Braggs

AFR 315 Blackness 2.0: Race, Film and New Technologies Crosslistings: AFR 315/AMST 315
Media theorists have raised three key questions regarding representations of race (or the lack thereof) within contemporary media forms: (1) Is race a liability in the 21st century where utopian forecasts suggest a race–free or 'post–race' future" (2) Is there more to new media and race than assumptions about a 'digital divide'? (3) Are race distinctions truly eliminated with digital technologies? In this course we will respond to these questions by investigating the nuanced ways that race becomes constructed in popular media forms. Although we will largely focus on representations of blackness in modern film, we will also explore the implications of 'new' medias and technologies upon the categories of race, gender, and sexuality. We will, for example, consider how avatar–based social and entertainment medias become viable forums for conceptualizing race, and whether or not these formats are somehow 'better' spaces in which racialized 'bodies' can exist. Additional discussion topics may include: how racial discourses in the 'real world' are (or are not) reshaped and redefined in the virtual world; blogosphere politics; social networking; gaming and the virtual world; activism on the web; and fandom in the twitter era.
Class Format: seminar **Requirements/Evaluation:** evaluation based on class participation, maintenance & update of a personal blog (including weekly reading–related posts), & the design of a final, original multimedia project explicitly connected to race & new media/race & new technologies
Prerequisites: none **Enrollment Limit:** 13 **Expected Class Size:** 13 **Enrollment Preferences:** Africana concentrators
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
SEM Instructor: Rhon Manigault–Bryant

AFR 316(S) Sacred Cinema: Black Religion and the Movies Crosslistings: AFR 316/REL 265/AMST 316
Although they represent different genres, what popular films *Madea's Family Reunion* (2006), *First Sunday* (2008), *The Princess and the Frog* (2009) have in common is that they each offer complex and at times contradictory images of black religious expression in North America. These films, which present varied perspectives of African American experience, implicitly and explicitly engage themes inherent to the study of religion, such as the role of faith in decision–making processes and the use of religious tradition as a means of reinforcing or contesting socio–cultural norms. This course is as much about the use of film to study black religious expression as it is about the use of paradigms of religious thought to study the intersections of gender, race, and religion in film. We will study films of different genres to facilitate discussion about the various dimensions of black religious expression. Conversely, we will use images, metaphors, and teachings found in Religious Studies to discuss what appears on screen. Through interdisciplinary, critical approaches in Film Studies and Popular Culture Studies, this course will examine how black religious expression pervades modern cinema, and will offer constructive strategies for engaging in dialogue with this phenomenon.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, film viewings, two review essays, and the completion of an original documentary/short film
Prerequisites: none **Enrollment Limit:** 13 **Expected Class Size:** 13 **Enrollment Preferences:** Africana Studies concentrators, Religion majors
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
REL Africa + African Diaspora Tradition Courses
Spring 2015
LEC Section: 01 M 07:00 09:40 Instructor: Rhon Manigault–Bryant

AFR 317 Black Migrations: African American Performance at Home and Abroad Crosslistings: AFR 317/COMP 319/DANC 317/ENGL 317/THEA 317/A
In this course, students will investigate, critique and define the concepts migration and diaspora with primary attention to the experiences of African Americans in the United States and Europe. Drawing on a broad definition of performance, students will explore everything from writing and painting to sports and dance to inquire how performance reflects, critiques and negotiates migratory experiences in the African diaspora. For example, how did musician Sidney Bechet's migration from New Orleans to Chicago to London influence the early jazz era? How did Katherine Dunham's dance performances in Germany help her shape a new black dance aesthetic? Why did writer James Baldwin go all the way to Switzerland to write his first novel on black, religious culture in Harlem? What drew actor/singer Paul Robeson to Russia, and why did the U.S. revoke his passport in response to his speeches abroad? These questions will lead students to investigate multiple migrations in the African diasporic experience and aid our exploration of the reasons for migration throughout history and geography.
Class Format: seminar/discussion **Requirements/Evaluation:** evaluation will be based upon class participation, one 5– to 7–page paper analyzing a performance/text, student–led class facilitation, final performance/ presentation
Prerequisites: none; open to all **Enrollment Limit:** 15 **Expected Class Size:** 10
Distribution Notes: meets Division 2 requirement if registration is under AFR or AMST; meets Division 1 requirement if registration is under COMP, DANC, ENGL or THEA
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
SEM Instructor: Rashida Braggs

AFR 318T(F) Declining Significance of Race and Racism in U.S. Politics? (W) Crosslistings: PSCI 318/AFR 318/SOC 318
Historically, America has faced a dilemma. On one hand, the United States was founded on the principles of liberty and equality, and consequently the American ethos is largely characterized by individualism and egalitarianism. On the other hand, the U.S. has faced and continues to be challenged with matching its expectations and ideals of itself with reality, as there are on–going inequalities based on race, gender, religion, and sexuality. Nonetheless, one would have difficulty in arguing that American society has not improved at all, especially over the past half–century. The U.S. government — via Congress, the Supreme Court, and Executive Orders of various Presidents — has improved the well–being and status of racial minorities. Further, the overwhelming majority of American citizens eschew racist language and attacks on racial and ethnic minorities. Some would argue that the election of the United States — first Black president is a clear indication that the country is approaching — if not already realizing — its post–racial, American Dream. But, scholars who have tried to measure the significance, impact, and effect of race on American politics are currently engaged in a highly contested debate on the extent to which racism has declined in this society. In this tutorial, we will explore a variety of debates concerning the role of race in American society and American Politics. Have racial attitudes improved over the past 60 years or has the language of racial animus simply changed over that time? Are racial minorities failing to live up the opportunities provided to them by the U.S. Constitution and various other laws or are there structural barriers that are too high for them to overcome? Is the election of minority leaders in majority white districts a sign that racial attitudes have an insignificant influence on candidate evaluation and elections or have minority candidates deracialized their campaigns in a way that may ultimately disserve minority groups? These are just a few of the questions we will consider. Students will be exposed to texts on at least two sides of various debates.
Class Format: tutorial **Requirements/Evaluation:** five 5–page essays, five 2–page response papers; one final 5–page reflection essay
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** seniors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: ASAM Related Courses
Fall 2014
TUT Section: T1 TBA Instructor: Candis Smith

AFR 319 Ethnographic Approaches to Africana Studies Crosslistings: AFR 319/SOC 319/AMST 319
Ethnography is the systematic study and recording of human cultures. It involves the collection and analysis of information from multiple sources including (but not limited to) first–person accounts, life histories, interviews, observations, and autobiographical materials. Within Africana Studies, ethnographic approaches have been utilized to reflect complex narratives of black experience throughout the Diaspora. This seminar is a critical introduction to the theory, method, and practice of ethnography in Africana studies. We will explore a variety of cultures and settings, and discuss the practical, methodological, and ethical issues related to ethnography. Three broad questions will dominate our discussions: 1) What are the theoretical, practical, and stylistic tools needed to fashion compelling ethnographies that get to the heart of what it means to document Africana experience? 2) What are the ethical and political implications of representing Africana perspectives in fieldwork studies? 3) What are the strengths and limitations of ethnography as a research method in Africana studies? Each student will utilize the materials covered in the course to research and write his or her own ethnography.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based upon class participation, weekly response papers, a 5– to 7–page critical book review, and the construction of a mini–ethnography
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** Africana Studies concentrators, Women's, Gender and Sexuality Studies majors, Religion majors
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
SEM Instructor: Rhon Manigault–Bryant

AFR 320(S) Dangerous Bodies: Black Womanhood, Sexuality & Popular Culture Crosslistings: AFR 320/AMST 320/WGSS 320
Whether presented as maternal saints, divas, video vixens, or bitches, black female celebrities navigate a tumultuous terrain in popular culture. This course considers the ways that black female celebrities such as Oprah, Rihanna, Nicki Minaj, Beyoncé, Janet Jackson, and Michelle Obama negotiate womanhood and sexuality, and the popular landscapes through which we witness that negotiation. It also engages contemporary black feminist scholarship, which most frequently presents the presentation of black female bodies in popular media forms as exploitive. We will review historical stereotypes of black women in popular media forms, discuss the history of the "politics of respectability" within black culture, engage black feminist responses to these types, and examine theoretical approaches to assess social constructions of womanhood and sexuality. We will also consider provocative questions relevant to discussions of contemporary black sexual politics: Should we view these women as feminists? Are they merely representatives of cultural commodification and control of black women's bodies? Do these women best exemplify the reiteration of problematic characterizations? Are they positive models for demonstrating female empowerment, agency, or "fierceness?" This course explores the histories of representation of black female figures in popular culture, and in so doing, troubles contemporary considerations of black womanhood and sexuality.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, short response papers, and the completion of an original research paper or project
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** WGSS majors and Africana Studies concentrators
Dept. Notes: WGSS Senior Seminar
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Spring 2015
SEM Section: 01 MWF 08:30 09:45 Instructor: Rhon Manigault–Bryant

AFR 321(S) Trending Black: Race & Social Media in the 21st Century
The 21st Century ushered in new and exciting ways for people to communicate digitally. With the creation of social media outlets like Facebook, Twitter, Instagram, and more recently Vine, connecting with the world is literally one click, or selfie away. Though much of the attention around social media is focused on people with race and educational privilege, people of color have created their own spaces to curate, articulate, and produce culture. Through the methods of rhetorical criticism, critical discourse analysis, cultural criticism and ethnography, we will investigate the ways Africana cultures, specifically in the United States, utilize social media to shape community and influence popular culture. This course will give students hands–on experience analyzing various texts, and a deeper understanding of rhetorical methodologies.

Class Format: seminar **Requirements/Evaluation:** evaluation will be based upon class participation, response papers, and a final research project
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 20
Distributional Requirements: Division 2
Spring 2015
SEM Section: 01 MR 01:10 02:25 Instructor: VaNatta Ford

AFR 322(S) Race, Culture, Incarceration (D) (W) Crosslistings: INTR 322/PSCI 313/AFR 322/AMST 322
This course explores racially–fashioned policing and incarceration from the Reconstruction era convict prison lease system to contemporary mass incarceration and "stop and frisk" policies of urban areas in the United States. Also explored will be political imprisonment in the Untied States.
Class Format: seminar **Requirements/Evaluation:** brief analytical papers and group presentations.
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AFR Interdepartmental Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives
LGST Interdepartmental Electives
Spring 2015
SEM Section: 01 TBA Instructor: Joy James

AFR 323 Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora Crosslistings: AFR 323/AMST 323/ARTH 223/COMP 322/ENGL 356
This course explores how the graphic novel has been an effective, provocative and at times controversial medium for representing racialized histories. Drawing on graphic novels such as Jeremy Love's *Bayou* and Ho Che Anderson's *King*: *A Comic Biography*, this course illustrates and critiques multiple ways the graphic novel commingles word and image to create more sensorial access into ethnic traumas, challenges and interventions in critical moments of resistance throughout history. Students will practice analyzing graphic novels and comic strips, with the help of critical essays, reviews and film; the chosen texts will center on Africana cultures, prompting students to consider how the graphic novel may act as a useful alternate history for marginalized peoples. During the course, students will keep a journal with images, themes and reflections and will use Comic Life software and ipads to create their own graphic short stories based on historical and/or autobiographical narratives.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based upon class participation, weekly written responses, student–led facilitation, one 3–page graphic analysis, one 6– to 8–page essay, and a final project (producing a graphic short story with Comic Life)
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** none
Dept. Notes: this course is part of the Gaudino Danger Initiative
Distribution Notes: meets division 2 requirement if registration is under AFR or AMST; meets division 1 requirement if registration is under ARTH, COMP or ENGL
Extra Info: not available to be taken Pass/Fail
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
SEM Instructor: Rashida Braggs

AFR 324(S) Contemporary Art of the African Diaspora Crosslistings: AFR 324/ARTH 324/ANTH 314/ARAB 324/COMP 324
This course explores the visual arts of the contemporary African Diaspora from the Caribbean, Islamic Mediterranean, Europe, and the United States. The first half of the course examines art historical and anthropological theories utilized in analyses of global contemporary art. The second half of the course uses original works from WCMA's permanent collection and the exhibition *Fathi Hassan: Migration of Signs* to consider areas of convergence and divergence in the practices of artists from the Atlantic and Islamic worlds.
Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, response papers, and 10–12 page final paper
Enrollment Limit: 10
Expected Class Size: 10
Distribution Notes: meets Division 1 requirement if registration is under COMP or ARTH; meets Division 2 requirement if registration is under AFR, ARAB or ANTH
Extra Info: not available for the Gaudino option
Distributional Requirements:
Division 2*Spring 2015*
SEM Section: 01 MW 11:00 12:15 Instructor: Maurita Poole

AFR 332(F) Hiphop and The Changing Same: African American Consciousness And Music 1925—2015 Crosslistings: AFR 332/COMP 332
In Amiri Baraka's book Black Music and especially in its pivotal 1967 essay "The Changing Same—R&B And The New Music" he examines the musical and political complementarity of the most experimental jazz of the 60s and the most socially conscious rhythm and blues of the day. Baraka proposed a populist modernism that would unite the most commercial and the most avant–garde streams of Black Music. The goal was to forge what Baraka called a Unity Music—one that would esthetically mirror and presage an ideal unification of divergent African American political philosophies and protest movements.
The notion that Black Music could play a vital role in the pursuit of social justice gained popular and vocal modernist proponents during the 1920s Harlem Renaissance via Louis Armstrong and Duke Ellington, The Bebop Generation of Billie Holiday, Charlie Parker, Thelonius Monk, Dizzy Gillespie and Mary Lou Williams, Miles Davis and Max Roach who followed Ellington and Armstrong built upon their innovations and anti–racist stances. The Beboppers have been described as the "forerunners of the Civil Rights movement" for their stance towards discrimination and radical experimentation. The post–bop and freedom jazz musicians such as Sun Ra, John Coltrane and Ornette Coleman, who carried the baton for freedom jazz in the late 50s and 60s came to sonically represent the fire and fury of the Civil Rights and Black Power movements. Through Baraka's own creative and rhetorical interventions their music became the artistic standard bearers of the Black Arts Movement. The socially conscious R&B and Funk of the 1970s as parlayed by bands such as Earth Wind and Fire, Parliament–Funkadelic, Rufus, War and Mandrill fused the energy of freedom jazz with the populist modernism of funk avatars James Brown, Curtis Mayfield, Jimi Hendrix and Sly Stone. Their work greatly influenced global pop insurgents such as Bob Marley and The Wailers and Fela Kuti who wrought critical hybrids of indigenous and imported forms to speak truth to power in their homelands, and beyond.
Hiphop culture inherited the popular modernist mantle and openly radical–activist imperative jazz had largely abandoned by the 1990s. As hiphop evolved in that decade it became a platform for new alignments of art, commerce and politics. Novel tensions emerged between the culture's pro–capitalist instincts and its desire to represent African American working class struggle. Hiphop music in Africa simultaneously blossomed as a vehicle for anti–oppression and anti–corruption activism.
The course will draw heavily upon Baraka's seminal books *Blues People and Black Music*, alongside David Levering Lewis' *When Harlem Was In Vogue* Tricia Rose's *Black Noise* and Jeff Chang's *Can't Stop Wont Stop* to revisit and re–interrogate these historic epochs when music, politics and the marketplace converged to transform the relationships between activism, mass–culture–industry production and the social consumption of music. Examination of the role music has played in forwarding and complicating African American social justice movements will be the paramount focus.
Class Format: lecture **Requirements/Evaluation:** two 5– to 7–page papers and a final 10– to 20–page paper/project
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** Africana concentrators
Distributional Requirements: Division 2
Fall 2014
LEC Section: 01 MW 11:00 12:15 Instructor: Gregory Tate

AFR 338T(F) Garveyism (W) Crosslistings: AFR 338/PSCI 338/LEAD 338
This course explores the life, work, political thought, and activism associated with the Jamaican Pan–Africanist Marcus Mosiah Garvey and the transnational movement—Garveyism—that Garvey ushered into the modern world. We will investigate the founding of Garveyism on the island of Jamaica, the evolution of Garveyism during the early twentieth century across the Americas and in Africa, Garveyism in Europe in the mid–twentieth century, and the contemporary branches of the Garvey movement in our own late modern times. The implications of Garvey's conflict with W. E. B. Du Bois and the subsequent cleavages in political thought and allegiances among their respective adherents will be addressed, along with various other core issues including: the relationship between race, nation, and empire; transnationalism; the meaning of power; notions of leadership; the limitations of understanding Garveyism by the phrase "Back–to–Africa"; the moral philosophy of respect, reparation, and redemption; prophetic political theory; Pan–Africanism; the impact of Garveyism on political theological movements such as the Nation of Islam and Rastafari; women in the Garvey movement; and Garveyite strategies for forging models of political solidarity in dark times.
Class Format: tutorial **Requirements/Evaluation:** attendance, five 5–page essays, five 2–page critiques, and one 1–page essay for the final class
Prerequisites: none; open to all **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Africana Studies concentrators
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Fall 2014
TUT Section: T1 TBA Instructor: Neil Roberts

AFR 343T(S) Representations of Racial–Sexual Violence from Enslavement to Emancipation (D) (W) Crosslistings: INTR 343/WGSS 343/AFR 343/AMST 343
This tutorial examines representations of and resistance to racial–sexual violence from enslavement to post–emancipation and contemporary culture in the United States. Texts include: legal articles; historical analyses such as D'Emilio et al., Intimate Matters; Hartman, Scenes of Subjection; Smith, Killers of the Dream; McGuire, At the Dark End of the Street; and films such as Griffith, Birth of a Nation; Micheaux, Within Our Gates; Gerima, Bush Mama.
The primary focus is on black life, vulnerability to violence and mobilization for freedom during antebellum, postbellum/Reconstruction years of the 19th century; and 20th century convict prison lease system, Jim Crow segregation, mass incarceration.
Class Format: tutorial **Requirements/Evaluation:** weekly primary and response papers
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 8 **Enrollment Preferences:** AFR/WGSS/AMST majors/concentrators
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives
WGSS Racial Sexual + Cultural Diversity Courses
Spring 2015
TUT Section: T1 W 01:10 03:50 Instructor: Joy James

AFR 346(S) History of Modern Brazil (D) Crosslistings: HIST 245/AFR 346

Brazil has been "the country of the future" far longer than it has been an independent nation. Soon after Europeans descended on its shores, Brazil was hailed as a land of resources so rich and diverse that they would inevitably produce great wealth and global power for its inhabitants. Although this has often lent a booster–ish quality to its descriptions of the country, it has also brought ambiguity—for if the label suggests Brazil's potential, it also underlies the country's failure to live up to that promise. Being an *eternal* "country of the future" must be as much a troubling as a cheering designation. This course will examine the modern history of that country of the future by taking up major themes from independence to the present. Beginning with what was by Latin American standards an easy transition from colony to independent empire, we will analyze the hierarchies that have characterized Brazilian society and their relation to the political and economic evolution of the Brazilian nation–state. The course will give particular attention to the themes of race, gender, and citizenship; national culture and modernity; and democracy and authoritarianism in social and political relations. Combining cultural, political, and social analyses, this course fulfills the Exploring Diversity Initiative requirement by examining a range of written texts and other sources to understand these and other themes in the lives of Brazilians of different social identities and political standings since Independence.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, two short papers, and a final exam
Prerequisites: none; open to first–year students with instructors permission **Enrollment Limit:** 40 **Expected Class Size:** 15–20
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group D Electives – Latin America + Caribbean
INST Latin American Studies Electives
LATS Countries of Origin + Transnationalism Elect
Spring 2015
LEC Section: 01 MW 11:00 12:15 Instructor: Roger Kittleson

AFR 360 The Political Thought of Frantz Fanon (W) Crosslistings: AFR 360/PSCI 370/PHIL 360/LEAD 360
Martinican psychiatrist, philosopher, and revolutionary Frantz Fanon was among the leading critical theorists and Africana thinkers of the twentieth century. Fanon ushered in the decolonial turn in critical theory, a move calling on those both within and outside of Europe to challenge the coloniality of the age and to forge a new vision of politics in the postcolonial period. This course is an advanced seminar devoted to a comprehensive examination of Fanon's political thought. We will begin with an analysis of primary texts by Fanon and end by considering how Fanon has been interpreted by his contemporaries as well as activists and critical theorists writing today.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based upon attendance and participation, weekly online reading response papers, a class presentation, two 7–page essays, and one 20–page final research paper
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** Africana Studies concentrators
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Neil Roberts

AFR 364(F) History of the Old South Crosslistings: HIST 364/AFR 364/AMST 364
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.
Class Format: discussion **Requirements/Evaluation:** evaluation based on class participation, two papers of moderate length, and a comprehensive final examination
Prerequisites: none; open to first–year students with instructor's permission **Enrollment Limit:** 25 **Expected Class Size:** 25
Distributional Requirements: Division 2 **Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
HIST Group F Electives – U.S. + Canada
HIST Group G Electives – Premodern
Fall 2014
LEC Section: 01 TF 02:35 03:50 Instructor: Charles Dew

AFR 365(S) History of the New South Crosslistings: HIST 365/AFR 365/AMST 365
A study of the history of the American South from 1877 to the present. Social, political and economic trends will be examined in some detail: the rule of the "Redeemers" following the end of Reconstruction; tenancy, sharecropping, and the rise of agrarian radicalism; Southern Progressivism; the coming of racial segregation and the destruction of the Jim Crow system during the years of the Civil Rights movement; Southern politics during the depression and post–World War II years.
Class Format: discussion **Requirements/Evaluation:** evaluation based on class participation, 2 papers of moderate length, and a comprehensive final examination
Prerequisites: none; open to first–year students with instructor's permission **Enrollment Limit:** 25 **Expected Class Size:** 25
Distributional Requirements: Division 2 **Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
HIST Group F Electives – U.S. + Canada
Spring 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Charles Dew

AFR 370 Displaying, Collecting and Preserving the Other: Museums and French Imperialism Crosslistings: RLFR 370/AFR 370/COMP 370
This course will explore relationships between culture and imperialism in France by exploring how the colonial "Other" has been conceived, displayed and collected in French museums, world's fairs and galleries from the 19th century to the present. Through readings in museum history and theory, we will explore the imperial histories of the Louvre and the Musée de l'Homme, the role of Parisian World's Fairs in ordering the colonial world, French colonial photography and the creation a body of consumable subjects, and the discourse of collection and preservation in French colonial architecture. Drawing on museum theory, we will also critically examine contemporary Parisian museums such as the Musée du Quai Branly, the Institut du Monde Arabe and the Cité nationale de l'histoire de l'immigration. In addition to readings and discussion, the class will engage in a semester–long group project to design a new museum of French history and identity. The group will present all aspects of their museum including location, design, exhibit concept, narrative, and more. *This course will be conducted in English. For students seeking RLFR credit, select readings will be in French, and written work will be in French.*
Class Format: seminar **Requirements/Evaluation:** active class participation, response papers, 2 short essays and a final group project
Prerequisites: for students taking the course as RLFR: RLFR 201 or above, or permission of instructor; for students taking the course as COMP or AFR: no prerequisites **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** French and Comparative Literature majors, and concentrators in Africana Studies
Distribution Notes: meets Division 1 requirement if registration is under RLFR or COMP; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: Katarzyna Pieprzak

AFR 371 Women Activists and Social Movements Crosslistings: INTR 371/AFR 371/PSCI 371/WGSS 370
This seminar examines the role of women in "liberation movements," it focuses on their contributions to civil and human rights, democratic culture, and theories of political and social change. Students will examine multi–disciplinary texts, such as academic historical narratives, memoirs, political analyses, in critical and comparative readings of mid–late 20th century struggles. Women studied include: Mamie Till Mobley, Anne Moody, Ella Baker, Gloria Steinem, Angela Davis, Bettina Aptheker, Assata Shakur, Yuri Kochiyama, Denise Oliver, Domitilia Chungara.
Class Format: seminar **Requirements/Evaluation:** attendance and participation in discussions (10%); collective/group report (30%); 15–pg double spaced research paper (60%) **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** juniors and seniors, or sophomores with permission of instructor
Materials/Lab Fee: none
Distributional Requirements: Division 2 *Not Offered Academic Year 2014–2015*
SEM

AFR 375 History of American Childhood (D) Crosslistings: HIST 375/AFR 375
Over the course of American history both the experience of childhood and our understandings of childhood have changed radically. Children have been bought and sold as slaves, hanged as convicted witches, and purchased slaves themselves. A century ago many children were sent "out to work" at ages that our society now defines as too young even to be left alone in the house. Common experiences of modern middle–class American childhood—summer camp, secondary school, and organized youth sports teams—are recent additions to American life. Through reading works of history and autobiography we will explore American childhood and what attitudes toward specific groups of children reveals about American society. This course is an EDI course; as such, we will consistently study groups of children that differ by race and class. In addition, we will interrogate the category of childhood and debate its universality and usefulness. Does the experience of childhood help to "unify" diverse groups of people?
Class Format: lecture/discussion **Requirements/Evaluation:** students will be required to write three papers and be expected to contribute actively to class discussion
Prerequisites: none; open to first–year students with instructor's permission **Enrollment Limit:** 25 **Expected Class Size:** 20–25 **Enrollment Preferences:** determined by instructor
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group F Electives – U.S. + Canada
Fall 2014
LEC Section: 01 Cancelled

AFR 379 Black Women in the United States (D) Crosslistings: HIST 379/AFR 379/WGSS 379
As slaves and free women, activists, domestics, artists and writers, African Americans have played exciting and often unexpected roles in U.S. political, social, and cultural history. In this course we will examine black women's lives from the earliest importation of slaves from Africa and the Caribbean through to the expansion of slavery, the Civil War, freedom, Jim Crow, the Civil Rights movements, and up to the present day. Consistent themes we will explore are the significance of gender in African American history and the changing roles and public perceptions of black women both inside and outside the black community. We will read and discuss a combination of primary and secondary sources; we will also consider music, art, and literature, as well as more standard "historical" texts. This course meets the requirements of the Exploring Diversity Initiative in that it focuses on empathetic understanding, power and privilege, especially in relation to class, gender, and race within a U.S. context.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on student participation, three papers, and a brief oral presentation
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15–20 **Enrollment Preferences:** History majors and Africana Studies concentrators
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group F Electives – U.S. + Canada
WGSS Racial Sexual + Cultural Diversity Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Gretchen Long

AFR 380(S) Who's Afraid of Failure? (D) Crosslistings: ENGL 381/AMST 381/AFR 380/WGSS 381/COMP 381
Success is demanding, as any Williams student knows, and all that discipline–hard work, sacrifice, perseverance–can come to seem an end in itself. But as the great theorist of children's animation and stoner movies Jack Halberstam has noted, sometimes failure turns out to be a better bet than success: it can reveal the blindspots of dominant ideologies, while opening up alternative ways of living in the world. This course will take a long detour through meditations on failure emerging from queer theory, Asian American studies, and black studies, with a particular interest in what failure can reveal about higher education and related disciplinary institutions, such as prisons or the so–called "internment camps" for Japanese Americans during World War II. This course fulfills the Exploring Diversity requirement by considering how the stigmatization of difference and justification of social inequality are inscribed in supposedly neutral rubrics of success and failure.
Readings may include Halberstam's *Queer Art of Failure*, Junot Diaz's *Brief Wondrous Life of Oscar Wao*, and works by Fred Moten, Roderick Ferguson, Angela Davis, Hisaye Yamamoto, Toshio Mori, Nella Larsen, Victor Lavalle, and others. Students will also have the opportunity to bring these concepts to bear on other social concerns and/or cultural objects (music, film, etc.) of their choice, as we attempt to figure out just what a course in cultural criticism might be good for in a society infatuated with success. What are you planning to do with that liberal–arts degree, anyway?
Class Format: seminar **Requirements/Evaluation:** class participation, frequent short writing assignments, a midterm take–home exam, and a final project
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor **Enrollment Limit:** 25 **Expected Class Size:** 10 **Enrollment Preferences:** English majors and Africana Studies concentrators
Distribution Notes: meets Division 1 requirement if registration is under ENGL and COMP; meets Division 2 requirement if registration is under AFR, AMST or WGSS
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ASAM Related Courses
ENGL Criticism Courses
ENGL Literary Histories C
Spring 2015
SEM Section: 01 MWF 11:00 12:15 Instructor: Vincent Schleitwiler

AFR 381(F) From Civil Rights to Black Power (D) Crosslistings: HIST 381/AFR 381
Focusing on African Americans' demands for the rights and responsibilities of citizenship, and placing their perspectives at the center, this course explores the themes of the black freedom movement as it transpired in the second half of the twentieth century in the United States. The course follows a chronological format that is grounded in post–World War II internationalism and domestic Jim Crow, covers the civil rights and the black power movements of the 1950s, 60s and 70s, and then moves toward current issues in black politics. The topics examined include the strategies and organizing principles of legal challenges, direct action protest, black power activism, coalition building, and public intellectual engagement. The class also assesses the intersection between ideology/activism, culture/politics, and local/regional/national perspectives. Finally, the course uses the black freedom movement as a window onto other political initiatives of the era.
Class Format: lecture/discussion; second weekly meeting will split into two discussion sections **Requirements/Evaluation:** Willingness to manage an intensive reading schedule and for their intellectual engagement in class discussions; evaluation will be based on class participation, two short papers, and a take home final
Prerequisites: none; some background (e.g. previous coursework) in 20th century U.S. history, American studies, American politics, or Africana studies is recommended **Enrollment Limit:** 25 **Expected Class Size:** 25
Extra Info: course materials incorporate primary, secondary, and documentary sources, including a weekly film
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives – U.S. + Canada
JLST Enactment/Applications in Institutions
LEAD Facets or Domains of Leadership
Fall 2014
LEC Section: 01 TR 11:20 12:35 Instructor: Leslie Brown

AFR 382(F) Amiri Baraka and Audre Lorde (D) Crosslistings: ENGL 380/AMST 380/WGSS 380/AFR 382
In both literary content and political disposition, Audre Lorde and Amiri Baraka were radically different people. Lorde was a queer feminist icon credited with furthering the concepts of intersectional identity and black feminism, while Baraka was accused throughout his career of obliviously brazen machismo and criticized for his use of homophobic invective. Baraka endorsed the very notions of leadership and community from which Lorde crafted an identity of marginality, and Lorde endorsed a community–bound poetics contrasted to Baraka's avant–gardism. But for all their differences, Lorde and Baraka were arguably the two most significant African American writers of the late twentieth century, and, however surprisingly, they staked similar conceptual territory, addressing such themes as the possibility of spiritual self–discovery, the possibility of liberatory consciousness, the significance of emotions in building community, and the relationship between sexuality and racial identity. We will explore such issues by way of closely attending to their texts, and since another similarity between them was a prolific range of genre, we will have the opportunity to delve into poetry, essays, fiction, drama, and memoir, with a slight but definite preference for their poetry. We will also place these writers in their political and philosophical contexts, sampling secondary sources on the Black Arts movement, queer theory, contemporary American and African American poetry, and transnational black studies. As we will be discussing two writers whose collective contribution to minority discourse is nothing short of monumental, our course will participate in the College's Exploring Diversity Initiative. Specifically, this EDI course will emphasize the ongoing historical negotiation between blackness and white supremacy in the contemporary period, in addition to the relationship between queer sexuality and blackness.
Class Format: seminar **Requirements/Evaluation:** one 5–page paper and one 8– to 10–page paper, and steady and thoughtful class participation
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** English majors
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR, AMST or WGSS
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ENGL Literary Histories C
Fall 2014
SEM Section: 01 TR 11:20 12:35 Instructor: Seulghee Lee

AFR 403 New Asian American, African American, Native American, and Latina/o Writing (D) Crosslistings: AMST 403/COMP 375/ENGL 375/AFR 403/LATS 403
Critics reading minority writing often focus on its thematic—i.e., sociological—content. Such literature is usually presumed to be inseparable from the "identity"/body of the writer and read as autobiographical, ethnographic, representational, exotic. At the other end of the spectrum, avant–garde writing is seen to concern itself "purely" with formal questions, divorced from the socio–historical (and certainly not sullied by the taint of race). In the critical realm we currently inhabit, in which "race" is opposed to the "avant–garde," an experimental minority writer can indeed seem an oxymoron. In this class we will closely read recent work by Asian American, African American, Native American and Latino/a writers which challenges preconceptions about ethnic literature, avant–garde writing, genre categorization, among other things. The writing done by these mostly young, mostly urban, poets and fiction writers is some of the most exciting being written in the United States today; their texts push the boundaries of aesthetic form while simultaneously engaging questions of culture, politics, and history. Reading them forces us to re–think our received notions about literature. Authors to be read include Will Alexander, Sherwin Bitsui, Monica de la Torre, Sesshu Foster, Renee Gladman, Bhanu Kapil, Tan Lin, Tao Lin, Ed Roberson, James Thomas Stevens, Roberto Tejada, and Edwin Torres.
Class Format: seminar/discussion **Requirements/Evaluation:** evaluation will be based on either one 16– to 18–page seminar paper or two shorter papers (one 7–8 pages and one 9–10 pages); short response papers; participation
Prerequisites: those taking this as an ENGL class must have previously taken a 100–level ENGL course **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** American Studies majors
Distribution Notes: meets Division 2 requirement if registration is under AMST, AFR or LATS; meets Division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST 400–level Senior Seminars
ENGL Literary Histories C
LATS Comparative Race + Ethnic Studies Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Dorothy Wang

AFR 404 Making it in Africa: Business in African History Crosslistings: HIST 403/AFR 404/LEAD 403
Although Africa has come to be known as a continent that relies heavily on foreign aid, that aid rarely reaches ordinary people. In fact, recent studies have suggested that foreign aid has not helped develop Africa. In spite of the staggering problems that ordinary Africans face, many see Africa—now more than ever before—as a place bursting with promise and opportunity, even if that opportunity may require challenges to conventional economic and political thinking. Increasingly, an innovative class of entrepreneurs is emerging in Africa that is hustling in the formal and informal economy in order to accumulate capital. This seminar will trace the social and cultural history of entrepreneurship in Africa from the 19th century to the present. We will explore the individual journeys of several entrepreneurs, the values and objectives they nurtured, the changes in the strategy and structure of the businesses they created, and the dynamic environments in which they each lived and worked. The course will also examine the long–term impact of entrepreneurial innovation and market evolution on African communities and governments. Readings will include histories, biographies, autobiographies, ethnographies, and novels.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on participation in discussion, several short papers, and a final research paper
Prerequisites: previous courses in HIST **Enrollment Limit:** 15 **Expected Class Size:** 10–15 **Enrollment Preferences:** History majors and Africana Studies concentrators
Distributional Requirements: Division 2 **Other Attributes:** HIST Group A Electives – Africa
Not Offered Academic Year 2014–2015
SEM

AFR 405(F) Africana Studies and the Disciplines
Africana Studies and the Disciplines
Of the many things that distinguish Africana Studies from other fields of knowledge, most remarkable are its creative uses and critiques of disciplinary perspectives. In some instances, a scholar in the field might move between disciplines; in others, a scholar might integrate two or more disciplines into one point of view. Disciplinary creativity accommodates the array of information—written texts, music, visual art, film—that contributes to our understanding of the African Diaspora. This seminar will illuminate the disciplinary nuances and challenges of studying people of African descent. After outlining genealogies of Africana Studies and the field's complicated relationships to social science disciplines, students will closely read classic texts by some of the pioneers in the field and explore their uses of disciplinary perspectives. In the latter half of the course, students will have the opportunity to design and conduct their own research projects with the aforementioned disciplinary concerns in mind.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based upon class participation, a couple of short papers and the completion of a final research paper or project
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** Africana Studies concentrators
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: James Manigault–Bryant

AFR 406 Crafting Research: Methods in Africana Studies

Any student of Africana Studies swiftly recognizes there is a limitless breadth to what constitutes "Africana experience" and that there are diverse means through which Africana experience is examined. For example, while some scholars utilize a more historical approach to chronicle Africana experience, others study the black body via performance to unearth nuanced meanings of Africana experience. This capstone seminar will explore a variety of methods and strategies for crafting research within the field of Africana Studies. We will focus on approaches that derive from traditional disciplines as well as techniques that have emerged with the advent of dynamic new media and digital technologies. Some of the methodologies we will engage include: historiography; archival research; digital archiving; quantitative data analysis; ethnographic and qualitative analysis; critical textual analysis; reading the body as art and text; blogging and digital publishing; and evaluating films as text. Serving as a practicum, the course will provide considerable background in a variety of methods as well as hands–on learning. Students will have the opportunity to craft a final research project that is best explored through one or more of the methods we examine.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based upon class participation, response papers, and a final research project
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** Africana Studies concentrators
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 **Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
SEM Instructor: Rhon Manigault–Bryant

AFR 419(F) Going to Ground: Considering Earth in the Arts of Africa (D) (W) Crosslistings: ARTH 419/AFR 419
This seminar explores how earth has been conceptualized and integrated into African artistic thought as geography, environment, material, and metaphor, and how this interpretive flexibility has allowed it to become a symbol of power and presence in African art–making from prehistory to the present. The seminar will also focus on the ways in which earth has been used in contemporary art towards addressing the growing problems of pollution, unsustainable development, and the widespread depletion of earth–based natural resources in Africa. Over the course of this seminar, students will develop a knowledge base of earth–related issues that have been addressed in African artistic production, and engage with various cross–disciplinary methodologies to critically analyze the conceptual and aesthetic strategies deployed in these works. Students will also have the opportunity to interact with specialists from multiple fields towards fleshing out their knowledge base, including Dr. Karen Milbourne, curator of the National Museum of African Art in Washington DC, and Dr. Alex Apotsos, former climate change advisor for the Africa Bureau at USAID.
This course fulfills EDI requirements through its exploration of the effects of globalization and modernization on the African natural environment, and its engagement with diverse cultural legacies, socio–political systems, and economic realities on the continent as contributors to art–making strategies deployed by contemporary African environmental artists.
Class Format: seminar **Requirements/Evaluation:** directing at least one class discussion and a term paper (18–20 pages) with presentation
Prerequisites: this seminar is designed for advanced–level undergraduate students in Art History and Africana Studies, although permission to enroll may be awarded under special circumstances **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** advanced undergraduate students who have declared a major in Art History or Africana Studies
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AFR
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Fall 2014
SEM Section: 01 R 01:10 03:50 Instructor: Michelle Apotsos

AFR 444 The Black Republic—Haiti in History and Imagination (D) Crosslistings: AFR 444/HIST 444
This senior Africana capstone course/History seminar explores the central role of Haiti in the American and the transnational pan–African imaginations. As home to the world's only successful slave rebellion, Haiti has been a role model of tremendous importance, stimulating slave rebellions in America and throughout the Caribbean, playing an instrumental role in the liberation of South America from the Spaniards, and inspiring decolonization movements in Africa and the Caribbean in the 20th century. Not surprisingly, it has had tumultuous relations with both its colonial occupier, France, and its most powerful neighbor, the United States. From isolation and sanctions, to occupation and U.S. supported dictatorship, this seminar traces the historical silencing suffered by Haiti at the hands of western historians, the vivid images Haitians evoke in the American imagination—from boat people and carriers of Aids, to practitioners of voodoo and creators of a uniquely African–Caribbean art—and the role of the French and American governments in the recent coup against President Jean–Bertrand Aristide. Film, dance, literature, music, history, anthropology and religion will be explored in this interdisciplinary course, with an eye towards helping students produce an original work of their own as the final project. By examining Haiti's fraught racial relations—particularly between Haitian blacks and mulattoes—and her early and unique black power movement—noirisme—this class fulfills the requirements of the Exploring Diversity Initiative.
Class Format: seminar **Requirements/Evaluation:** evaluation to be based on student participation, a short paper, and the completion of an original research paper or project
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** Africana Studies concentrators and History majors
Extra Info: all projects will have some written component, but may include a dance performance, spoken word, fieldwork etc.
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group D Electives – Latin America + Caribbean
Not Offered Academic Year 2014–2015
SEM Instructor: Shanti Singham

AFR 450(F) Melville, Mark Twain, and Ellison (D) Crosslistings: ENGL 450/AFR 450
As an epigraph to his novel, *Invisible Man*, Ralph Ellison selects a quotation from Herman Melville's story, "Benito Cereno." In the prologue to *Invisible Man*, Ellison invokes a sermon that appears briefly in the opening chapter of *Moby–Dick*. In his essays on comedy and American culture, Ellison comments trenchantly on *Adventures of Huckleberry Finn*. Melville and Mark Twain were, in many obvious ways, as different as two writers can be. Nonetheless, they also have many surprising similarities, and it is not difficult to understand why both are so important to Ellison.
This course will examine the novels, stories, and essays of these three writers, with particular attention to the themes that they have in common and to the traits that make each of them distinctive. Race, slavery, epistemology, and the nature of American democracy are among those themes.
Class Format: lecture **Requirements/Evaluation:** a journal and a 15–page paper
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 12
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ENGL Literary Histories B
MAST Interdepartmental Electives
Fall 2014
SEM Section: 01 MR 02:35 03:50 Instructor: David Smith

AFR 456(F) Civil War and Reconstruction Crosslistings: HIST 456/AFR 456/AMST 456
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.
Class Format: seminar **Requirements/Evaluation:** evaluation based on class participation and a substantial research paper based at least in part on primary source materials **Enrollment Limit:** 15 **Expected Class Size:** 15
Distributional Requirements: Division 2 **Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives – U.S. + Canada
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: Charles Dew

AFR 459 Jim Crow: American Apartheid (D) Crosslistings: HIST 459/AFR 459
Between 1865 and 1965 white Americans developed and deployed a set of practices that sanctioned racial discrimination. Jim Crow—as this American system of apartheid was called—is one of the least studied aspects of U. S. History. This course explores the law, cultural, economics, and politics of Jim Crow; the dynamics of racialized power; and the roles of media and history in sustaining racial inequality. Informed by how segregation operated to construct and sustain differences, it qualifies as an Exploring Diversity Initiative course by linking the issue of diversity to the issue of power relations, investigating how American institutions enabled and maintained racial disparities despite constitutional guarantees, and considering how the legacy of racial discrimination affects current domestic issues like public education, affirmative action, and the persistence of poverty. In addition to covering race theory in historical context, the course suggests that current scientific ideas about race—that there are no consequential biological differences among humans—is a recent discovery. Finally, the course examines the discrete development of black communities, institutions, politics, and racial destiny.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation and two shorter assignments leading up to a longer research paper **Enrollment Limit:** 15 **Expected Class Size:** 10–15 **Enrollment Preferences:** junior and senior History majors
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives – U.S. + Canada
Not Offered Academic Year 2014–2015
SEM Instructor: Leslie Brown

AFR 465(S) Race and Abstraction Crosslistings: AMST 465/AFR 465/COMP 465/ENGL 326
Minority artists—writers and visual artists mainly and, to a lesser degree, musicians—face a difficult "double bind" when creating works of art: the expectation is that they, like their racially marked bodies, will exhibit their difference by means of concrete signifiers (details, tropes, narratives, themes) of racial difference. Thus, the work is judged primarily in terms of its embodied sociological content (material, empirical) and not by "abstract" standards of aesthetic subtlety, philosophical sophistication, and so on. At the same time, in the popular and academic imaginary, minority subjects and artists poets occupy a single abstract signifying category—homogeneous, undifferentiated, "other," marginalized, non–universal—while racially "unmarked" (white) artists occupy the position of being universal and individual at once.
The irony, of course, is that, say, an African American poet's being read as an abstract signifier does not mean that the black subject or writer is seen as capable of engaging in abstract ideas. This course will ask questions about the problem of race and abstraction by looking at the work of various African American and Asian American writers, visual artists and musicians—including Will Alexander, Mei–mei Berssenbrugge, David Hammons, Yayoi Kusama, Tan Lin, Nathaniel Mackey, and Cecil Taylor—as well as critics. We will pay particular attention to formally experimental works.
This course will ask questions about the problem of race and abstraction by looking at the work of various African American and Asian American writers, visual artists and musicians—including Will Alexander, John Keene, Mei–mei Berssenbrugge, John Yau, Cecil Taylor, David Hammons, and Yoko Ono—as well as critics. We will pay particular attention to formally experimental works.
Class Format: seminar **Requirements/Evaluation:** two papers (one 6–8 pages and the other 10–12 pages), in–class presentation, brief response papers, and class participation
Prerequisites: none if registering under AMST, AFR, or COMP, though a previous lit, art or music class would be helpful; if registering under ENGL, 100–level ENGL course, or 5 on AP English Lit exam or 6 or 7 on the Higher Level IB English exam required **Enrollment Limit:** 13 **Expected Class Size:** 13
Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AFR or AMST
Distributional Requirements: Division 2 **Other Attributes:** AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST 400–level Senior Seminars
Spring 2015

SEM Section: 01 W 01:10 03:50 Instructor: Dorothy Wang

AFR 476(S) Black Radicalism (D) Crosslistings: AFR 476/HIST 476
"Amandla! Black Power! Venceremos! A Luta Continua!" Ever since the end of slavery—occurring, in part, due to the efforts of Black radicals from Haiti to South Carolina to the Quilombos of Brazil—transatlantic people of African descent have demanded radical change in the organization of modern societies. Their struggles and ideas have changed the ways we think and study—through the formation of Africana/African–American/Black–Studies—and the ways in which we express ideas—through the creation of rich traditions of music, dance, theater, poetry, carnivals, sculpture, and art that have acted as global conduits of cultures of resistance. In this Senior Seminar, we will study the interdisciplinary history of Black radicalism—in the United States, the Caribbean, and Africa—from W.E.B. Dubois to the present, paying special attention to Black working class and feminist challenges to capitalism and sexism, (e.g. A. Philip Randolph, Angela Davis), to the uses of Black Power to challenge Black societies (Walter Rodney), to African socialism (Nyerere, Nkrumah), to musicians and poets, like Bob Marley and Aimé Césaire, whose rhythms and example continue to inspire us to fight for social justice and equality.
Class Format: seminar **Requirements/Evaluation:** evaluation to be based on student participation, a take–home mid–term paper, and the completion of an original research paper or project; all projects will have some written component, but may include a dance performance, spoken word, fieldwork etc.
Prerequisites: none; open to all **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** Africana Studies concentrators; History majors
we will have a number of shared class/discussns w/ Mt. Holyoke's Africana Senior Seminar via video–skype; the class will visit Mt. Holyoke, & we will host a visit from the Mt. Holyoke seminar, organized around speakers, presentations, & local activists
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AFR Core Electives
HIST Group A Electives – Africa
HIST Group D Electives – Latin America + Caribbean
HIST Group F Electives – U.S. + Canada
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Shanti Singham

AFR 482T(F) Fictions of African–American History (W) Crosslistings: HIST 482/AFR 482
This course examines the form and function of African–American narratives with particular attention to written texts pertaining to the enslavement and freedom of African Americans during the nineteenth and early twentieth century. We will explore the role of books, writing, and reading in the African American South, where the acts of reading and writing had been illegal throughout the Colonial and Antebellum Era.
In the course, we will read both historical and fictional narratives that raise explicitly the problems of writing African–American history.
In the first part of the course, we will discuss selected texts (fiction, narrative, and historiography) from the antebellum era in order to schematize the literature of slavery. In the second half of the course, we will take up the discourse of freedom that followed the Emancipation Proclamation. Readings will include works by Booker T. Washington, James Weldon Johnson, Charles Chesnutt, Harriet Wilson, Paul Laurence Dunbar, Sutton Griggs. In addition, we will read historiography on African American slavery, freedom, and urbanization.
Class Format: tutorial **Requirements/Evaluation:** weekly paper or critique
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** History majors and Africana Studies concentrators
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives – U.S. + Canada
Fall 2014
TUT Section: T1 TBA Instructor: Gretchen Long

AFR 483T African Political Thought (W) Crosslistings: HIST 483/AFR 483
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.
Class Format: tutorial; students will meet with the instructor in pairs for an hour each week; a student either will write & present orally a 5– to 7–page essay on the assigned readings or be responsible for offering an oral critique of their partner's work each week **Requirements/Evaluation:** evaluation will be based on the quality of the biweekly papers and oral critiques and a final writing exercise **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** History majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives
HIST Group A Electives – Africa
HIST Group F Electives – U.S. + Canada
INST African Studies Electives
Not Offered Academic Year 2014–2015
TUT Instructor: Kenda Mutongi

AFR 494(S) Honors Dossier
Candidates for honors in Africana Studies must do W31 for the winter study period and 494 the following spring.
Class Format: honors independent study
Distributional Requirements: Division 2
Spring 2015
HON Section: 01 TBA Instructor: James Manigault–Bryant

AFR 497(F) Independent Study: Africana Studies
Africana Studies independent study
Class Format: independent study
Distributional Requirements: Division 2
Fall 2014
IND Section: 01 TBA Instructor: James Manigault–Bryant

AFR 498(S) Independent Study: Africana Studies
Africana Studies Independent Study
Class Format: independent study
Distributional Requirements: Division 2
Spring 2015
IND Section: 01 TBA Instructor: James Manigault–Bryant

AMERICAN STUDIES (Div. II)

Chair, Professor: MARK REINHARDT

Faculty 2014–2015: Professors: L. JOHNSON**, M. REINHARDT, D.L. SMITH. Associate Professors: M. M. RÚA*, D. WANG**. Assistant Professor: D. KIEL. Senior Lecturer: C. CLEGHORN**. *Affiliated Faculty:* Associate Professor: M. E. CEPEDA. Assistant Professors: R. BRAGGS*, N. HOWE. Visiting Assistant Professor: J. ANDREWS, J. UM. Visiting Fulbright Scholar: S. SCHULTERMANDL.

GENERAL PROGRAM DESCRIPTION

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

NON–MAJORS, FIRST–YEAR STUDENTS, AND SOPHOMORES

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

COURSES AND COURSE NUMBERING

American Studies offers courses at all levels. Our 100–level courses, which give preference to first–year students, explore a substantive topic in–depth without seeking to introduce the field as a whole. Our introductory course, AMST 201, explores questions of American identity but also stresses the interdisciplinary approach and diverse cultural artifacts that distinguish American Studies as a form of inquiry. Both this course and our occasional 200–level electives are appropriate for students at all levels, including first–years. The intermediate electives at the 300 level are offered primarily for juniors and seniors, although, when space and instructor policy permits, they are open to sophomores

who have had AMST 201. All majors are required to take AMST 301, the junior seminar, which teaches students how to employ theories and methods central to the field. The 400–level courses designated as Senior Seminars are designed for senior majors, though open to others with suitable preparation.

THE MAJOR

Required major courses:

American Studies 201

American Studies 301, *Junior Seminar*

one 400–level course designated *Senior Seminar*

Elective courses:

Eight courses: five should be chosen from one of the specializations listed below, the other three chosen from among any of the electives listed, but students must draw their remaining courses from two of the other specializations. Students are also required to take at least one course covering pre–1900 American history or culture; this need not be and *additional* courses, but can be one of the eight electives.

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 (including the availability of relevant faculty advisors). If the proposal is approved, the student will be permitted to register for AMST 491, W30, and AMST 492 the following year. The completed project is due in mid–April. Each student will present a short oral presentation of his or her thesis at the end of spring semester. Honors Theses count as one of the eleven courses required for the major.

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 Africana Studies, Environmental Studies, Latina/o Studies, Performance Studies, and Women's, Gender and Sexuality 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 who can take the Junior Seminar before they go away are encouraged to do so. Students should consult as early as possible with the chair or their advisor about their plans for fulfilling the requirements of the major.

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. All such arrangements must be approved by the American Studies Advisory Committee.

ARTS IN CONTEXT

This specialization is for students interested in American arts, literature and media. Its approaches are interdisciplinary: it trains students to examine cultural artifacts with attention to aesthetic form and to the contexts—historical, social, political—that determine and situate those forms. Broadly, it asks how history has shaped the arts and media and how the arts and media have shaped how we think and who we are. Students in this specialization take courses across a range of genres and media: poetry, fiction, music, film and video, pop culture, visual culture, performance, experimental and activist art.

Students may check with the program chair to see if other courses not listed here might count as electives.

Elective courses:

AFR 156/COMP 156/AMST 156/ENGL 223 Thirteen Ways of Looking at Jazz
AFR 299/PSCI 233/REL 261 Rastafari: Dread, Politics, Agency
AFR 300/AMST 300/SOC 306 Lessons of 'The Game': The Wire and American Culture
AFR 314/AMST 314/COMP 321/ENGL 314 Groovin' the Written Word: The Role of Music in African American Literature
AFR 315/AMST 315 Blackness 2.0: Race, Film and New Technologies
AFR 317/COMP 319/DANC 317/ENGL 317/THEA 317/A Black Migrations: African American Performance at Home and Abroad
AFR 323/AMST 323/ARTH 223/COMP 322/ENGL 356 Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora
AMST 108/ENGL 244 First Hand America
AMST 215/ENGL 217/COMP 215 Experimental Asian American Writing
AMST 283/ENGL 287 Topics in Asian American Literature
AMST 303/AFR 303/COMP 301/ENGL 344 Race and Abstraction
AMST 305/ASST 305/COMP 303/ENGL 374 Cities of the Anglophone Chinese Imagination
AMST 307/COMP 311/AFR 301/ENGL 327 Experimental African American Poetry
AMST 403 American Music
AMST 403/COMP 375/ENGL 375/AFR 403/LATS 403 New Asian American, African American, Native American, and Latina/o Writing
AMST 410/ENGL 410 American Avant Garde Poetry Since 1950
AMST 415/COMP 403/ENGL 415 Edward Said
ARAB 219/COMP 219/AMST 219 Arabs in America: A Survey
ARTH 264/AMST 264 American Art and Architecture, 1600 to Present
ARTH 265/AMST 265 Pop Art
ARTH 462/AMST 462/LATS 462 Art of California: Pacific Standard Time
ARTH 464/LATS 464 Latina/o Visual Culture: Histories, Identities, and Representation
ARTH 470 Image making, Orientalism and Visual Culture
ARTS 101/AMST 101 Artists Respond to Dangerous Times
ENGL 144/AMST 144 Race and American Crime Fiction
ENGL 220/AMST 220/AFR 220 Introduction to African American Writing
ENGL 239 Imagining Immigrants
ENGL 272/AMST 272 American Postmodern Fiction
ENGL 338/AMST 338 The American Renaissance
ENGL 381/AFR 380/AMST 381 Beyond the Harlem Renaissance: Black Modernisms and the Great Migration
HIST 166/AFR 166/AMST 166 Politics and Prose: Invisible Man in Historical Context
HIST 168/AMST 168 1968 1969: Two Years in America

HIST 395/WGSS 395 Fashioning Bodies: Dress, Consumption, and Gender from the Renaissance to the Present
HIST 482/AFR 482 Fictions of African American History
LATS 203/ARTH 203/WGSS 203/AMST 205 Chicana/o Film and Video
LATS 240/AMST 240/COMP 210 Latina/o Language Politics: Hybrid Voices
LATS 258/ARTH 258 Latina/o Installation and Site Specific Art
LATS 346/AMST 346 Latinas/os and the Media: From Production to Consumption
MAST 231/ENGL 231 Literature of the Sea
MUS 115 American Music
MUS 117 African American Music
MUS 151 History of Jazz
MUS 251/AFR 240 Introduction to the Music of Duke Ellington
MUS 252/AFR 242 Introduction to the Music of John Coltrane
REL 229/AMST 229 Reel Jesus: Reading the Christian Bible and Film in the U.S.A.
RLSP 306/COMP 302 Latino Writing: Literature by U.S. Hispanics
THEA 330/COMP 330/AMST 331 New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City

COMPARATIVE STUDIES IN RACE, ETHNICITY, AND DIASPORA

This interdisciplinary specialization examines the role of race, ethnicity, and diasporic movements in the construction of American identities. Students explore how experiences and concepts of race and ethnicity are transformed through the processes of diaspora and immigration. These courses may encompass a broad spectrum of fields such as history, literature, religion, politics, anthropology, gender studies, media and the performing arts, among others. NOTE: Concentrators in this area are required to take a combination of courses that will allow them to comparatively assess the experiences of at least two ethno–racial groups in the Americas.

Elective courses:

AFR 132/PSCI 132/AMST 132 Contemporary Africana Social and Political Philosophy
AFR 156/COMP 156/AMST 156/ENGL 223 Thirteen Ways of Looking at Jazz
AFR 200/AMST 200 Introduction to Africana Studies
AFR 211/ENVI 211/SOC 211/AMST 211 Race and the Environment
AFR 217/AMST 217/SOC 217/ENGL 215 Race(ing) Sports: Issues, Themes and Representations of Black Athletes
AFR 267/SOC 267/AMST 267 Race in the Americas
AFR 299/PSCI 233/REL 261 Rastafari: Dread, Politics, Agency
AFR 300/AMST 300/SOC 306 Lessons of 'The Game': The Wire and American Culture
AFR 305/REL 315/SOC 305/AMST 304 The Sociology of Black Religious Experience
AFR 310/REL 310/WGSS 310/AMST 309 Womanist/Black Feminist Thought
AFR 314/AMST 314/COMP 321/ENGL 314 Groovin' the Written Word: The Role of Music in African American Literature
AFR 315/AMST 315 Blackness 2.0: Race, Film and New Technologies
AFR 317/COMP 319/DANC 317/ENGL 317/THEA 317/A Black Migrations: African American Performance at Home and Abroad
AFR 319/SOC 319/AMST 319 Ethnographic Approaches to Africana Studies
AFR 320/AMST 320/WGSS 320 Dangerous Bodies: Black Womanhood, Sexuality & Popular Culture
AFR 323/AMST 323/ARTH 223/COMP 322/ENGL 356 Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora
AFR 338/PSCI 338 Garveyism
AFR 360/PSCI 370/PHIL 360/LEAD 360 The Political Thought of Frantz Fanon
AFR 405/AMST 404 Africana Studies and the Disciplines
AFR 406/AMST 406 Crafting Research: Methods in Africana Studies
AMST 212/AFR 215 Race and Capitalism
AMST 215/ENGL 217/COMP 215 Experimental Asian American Writing
AMST 222/ENGL 289 Cultural Politics in Asian America
AMST 230 U.S. Imperialism
AMST 238/ENGL 238 Racial Formations and Transformations in America: 1945 Present
AMST 283/ENGL 287 Topics in Asian American Literature
AMST 303/AFR 303/COMP 301/ENGL 344 Race and Abstraction
AMST 305/ASST 305/COMP 303/ENGL 374 Cities of the Anglophone Chinese Imagination
AMST 307/COMP 311/AFR 301/ENGL 327 Experimental African American Poetry
AMST 310 Race Wars in America
AMST 325 Capitalism in Indian Country
AMST 329/ENGL 329 Cultures of War: U.S. Wars in Asia and American Culture
AMST 403/COMP 375/ENGL 375/AFR 403/LATS 403 New Asian American, African American, Native American, and Latina/o Writing
AMST 409/ENGL 409 Senior Seminar: Sentimental Empire
ARAB 219/COMP 219/AMST 219 Arabs in America: A Survey
ENGL 144/AMST 144 Race and American Crime Fiction
ENGL 220/AMST 220/AFR 220 Introduction to African American Writing
ENGL 239 Imagining Immigrants
ENGL 381/AFR 380/AMST 381 Beyond the Harlem Renaissance: Black Modernisms and the Great Migration
HIST 152/WGSS 152 The Fourteenth Amendment and the Meanings of Equality
HIST 164/AFR 164/AMST 165 Slavery in the United States
HIST 166/AFR 166/AMST 166 Politics and Prose: Invisible Man in Historical Context
HIST 167/AFR 167/AMST 167 Let Freedom Ring: African Americans and Emancipation
HIST 168/AMST 168 1968 1969: Two Years in America
HIST 243 Modern Latin America, 1822 to the Present
HIST 281/AFR 281 African American History, 1619 1865
HIST 282/AFR 282 African American History From Reconstruction to the Present
HIST 284/AMST 284/ASST 284 Introduction to Asian American History
HIST 286/LATS 286 Latina/o History From 1846 to the Present
HIST 364/AFR 364/AMST 364 History of the Old South
HIST 365/AFR 365/AMST 365 History of the New South
HIST 380 Comparative American Immigration History
HIST 381/AFR 381 From Civil Rights to Black Power
HIST 383/WGSS 383/AMST 383 Whiteness and Race in the History of the United States
HIST 384 Comparative Asian American History, 1850 1945
HIST 386/WGSS 386/LATS 386 Latinas in the Global Economy: Work, Migration, and Households
HIST 456/AFR 456 Civil War and Reconstruction
HIST 459/AFR 459 Jim Crow: American Apartheid
HIST 469/AMST 469 Notions of Race and Ethnicity in American Culture
HIST 482/AFR 482 Fictions of African American History
INTR 322/PSCI 313/AFR 322/AMST 322 Race, Culture, Incarceration
LATS 105 Latina/o Identities: Constructions, Contestations, and Expressions
LATS 203/ARTH 203/WGSS 203/AMST 205 Chicana/o Film and Video
LATS 220/AMST 221/ENVI 221 Introduction to Urban Studies: Shaping and Living the City

LATS 224/AMST 224/REL 224 U.S. Latina/o Religions
LATS 240/AMST 240/COMP 210 Latina/o Language Politics: Hybrid Voices
LATS 312/AMST 312/ENVI 313 Chicago
LATS 313/AMST 313/WGSS 313 Gender, Race, Beauty, and Power in the Age of Transnational Media
LATS 318/AMST 318/REL 318/COMP 328/ENVI 318 California: Myths, Peoples, Places
LATS 330/AMST 330 Connective Approaches to Race, Ethnicity, and Diaspora
LATS 338/AMST 339/WGSS 338 Latina/o Musical Cultures: Gender, Race, Sexuality and the Dynamics of the Everyday
LATS 346/AMST 346 Latinas/os and the Media: From Production to Consumption
LATS 382/HIST 382/WGSS 382 Latina/o Politics
LATS 405/AMST 405 Home and Belonging: Displacements, Relocations, and Place Making
LATS 408/AMST 408 Envisioning Urban Life: Objects, Subjects, and Everyday People
LATS 409/AMST 411 Senior Seminar: Transnationalism and Difference: Comparative Perspectives
LATS 471/HIST 471 Comparative Latina/o Migrations
MUS 117 African American Music
MUS 151 History of Jazz
PSCI 210/AFR 210/AMST 210/WGSS 210/INTR 210 Culture and Incarceration
PSCI 213/AFR 216/AMST 213 Black Politics in the United States
PSCI 248 The USA in Comparative Perspective
PSCI 349 Cuba and the United States
PSYC 341/WGSS 339 Stereotypes, Prejudice, and Discrimination
REL 223/AMST 223 Asian Americans Religious Roots and Trajectories
REL 227/LATS 227/AMST 227/ENVI 227 Utopias and Americas
REL 229/AMST 229 Reel Jesus: Reading the Christian Bible and Film in the U.S.A.
RLSP 306/COMP 302 Latino Writing: Literature by U.S. Hispanics
WGSS 306/AMST 306/AFR 306/LATS 306/COMP 304 Queer of Color Critique

CRITICAL AND CULTURAL THEORY

Critical and cultural theory is for students who want their American Studies work to combine philosophy, aesthetics, and social thought. Its approach is methodological, conceptual, and problem–driven. Students combine courses in feminist theory, anti–imperial and postcolonial theory, literary theory, critical race theory, queer theory, psychoanalysis, Marxism, and other counter–traditions in political theory and philosophy.

Elective courses:

AFR 132/PSCI 132/AMST 132 Contemporary Africana Social and Political Philosophy
AFR 302/PSCI 372/REL 261 Rastafari: Dread, Politics, Agency
AFR 360/PSCI 370/PHIL 360 The Political Thought of Frantz Fanon
AMST 209 Ecologies of Place: Culture, Commodities & Everyday Life
AMST 216 Environmental "isms"
AMST 254 Workers Stories, Workers Lives
AMST 257 Social Justice Traditions
AMST 302/PSCI 335 Public Sphere/Public Space
AMST 407 Neoliberalism (AMST 400–level senior seminars)
AMST 414/AFR 414 Racial Capitalism (AMST 400–level senior seminars)
ANSO 206 Social Theory
ANTH 328 Emotions and the Self
COMP 340/ENGL 363 Literature and Psychoanalysis
ENGL 230/COMP 240 Introduction to Literary Theory
ENGL 340/AMST 340 Reading Americans Reading
ENGL 396/COMP 396 Introduction to Cultural Theory
HIST 483/AFR 483 African Political Thought
INTR 221/WGSS 221/AFR 221 Racial–Sexual Violence
LATS 338/AMST 339/COMP 338 Latina/o Musical Cultures and the Dynamics of the Everyday
PHIL 228/WGSS 228 Feminist Bioethics
PHIL 271/WGSS 271 Woman as "Other"
PHIL 305 Existentialism and Phenomenology
PHIL 327/WGSS 327 Foucault
PHIL 379/AMST 379 American Pragmatism
POEC 250/ECON 299/PSCI 238 Economic Liberalism and Its Critics
PSCI 230 American Political Thought
PSCI 326 Empire and Imperialism
PSCI 339 Politics and Aesthetics
REL 303/JWST 280/PHIL 282 The Turn to Religion in Post–Modern Thought
REL 304/COMP 344/ENGL 386 From Hermeneutics to Post–Coloniality and Beyond
REL 305 Foucault
WGSS 101 Women's, Gender and Sexuality Studies
WGSS 202 Introduction to Sexuality Studies
WGSS 225/PHIL 225 Classics in Western Feminist Thought

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.

Elective courses:

AMST 209 Ecologies of Place, Culture, Commodities & Everyday Life
AMST 216 Environmental "isms"
AMST 230 U.S. Imperialism
AMST 302/PSCI 335 Public Sphere/Public Space (Junior Seminar in AMST)
AMST 305/ASST 305/COMP 303/ENGL 374 Cities of the Anglophone Chinese Imagination
AMST 325 Capitalism in Indian Country
ARTH 264/AMST 264 American Art and Architecture, 1600 to Present
ARTH 405 Seminar in Architectural Criticism
ECON 383 Cities, Regions and the Economy
ENVI 101 Nature and Society: An Introduction to Environmental Studies
ENVI 307/PSCI 317 Environmental Law
GEOS 105 Geology Outdoors
GEOS 201/ENVI 205 Geomorphology

GEOS 206/ENVI 206 Renewable Energy and the Sustainable Campus
HIST 364/AFR 364 History of the Old South
HIST 365/AFR 365 History of the New South
HIST 380 Comparative American Immigration History
LATS 220/AMST 221/ENVI 221 Introduction to Urban Studies: Shaping and Living the City
LATS 258/ARTH 258 Latina/o Installation and Site–Specific Art
LATS 312/AMST 312/ENVI 313 Chicago
LATS 405/AMST 405 Home and Belonging: Displacements, Relocations, and Place–Making (AMST 400–level seminars)
LATS 408/AMST 408 Envisioning UrbanLife: Objects, Subjects, and Everyday People (AMST 400–level seminars)
MAST 352/HIST 352 America and the Sea, 1600–Present

AMST 101(F) Artists Respond to Dangerous Times (D) Crosslistings: ARTS 101/AMST 101
This introductory studio art course focuses on how contemporary time–based artists engage their historical moment. We will look ways in which language, performance, and the moving image can be used to reckon with the forces that historical events and conditions press upon us as citizens, art makers, and living beings, and think about art–making as a dialogical social force that has the potential to press back. Students will develop their own video, performance, or written work in this vein. The course will give special consideration to particular forms of artist–made film and video: the essay film, activist/grassroots/social media, and performance–based and narrative media that reflect on historical events and the ongoing present. We will look at a variety of work, including: Fiona Banner, Catherine Bigelow, Wafaa Bilal, Nao Bustamante, Paul Chan, Adam Curtis, Jean–Luc Godard, Danny Glover, Dara Greenwald, Sharon Hayes, Spike Lee, Zoe Leonard, Chris Marker, Alain Resnais, Anna Deveare Smith, Lisa Steele, Agnes Varda, The Yes Men, Haskell Wexler, and collectives including ACT UP, Pink Bloque, TVTV, and Occupy Wall Street. Readings will include work by Margaret Atwood, Jerome Bruner, Judith Butler, Gregg Bordowitz, Joan Didion, George Lipsitz, Chantal Mouffe, Paul Virilio, David Foster Wallace, among others.
Class Format: studio **Requirements/Evaluation:** students will produce three short videos, essayistic or fictional non–academic written works, or action/performance works; evaluation will be based primarily on these works and class participation
Prerequisites: none **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** first– and second–year students
Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ARTS
Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: AMST Arts in Context Electives
Fall 2014
STU Section: 01 T 01:10 03:50 Instructor: Silas Howard

AMST 108 First–Hand America
Gonzo journalism, the nonfiction novel, literary journalism, the "new journalism." Before "American Studies" was named and developed as an academic field the study of American culture thrived in the able hands of writers, reformers and amateur anthropologists whose works continue to form the basis of the curriculum. This course is an introduction to American culture through the eyes of extraordinary writers who work as public intellectuals, addressing a readership that reaches beyond the university. We will travel to Alaska with John McPhee, to Miami with Joan Didion, to Sing Sing prison with Ted Conover, and to the Hmong community of Northern California with Ann Fadiman, examining at every stop both the cultures in which these acute observers immerse themselves and their interpretive techniques. Works will be drawn from the following list of authors: Jane Addams, Zora Neal Hurston, Truman Capote, Hunter S. Thompson, Tom Wolfe, Studs Terkel, John Edgar Wideman, Peggy Orenstein, Jon Krakauer, Susan Orlean, and Mitchell Duneier.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation; a combination of critical/analytical writing and creative nonfiction
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 19 **Enrollment Preferences:** first–year students
Distributional Requirements: Division 2 **Other Attributes:** AMST Arts in Context Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Cassandra Cleghorn

AMST 124(S) The Poetics of Place (W) Crosslistings: ENGL 124/AMST 124
The poet Edouard Glissant writes, The landscape has its language. The very words and letters of the American novel are entangled in the strands, in the mobile structure of one's own landscape. And the language of my landscape is primarily that of the forest, which unceasingly bursts with life. I do not practice the economy of the meadow, I do not share the serenity of the spring." These lines suggest not only that each landscape inspires unique textual expressions but also that differing forms of literary language constitute environments unto themselves. We will explore a number of such literary environments with the aim of investigating a) how literary works evoke and grapple with the sensual and atmospheric qualities of places, b) how environment has played a role in shaping literary forms and canons, and c) the ways in which experimental engagements with place have broadened and disrupted our ideas about both literature and geography. Possible texts include Crèvecoeur's *Letters from an American Farmer*, Wharton's *The House of Mirth*, Woolf's *To the Lighthouse*, Toomer's *Cane*, Faulkner's *Absalom, Absalom*, Jamaica Kincaid's *A Small Place*, and Alison Bechdel's *Fun Home*. We'll also consider geography and cartography as forms of narrative, looking at works like Dennis Wood's *Everything Sings: Maps for a Narrative Atlas*.
Class Format: seminar **Requirements/Evaluation:** active participation in class discussion; four or five essays totaling 20 pages of writing; peer review and revision of essays
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first–year students who have not taken or placed out of a 100–level ENGL course
Extra Info: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST
Distributional Requirements: Division 1 Writing Intensive
Spring 2015
SEM Section: 01 MWF 08:30 09:45 Instructor: Margaux Cowden

AMST 132(S) Contemporary Africana Social and Political Philosophy (D) Crosslistings: AFR 132/PSCI 132/AMST 132
This introductory seminar investigates the relationship between three major schools of thought in contemporary Africana social and political philosophy, namely the African, Afro–American, and Afro–Caribbean intellectual traditions. We will discuss a range of thinkers including Aimé Césaire, Angela Y. Davis, Édouard Glissant, Lewis R. Gordon, Kwame Gyekye, Paget Henry, bell hooks, Charles W. Mills, Nkiru Nzegwu, Lucius Outlaw, Oyèrónke Oyewùmi, Tommie Shelby, and Sylvia Wynter. A primary goal of the course is to provide students with the intellectual resources to decipher problems central to philosophical discourse and to allow students an opportunity to apply what they learn to critical issues in current geopolitics. This seminar is part of the Exploring Diversity Initiative, and as such we shall investigate—via the authors mentioned—comparative philosophical analyses, critical theorization, and the plurality of global thinking in contemporary social and political philosophy.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on attendance and participation, two 5– to 7–page essays, and one 10–page final paper
Prerequisites: none; open to all **Enrollment Limit:** 15 **Expected Class Size:** 12 **Enrollment Preferences:** first– and second–year students
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives
Spring 2015
SEM Section: 01 MW 11:00 12:15 Instructor: Neil Roberts

AMST 156 Thirteen Ways of Looking at Jazz (D) (W) Crosslistings: AFR 156/COMP 156/AMST 156/ENGL 223
Taking its title from the Wallace Stevens poem, "Thirteen Ways of Looking at a Blackbird," which interprets the blackbird in different ways, this course similarly explores a more complex, multi–layered perspective on jazz, from jazz and American democracy to jazz in visual art. Accordingly, the course introduces students to several genres, including historical documents, cultural criticism, music, literature, film, photography and art. The course does not draw on a musicological method but rather a socio–cultural analysis of the concept, music and its effect—so students are not required to have any prior musical knowledge or ability. In this writing intensive course, students will write short close analyses of multiple types of media, ultimately building up to an argumentative essay. This EDI course explores the musical expressions of the culturally diverse peoples of African descent in the New World, as well as the myriad ways in which representations of jazz signify on institutional power, reaffirm dominant U.S. and/or European hierarchies of race, gender and class, and signal inequality in order to contest it.
Class Format: lecture **Requirements/Evaluation:** class participation, 1 quiz, weekly 2–page response essays in course journal, 2 4–page close analyses, 1 oral presentation/performance with 2–page critical report, and 1 6– to 8–page argumentative essay, totaling slightly over 20 pages of written work
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** none
Distribution Notes: Meets Division 2 requirement if registration is under AFR and AMST; meets Division 1 requirement if registration is under COMP or ENGL
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AFR Core Electives
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
LEC Instructor: Rashida Braggs

AMST 157 From Powhatan to Lincoln: Discovering Leadership in a New World (W) Crosslistings: HIST 157/LEAD 157/AMST 157
The collision of cultures and peoples in colonial North America created a New World that demanded new forms of political leadership. This course explores the history of leadership from the colonial era to the Civil War through the study of consequential individuals whose actions shaped seminal moments in American history. As often as possible, the course will analyze rival leaders to understand the many different forms of leadership that existed throughout American history and how historical contexts affected individual decisions. The course opens with Powhatan, whose Native American empire spanned the East Coast of North America, and John Smith, who confronted this Indian empire as he tried to establish England's first toehold in the New World, and it ends with Abraham Lincoln, who tried to keep together a nation that Jefferson Davis aimed to destroy. In between, the course will explore colonial leaders like John Winthrop, the first governor of the Massachusetts Bay Colony; African American leaders like Gabriel Prosser, who led a slave rebellion, and Richard Allen, a free black abolitionist; presidents like George Washington and Thomas Jefferson; First ladies like Abigail Adams and Dolley Madison; advocates for women's rights like Elizabeth Cady Stanton and Susan B. Anthony, and others. Providing a survey of early American history through the study of these individuals, students will have a deeper appreciation of how historical processes shaped leaders—and how leaders have shaped history.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, weekly writing assignments, three 5–page essay assignments, and a final paper
Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 15–19 **Enrollment Preferences:** first–year students, and then sophomores who have not previously taken a 100–level seminar
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group F Electives – U.S. + Canada
HIST Group G Electives – Premodern

LEAD American Domestic Leadership
LEAD Facets or Domains of Leadership
Not Offered Academic Year 2014–2015
SEM Instructor: Patrick Spero

AMST 158 From Pocahontas to Crazy Horse: Representations of Native Americans in Popular Culture (W) Crosslistings: HIST 156/AMST 158
In this class, we will explore a variety of media to interrogate depictions of Native peoples in the United States. By examining popular representations of iconic Native Americans (Pocahontas, Squanto, Sacagawea, and Crazy Horse, among others) in film, children's literature, websites, statuary and portraiture, etc., alongside scholarly interpretations of their lives, we can parse the creation and evolution of stereotypes about Native peoples and consider the cultural work that such imagery performs. For instance, why is it important to some people to imagine that Pocahontas lived happily ever after with John Smith, or that Squanto gave us the first Thanksgiving? Such national myths are based on kernels of historical reality, but they also elide important details and oversimplify the lives of both Native and European protagonists. By learning more about the complex Native individuals behind the stereotypes, we will face our assumptions, identify the cultural work these images perform, and question why certain portrayals of Native peoples continue to thrive. We will also interrogate other timely and recognizable images such as sports mascots and fictional characters to contemplate the ways that myths about Native pasts (and the stereotypes they engender) continue to affect real people living in this country today.
Class Format: seminar **Requirements/Evaluation:** brief response papers (1 page each), short papers (3–5 pages each), and a final paper (of approximately 10 pages); particular attention paid to developing students' drafting and revising processes as well as improving argumentation and style
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** potential history majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group F Electives – U.S. + Canada
HIST Group G Electives – Premodern
Spring 2015
SEM Section: 01 Cancelled

AMST 165 Slavery in the United States (W) Crosslistings: HIST 164/AFR 164/AMST 165
Slavery and freedom rose as concomitant ideologies—simultaneously and interrelated—critical to the development of the American colonies and United States. Few areas of American social, political, and economic history have been more active and exciting in recent years than the study of this relationship. This seminar introduces students to the most important aspects of American slavery, beginning with an examination of the international slave trade and traces the development of the "peculiar institution" to its demise with the Civil War.
Class Format: seminar **Requirements/Evaluation:** building on several preliminary essays, each student will complete a research project which leads to a final research paper
Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 15–19 **Enrollment Preferences:** first–year students, and then to sophomores who have not previously taken a 100–level seminar
Extra Info: in addition to reading key books in the field, students will engage in primary source research using the College library's extensive holdings of microfilm and local records dealing with slavery
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives – U.S. + Canada
JLST Enactment/Applications in Institutions
Not Offered Academic Year 2014–2015
SEM Instructor: Charles Dew

AMST 166 Politics and Prose: Invisible Man in Historical Context (D) (W) Crosslistings: HIST 166/AFR 166/AMST 166
"I am an invisible man." So begins Ralph Ellison's treatise on black life in the United States in the middle of the twentieth century. Ellison's book *Invisible Man* appeared in 1952, won the National Book Award, and secured a prominent place in the canons of both American and African American arts and letters. Often studied for its literary crafting and for the ways it echoes the work of classic American writers, *Invisible Man* iterates the black past as it affects its protagonist. This course examines the novel and its themes in historical context: debates among black ideologues and leaders; links between culture and protest; and effects of black migration and urbanization. In addition to the novel the course also includes readings in black sociology, anthropology, law, literature, political science, education, folklife, and music.
Class Format: seminar **Requirements/Evaluation:** frequent short assignments, building toward longer essays and a final paper; final evaluation will be based on these assignments and class participation
Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** first–year students, and then sophomores who have not previously taken a 100–level seminar
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives – U.S. + Canada
Not Offered Academic Year 2014–2015
SEM Instructor: Leslie Brown

AMST 167(S) Let Freedom Ring? African Americans and Emancipation (W) Crosslistings: HIST 167/AFR 167/AMST 167
This course will examine African Americans' transition from slavery to freedom. In the years that encompassed the Civil War and immediately after, most African Americans changed from being legal property, able to be bought, sold, mortgaged, rented out, and leveraged into U.S. citizens, with the Constitutional right to male suffrage. This course examines this transition. How did it come about? To what extent were African Americans able to exercise their rights that the constitution guaranteed? How did Emancipation shape African American family relations, culture and demography? This is a research seminar. We will examine work of historians and discuss the contradictions and nuances of emancipation. Readings will include monographs, scholarly articles and heavy dose of primary sources, as many as possible written by African Americans themselves. Assignments include an original research paper on an aspect of Emancipation. We will devote considerable time throughout the semester to finding primary and secondary sources and on the writing process.
Class Format: seminar **Requirements/Evaluation:** Research paper, short writing assignments, class participation
Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first–year students, and then sophomores who have not previously taken a 100–level seminar
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives – U.S. + Canada
Spring 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Gretchen Long

AMST 168(F) 1968–1969: Two Years in America (W) Crosslistings: HIST 168/AMST 168
These two years were tumultuous ones worldwide. The escalation of the war in Vietnam, the Soviet invasion of Prague, the student uprisings in Paris and Japan, and the racial politics in the Summer Olympics held in Mexico City all had their counterparts that reverberated in the streets, college campuses, the halls of Congress, movie theaters, and concert halls and rock festivals in the United States. This first–year seminar will examine some of the major events of this time period in America: the assassinations of Martin Luther King, Jr. and Robert Kennedy, the Democratic Convention in Chicago, as well as cultural trends such as the development of the anti–war movement, the push for curricular reforms on college campuses, and the rise of the "counter culture."
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on a number of writing assignments: two 3– to 5–page response papers, a 5– to 7–page oral history, an annotated bibliography, and a final 10–page research paper
Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 15–19 **Enrollment Preferences:** first–year students, and then sophomores who have not previously taken a 100–level seminar
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
HIST Group F Electives – U.S. + Canada
Fall 2014
SEM Section: 01 MR 01:10 02:25 Instructor: Scott Wong

AMST 201(F,S) Introduction to American Studies (D)
To be an "American" means something more than U.S. citizenship. In this course, we focus on the problems and possibilities of American identity. Access to Americanness is shaped by factors such as class, race, ethnicity, gender, sexuality, religion, and region—categories which themselves change in meaning over time. Given the geographical, racial, and cultural diversity of the United States, the ways in which Americans imagine nation inevitably vary over time, according to place, and among different individuals and groups. Rather than a survey of any one aspect or period of American history, literature, or popular culture, this course is an introduction to the interdisciplinary field of American Studies, a field defined both by the range of texts we read (essays, novels, autobiographies, photographs, films, music, architecture, historical documents, legal texts), and by the questions we ask of them: How have different Americans imagined what it means to be an American? What ideas about national history, patriotism, and moral character shape their visions of Americanness? How do the educational system, mass media, government policies regarding citizenship and immigration shape American identities? How are boundaries of inclusion and exclusion in the nation drawn? What uses have been made of the claim to an American identity, and what is at stake in that claim? How have Americans imagined a national landscape, a national culture, and to what ends?
Class Format: discussion/seminar **Requirements/Evaluation:** two or three essays (about 7 pages each); sections with two essays may have additional short writing assignments; some sections also have a required field trip or group work; all sections base evaluation in part upon class participation
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 19 **Enrollment Preferences:** sophomores and first–year students
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: EXPE Experiential Education Courses
Fall 2014
SEM Section: 01 TF 02:35 03:50 Instructor: John Andrews
Spring 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Mark Reinhardt
SEM Section: 02 MR 01:10 02:25 Instructor: Cassandra Cleghorn

AMST 202(F) History Behind the Headlines (D) Crosslistings: HIST 201/AMST 202

What is the history behind some of the major issues covered by the media? And what are some of the differing perspectives on and interpretations of how to address some of the most significant issues that face us all? This course will challenge students to think historically about the present by introducing the methods and conceptual tools historians use to understand the past and how that may lead to a better appreciation of contemporary society. Students will be encouraged to become more critical readers of the media and thus better assess when and how history is used and abused in the public sphere. Throughout the semester, members of the History Department will visit the class and address how their field is represented in the media and political discourse. Because of its commitment to explore how people in different societies respond to the pressing issues of the day and how people in various corners of the world are redefining and rethinking notions of rights, this course is part of the Exploring Diversity Initiative (EDI).
Class Format: lecture **Requirements/Evaluation:** three short papers and on longer final paper
Prerequisites: none **Enrollment Limit:** 40 **Expected Class Size:** 40 **Enrollment Preferences:** sophomores
Distributional Requirements: Division 2 Exploring Diversity
Fall 2014
LEC Section: 01 MR 01:10 02:25 Instructor: Leslie Brown

AMST 203(F) Black/Independent/Cinema Crosslistings: ENGL 203/AFR 209/AMST 203
Trick question: Is black independent cinema (a) a marketing strategy, (b) a political project, or (c) an aesthetic tradition? In this course, we'll watch movies that are celebrated or obscure, crowd–pleasing or aesthetically demanding, militant or reassuring, or sometimes all of the above. But "all of the above" is a cheap answer to a trick question—the kind of thing you might say on the way out of the theater if you want to sound smart but don't really have an opinion of your own! Since the films we'll watch are not designed for a passive, silent viewer, one of our tasks will be to ask how we might constitute ourselves as the audience they call for. Our primary emphasis will be on basic theoretical questions—what makes a film "independent," and what makes it "black"?—but we'll aim for some historical coverage as well, moving backwards and forwards from a grounding in the late 1980s/early 1990s. Films may include *Daughters of the Dust, Killer of Sheep, Do the Right Thing, Drylongso (Ordinary), The Spook Who Sat by the Door, The Brother from Another Planet, Dave Chappelle's Block Party*, and others.
Class Format: seminar **Requirements/Evaluation:** active participation, frequent short writing assignments, a midterm paper and a final project
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam; or consent of the instructor **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** English majors and Africana concentrators
Extra Info: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR or AMST
Distributional Requirements: Division 1 **Other Attributes:** ENGL Literary Histories C
Fall 2014
SEM Section: 01 MR 02:35 03:50 Instructor: Vincent Schleitwiler

AMST 205 Chicana/o Film and Video (D) Crosslistings: LATS 203/ARTH 203/WGSS 203/AMST 205
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.Through a focus on Chicana/o representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres. By introducing various interdisciplinary approaches and theoretical methods related to race, representation, and the media, the course fulfills the Exploring Diversity Initiative's themes of critical theorization and power and privilege.
Class Format: film screenings will be scheduled as a lab **Requirements/Evaluation:** evaluation will be based on one short paper, mid–term exam, final exam and take home essays
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 20
Distribution Notes: meets Division 2 requirement if registration is under AMST, LATS or WGSS; meets Division 1 requirement if registration is under ARTH
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
INST Borders, Exiles + Diaspora Studies Electives
LATS Core Electives
Not Offered Academic Year 2014–2015
LEC Instructor: C. Ondine Chavoya

AMST 207(F) Introduction to Latina/o Literatures (D) Crosslistings: LATS 208/AMST 207/COMP 211
This discussion course serves as an introduction; the reading list is not meant to be exhaustive or comprehensive, but will rather provide a sampling or range of texts for students to engage. We will explore a number of readings across different genres (the novel, play, poem, short story, graphic novel). Students will endeavor to understand how each author defines Latinidad. What characterizes Latina/os for each of these writers and how do their works articulate the historical conditions out of which they emerge? How is Latina/o literature marked by notions of language, nationality, gender, sexuality, class, race, politics, form, and genre? The readings will provide both a survey of general ideas in the study of Latina/o literatures as well as specific case studies and historical examples from which we will extrapolate about the larger field. Readings include works by Tómas Rivera, Cristina García, Cristy C. Road, Oscar Zeta Acosta, Junot Díaz, Alisa Valdes–Rodriguez, and more. This course fulfills the Exploring Diversity Initiative requirements as it offers students a comparative study of cultures and societies by examining the U.S. racial project of constructing a Latina/o people out of various peoples. Additional attention is given, under the rubric of power and privilege, to the specific economic and political institutions that structure Latina/o cultural production.
Class Format: lecture **Requirements/Evaluation:** students will be evaluated based on weekly online discussion forum posts, two short papers, a midterm exam, a final comprehensive project, as well as classroom participation
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 20 **Enrollment Preferences:** LATS concentrators, AMST and Comp Lit majors
Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under AMST or LATS
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: LATS Core Electives
Fall 2014
LEC Section: 01 TR 09:55 11:10 Instructor: Jesús Hernández

AMST 208T Time and Blackness (W) Crosslistings: AFR 208/AMST 208/REL 262
The concept of time is one of the most examined, yet least theorized, concepts in Africana Studies. While the field is saturated with historical studies and literary analyses that take up issues of cultural memory, both of which involve thinking about time, time itself is rarely the subject of sustained inquiry. This may be due to its abstractness as an idea and the level of analysis its conceptualization demands, or because time in the African American experience cannot be understood outside of the meaning of race, which itself is far from tangible. In this tutorial, "Time and Blackness," we will explore how African American writers across a number of genres understand time. We will read select texts of fiction as well as spiritual autobiographies, historical narratives, and sociological studies to understand how writers draw from — and create —paradigms of time to organize their work. The following questions will structure our investigation: What are the constituent elements of time in African American writing? How does race shape the ways a writer conceives of the experience of time? In examining writings across genres, is there something that we can call an identifiable African–American "timescape"?
Class Format: tutorial **Requirements/Evaluation:** assignments will include six 2–page response papers; two 5–page writing assignments; and a final, 10–page review essay on how time is understood in a genre of writing
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** preference will be given to concentrators in Africana Studies, majors in Religious Studies, and majors in American Studies
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AFR Core Electives
Not Offered Academic Year 2014–2015
TUT Instructor: James Manigault–Bryant

AMST 209(F) Ecologies of Place: Culture, Commodities and Everyday Life Crosslistings: ENVI 209/ANTH 209/AMST 209
This course will explore the environmental implications of everyday life in modern America. It will ask how cultural, political, economic, and ecological systems interact to produce ordinary places and vernacular landscapes, from campuses to cul–de–sacs, farms to forests, nation–states to national parks. Combining approaches from cultural geography, environmental history, and political ecology, it will focus on the hidden lives of "things"—the commodities and technologies that form the basic building blocks of place: food, oil, water, wood, machines. With strong emphasis on local–global relations, it will look beneath the surface of the ordinary to reveal the complex networks of power, meaning, and matter that connect "here" to "there," "now" to "then," and "us" to "them." In so doing, it will pursue parallel goals: to understand the socio–spatial processes shaping today's global environment; and to explore the cultural systems through which those processes are understood and contested. Topics will include the bottled water controversy, factory farming and local agriculture, the political economy of lawns, and the cultural politics of invasive species.
Class Format: lecture/discussion **Requirements/Evaluation:** three 5– to 7–page essays and several shorter writing assignments
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** none; open to first–year students
Distributional Requirements: Division 2 **Other Attributes:** AMST Critical and Cultural Theory Electives
AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
ENVP PE–B Group Electives
ENVP PTL–A Group Electives
ENVP SC Theory/Method Courses
ENVP SC–B Group Electives
Fall 2014
LEC Section: 01 TR 08:30 09:45 Instructor: Nicolas Howe

AMST 210 Culture and Incarceration Crosslistings: PSCI 210/AFR 210/AMST 210/WGSS 210/INTR 210
This seminar examines incarceration, immigration detention centers, and the death penalty from historical and contemporary perspectives.
Students will study and examine interdisciplinary texts as well primary sources (legislature and criminal codes and writings by the incarcerated). The emphasis will be on the study of social attitudes concerning ethnic groups, gender/sexuality and class as they pertain to a "penal culture" in the United States.
Class Format: seminar **Requirements/Evaluation:** attendance and active participation (10%); collective/group presentations (30%); four 5–page double spaced e–papers (60%)
Prerequisites: none **Enrollment Limit:** 15 **Enrollment Preferences:** juniors and seniors, or sophomores with permission of instructor
Distributional Requirements: Division 2 **Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora
JLST Enactment/Applications in Institutions
Not Offered Academic Year 2014–2015

SEM Instructor: Joy James

AMST 211(F) Race and the Environment (D) Crosslistings: AFR 211/ENVI 211/SOC 211/AMST 211
In contemporary societies, race remains an enduring impediment to the achievement of equality. Generally understood as a socially meaningful way of classifying human bodies hierarchically, race manifests itself in a number of arenas, including personal experience, economic production and distribution, and political organization. In this course, we will explore how race emerges in local and global environmental issues, like pollution and climate change. We will begin with a review of some of the landmark texts in Environmental Studies that address "environmental racism," like Robert Bullard's *Dumping in Dixie* and David Pellow's *Garbage Wars*. We will examine how and to what extent polluting facilities like landfills, oil refineries, and sewage treatment plants are disproportionately located in communities of color; we will also pay attention to how specific corporations create the underlying rationale for plotting industrial sites. After outlining some of the core issues raised in this scholarship, we will turn to cultural productions—like literature, film, and music—to understand how people of color respond to environmental injustice and imagine the natural world.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, 2–3 short papers (5–7 pages), and a self–scheduled final
Prerequisites: none **Enrollment Limit:** 20
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
ENVI Humanities, Arts + Social Science Electives
ENVP SC–B Group Electives
Fall 2014
LEC Section: 01 TR 11:20 12:35 Instructor: James Manigault–Bryant

AMST 212 Race and Capitalism Crosslistings: AMST 212/AFR 215
This course will grapple with the analysis of capitalism that has emerged out of the Black radical tradition. Examining how the traces of slavery have continued in capitalism following emancipation, this intellectual and political tradition also foregrounds race as a material, concrete relationship that is visible in the organization of economic life: in the production of the goods and services necessary for society to reproduce itself. We will focus on Black freedom struggles, and their analyses and proposals towards achieving radical emancipation and racial justice. This seminar course will involve collaborative and individual research work.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, group work, and a semester–long small group project, with each student responsible for 12–15 pages
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** American Studies majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 **Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives
Fall 2014
SEM Section: 01 Cancelled

AMST 213 Black Politics in the United States Crosslistings: PSCI 213/AFR 216/AMST 213
Historically, African Americans have been treated as group members rather than as individuals by mainstream society; consequently, a very unique set of political attitudes and behaviors have developed among Blacks in the United States. This course explores the political history of African Americans as well as the relationship between African Americans and the American political system. Political elites as well as individual citizens and grassroots movements have influenced Black politics. In turn, we will focus on how national, state, and local governments have affected African American communities through the implementation of policies¿some of which have been discriminatory while others have been aimed to ameliorate racial disparities. We will also analyze how Black Americans have responded through the political system. Since this course (nor any course) has the capacity to explore the vast history of Black politics, we will focus primarily on contemporary, African American politics between 1960 and the Obama era. Class time will be divided between lectures and class discussions.
Class Format: seminar; class time will be divided between lectures and class discussions **Requirements/Evaluation:** two 6– to 8–page response papers, a take–home final exam, reading evaluations and class participation
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** sophomores and juniors
Distributional Requirements: Division 2 **Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
SEM Instructor: Candis Smith

AMST 214(S) African American Environmental Culture from Slavery to Environmental Justice (D) Crosslistings: ENVI 212/AMST 214/AFR 218
Until the environmental justice movement rose to prominence over the past few decades and invited a more critical perspective on the connection between race and the environment, popular understanding of the American environmental (and environmentalist) tradition had effectively been whitewashed. But why? This course will work to find answers to that question while unearthing the deeper roots of African American environmental culture in conversation with key moments in African American history; from slavery to sharecropping, from migration and urbanization to environmental justice. With an interdisciplinary approach that considers sources as diverse as slave narratives, fiction, poetry, songs, photographs, maps, and ethnographies, we will consider African American intellectuals, writers, and visual and musical artists not always associated with environmental thought, from W.E.B. Du Bois and Zora Neale Hurston to the Black Panthers and Marvin Gaye.
Evaluation considers active, informed participation in class discussion based on assigned readings, midterm and final exams, and three 5–7 page essays. Students are also expected to research and respond to one news article exploring some aspect of the intersection between race and the environment over the course of the semester, and to share your findings with the class for discussion. This course fulfills the Exploring Diversity Initiative requirement by examining the themes of empathetic understanding and power and privilege. Among many other paths of inquiry, we will examine how African American environmental culture has evolved in conversation with an historical context of discrimination, racism, and inequality.
Class Format: lecture **Requirements/Evaluation:** evaluation considers weekly written responses and active, informed participation in class discussion based on assigned readings; two 6– to 8–page essays; and a 12– to 15–page final essay revising and expanding an earlier essay
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** open to first–year and continuing students
Distribution Notes: carries Division 2 credit
Extra Info: students also expected to research &respond to at least one news article exploring some aspect of the intersection between race and the environment over the course of the semester, &to share your findings with the class for discussion
may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ENVP SC–B Group Electives
Fall 2014
LEC Section: 01 Cancelled
Spring 2015
LEC Section: 01 W 01:10 03:50 Instructor: Brian McCammack

AMST 215(S) Experimental Asian American Writing Crosslistings: AMST 215/ENGL 217/COMP 215
Asian American literature did not begin in the 1980s with Amy Tan's *The Joy Luck Club*. Nor has the writing primarily been confined to autobiographical accounts of generational conflict, divided identities, and glimpses of Chinatown families. Asian American literature in English began with poetry in the late nineteenth century, and has encompassed a variety of aesthetic styles across the last century—from Modernism to New York School poetry to protest poetry to digital poetics. This course will explore Asian American writings that have pushed formal (and political) boundaries in the past 100+ years, with a particular focus on avant–garde writers working today. We will look at such authors as Jose Garcia Villa, Chuang Hua, Wong May, Theresa H., Cha, John Yau, Mei–mei Berssenbrugge, Tan Lin, Prageeta Sharma, Bhanu Kapil, and Tao Lin.
Class Format: seminar **Requirements/Evaluation:** papers (6–8 pp. and 10–12 pp.) plus in–class presentation, brief response papers, and class participation
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** if the course is over–enrolled, preference will be given to American Studies majors
Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2 **Other Attributes:** AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
ASAM Core Courses
Spring 2015
SEM Section: 01 M 07:00 09:40 Instructor: Dorothy Wang

AMST 216(S) Environmental Humanities: Theory and Practice (D) Crosslistings: ENVI 217/AMST 216
How does culture shape our use and imagination of the physical environment? And how does the physical environment shape culture in turn? These are the central questions of the environmental humanities. This course will explore the various ways in which scholars from a broad range of disciplines have sought to answer these questions by incorporating insights from social theory and cultural criticism. Focusing on studies of socio–environmental conflict in the United States and Latin America from the time of European colonization to the present, it will examine key works from environmental history, ecocriticism, environmental philosophy, and cultural geography, and it will survey the major methodological and theoretical commitments that unite these fields. Emphasis will be placed on environmental justice and the ideological critique of modernity. How have scholars made environmental sense of liberalism, colonialism, capitalism, nationalism, sexism, and racism? How have these "isms" influenced our relations with the natural world, and how can the humanities help us both understand and change these relations for the better? This course fulfills the Exploring Diversity requirement.
Class Format: lecture/discussion **Requirements/Evaluation:** three 5– 7–page essays; several shorter writing assignments
Prerequisites: ENVI 101 or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 15
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Critical and Cultural Theory Electives
AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
ENVP SC Theory/Method Courses
Spring 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Nicolas Howe

AMST 217 Race(ing) Sports: Issues, Themes and Representations of Black Athletes Crosslistings: AFR 217/AMST 217/SOC 217/ENGL 215
Althea Gibson to the Williams Sisters. Julius (Dr. J) Irving to Michael Jordan. Jesse Owens to Tommie Smith and John Carlos. Throughout the 20th century, black athletes have broken through Jim Crow restraints, challenged racial stereotypes, and taken their sports to new heights of achievement. In this course, students will explore a range of black athletes in the 20th century, paying particular attention to the attitudes, stereotypes and experiences they endured. In addition, this course will prompt students to analyze the representation, perception, and commodification of black athletes in popular media forms. Students will trace trends, shifts and themes in representations of blackness across different sports and historical periods. Topics under study may include resistance against and affirmation of athletes as role models, racial slurs in sports broadcasting, common themes in commercialized images of the black male athlete, and distinctions in media coverage based on race and gender. Texts will include everything from critical essays and sociological studies to commercials and documentary films. In their final projects, students may put their newfound knowledge to the test by exploring their campus or hometown to investigate the role that race plays on their own playing field.

Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based upon class participation, short weekly reading and/or listening assignments, one 5–page paper, final group project
Prerequisites: none; open to all **Enrollment Limit:** 25 **Expected Class Size:** 20
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR, AMST or SOC
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
LEC Instructor: Rashida Braggs

AMST 218(S) The Cultural Politics of the 1970s
In popular imaginations today, the 1970s is often remembered scornfully as the "Me Decade" (as Tom Wolfe coined it) or nostalgically for its disco, drug culture, and bell bottom jeans (think *That 70s Show*). However, the 1970s marked a decisive (and divisive) moment of flux and transition in the United States away from the progressive mood of the 1960s to the conservative outlook of the 1980s. While many scholars have located the origins of contemporary neoliberalism in the 1970s, this course aims to unpack any simple historical trajectory by focusing rather on the social and cultural contradictions of the period. In analysis of film, fiction, memoir, performance art, and other cultural texts – as well as scholarly work from and about the period – we will consider how the history of the 1970s lends insight into contemporary questions of identity, social movements, political economy, and global politics.
Class Format: lecture **Requirements/Evaluation:** students will be required to write 4 or 5 short (2–3 page) response papers and a final (10 pg) paper; regular participation is also required which might involve in–class writing exercises or group work
Prerequisites: none **Enrollment Limit:** none **Enrollment Preferences:** AMST majors
Distributional Requirements: Division 2
Spring 2015
LEC Section: 01 TBA Instructor: John Andrews

AMST 219(S) Introduction to Asian American Literature Crosslistings: ENGL 219/AMST 219
Asian people have been living in what is now called the US since before the founding of the nation, and there is a significant body of literature written by Asian Americans from at least the 19th century, with the rise of transpacific migration on a large scale. Yet the history of something called "Asian American literature" begins with the revolutionary movements of the late 1960s, and has been reimagined in dramatically different ways over the subsequent decades. In this course, we'll read some of the major texts on which various concepts of Asian American literature have been grounded, along with others that complicate the category in useful ways. Readings may include works by Carlos Bulosan, Shawn Wong, Theresa Hak Kyung Cha, Jessica Hagedorn, Hisaye Yamamoto, José Garcia Villa, Lois–Ann Yamanaka, HT Tsiang, Linh Dinh, Amitava Kumar, Cynthia Kadohata, Sesshu Foster, and Lynda Barry.
Class Format: seminar **Requirements/Evaluation:** active participation, frequent short writing assignments, a midterm exam and a final project
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 15–20 **Enrollment Preferences:** English and American Studies majors
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST
Distributional Requirements: Division 1 **Other Attributes:** AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
ASAM Core Courses
ENGL Literary Histories C
Spring 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Vincent Schleitwiler

AMST 220(F) Introduction to African American Literature (W) Crosslistings: ENGL 220/AMST 220/AFR 220
What does it mean, socially, culturally, historically, personally, and spiritually, to be African American? No single, simple answer suffices, but African American literature as a genre is defined by its ongoing engagement with this complex question. This course will examine a series of texts that in various ways epitomize the fraught literary grappling with the entailments of American blackness.
Readings will include texts by Frederick Douglass, Booker T. Washington, Zora Neale Hurston, Langston Hughes, Richard Wright, Ralph Ellison, Amiri Baraka, Toni Morrison, and Ishmael Reed.
Class Format: seminar **Requirements/Evaluation:** writing assignments for the course will be two 5–page papers and a final 10–page paper
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** English majors and Africana Studies concentrators
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or AFR
Distributional Requirements: Division 1 **Other Attributes:** ENGL 200–level Gateway Courses
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
ENGL Literary Histories C
Fall 2014
SEM Section: 01 MWF 11:00 12:15 Instructor: David Smith

AMST 221 Introduction to Urban Studies: Shaping and Living the City Crosslistings: LATS 220/AMST 221/ENVI 221
Generally, cities have been described either as vibrant commercial and cultural centers or as violent and decaying urban slums. In an effort to begin to think more critically about cities, this course introduces important topics in the interdisciplinary field of Urban Studies. Specifically, we will discuss concepts and theories used to examine the peoples and structures that make up cities: In what ways do socio–cultural, economic, and political factors affect urban life and development? How are cities planned and used by various stakeholders (politicians, developers, businesses, and residents)? How do people make meaning of the places they inhabit? We will pay particular attention to the roles of race, ethnicity, class, and gender in understanding and interpreting urban communities. Texts include works by anthropologists, historians, sociologists, cultural critics, cultural geographers, and literary writers.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on attendance and class participation, several short writing assignments (1–2 pages), two creative group projects and presentations, a midterm essay (5–7 pages) and final essay (8–10 pages)
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** first and second year students as well as American Studies majors and Latina/o Studies concentrators
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 **Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
ASAM Related Courses
ENVI Humanities, Arts + Social Science Electives
ENVP SC–B Group Electives
EXPE Experiential Education Courses
INST – Urbanizing World Electives
LATS Core Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Merida Rua

AMST 222(S) Asian American Visual Cultures Crosslistings: AMST 222/ENGL 289/ARTH 219
One of the most infamously racist images from American cultural archives is an illustration, accompanying an article titled "How to Tell Japs from the Chinese," that appeared in Life magazine in 1941. Visual media and representations—film, photography, comics, painting, sculptures, etc.—have always been central for shaping, re–shaping, and complicating the ways in which we understand and "see" race. As the Life magazine example demonstrates, our visual cultural archives have served as both reflections of and active agents of social meanings, structures, and ideologies of race. We will approach visual cultures and archives of Asian America as not merely representations of race but as particular vehicles for cultural politics: How have visual cultural texts engaged with and shaped our ideas about Asia/America? How has the visual medium facilitated both normative and counter–cultural ideas about Asian Americans? What are the ways in which visual culture has been and continue to be central to social and political life? We will examine a range of materials, from 19th and early 20th century Orientalia to contemporary Asian American graphic novels and films, both independent and mainstream. The class will also include at least one visit to the WCMA.
Class Format: seminar **Requirements/Evaluation:** active and consistent in–class participation, weekly journal entries, 2–3 short response papers, final project
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** first–years and sophomores considering a major in American Studies
Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ENGL or ARTH
Distributional Requirements: Division 2 **Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora
ASAM Core Courses
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Ji–Young Um

AMST 224 U.S. Latina/o Religions (D) Crosslistings: LATS 224/AMST 224/REL 224
In this course, we will engage aspects of Latina/o religious experiences, practices, and expressions in the United States of America. Some attention will be given to historical contexts in Iberia and Latin America, as well as questions of how one studies Latina/o religions. Most of the course, however, will examine moments where religious expressions intersect with politics, popular culture, and daily life in the U.S.A. Given the plurality of Latina/o communities and religious lives in the U.S.A., we will engage certain selected religious traditions and practices by focusing on particular moments of religious expression as elucidated in specific historiographies, ethnographies, art, literature, and film. Rooting ourselves in the social, political, cultural, and historical contexts in which particular Latina/o religious formations arose, this Exploring Diversity Initiative course also examines issues of social and institutional power relations that influence particular religious formations.
Class Format: discussion **Requirements/Evaluation:** based upon class participation, short writing exercises, a 5– to 8–page take–home midterm essay, and a 10– to 15–page final review essay
Prerequisites: none **Enrollment Limit:** none **Expected Class Size:** 15
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
LATS Core Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Jacqueline Hidalgo

AMST 226(F) New Religions in North America Crosslistings: REL 226/AMST 226
This course explores contemporary North America religions from a historical, sociological, and philosophical perspective. We will examine the historical and contemporary experiences of America's ever–expanding religious diversity, prominently featuring the voices of those traditionally excluded from older, Protestant–informed accounts of American religion. The focus of the course will be the exploration of the ever–expanding

variety of new religions in North America, challenging students to engage the numerous cultural, philosophical, and methodological issues involved with the study of marginal religions. New religions often highlight cultural anxieties, e.g. loss of identity in contemporary secular societies, responses to new technologies, changing gender roles, globalization, etc. The study of new religions becomes, then, a closer, reflexive examination of contemporary American culture and its underlying tensions. For example, the Raëlian Movement claims to have cloned the first human. Wicca, on the other hand, offers critiques of environmental depredation and traditional gender roles. In sum, we will explore the historical roots of the current boom in new religions, detail contemporary issues, and outline the possible forms new and emerging religions may assume in the coming years. This course will also have a website dedicated to the exploration of new religions, providing links to interesting sites, basic resources, and student essays/projects.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on the basis of their writing and presentation projects, three 5– to 7–page essays, along with their thoughtful discussion of the key issues raised in the course
Prerequisites: none; open to all **Enrollment Limit:** 30 **Expected Class Size:** 15
Distributional Requirements: Division 2 **Other Attributes:** AMST Space and Place Electives
REL North American Religions Courses
Fall 2014
LEC Section: 01 TF 01:10 02:25 Instructor: Glenn Shuck

AMST 227 Utopias and Americas Crosslistings: REL 227/LATS 227/AMST 227/ENVI 227
Where does the term "new world" come from? What do we mean by "utopia," "utopian," and "utopianism?" What relationships exist between the people who imagine utopias and the lands they inhabit? This course considers the relationship between utopian imaginations and the imaginations of the lands and peoples in the Western hemisphere. We will spend some time studying utopian theory, ancient proto–utopias, and utopias in Latin America, though our main focus will be on particular examples of utopianism in the U.S.A. We will attend to particular instances of utopian social dreaming that re–imagine time, space, environment, gender, family, education, and power. While the U.S.A. is the main focus of the class, students are encouraged to pursue and bring to class utopian perspectives from other parts of the Americas. Students are also strongly encouraged to take questions from class and engage utopian images not listed on this syllabus but pertinent to our classroom learning.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, short weekly writing assignments, a 5–page midterm paper, and a 10– to 15–page final research paper examining an American utopia
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 12
Distributional Requirements: Division 2 **Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
LATS Core Electives
REL North American Religions Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Jacqueline Hidalgo

AMST 228T(S) North American Apocalyptic Thought (W) Crosslistings: REL 228/AMST 228
Apocalyptic thought pervades much of contemporary American culture, whether among Protestant evangelicals, new religions, novelists and filmmakers, or even scientists and environmentalists who warn of ecological catastrophe and the deadly consequences of nuclear proliferation. This course will introduce, using historical, sociological, and philosophical accounts, how North Americans have thought about and continue to think about questions of the End, both in a cultural and in a personal sense.
Class Format: tutorial; each student will write and present orally, five 1,000–word essays every other week on the readings for the week and a final 2,000– to 2,500–word essay; students not presenting will be expected to critique their colleague's work **Requirements/Evaluation:** evaluation will be based upon written work, critiques, and thoughtful participation
Prerequisites: none; open to all **Enrollment Limit:** 10 **Expected Class Size:** 10
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Space and Place Electives
REL North American Religions Courses
Spring 2015
TUT Section: T1 TBA Instructor: Glenn Shuck

AMST 229(S) Reel Jesus: Reading the Christian Bible and Film in the U.S.A. (W) Crosslistings: REL 229/AMST 229
In this course we examine some of the myriad ways that Christian biblical narratives have appeared in certain movies. What are the overt and subtle ways that these films seek to interpret and employ biblical texts? Why do they draw upon the texts they do and read them as they read them? What can cinematic interpretations of biblical texts reveal to us about how these texts are used in broader U.S. culture? How does an awareness of this scriptural dimension in a work of "popular culture" affect our interpretation of both the film and the scriptural text's meanings? How do varying interpretations of biblical texts help us to understand cinematic meaning? By assuming that we can read both biblical texts and films in multiple and contradictory ways, this class can use film as the occasion for interpreting, analyzing, and debating the meanings, cultural functions, and affective responses generated by biblical narratives in film. Finally, this course asks us to analyze how movies may interpret certain biblical texts in order to crystallize and reflect certain political, economic, ethnic, racial, sexual, and social parameters of U.S. cultures. Attention to the biblical imagination of U.S. cinema and the cinematic imagination of biblical texts will necessitate interdisciplinary study of text and representation and a concern with the implications of ways in which we read texts and films. While this course will read selected biblical and extra–canonical texts, including selections from canonical and non–canonical gospels, the letters of Paul, and the book of Revelation, our foci will be on the way that movies (and the people who make them and watch them) seek to make meaning out of and with reference to these biblical texts.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation based on participation, short writing exercises (including three 1–pg film analyses and three 1–pg text analyses), one 3–pg analytical essay that will also be revised, a 6–pg synthetic midterm essay, and a final 10–pg review essay
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 12
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Spring 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Jacqueline Hidalgo

AMST 230 U.S. Imperialism
Since the U.S. invasion and occupation of Afghanistan and Iraq, questions of imperialism have returned to the forefront of analyses of life and politics in the United States. This course will examine a long view of U.S. imperialism, from continental imperialism over Native peoples' lands, through overseas imperialism following the Spanish–American War, through the Cold War, and reaching into the War on Terror. We will engage long–standing models in the analysis of empire, and focus on cultural, economic, and political dimensions to examine the centrality of imperialism to the United States, and the history of the United States within a context of global histories.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on a series of short papers, class participation, and group work
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 19 **Enrollment Preferences:** first– and second–year students
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 **Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
Spring 2015
LEC Section: 01 Cancelled

AMST 238 Racial Formations and Transformations in America: 1945–Present (D) Crosslistings: AMST 238/ENGL 238
Sociologist Howard Winant has argued that World War II heralded a significant "break" in racial order: that is, it signaled the beginning of marked shifts in how people—and the State—perceived, thought about, and managed race and racial inequality. Subsequent decades in the United States witnessed the end of segregation, passage of Civil Rights, liberalization of immigration policies, and the rise and dominance of "multiculturalism" in social, political, and academic spheres. These landmark events and shifts contributed to a narrative of progress as the defining story of race in post–war America. However, as Winant cautions, the "break" neither resolved nor abolished racism and racial hierarchies. Our class will examine how this narrative of racial progress has been constructed, as well as the ways in which it has been critiqued and complicated. In doing so, we will also pay attention to: shifting perception(s) of race/racial difference in global and transnational contexts, representations of race in cultural texts and discourse, cross–racial connections and formations, and inter–articulation of gender, sexuality, and class formations with race. This course reflects the goals of the Exploring Diversity Initiative through its comparative approaches to study of race and in its emphasis on the centrality of racial formations to the structure and logic of national life.
Class Format: discussion/seminar **Requirements/Evaluation:** active in–class participation, 3–4 short response papers, final project (8–10 pages) and an in–class workshop/presentation of final project
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** American Studies majors
Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ENGL
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
ASAM Core Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Ji–Young Um

AMST 240(S) Latina/o Language Politics: Hybrid Voices (D) Crosslistings: LATS 240/AMST 240/COMP 210
In this course we will focus on issues of language and identity in the contemporary linguistic practices and literary production of various Latina/o communities. We will ask: How are cultural values and material conditions expressed through Latina/o language and literature? How does Latina/o identity challenge traditional notions of the relationship between language, culture, and nation? In what ways might Latina/o literary and linguistic practices serve as tools for social change? Building on an overview of common linguistic phenomena such as code–switching (popularly known as "Spanglish") and Latina/o English, we will also examine bilingual education, recent linguistic legislation, and the English Only movement. Throughout the course we will survey texts culled from a variety of literary genres, including theatre, autobiography, novels, and poetry by writers such as Sandra Cisneros, Junot Díaz, Martín Espada, Víctor Hernández Cruz, Dolores Prida, Richard Rodríguez, and Michele Serros, among others. Both directly and/or indirectly, these texts address Latina/o language politics, as well as the broader themes of power, community, ethno–racial identity, gender, sexuality, class, and hybridity.
Class Format: seminar **Requirements/Evaluation:** participation, two essays, final take–home examination
Prerequisites: none **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** Latina/o Studies concentrators, American Studies majors, Comparative Literature majors by seniority
Distribution Notes: meets Division 2 requirement if registration is under LATS or AMST; meets Division 1 requirement if registration is under COMP
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
LATS Core Electives

Spring 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Maria Elena Cepeda

AMST 241(S) Performing Masculinity in Global Popular Culture (D) Crosslistings: WGSS 240/AMST 241/LATS 241/THEA 241/SOC 240
This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products – ranging from beer to deodorant to cigarettes — had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch–identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half–life of the boy band in the US and in Asia (e.g., J/K–Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.
Class Format: seminar **Requirements/Evaluation:** masculinity journal, mid–term essay, visual analyses of pop culture artifact, choice of final essay or 8–10 page final paper, short field trip reaction essay
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** in the event of over–enrollment, a short statement of interest will be solicited
Distribution Notes: meets Division 2 requirement if registration is under AMST, LATS, SOC or WGSS; meets Division 1 requirement if registration is under THEA
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: EXPE Experiential Education Courses
LATS Comparative Race + Ethnic Studies Electives
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Gregory Mitchell

AMST 242(S) Americans Abroad (D) (W) Crosslistings: COMP 242/ENGL 250/AMST 242
This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Readings will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war and peace. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? Authors may include: Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner.
Additional reading will be drawn from historical and critical works. *All readings will be in English.*
This comparative course fulfills the EDI requirement because it is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts.
Class Format: seminar **Requirements/Evaluation:** each student will give an in–class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences
Prerequisites: any literature course at Williams or permission of the instructor **Enrollment Limit:** 18 **Expected Class Size:** 18 **Enrollment Preferences:** students interested in, or returning from, study abroad; and/or students studying abroad at Williams
Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under AMST
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Soledad Fox

AMST 244(S) What They Saw in America Crosslistings: SOC 244/HIST 366/AMST 244
This course traces the travels and writings of four important observers of the United States: Alexis de Tocqueville, Max Weber, G.K. Chesterton, and Sayyid Qutb. The course will consider their respective journeys: Where did they go? Who did they talk to? What did they see? The historical scope and varying national origins of the observers provide a unique and useful outsider's view of America—one that sheds light on persisting qualities of American national character and gives insight into the nature and substance of international attitudes toward the United States over time. The course will analyze the common themes found in the visitors' respective writings about America and will pay particular attention to their insights on religion, democracy, agrarianism, capitalism, and race.
Class Format: seminar **Requirements/Evaluation:** active class participation, two or three short papers, and a class presentation/final paper
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** Anthropology and Sociology majors
Distributional Requirements: Division 2 **Other Attributes:** HIST Group F Electives – U.S. + Canada
Spring 2015
SEM Section: 01 MR 01:10 02:25 Instructor: James Nolan

AMST 246T(F) Black Asia: From King Kong to Kung Fu and Beyond (D) (W) Crosslistings: ENGL 246/AMST 246/COMP 245/AFR 246
In the popular intuition of contemporary US culture, blackness and Asianness are often imagined as diametrically opposed. Yet the Asia/Pacific region has been crucial to the development of modern black culture since long before a Hawaii–born, Jakarta– and Honolulu–raised memoirist named Barack Obama was elected as the first African American president. In this tutorial, we'll consider how blackness and Asianness came to be opposed to each other, while exploring the rich and complex history of African American interest in Asia and the Pacific that this obscures. Course materials will be drawn from over a century of critical and creative reflections on the subject, including novels, films, music, visual art, journalism, and scholarly writing. This tutorial fulfills the EDI requirement by examining how concepts of racial and cultural difference emerge from local and global histories of inequality and political contestation.
Class Format: tutorial **Requirements/Evaluation:** weekly papers/responses and discussion
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam; or consent of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** English majors and Africana Studies concentrators
Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AMST or AFR
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: ASAM Core Courses
ENGL Criticism Courses
ENGL Literary Histories C
Fall 2014
TUT Section: T1 TBA Instructor: Vincent Schleitwiler

AMST 247(F) Modernist Regionalism (W) Crosslistings: ENGL 247/AMST 247
Many people think of regionalist writing as a formally and thematically unsophisticated genre focused on the realistic portrayal of "local color" and the provincial concerns of the small town. However, American modernist texts regularly challenge this supposition, combining the spirit of the local with the cosmopolitanism and innovative formal strategies of the avant–garde. At the same time, a closer look at the canonical texts of "high" modernism reveals that the regional and local often suffuse these texts in surprising ways. This course will revisit the genre of regionalist writing with the aim of finding the avant–garde and the international within regionalist texts and, in turn, uncovering the unexpected regionalism of the modernist avant–garde. We will read works by authors such as Sarah Orne Jewett, Charles Chesnutt, Sherwood Anderson, Willa Cather, William Faulkner, T. S. Eliot, Claude McKay, Zora Neale Hurston, Jean Toomer, Lorine Niedecker, Nathanial West, William S. Burroughs, and Jane Bowles. Our literary explorations will be supported by readings in critical theory and cultural geography, as well as our own reflections on the regional life of the Berkshires.
Class Format: seminar **Requirements/Evaluation:** active class participation; four short essays and a longer final essay totaling 20 pages of writing over the course of the semester
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** none
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ENGL 200–level Gateway Courses
ENGL Literary Histories C
Fall 2014
SEM Section: 01 TF 01:10 02:25 Instructor: Margaux Cowden

AMST 252(S) A Perfect Storm: How Economic and Environmental Disaster Defined America During the Depression Crosslistings: ENVI 252/AMST 252
What happens to environmental priorities and perspectives when the economy crashes? Since 2008, the "Great Recession" has been disastrous not only for Americans' financial well–being, but also for the political will to take action on climate change (to name just one environmental issue). But it wasn't always this way. The 1930s, one of the most traumatic decades of the twentieth century in America, actually spurred environmentally–conscious action in an economic context far worse than what we are experiencing today. Why? This class will explore the many ways Americans understood their diverse local environments and took action to save them during the Great Depression. Although the Dust Bowl is perhaps the most iconic of these environmental upheavals during the 1930s, this course will explore diverse geographical regions: from the Appalachian mountains to the (de)forested Upper Midwest, from the agricultural South to the Dust Bowl plains and the water–starved West. In each region, we will trace the impacts of economic turmoil on the environment and the people who depended on it for their livelihoods, as well as the way the economic disaster paved the way for the federal government's unprecedented intervention in environmental matters. Key texts will include John Steinbeck's *The Grapes of Wrath* (along with the John Ford film adaptation) and Aldo Leopold's *A Sand County Almanac.*
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation based on attendance and participation, weekly written responses to readings, two 5–7 page essays, and a final examination consisting of essays and identifications
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15
Distributional Requirements: Division 2 **Other Attributes:** ENVI Humanities, Arts + Social Science Electives
ENVP SC–B Group Electives
Spring 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Brian McCammack

AMST 255(S) U.S. Cuban Life–Writing: Nationalism, Narrative, and Exile (D) Crosslistings: LATS 254/AMST 255/COMP 254/ENGL 243
This course introduces students to the genres of life–writing that have become principal forms of artistic, social, and cultural expression amongst Cubans in the United States. Learning about several examples of life–writing including memoir, autobiography, testimonio, and the bildungsroman, students will question how literary form is linked not only to culture but also to the social, economic, and political conditions out of which authors and writings emerge. Common themes or narrative arcs across U.S. Cuban life–writing will be charted throughout the semester in order to understand the currency of particular stories of exile, displacement, and the American dream. The primary question of the course asks: how, and towards what ends, are the genres of life–writing utilized, adapted, and revised by those disavowed by the nation? Readings will include works by Eduardo Machado, Carlos Eire, Virgil Suarez, Gustavo Perez Firmat, Olga Karman, Evelio Grillo, Pablo Medina, Emilio Bejel, Mirta Ojita, and Emilio Estefan. This course works under the Exploring Diversity Initiative's theme of empathetic understanding allowing students to think through the experiences of exile, as well as the theme of power and privilege, examining how U.S. Cuban exile and writing about it has been structured by political, social, and economic institutions.

Class Format: lecture **Requirements/Evaluation:** students will be evaluated based on weekly journal writings, two short papers, a final comprehensive project, as well as classroom participation
Prerequisites: none **Enrollment Limit:** 30 **Enrollment Preferences:** LATS concentrators
Distribution Notes: meets Division 1 requirement if registration is under COMP and ENGL; meets Division 2 requirement if registration is under AMST or LATS
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: LATS Core Electives
Spring 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Jesús Hernández

AMST 263(S) Cold War Technocultures Crosslistings: SOC 263/AMST 263/HIST 363/HSCI 263/SCST 263
With the Soviet Union¿s collapse at the end of the twentieth century and the emergence of the United States as an unchallenged victor and "new world" hegemon, have we lost a sense of the drama, fear, and unbridled terror that permeated American life during the Cold War? In this course we will set out to understand Cold War American culture(s) by examining the intersection of politics, aesthetics, and a range of major technoscientific developments during this period. The course will take shape in three parts. Part I will explore the emergence and role of the computer in shaping the distinctly American style of thought aimed at Soviet "containment". We will furthermore trace historical treads connecting MIT's legendary Whirlwind computer, the SAGE continental air defense system, nuclear wargaming at the RAND Corporation, artificial intelligence, and the advanced technologies, management strategies, and atrocities of the Vietnam War. Part II takes up the symbolic potency of the space race, which we will use as a conduit through which to explore the following events and developments: Sputnik, Yuri Gagarin's spaceflight, the Apollo moon landing, and American civil defense; the postwar science of cybernetics and the emergence of the now iconic cyborg; the Club of Rome's {Limits to Growth}report and the Gaia hypothesis; plans backed by NASA for the industrialization, humanization, and colonization of outer space; and Ronald Reagan's Strategic Defense Initiative, '"Star Wars". Finally, case studies considered in Part III will focus on moments of conflict and resistance, appropriation, and unintended consequences of the preceding and other Cold War technological developments, among them antipsychiatry and environmentalism; Project Cybersyn, an infrastructural causality of the US/CIA–backed Chilean coup of 1973; the American counterculture and the countercultural roots of neoliberalism(s).
Class Format: seminar **Requirements/Evaluation:** weekly discussion precis, film screenings, class presentations, and a final research project decided in consultation with the instructor
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** preference will be given to students with a demonstrated interest in the study of Cold War science and technology
Distributional Requirements: Division 2
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Grant Shoffstall

AMST 264(F) American Art and Architecture, 1600 to Present Crosslistings: ARTH 264/AMST 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.
Class Format: lecture **Requirements/Evaluation:** 15–page research paper (divided into an annotated bibliography, first draft and revised draft); weekly study questions on the readings; final 15–minute oral exam
Prerequisites: ARTH 101–102 or permission of instructor **Enrollment Limit:** 60
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AMST
Distributional Requirements: Division 1 **Other Attributes:** AMST Arts in Context Electives
AMST Space and Place Electives
Fall 2014
LEC Section: 01 MR 02:35 03:50 Instructor: Michael Lewis

AMST 265 Pop Art (W) Crosslistings: ARTH 265/AMST 265
The use of commercial and mass media imagery in art became recognized as an international phenomenon in the early 1960s. Items such as comic strips, advertising, movie stills, television programs, soup cans, "superstars" and a variety of other accessible and commonplace objects inspired the subject matter, form and technique. This course will critically examine the history and legacy of Pop Art by focusing on its social and aesthetic contexts. An important component of the course involves developing skills in analyzing visual images, comparing them with other forms, and relating them to their historical context.
Class Format: lecture/discussion **Requirements/Evaluation:** two short response papers, oral presentation, and one final research paper
Prerequisites: ARTH 102 **Enrollment Limit:** 16
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AMST
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Arts in Context Electives
Not Offered Academic Year 2014–2015
LEC Instructor: C. Ondine Chavoya

AMST 267 Race in the Americas (D) Crosslistings: AFR 267/SOC 267/AMST 267
This course is designed to provide students with a fundamental understanding of the historical development and changing dynamics of race in North America, the Caribbean, and South America. In doing so, we will take on the fundamental position that race is a meaningful classification of human bodies. The question we will keep in front of us at all times is this: How does social milieu determine the meaningfulness of race? Racial classifications, like all classifications, are collectively imagined, and appear mired in various spheres of social life. We will devote a fair amount of attention to the meaning of race in personal experience, economic production and distribution, political organization, and popular culture. The complexity of race will be explored within a number of writings by authors such as Michael Hanchard, Edwidge Dandicat, and Patricia Hill Collins. This EDI course explores the experiences and expressions of the culturally diverse peoples of African descent in the New World, as well as the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. and/or European social hierarchies.
Class Format: discussion/lecture **Requirements/Evaluation:** evaluation will be based on class participation, 2–3 short papers (5–7 pages), and a self–scheduled final examination
Prerequisites: none; open to all **Enrollment Limit:** 20
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
LEC Instructor: James Manigault–Bryant

AMST 272(S) American Postmodern Fiction (W) Crosslistings: ENGL 272/AMST 272
American fiction took a turn at World War II: the simplest way to name the turn is from modernism to postmodernism. The most obvious mark of postmodern narration is its self–consciousness; postmodern books tend to be about themselves, even when they are most historical or realistic. Already a paradox emerges: why would World War II make narratives more self–reflexive? The first book in the course, and the best for approaching this paradox, is Joseph Heller's *Catch–22*. Subsequent books: Nabokov's *Pale Fire*, Pynchon's *The Crying of Lot 49*, Morrison's *Beloved*, DeLillo's *White Noise*, Carver's *What We Talk About When We Talk About Love*, Johnson's *Jesus' Son*.
Class Format: seminar **Requirements/Evaluation:** 4–5 papers totaling 20 pages; class participation
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** sophomores and first–year students who have not yet taken an ENGL Gateway course
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Arts in Context Electives
ENGL 200–level Gateway Courses
ENGL Literary Histories C
Spring 2015
SEM Section: 01 TF 02:35 03:50 Instructor: John Limon

AMST 279 From Cahokia to Casinos: Histories of Native North America from Precontact to the Present Crosslistings: HIST 279/AMST 279
This course will introduce students to the Native histories of North America, from theories about the arrival of the "first Americans" to this continent, through the possibilities of early encounters and the challenges of different colonial systems, to the creation of the United States and subsequent policies of forced removal, allotment, assimilation, and education. We will also focus on Native responses to such policies, including the Red Power movement and other efforts aimed at gaining the right to be both Native and American. Finally, we will examine the issues facing Indian Country today (such as environmental worries, health concerns, and gaming and land rights) as Native peoples continue to fight to maintain their political, cultural, and territorial sovereignty in the face of what many see as an ongoing process of imperialism. Throughout, we will assume that Native Americans were and are active producers of their own histories; by seeing Native agency, adaptability, and tenacity, we can undermine the persistent "myth of the vanishing Indian". By the end of the course, students will be able to reevaluate their understanding of North American history in general and to answer the question of why Native American histories matter to all of us.
Class Format: lecture/discussion **Requirements/Evaluation:** students will be evaluated based on their participation in class discussion and completion of the required assignments, including a writing assignment and midterm and final exams
Prerequisites: none **Enrollment Limit:** 40 **Expected Class Size:** 20 **Enrollment Preferences:** History majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 **Other Attributes:** HIST Group F Electives – U.S. + Canada
HIST Group G Electives – Premodern
Fall 2014
LEC Section: 01 Cancelled

AMST 284 Introduction to Asian American History (D) Crosslistings: HIST 284/AMST 284/ASST 284
This course serves as the introduction to Asian American history, roughly covering the years 1850 to the present. It examines the lives of Chinese, Japanese, Koreans, Filipinos, Indians, and Southeast Asians in America, and the historical reasons why they came to the US and their subsequent interactions with other ethno–racial groups in the United States. Topics include the anti–Asian exclusion movements, the wartime incarceration of Japanese Americans, the increase of Asian immigration after the 1965 Immigration Act and the war in Viet Nam, and the impact of the events of September 11, 2001 on Asian American communities. These themes and others will be explored through the use of historical texts, primary documents, novels, memoirs, and films. This is an EDI course because it examines how people from different Asian countries and cultures interacted with each other and those already here in the US. Theirs is a story of immigration, exclusion, resistance, accommodation, and the process of "becoming American."
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on four response papers, two short critical essay (5–7 pages) and a final oral history/family history of an Asian American (10–15 pages)
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 30
Distributional Requirements: Division 2 Exploring Diversity

Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
ASAM Core Courses
HIST Group F Electives – U.S. + Canada
Not Offered Academic Year 2014–2015
LEC Instructor: Scott Wong

AMST 300 Lessons of 'The Game': The Wire and American Culture Crosslistings: AFR 300/AMST 300/SOC 306
The critically acclaimed television program, *The Wire*, ran for five seasons on Home Box Office (HBO) between 2002 and 2008. Set in "inner city" Baltimore, the program addressed a wide array of topics, including, but not limited to, the urban drug trade, law enforcement, local city politics, labor unions, education, and the newspaper industry. Though a work of "fiction," sociologist William Julius Wilson has called the show an important and instructive portrayal of the "deep inequality in inner–city America." By contrast, some scholars and critics have decried the series and indeed, courses like this one, as examples of mainstream America's fascination with and acceptance of African American drug use, criminal tendencies, and corruption. In this course, we will not deconstruct *The Wire* per se, but use select episodes from the series to explore key issues in Africana Studies, ranging from political geography to a history of Baltimore and the "War on Drugs." Students should have some familiarity with the show. Africana Studies will show select episodes during Winter Study. Readings will include texts about African American urban life, such as Elijah Anderson's *Code of the Street* and Sudhir Venkatesh's *Gang Leader for a Day.* Due to its attention to crime, drug addiction, violence, and urban decay, this course is a part of the Gaudino Danger Initiative.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on 2–3 short papers (5–7 pages), and a final written project (10 pages)
Prerequisites: none **Enrollment Limit:** 50 **Expected Class Size:** 50 **Enrollment Preferences:** none
Extra Info: not available to be taken Pass/Fail
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
LEC Instructor: James Manigault–Bryant

AMST 301(S) Theories and Methods in American Studies (Junior Seminar)
This course aims to provide a "how to" of American Studies from an integrative, multiracial, and socio–cultural perspective. Taking American culture as a site for testing classic and contemporary theories about how cultures work, the Junior Seminar in American Studies serves as an introduction to resources and techniques for interdisciplinary research. Students will be exposed to and experiment with a wide range of current theoretical and methodological approaches employed in American Studies and contributing disciplinary fields, and in the process gain a working competence in all four tracks of the major (Space and Place; Comparative Studies in Race, Ethnicity and Diaspora; Arts in Context; and Critical and Cultural Theory). The goal of the course is not only for students to develop knowledge of main currents in the field of American Studies but also to become practitioners through a series of assignments that will permit students to exercise their newfound skills. Students will thus, for instance, develop rhetorical analyses, gather ethnographic data, and "read" assorted spaces and buildings, as the class explores such problems or topics as national narratives, ethnoracial formations, the American prison system, and the circulation of commodities.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on class participation and a wide variety of student assignments, ranging from postings to the class Glow site, to short, analytical essays (5 pp.), to field work exercises, to in class presentations
Prerequisites: AMST 201, junior or senior standing, or permission of the instructor **Enrollment Limit:** 15 **Expected Class Size:** 12 **Enrollment Preferences:** juniors majoring in American Studies
Dept. Notes: required of junior majors
Distributional Requirements: Division 2
Spring 2015
SEM Section: 01 MR 01:10 02:25 Instructor: John Andrews

AMST 302 Public Sphere/Public Space (W) Crosslistings: AMST 302/PSCI 335
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.
Class Format: discussion **Requirements/Evaluation:** 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 Class Size:** 18
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives
AMST Space and Place Electives
ENVP SC–B Group Electives
PSCI Political Theory Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Mark Reinhardt

AMST 304 The Sociology of Black Religious Experience Crosslistings: AFR 305/REL 315/SOC 305/AMST 304
The United House of Prayer For All People. The Nation of Islam. New Birth Missionary Baptist Church. The African–American Buddhist Retreat at Spirit Rock Meditation Center. While each of these groups reflects a different spiritual tradition, all are examples of the rich religious expressions of Black Americans. This course will introduce students to the landscape of Black religious practices in the United States. We will begin with a historical survey of the literature on Black religions. Our review will yield some of the primary themes of the Black religious experience—the injustices of modern racism, the significance of liberation, and continued meaning of Africa as a homeland. We will then investigate how secular processes like industrialization, commodification, and the modern media, alter understandings of the sacred in Black experience.
Class Format: seminar/discussion **Requirements/Evaluation:** evaluation will be based upon class participation, 2–3 short papers, and a final research paper
Prerequisites: none; open to all **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** Africana Studies concentrators and Anthropology/Sociology majors
Dept. Notes: this course DOES NOT fulfill the body of theory seminar requirement for Religion majors; this course will count as an elective towards the major in Religion
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
REL Africa + African Diaspora Tradition Courses
Not Offered Academic Year 2014–2015
SEM Instructor: James Manigault–Bryant

AMST 305 Cities of the Anglophone Chinese Imagination (D) Crosslistings: AMST 305/ASST 305/COMP 303/ENGL 374
The current academic vogue for the "diasporic" and the "transnational" has shifted the emphasis away from viewing ethnic literatures solely, or primarily, as minority national literatures and towards reading them more "globally." Such a re–framing, while potentially exciting, raises new questions. For example, what exactly is shared by subjects in a given diaspora? Does the term "diaspora" necessarily invoke the specter of racial essentialism? What happens to concepts of of race, racialization and racism when one moves away from local and national politics? Is the idea of a diasporic subject much less vexing than the idea of a racially minoritized person? How important a role does the shared English language play in these diasporas? In this course, we will look at the works of a specific diasporic literary group, English–language writers of Chinese descent, living in England, former British settler colonies (the United States, Canada, Australia) and other sites in Asia formerly colonized by the British. We will consider how geographic sites function as material spaces and places of the imagination and how the English language is itself a material and imaginary space.
Class Format: discussion/seminar **Requirements/Evaluation:** evaluation will be based on one 5– to 7–page paper, one 8– to 10–page paper, short response papers, participation
Prerequisites: those taking this as an ENGL class must have previously taken a 100–level ENGL course **Enrollment Limit:** 17 **Expected Class Size:** 10 **Enrollment Preferences:** American Studies majors
Distribution Notes: meets Division 2 requirement if registration is under AMST or ASST; meets Division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Dorothy Wang

AMST 306(S) Queer of Color Critique: Race, Sex and Urban Life (D) Crosslistings: WGSS 306/AMST 306/AFR 306/LATS 306/COMP 304
This seminar is an introduction to queer of color critique, a field of scholarship that seeks to intervene in the predominantly white canon of queer studies. We will examine the history of this line of critique, beginning with Black and Chicana feminisms and extending into present day issues and activism highlighting intersectionality, exploring how and why QOCC became a necessary intervention into the then still emerging field of queer studies. Our texts include scholarly works as well as science fiction novels, plays, films, diaries, and graphic novels. Methodologically, we draw on many fields of study, including anthropology, literary studies, feminist studies, and ethnic studies. We focus primarily but by no means exclusively on US contexts, paying particular attention to the role that urban environments have served for queer communities of color. Topics include: feminisms of color, inter–racial desire and fetishization, orientalism and colonial fantasy, black queer science fiction, transgender subjectivities, and the political economy of sexual desire. A key feature of this course will also be the inclusion of numerous and diverse authors to appear on Skype or in person to answer questions about their work as we read it in class.
Class Format: discussion/lecture **Requirements/Evaluation:** mid–term essay, choice of final exam essay or 8–10 page research paper, responses to performance/special events
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** WGSS majors, students considering a WGSS major
Distribution Notes: meets Division 2 requirement if registration is under WGSS, AMST, AFR or LATS; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives
ASAM Related Courses
WGSS Racial Sexual + Cultural Diversity Courses
WGSS Theory Courses
Spring 2015
LEC Section: 01 TR 11:20 12:35 Instructor: Gregory Mitchell

AMST 307 Experimental African American Poetry Crosslistings: AMST 307/COMP 311/AFR 301/ENGL 327

Contemporary African American poets in various cities and towns across the nation—from New York City, Providence, and Newark to Durham, Chicago, and Los Angeles—are currently producing a vibrant and thriving body of formally experimental work, yet this poetry is largely unknown to readers both within and outside the academy. Formally innovative African American poetry defamiliarizes what we normally expect of "black writing" and also pushes us to question our assumptions and presumptions about black identity, "identity politics," experimental writing (is the avant–garde implicitly raced?), formalism, socially "relevant" writing, the (false) dichotomy of form versus content, the black "community," digital poetics, and other issues of race and aesthetics.
This course will examine the work of living poets who range in age from 30's to 80's, including Amiri Baraka, Ed Roberson, Nate Mackey, Will Alexander, Harryette Mullen, Tyrone Williams, John Keene, Fred Moten, Erica Hunt, and Renee Gladman. We will also look at the work of some of their avant–garde predecessors in the twentieth century (such as Bob Kaufman, Gwendolyn Brooks, Norman Pritchard, Russell Atkins), as well as critical work by Mackey, Moten, and Aldon Nielsen, among others.
Class Format: seminar **Requirements/Evaluation:** two papers (6–8 pp., 8–10 pp.), short response papers, oral presentation, and class participation
Prerequisites: none, though at least one previous literature course preferred **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** American Studies majors
Distribution Notes: meets Division 2 requirement if registration is under AMST or AFR; meets Division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2 **Other Attributes:** AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
SEM Instructor: Dorothy Wang

AMST 309 Womanist/Black Feminist Thought (D) Crosslistings: AFR 310/REL 310/WGSS 310/AMST 309
This course explores the genealogy and development of black feminist and womanist thought. We will investigate the expansion of womanist thought from a theologically dominated discourse to a broader category of critical reflection associated more commonly with black feminism, analyze the relationship between womanism and black feminism, and review the historical interventions of black feminism. As critical reflections upon western norms of patriarchy, heterosexism, and racism, womanism and black feminism begin with the assumption that the experiences of women of color—particularly black women—are significant standpoints in modern western society. Through the examination of interdisciplinary and methodological diversity within these fields, students will be introduced to key figures including Alice Walker, Zora Neale Hurston, and Katie Cannon, and will engage materials that draw from multiple fields, including, but not limited to, literature, history, anthropology, and religious studies. Fulfilling the EDI requirement, this course will explore how womanism/black feminism can be a bridge for empathetic understanding of diverse experiences, and will examine the varied social, political, and historical contexts that led to the formulation of womanism/black feminism as a tool to critique power and privilege.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, three short response papers, and the completion of an original research paper or project
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** Africana Studies concentrators, Women's, Gender and Sexuality Studies majors, Religion majors
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives
REL Africa + African Diaspora Tradition Courses
REL Body of Theory Courses
WGSS Racial Sexual + Cultural Diversity Courses
WGSS Theory Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Rhon Manigault–Bryant

AMST 310 Race Wars in America (D)
This course examines the ways in which race/racism and war/militarism have operated as mutually constitutive processes throughout the twentieth century. At the same time that America's wars abroad—from the Philippines and Cuba in 1898 to Iraq and Afghanistan—have highlighted "new" and "old" forms of racism, they have also been central to shaping "common–sense" racial ideologies and projects. This class can be considered a broad cultural history of race and race–making, but our framework means to foreground the inherence of *violence* of the story and history of race, both recognizable and hidden. We will be particularly attentive to the uneven distribution and experiences of war and violence and the ways in which they are racialized and gendered. Given our topic and framework, then, keep in mind that there will be a fair amount of representations of physical and other kinds of violence in the course materials. Course materials will range from and include literary (selected works by Chester Himes among others) but also scholarly/theoretical (Judith Butler, Michel Foucault, etc.) and cultural/visual (including films, to be determined) texts. This course reflects the aims of Exploring Diversity Initiative by critically considering the rhetoric of "diversity" that often forgets the very real existence of violence in encounters with difference and otherness.
Class Format: lecture **Requirements/Evaluation:** active in–class and on–line participation; 2–3 short response papers, in–class presentation and/or workshop; final paper
Prerequisites: none **Enrollment Limit:** 25
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
LEC Instructor: Ji–Young Um

AMST 311(S) Development of American Indian Law & Policy (D) Crosslistings: AMST 311/HIST 368
In this course, we will conceptualize Native peoples as nations, not merely racial/ethnic minorities. Students will learn about the unique legal landscape in Indian Country by charting the historical development of tribal governments and the ever–changing body of U.S. law and policy that regulates Indian affairs. We begin by studying Indigenous legal traditions, the European doctrine of discovery, and diplomatic relations between Native nations and European empires. We then shift our focus to treaty–making, the constitutional foundations of federal Indian law, 19th century U.S. Supreme Court decisions, and the growth of the federal bureaucracy in Indian Country. The course devotes considerable attention to the expansion of tribal governmental authority during the 20th century, the contemporary relationship between Indian tribes and the federal/state governments, and the role of federal Indian law as both a tool of U.S. colonial domination and a mechanism for protecting the interests of Indigenous communities. No prior background in law or Native American history is required.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based upon short papers, group work, and in–class essay exams
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** American Studies majors and History majors
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group F Electives – U.S. + Canada
JLST Interdepartmental Electives
Spring 2015
LEC Section: 01 TR 11:20 12:35 Instructor: Doug Kiel

AMST 312 Chicago Crosslistings: LATS 312/AMST 312/ENVI 313
"The city of big shoulders has plenty of room for diversity," reads the official visitor's website for the City of Chicago. Focusing on this claim, this course asks students to think critically about what kind room has been made for diversity—social, spatial, and ideological. Additionally we examine the ways in which diverse social actors have shouldered their way into the imagined and physical landscape of the city. Working with ethnography, history, literature, critical essays, and popular culture, we will explore the material and discursive constructions of Chi–Town and urban life among its residents. Appreciating these constructions we also consider how Chicago has served as a key site for understandings of urbanity within a broader national and global context.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on attendance and class participation, group presentations and discussions, 5 critical briefs (2–pages) and a book review essay (12–15 pages)
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** American Studies majors, Latina/o Studies concentrators and students who have taken LATS 220/AMST 221/ENVI 221
Distributional Requirements: Division 2 **Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
ENVP SC–B Group Electives
LATS Core Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Merida Rua

AMST 313(F) Gender, Race, and the Power of Personal Aesthetics (D) Crosslistings: LATS 313/AMST 313/WGSS 313
This course focuses on the politics of personal aesthetics among U.S. women of color in an era of viral video clips, the 24–hour news cycle, and e–commerce sites dedicated to the dermatological concerns of "minority" females. With a comparative, transnational emphasis on the ways in which gender, sexuality, ethno–racial identity, and class inform personal style, we will examine a variety of materials including commercial websites, histories, personal narratives, ethnographies, sociological case studies, and feminist theory. Departing from the assumption that personal aesthetics are intimately tied to issues of power and privilege, we will engage the following questions: What are the everyday functions of personal aesthetics among women of color? Is it feasible to assert that an easily identifiable "African American," "Latina," "Arab American" or "Asian American" female aesthetic exists? What role do transnational media play in the development and circulation of popular aesthetic forms? How might the belief in personal style as a tactic of resistance challenge traditional understandings of what it means to be a "feminist" in the first place? Readings include works by Susan Bordo, Ginetta Candelario, Patricia Hill Collins, Amira Jarmakani, Nadine Naber, Lisa Nakamura, Frances Negrón–Muntaner, Kobena Mercer, and Catherine Ramírez, among others.
Class Format: seminar **Requirements/Evaluation:** participation, one student–led discussion period, two written essays of 5–7 pages, final take–home exam
Prerequisites: LATS 105, AMST 201, WGSS 101 or permission of the instructor; first year students are not permitted to take this course **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** Latina/o Studies concentrators, American Studies majors, and Women's, Gender and Sexuality Studies majors by seniority
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
ASAM Related Courses
WGSS Racial Sexual + Cultural Diversity Courses
WGSS Theory Courses
Fall 2014
SEM Section: 01 MR 02:35 03:50 Instructor: Maria Elena Cepeda

AMST 314 Groovin' the Written Word: The Role of Music in African American Literature Crosslistings: AFR 314/AMST 314/COMP 321/ENGL 314
In an interview with Paul Gilroy, Toni Morrison once said, "Music provides a key to the whole medley of Afro–American artistic practices." Morrison is not the only one who believes that music speaks to numerous aspects of the African American experience. From Sterling Brown and Zora Neale Hurston to John Edgar Wideman and Suzan Lori–Parks, many African American authors have drawn on music to take political stands, shape creative aesthetics, and articulate black identity. In this course, students will explore the work of these authors and more, investigating music's ability to represent and critique African American culture in their

literature. Texts will cover a range of literary forms including poetry, plays, short stories and novels alongside theoretical and critical essays. Students will discuss such key issues as assimilation into mainstream culture, authenticity claims on black music, and music used as a tool for protest. Additionally, class assignments will include musical examples in spirituals/gospel, blues, jazz, and rock/rhythm and blues. While this class requires students to practice in–depth literary and performance analysis skills, students are not required to have technical musical knowledge.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based upon class participation, short weekly reading responses and/or listening assignments, one 6– to 8–page paper comparing two works, final group project (possibly producing a radio show/ podcast)
Prerequisites: none; open to all **Enrollment Limit:** 20 **Expected Class Size:** 15
Distribution Notes: meets Division 2 requirement if registration is under AFR or AMST; meets division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
LEC Instructor: Rashida Braggs

AMST 315 Blackness 2.0: Race, Film and New Technologies Crosslistings: AFR 315/AMST 315
Media theorists have raised three key questions regarding representations of race (or the lack thereof) within contemporary media forms: (1) Is race a liability in the 21st century where utopian forecasts suggest a race–free or 'post–race' future" (2) Is there more to new media and race than assumptions about a 'digital divide'? (3) Are race distinctions truly eliminated with digital technologies? In this course we will respond to these questions by investigating the nuanced ways that race becomes constructed in popular media forms. Although we will largely focus on representations of blackness in modern film, we will also explore the implications of 'new' medias and technologies upon the categories of race, gender, and sexuality. We will, for example, consider how avatar–based social and entertainment medias become viable forums for conceptualizing race, and whether or not these formats are somehow 'better' spaces in which racialized 'bodies' can exist. Additional discussion topics may include: how racial discourses in the 'real world' are (or are not) reshaped and redefined in the virtual world; blogosphere politics; social networking; gaming and the virtual world; activism on the web; and fandom in the twitter era.
Class Format: seminar **Requirements/Evaluation:** evaluation based on class participation, maintenance & update of a personal blog (including weekly reading–related posts), & the design of a final, original multimedia project explicitly connected to race & new media/race & new technologies
Prerequisites: none **Enrollment Limit:** 13 **Expected Class Size:** 13 **Enrollment Preferences:** Africana concentrators
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
SEM Instructor: Rhon Manigault–Bryant

AMST 316(S) Sacred Cinema: Black Religion and the Movies Crosslistings: AFR 316/REL 265/AMST 316
Although they represent different genres, what popular films *Madea's Family Reunion* (2006), *First Sunday* (2008), *The Princess and the Frog* (2009) have in common is that they each offer complex and at times contradictory images of black religious expression in North America. These films, which present varied perspectives of African American experience, implicitly and explicitly engage themes inherent to the study of religion, such as the role of faith in decision–making processes and the use of religious tradition as a means of reinforcing or contesting socio–cultural norms. This course is as much about the use of film to study black religious expression as it is about the use of paradigms of religious thought to study the intersections of gender, race, and religion in film. We will study films of different genres to facilitate discussion about the various dimensions of black religious expression. Conversely, we will use images, metaphors, and teachings found in Religious Studies to discuss what appears on screen. Through interdisciplinary, critical approaches in Film Studies and Popular Culture Studies, this course will examine how black religious expression pervades modern cinema, and will offer constructive strategies for engaging in dialogue with this phenomenon.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, film viewings, two review essays, and the completion of an original documentary/short film
Prerequisites: none **Enrollment Limit:** 13 **Expected Class Size:** 13 **Enrollment Preferences:** Africana Studies concentrators, Religion majors
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
REL Africa + African Diaspora Tradition Courses
Spring 2015
LEC Section: 01 M 07:00 09:40 Instructor: Rhon Manigault–Bryant

AMST 317 Black Migrations: African American Performance at Home and Abroad Crosslistings: AFR 317/COMP 319/DANC 317/ENGL 317/THEA 317/A
In this course, students will investigate, critique and define the concepts migration and diaspora with primary attention to the experiences of African Americans in the United States and Europe. Drawing on a broad definition of performance, students will explore everything from writing and painting to sports and dance to inquire how performance reflects, critiques and negotiates migratory experiences in the African diaspora. For example, how did musician Sidney Bechet's migration from New Orleans to Chicago to London influence the early jazz era? How did Katherine Dunham's dance performances in Germany help her shape a new black dance aesthetic? Why did writer James Baldwin go all the way to Switzerland to write his first novel on black, religious culture in Harlem? What drew actor/singer Paul Robeson to Russia, and why did the U.S. revoke his passport in response to his speeches abroad? These questions will lead students to investigate multiple migrations in the African diasporic experience and aid our exploration of the reasons for migration throughout history and geography.
Class Format: seminar/discussion **Requirements/Evaluation:** evaluation will be based upon class participation, one 5– to 7–page paper analyzing a performance/text, student–led class facilitation, final performance/ presentation
Prerequisites: none; open to all **Enrollment Limit:** 15 **Expected Class Size:** 10
Distribution Notes: meets Division 2 requirement if registration is under AFR or AMST; meets Division 1 requirement if registration is under COMP, DANC, ENGL or THEA
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
SEM Instructor: Rashida Braggs

AMST 318 California: Myths, Peoples, Places (W) Crosslistings: LATS 318/AMST 318/REL 318/COMP 328/ENVI 318
"Now I wish you to know about the strangest thing ever found anywhere in written texts or in human memory...I tell you that on the right–hand side of the Indies there was an island called California, which was very close to the region of the Earthly Paradise." As far as we know, the name "California" was first written in this passage by Garcí Rodríguez de Montalvo, ca. 1510. Within a few decades, it came to be placed first on the peninsula of Baja California and then upon a region stretching up the Western coast of North America. What aspects of this vision are still drawn upon in how we imagine California today? How did certain narratives of California come to be, who has imagined California in certain ways, and why? What is the relationship between certain myths, the peoples who have imagined them, and the other peoples who have shared California dreams? In this course, we will examine some of the myths that surround California by looking at a few specific moments of interaction between the peoples who have come to make California home and the specific places in which they have interacted with each other. Of special interest will be imaginations of the Spanish missions, the Gold Rush, agricultural California, wilderness California, California as "sprawling multicultural dystopia," and California as "west of the west."
Class Format: seminar **Requirements/Evaluation:** this course will be mostly discussion oriented, with grading based upon participation, short writing exercises, one 3–page review essay with mandatory revision, one 5– to 8–page midterm review essay, and a final 10– to 15–page comparative review essay
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** none
Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under LATS, AMST, ENVI or REL
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
ENVP SC–B Group Electives
LATS Core Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Jacqueline Hidalgo

AMST 319 Ethnographic Approaches to Africana Studies Crosslistings: AFR 319/SOC 319/AMST 319
Ethnography is the systematic study and recording of human cultures. It involves the collection and analysis of information from multiple sources including (but not limited to) first–person accounts, life histories, interviews, observations, and autobiographical materials. Within Africana Studies, ethnographic approaches have been utilized to reflect complex narratives of black experience throughout the Diaspora. This seminar is a critical introduction to the theory, method, and practice of ethnography in Africana studies. We will explore a variety of cultures and settings, and discuss the practical, methodological, and ethical issues related to ethnography. Three broad questions will dominate our discussions: 1) What are the theoretical, practical, and stylistic tools needed to fashion compelling ethnographies that get to the heart of what it means to document Africana experience? 2) What are the ethical and political implications of representing Africana perspectives in fieldwork studies? 3) What are the strengths and limitations of ethnography as a research method in Africana studies? Each student will utilize the materials covered in the course to research and write his or her own ethnography.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based upon class participation, weekly response papers, a 5– to 7–page critical book review, and the construction of a mini–ethnography
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** Africana Studies concentrators, Women's, Gender and Sexuality Studies majors, Religion majors
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
SEM Instructor: Rhon Manigault–Bryant

AMST 320(S) Dangerous Bodies: Black Womanhood, Sexuality & Popular Culture Crosslistings: AFR 320/AMST 320/WGSS 320
Whether presented as maternal saints, divas, video vixens, or bitches, black female celebrities navigate a tumultuous terrain in popular culture. This course considers the ways that black female celebrities such as Oprah, Rihanna, Nicki Minaj, Beyoncé, Janet Jackson, and Michelle Obama negotiate womanhood and sexuality, and the popular landscapes through which we witness that negotiation. It also engages contemporary black feminist scholarship, which most frequently presents the presentation of black female bodies in popular media forms as exploitive. We will review historical stereotypes of black women in popular media forms, discuss the history of the "politics of respectability" within black culture, engage black feminist responses to these types, and examine theoretical approaches to assess social constructions of womanhood and sexuality. We will also consider provocative questions relevant to discussions of contemporary black sexual politics: Should we view these women as feminists? Are they merely representatives of cultural commodification and control of black women's bodies? Do these women best exemplify the reiteration of problematic characterizations? Are they positive models for demonstrating female empowerment, agency, or "fierceness?" This course explores the histories of representation of black female figures in popular culture, and in so doing, troubles contemporary considerations of black womanhood and sexuality.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, short response papers, and the completion of an original research paper or project
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** WGSS majors and Africana Studies concentrators
Dept. Notes: WGSS Senior Seminar

Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Spring 2015
SEM Section: 01 MWF 08:30 09:45 Instructor: Rhon Manigault–Bryant

AMST 321 Theories of U.S. Power
Is it true that the U.S. remains the most powerful country in the world due to the combination of noble values that its citizens hold dear? What does "American Freedom" mean at a time when the U.S. has the highest rate of incarceration in the world? This course is designed to introduce students to different theories of "power" and how it functions in the contemporary world, using the United States as a case study. Beginning at the domestic level, we will explore how the U.S. has remained relatively politically stable despite deep racial divisions and polarizations of wealth. Are residents simply satisfied with their lives? Are they intimidated or physically prevented from seeking change? Or is control maintained in more subtle ways having to do with how we view ourselves and interpret the world?
Moving to the international scale, we will analyze whether the United States should be deemed an empire, ways in which the country's economic and military influence has been justified, and how its position in the global economy and system of states is changing. Throughout, we will question how these forms of domestic and international power may be linked. The course will pair challenging theoretical texts with accessible accounts of historical events and contemporary social processes that exemplify the forms of power under examination. Using texts drawn from history, political science, philosophy, and American Studies, students will develop an understanding of key terms such as class, racial projects, hegemony, governmentality, citizen–subjects, colonialism, the world–system, and transnational states.
Class Format: seminar/discussion **Requirements/Evaluation:** this is a reading–intensive course; evaluation will be based upon class participation, short weekly reflections, and two essays.
Prerequisites: one AMST course or one course in the Political Theory subfield of PSCI **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** preference given to American Studies majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 **Other Attributes:** AMST Critical and Cultural Theory Electives
Not Offered Academic Year 2014–2015
SEM

AMST 322(S) Race, Culture, Incarceration (D) (W) Crosslistings: INTR 322/PSCI 313/AFR 322/AMST 322
This course explores racially–fashioned policing and incarceration from the Reconstruction era convict prison lease system to contemporary mass incarceration and "stop and frisk" policies of urban areas in the United States. Also explored will be political imprisonment in the Untied States.
Class Format: seminar **Requirements/Evaluation:** brief analytical papers and group presentations.
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AFR Interdepartmental Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives
LGST Interdepartmental Electives
Spring 2015
SEM Section: 01 TBA Instructor: Joy James

AMST 323 Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora Crosslistings: AFR 323/AMST 323/ARTH 223/COMP 322/ENGL 356
This course explores how the graphic novel has been an effective, provocative and at times controversial medium for representing racialized histories. Drawing on graphic novels such as Jeremy Love's *Bayou* and Ho Che Anderson's *King*: *A Comic Biography*, this course illustrates and critiques multiple ways the graphic novel commingles word and image to create more sensorial access into ethnic traumas, challenges and interventions in critical moments of resistance throughout history. Students will practice analyzing graphic novels and comic strips, with the help of critical essays, reviews and film; the chosen texts will center on Africana cultures, prompting students to consider how the graphic novel may act as a useful alternate history for marginalized peoples. During the course, students will keep a journal with images, themes and reflections and will use Comic Life software and ipads to create their own graphic short stories based on historical and/or autobiographical narratives.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based upon class participation, weekly written responses, student–led facilitation, one 3–page graphic analysis, one 6– to 8–page essay, and a final project (producing a graphic short story with Comic Life)
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** none
Dept. Notes: this course is part of the Gaudino Danger Initiative
Distribution Notes: meets division 2 requirement if registration is under AFR or AMST; meets division 1 requirement if registration is under ARTH, COMP or ENGL
Extra Info: not available to be taken Pass/Fail
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
SEM Instructor: Rashida Braggs

AMST 324(S) Blackness, Theater, Theatricality Crosslistings: ENGL 316/AMST 324
Representations of African American life have pervaded the various genres and tiers of American culture, embodying a carnival of competing attitudes and perspectives. Many oddities and ironies result from this curious history. For example, African Americans as theatrical figures enter American consciousness via the minstrel stage, where white entertainers wearing burnt cork lampooned Negroes to amuse white audiences. Eventually, black performers created their own versions of minstrelsy, black playwrights created dramas more sympathetic to black life, and representations of black life proliferated in every noteworthy medium. This course will consider how attitudes about blackness have informed or deformed theatrical representations of African American life. It will examine major texts by African American writers, considering both their social importance and their aesthetic experiments and innovations. It will range from politically oriented works of social realism such as Theodore Ward's *Big White Fog* and Lorraine Hansberry's *A Raisin in the Sun* to expressionistic protest works like Amiri Baraka's *Dutchman and Slave Ship* and Ntozake Shange's *For Colored Girls* to August Wilson's earnest histories and the post–modern satires of Adrienne Kennedy and Suzan–Lori Parks
. Alongside these, we will also consider a variety of comic traditions, ranging from minstrelsy to Spike Lee's film *Bamboozled* and characters created by comedians such as Jackie "Moms" Mabley and Richard Pryor. And how should we assess *Porgy*, a play by the white writer Dubose Heyward, which evolved into America's greatest opera, *Porgy and Bess*? This course will be an ongoing inquiry into the riotous theatricality of American blackness.
Class Format: seminar **Requirements/Evaluation:** a 5–7 page paper and a final 15 page paper
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** English majors and Africana Studies concentrators
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST
Distributional Requirements: Division 1
Spring 2015
SEM Section: 01 MR 02:35 03:50 Instructor: David Smith

AMST 325 Capitalism in Indian Country
Indigenous people are often imagined as somehow outside of capitalism, whether consigned to a distant past, or imagined as living anachronisms in relation to contemporary capitalism. In this course, we will work against these assumptions, examining the historical development of capitalism in North America in relation to indigenous places and communities. Through our focus on capitalism in Indian country, we will examine the roots of American property law, wage labor, and large–scale production on Native lands, and Native peoples who were capitalists in their own right. We will examine the histories of political and economic dependency, and ask questions about how "development" has been defined and practiced over Native communities. We will also look closely at the long history of Native land struggles, and links between capital accumulation and ecological destruction. Our economic focus will help us approach the ways the Native peoples have survived colonialism.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, group work, and a semester–long research paper (10–15 pages)
Prerequisites: prior courses in American Studies or permission of instructor; not open to first year students **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** American Studies majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 **Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Manu Vimalassery

AMST 326(S) Space Time Crosslistings: ENGL 312/COMP 313/AMST 326
Space Time explores conflicts over how these two dimensions were understood in the decades surrounding the 1969 landing on the Moon. For NASA and the government which supported it, the ability to fly men to outer space and return them safely was evidence for the power of a technocratic realism, in which time was linear, space homogenous, and stories ballistic in their trajectories. Simultaneously, however, Cold War geopolitics, rapid social change, and the creation of an electronic mass culture made such Newtonian realism seem an increasingly inadequate basis for representing the world. What kinds of language might prove able to express the experience of time, space, and speed opened up by a flight to the Moon?
Works studied will likely include Pynchon, *Gravity's Rainbow*; Wolfe, *The Right Stuff*; Mailer, *Of a Fire on the Moon*; as well as films, memoirs, and readings in cultural history and language theory.
Class Format: seminar **Requirements/Evaluation:** frequent ungraded exercises; two essays (one of eight and of twelve pages); regular attendance and vigorous participation
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** English majors; Comparative Literature majors; prospective English majors
Dept. Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AMST
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 **Other Attributes:** ENGL Criticism Courses
ENGL Literary Histories C
Spring 2015
SEM Section: 01 MWF 08:30 09:45 Instructor: Shawn Rosenheim

AMST 327(F) Feeling the Present Crosslistings: AMST 327/SOC 327
Feelings, moods, and affects are typically understood as bound to individual persons. However, this course examines not only how feelings and moods are profoundly collective but also why and how these collective moods have come to matter in contemporary culture, politics, and economy. Focusing on current and classic scholarship in critical political economy, neoliberalism, and affect studies – as well as film and popular culture – we will attend to the ways in which anxiety, depression, hope, rage, and other moods figure into everyday life, work, social movements, and other key sites. Topics considered include: mental health and the pharmaceutical industry; the social implications of financialization; the Tea Party and its political influence; the rise of social media; and the recent housing crisis.

Class Format: lecture **Requirements/Evaluation:** students will be required to write 4 informal (2–3 page) response papers and a final paper (10–15 pages) on a topic to be developed with the professor; from time to time, students will be asked to bring a substantive question to class on the reading
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** AMST majors, but all qualified students welcomed
Distributional Requirements: Division 2
Fall 2014
LEC Section: 01 TF 01:10 02:25 Instructor: John Andrews

AMST 328T(S) Immaterial Labor Crosslistings: AMST 328/SOC 328
In the last 50 years, the character of work and labor has fundamentally changed as the economy has increasingly involved transnational markets, media culture, and networked technologies. Although industrial production has not disappeared—far from it— we have witnessed a dramatic rise in knowledge and information work, the service economy, advertising,finance,biotechnologies, and other kinds of labor whose "product" is fleeting, emotional, and/or affecting bodily capacities. As a result, the distinction between work and leisure is more and more blurred as activities from blogging to watching television to working out at the gym become economically valuable. Drawing on a range of classic and contemporary literatures on the subject (including those by Karl Marx, Paul Lafargue, Hannah Arendt, Kathi Weeks, Sylvia Federici, Hardt & Negri, Richard Sennett, and Sunder Rajan), this tutorial will examine how the proliferation of immaterial labor is reconfiguring our understanding and experience of class, race, nation, gender, sex, and everyday life.
Class Format: tutorial **Requirements/Evaluation:** students' grades are based on 5 or 6 (5–7 page) papers and 5 or 6 (1–2 page) response papers; regular participation is required
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** AMST majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Spring 2015
TUT Section: T1 TBA Instructor: John Andrews

AMST 329 Cultures of War: U.S. Wars in Asia and American Culture
The nations and continent of Asia have often figured as sites onto which the U.S. has projected various hopes, anxieties, and desires since the 18th century. Throughout the 20th century, the rise of U.S. as a global power has been inaugurated and marked perhaps most prominently through its wars in Asia—in the Philippines, Pacific Islands, Korea, Viet Nam. This class explores how America's military interventions in Asia have impacted and shaped numerous aspects of American life: how have representations and remembrances of different wars been instrumental in shaping national identities and narratives? How have these wars also been central to our understandings of and discourse about race in America? And why and how has the work of "culture" been central to wars and vice versa? While the main focus of the class is on the making of American culture, we will also examine non–U.S. centric texts and critiques and in doing so, our approaches and methods of analyses will seek to be mindful of ways in which certain ideas of "America"—and nationalism—gets privileged.
Class Format: seminar **Requirements/Evaluation:** active in–class participation, four unit projects/papers (3–5 pages; length will vary depending on the unit and the assignment), including at least one in–class workshop and informal presentation on unit project, and a final paper (8–10 pages)
Prerequisites: if registered under ENGL, a 100–level ENGL class, or instructor consent **Enrollment Limit:** 16 **Expected Class Size:** 15 **Enrollment Preferences:** American Studies majors, then English majors
Distributional Requirements: Division 2 **Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora
ASAM Core Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Ji–Young Um

AMST 330 Connective Approaches to Race, Ethnicity, and Diaspora Crosslistings: LATS 330/AMST 330
This course explores the overlapping, intersecting, and intertwined experiences of distinct enthoracial communities in the United States. Students will investigate these experiences from a relational and connective point of view to tease out the contested meanings of nation, citizenship, community, rights, and struggle. For example, we will examine the 1947 school desegregation case involving Mexican Americans in California, Mendez v. Westminster, and its relationship to African American civil rights, Puerto Rican migration, and Japanese internment. Mendez v. Westminster, when approached from a connective perspective, reveals a multiracial and diasporic landscape that is more complex than previously considered. A connective approach to Race, Ethnicity, and Diaspora allows us to uncover important episodes of collaboration and tension that have been rendered invisible when studied independently. Working with ethnography, history, literature, critical essays, visual culture, and popular culture, this course focuses on the complicated bonds among multiracial constituencies and potential future forms of collaboration.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on attendance, class participation, writing/discussion exercises, short papers, and a final project
Prerequisites: course work in American Studies and/or Latina/o Studies, or consent of instructor **Enrollment Limit:** 20 **Expected Class Size:** 16 **Enrollment Preferences:** Latina/o Studies concentrators and American Studies majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 **Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora
LATS Core Electives
Not Offered Academic Year 2014–2015
SEM

AMST 331 New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City Crosslistings: THEA 330/COMP 330/AMST 331
This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre–flooding and current re–building. Reading selections will include examples such as *Harper's Weekly* (Lafrcadio Hearn), *The Awakening* (Kate Chopin), *A Streetcar Named Desire* (Tennessee Williams), *New Orleans Sketches* (William Faulkner), *The Moviegoer* (Walker Percy), *A Confederacy of Dunces* (John Kennedy O'Toole), *Why New Orleans Matters* (Tom Piazza), *One Dead in the Attic* (Chris Rose). Film examples such as *A Streetcar Named Desire*, *An Interview with a Vampire*, *The Curious Case of Benjamin Briton*, *When the Levees Broke*, *Treme*, *Waiting for Godot* (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.
Class Format: seminar **Requirements/Evaluation:** will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 6 **Enrollment Preferences:** students who have taken THEA 101
Distribution Notes: meets Division 1 requirement if registration is under THEA or COMP; meets Division 2 requirement if registration is under AMST
Distributional Requirements: Division 1 **Other Attributes:** AMST Arts in Context Electives
AMST Space and Place Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Deborah Brothers

AMST 332(F) Race, Gender, and Performance from Literature to Social Media (D) Crosslistings: WGSS 330/COMP 339/AMST 332/LATS 335/THEA 322
What different conversations around the topic of "diversity" might be had if we think of race, gender, and sexuality as performative? How might the analytic of performance equip us in this course to identify marginalized modes of being and to enact anti–xenophobic strategies for everyday practice? In this course we will study multiple forms of contemporary performance (including performance art, visual art, sound art, social media, literature, politics, and performance of everyday life) by artists of diverse racial, gender, and sexual identification to think about belonging and alternative forms of world–making.
We will explore these questions in a United States context through engagement with cultural texts that destabilize ideological binaries of female/male, black/white, heterosexual/homosexual, subject/object, and human/non–human, including scholarship in critical ethnic studies, queer of color critique, and affect studies. We will begin with linguistic philosopher J.L. Austin's theory of the performative speech act, and proceed with theorists including Judith Butler and José Esteban Muñoz to consider gender and racial performativities. Artists studied will range from the conceptual (including Adrian Piper, Nao Bustamante, and Yoko Ono) to the popular (including Rihanna, Miley Cyrus, R. Kelly). This course will engage foundational texts to performance studies and offer an interdisciplinary approach to scholarship in gender and sexuality studies, critical ethnic studies, and performance studies from the 1970s to the present. This course recognizes a suspicion for diversity discourses that universalize human experience and asks: how do we resist normativizing forces without reinforcing the regulating logics of those forces? This EDI course will critically engage with diversity from the heterogeneous and multiple perspectives of racial, sexual, and gender minorities, asking students not only to examine the diversity of human experience but to explore the political stakes of creative expression through interdisciplinary methods and forms.
Class Format: seminar **Requirements/Evaluation:** in–class participation, student presentation, two reading responses, performance analysis, office hours meeting, end–of–term paper
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 15
Extra Info: meets Division 1 requirement if registration is under COMP or THEA; meets Division 2 requirement if registration is under AMST, LATS or WGSS
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ASAM Related Courses
WGSS Racial Sexual + Cultural Diversity Courses
WGSS Theory Courses
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: Vivian Huang

AMST 333(F) An American Family and "Reality" Television (W) Crosslistings: ARTH 310/WGSS 312/AMST 333/COMP 316
An American Family was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so–called "Reality TV." In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the "American dream." Documenting the family's life over the course of eight months, the series chronicled the dissolution of the Louds' marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television.
In this class, we will view the *An American Family* series in its entirety, research the program's historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 16–to 20–page research paper will be prepared in stages, including a 6– to 8–page midterm essay that will be revised and expanded over the course of the semester.
Class Format: seminar **Requirements/Evaluation:** class presentations, research assignments, and final 16– to 20–page research paper
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 14 **Enrollment Preferences:** junior majors, followed by senior majors
Distribution Notes: meets Division 1 requirement if registration is under ARTH or COMP; meets Division 2 requirement if registration is under AMST or WGSS
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Writing Intensive
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: C. Ondine Chavoya

AMST 334(F) Sexual Economies (D) Crosslistings: WGSS 301/AMST 334/ANTH 301
This course examines various forms of sexual labor in a variety of global contexts with an emphasis on contemporary anthropological and sociological research and its implications for public policy. Our topics include: (a) traditional sex work (e.g., pornography, escorting, street prostitution, brothels, sex tourism), (b) sexualized labor without physical contact (e.g., stripping, burlesque, phone/online sex), and also (c) contemporary debates about sex trafficking and sex worker migration. Because of our ethnographic focus, the readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races,

classes, and backgrounds in order to explore the broader social implications of our subject matter. A key component of this course is a field trip to New York City to meet with sex workers and sex worker rights advocates. (Note: students should be advised that we will necessarily encounter and discuss adult content and images that some may find offensive.)
Class Format: seminar **Requirements/Evaluation:** mid–term essay, an 8– to 10–page final research paper, field trip reaction paper
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** WGSS majors; short statement of interest
Distributional Requirements: Division 2 Exploring Diversity
Fall 2014
SEM Section: 01 TR 09:55 11:10 Instructor: Gregory Mitchell

AMST 338(F) The American Renaissance (W) Crosslistings: ENGL 338/AMST 338
The mid–nineteenth century was evidently a good time to be an American writer. Thoreau's *Walden* and Melville's *Moby–Dick*, Emerson's essays, Hawthorne's and Poe's fiction, abolitionist writings by Harriet Jacobs and Harriet Wilson, and the groundbreaking poetry of Walt Whitman and Emily Dickinson were all produced around this time. We will read through this essential period of American literature by asking how key authors imagine the relationship between the self and its community. Does the individual exist in splendid isolation? Or are we terrifyingly open to the people around us? These texts will help us explore the politics of belonging as they played out in a nation headed toward Civil War and conscious of its fractures. We'll see how much we can make this past work speak to our present moment. And we will jump in to arguments among scholars about who belongs in the canon of great American literature, whether it's a good idea to categorize texts by time and place, and what we should be reading literature for.
Class Format: seminar **Requirements/Evaluation:** 3 or 4 essays across the semester, totaling 20 pages
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** English majors, American Studies majors
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Arts in Context Electives
ENGL Literary Histories B
Fall 2014
SEM Section: 01 MR 01:10 02:25 Instructor: Ashley Barnes

AMST 339 Latina/o Musical Cultures: Gender, Race, Sexuality and the Dynamics of the Everyday (D) (W) Crosslistings: LATS 338/AMST 339/WGSS 338
In this class we will investigate Latina/o popular musical and dance forms, with particular emphasis on questions of gender, sexuality, and ethno–racial identity. We will focus on the following questions, among others: How are the various facets of Latina/o identity expressed through the "popular" or the everyday? In what ways do categories of difference such as gender, sexuality, and ethno–racial identity inform the performance as well as the interpretation of Latina/o musical forms? How are we to understand cultural phenomenon such as the most recent Latin music "boom"? Employing cultural studies concepts and methods, students will conduct an original semester–long research project in stages and complete one ethnographic exercise.
Class Format: seminar **Requirements/Evaluation:** class participation, one semester–long original research project conducted in stages, one ethnographic exercise
Prerequisites: prior courses in AMST, LATS, or WGSS; not open to first–year students **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives
INST Borders, Exiles + Diaspora Studies Electives
LATS Core Electives
WGSS Racial Sexual + Cultural Diversity Courses
WGSS Theory Courses
Not Offered Academic Year 2014–2015
SEM

AMST 340(F) The Aesthetics of Transnationalism in American Literature (D) (W) Crosslistings: AMST 340/COMP 335/ENGL 425
Transnationalism describes the continuous flow of goods, people, and ideas within the agitated dynamics of a globalized and modern world. Typically, research in transnational American Studies promotes investigations of American culture in its myriad appropriations in local and specific contexts on a global scale by defining borders as permeable and flexible. But how does transnationalism become visible on the level of textual aesthetics? We will be looking at aesthetic representations of transnationalism in a select body of narrative texts from the American Revolution to 9/11: Olaudah Equiano;s *The Interesting Narrative* (1789); Susan Warner's *The Wide, Wide World* (1859); Henry James' *Daisy Miller, A Study* (1899); James Baldwin's *Another Country* (1962); Jamaica Kincaid's *Lucy* (1990); Cristina García's *Monkey Hunting* (2003); and Mohsin Hamid's *The Reluctant Fundamentalist* (2006). This course fulfills the critical theorization theme for the Exploring Diversity Initiative through its comparative analysis of scholarship and literature on transnationalism American identity. It invites students to re–think present and historical concepts of American identity by tracing senses of self which are not confined within national borders.
Class Format: seminar **Requirements/Evaluation:** papers (2–page theory part; 6 to 8–page draft; 15–page full essay); in–class peer–review activity; in–class presentation of paper project on a text we discussed in class; class participation. **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** if the course is over–enrolled, preference will be given to American Studies and Comparative Literature majors
Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under AMST
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Fall 2014
SEM Section: 01 TF 01:10 02:25 Instructor: Silvia Schultermandl

AMST 343T(S) Representations of Racial–Sexual Violence from Enslavement to Emancipation (D) (W) Crosslistings: INTR 343/WGSS 343/AFR 343/AMST 343
This tutorial examines representations of and resistance to racial–sexual violence from enslavement to post–emancipation and contemporary culture in the United States. Texts include: legal articles; historical analyses such as D'Emilio et al., Intimate Matters; Hartman, Scenes of Subjection; Smith, Killers of the Dream; McGuire, At the Dark End of the Street; and films such as Griffith, Birth of a Nation; Micheaux, Within Our Gates; Gerima, Bush Mama.
The primary focus is on black life, vulnerability to violence and mobilization for freedom during antebellum, postbellum/Reconstruction years of the 19th century; and 20th century convict prison lease system, Jim Crow segregation, mass incarceration.
Class Format: tutorial **Requirements/Evaluation:** weekly primary and response papers
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 8 **Enrollment Preferences:** AFR/WGSS/AMST majors/concentrators
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives
WGSS Racial Sexual + Cultural Diversity Courses
Spring 2015
TUT Section: T1 W 01:10 03:50 Instructor: Joy James

AMST 346(S) Latinas/os and the Media: From Production to Consumption (D) (W) Crosslistings: LATS 346/AMST 346
As Latina/o Studies and Media Studies scholars have long noted, the media plays a key role in the construction of (trans)national identities. As such, this interdisciplinary course will focus on the areas of advertising, print media, radio, internet, television, media policy and audience studies in an attempt to answer the following: How do Latinas/os construct identity (and have their identities constructed for them) through the media? How are Latina/o community practices shaped by the media, and vice versa? What research methodologies best capture the complex relationship between consumer, producer, and media text? How are Latina/o stereotypes constructed and circulated in mass media? Where do issues of consumer agency come into play? How might media provide a means for affecting social change at both the local and global levels? In what ways do popular media impact our understanding of ethno–racial identities, gender, sexuality, class and nation? Readings include works by scholars such as Arlene Dávila, Juan González, Stuart Hall, Henry Jenkins, América Rodríguez, Joseph Torres, and Angharad Valdivia, among others.
Class Format: seminar **Requirements/Evaluation:** evaluation to be based on student participation, one 2– to 3–page close reading exercise, and an original 12– to 15 page research paper conducted in stages
Prerequisites: LATS 105 or permission of the instructor; no first–year students are permitted to take this course **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** Latina/o Studies concentrators or American Studies majors by seniority
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
LATS Core Electives
Spring 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Maria Elena Cepeda

AMST 353(F) Apocalypse in Post–War America: Environmental Fear From the Atomic Age to Climate Change Crosslistings: ENVI 353/AMST 353
One dominant strain of the postwar American environmental imagination has been fear, from diffuse anxiety to paralyzing terror. This course will explore this culture of fear through a variety of topics in postwar American environmental consciousness, including the specter of atomic annihilation, the anti–ecotoxics and environmental justice movements, food security, and climate change. We will also explore issues surrounding the idea of wilderness, the relation of native peoples and other minority groups with the landscape, the natural environment in urban spaces, human labor in the natural environment, and the ways in which a variety of disciplinary perspectives such as law, politics, and public health inform our historical understanding of environmental fear. Key texts will include Kurt Vonnegut's *Cat's Cradle,* Rachel Carson's *Silent Spring,* and Cormac McCarthy's *The Road.*
Class Format: seminar **Requirements/Evaluation:** evaluation based on attendance and participation, weekly written responses to readings, structuring and leading discussion during one class meeting, a final research paper proposal, 5–7 page draft, and a final 12–15 page research paper
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 10
Distributional Requirements: Division 2 **Other Attributes:** ENVI Humanities, Arts + Social Science Electives
ENVP SC–B Group Electives
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: Brian McCammack
Spring 2015
SEM Section: 01 Cancelled

AMST 356 The Rise of the North in Nineteenth Century America Crosslistings: HIST 356/AMST 356/LEAD 356

This course will study the diverse and vibrant economic, social, political, and cultural life of the northern states from the late–eighteenth century to the Civil War. Assignments will focus on specific civic, literary, business, and political leaders as a way to understand this era of rapid transformation. Topics covered will include industrialization, expansion, transcendentalism, regionalism, and political activism.
Class Format: seminar **Requirements/Evaluation:** class participation, two essays, regular short writing assignments, final
Prerequisites: none **Enrollment Limit:** 40 **Expected Class Size:** 20 **Enrollment Preferences:** History majors and Leadership Studies concentrators
Distributional Requirements: Division 2 **Other Attributes:** AMST Space and Place Electives
Not Offered Academic Year 2014–2015

AMST 357(S) Literature of World War I Crosslistings: ENGL 357/AMST 357
The summer of 2014 marks the centennial of World War I, an historical cataclysm that caused over 37 million casualties, precipitated several revolutions and the fall of four empires, led directly to World War II, and shattered the fantasy of irreversible, peaceable progress for European civilization. The Great War also provoked startling new modes of literature, as artists strove to respond to the unprecedented horrors of trench warfare and to traumatic social and political transformations. In this course we will explore the War and the social and cultural upheavals it precipitated, as represented in historical texts and reflected in the poetry of Owen, Sassoon, Blunden, Graves, and Jones; in such novels as Remarque's *All Quiet on the Western Front*, Ford's *Parade's End*, Hasek's *The Good Soldier Svejk*, Hemingway's *A Farewell to Arms*, and Woolf's *Mrs. Dalloway*; and in films by such directors as Renoir, Milestone, Eisenstein, and Kubrick. We will examine the contrasts in these texts between the War and the misleadingly idyllic years preceding it, and between the trenches and a domestic life which was tantalizingly nearby and psychically distant. We will also explore some of the revolutionary movements triggered by the War, and the domestic upheavals in class and gender relations and in sexual and other social norms that accompanied the War and marked a rupture in European civilization.
Class Format: seminar **Requirements/Evaluation:** regular class participation and two 8– to 10–page papers
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam. **Enrollment Limit:** 20 **Expected Class Size:** 18 **Enrollment Preferences:** English majors
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST
Distributional Requirements: Division 1 **Other Attributes:** ENGL Literary Histories C
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Stephen Tifft

AMST 362(S) Difference and Desire (D) Crosslistings: ENGL 362/AMST 362/WGSS 362
Do we desire that which is different from us, or the same? Why are we taught to celebrate and embrace "difference," but most often in terms closer to sheer tolerance than attraction? Can difference——or sameness——be characterized as a moral good? Politically, is difference a goal or an obstacle? How and where do we encounter the "other" in ways that change who we are? This course will probably not answer these questions tidily but will definitely bring them up over and over again, refining them through close reading of poetry, graphic novels, fiction, philosophy, and film from the latter half of the twentieth century and into the twenty–first. We will encounter literary works by Roland Barthes, Alison Bechdel, Junot Díaz, Marguerite Duras, Ariana Reines, Adrian Tomine, Monique Truong, as well as films by Rainer Warner Fassbinder, Isaac Julien, and Eric Rohmer. As we court these scintillating primary texts, we will also flirt with secondary authors in psychoanalysis, queer theory, feminism, black studies, and postcolonial studies. As the aim of our course is to explore and interrogate the notion of social difference itself, we will participate in the College's Exploring Diversity Initiative. This EDI course will focus on the power relation between queer sexuality and heteronormativity in twentieth–century culture, as well as on the relationship between queerness as lived experience (cultural practice) and queerness as metaphor (institutional and psychic life).
Class Format: seminar **Requirements/Evaluation:** one 5–page paper and one 8– to 10–page paper, and steady and thoughtful class participation
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** English majors
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ENGL Literary Histories C
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Seulghee Lee

AMST 364(F) History of the Old South Crosslistings: HIST 364/AFR 364/AMST 364
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.
Class Format: discussion **Requirements/Evaluation:** evaluation based on class participation, two papers of moderate length, and a comprehensive final examination
Prerequisites: none; open to first–year students with instructor's permission **Enrollment Limit:** 25 **Expected Class Size:** 25
Distributional Requirements: Division 2 **Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
HIST Group F Electives – U.S. + Canada
HIST Group G Electives – Premodern
Fall 2014
LEC Section: 01 TF 02:35 03:50 Instructor: Charles Dew

AMST 365(S) History of the New South Crosslistings: HIST 365/AFR 365/AMST 365
A study of the history of the American South from 1877 to the present. Social, political and economic trends will be examined in some detail: the rule of the "Redeemers" following the end of Reconstruction; tenancy, sharecropping, and the rise of agrarian radicalism; Southern Progressivism; the coming of racial segregation and the destruction of the Jim Crow system during the years of the Civil Rights movement; Southern politics during the depression and post–World War II years.
Class Format: discussion **Requirements/Evaluation:** evaluation based on class participation, 2 papers of moderate length, and a comprehensive final examination
Prerequisites: none; open to first–year students with instructor's permission **Enrollment Limit:** 25 **Expected Class Size:** 25
Distributional Requirements: Division 2 **Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
HIST Group F Electives – U.S. + Canada
Spring 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Charles Dew

AMST 369(S) American History in Film Crosslistings: HIST 369/AMST 369
Film can tell a story in ways that words alone cannot; films about history can "re–enact" the past for the purposes of entertainment. But like words, they can inform or dis–inform. Because the narrative arc requires resolution, movies may gloss over complexities. And yet, filmmakers also can deploy tools and methods that delve deeply into the intimacies of a singular life, the intricacies of a singular experience, or the nuances of a singular interaction. This course uses popular films about 19th and 20th century American history explore the following questions: What do movies about America history (generally and specifically) convey about American culture? How have depictions of ideas, events, and people in American history changed over time? What historical depictions were or are controversial, when, and why? Why have certain films about American history sustained popularity? Films include *Birth of a Nation; Gone with the Wind; Casablanca; Tora! Tora! Tora!; Malcolm X; Apocalypse Now*; and others.
Class Format: seminar; the class will meet twice weekly, with a separate weekly film screening **Requirements/Evaluation:** several reviews and short papers, and a final paper or project
Prerequisites: knowledge of American history strongly recommended **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** junior and senior History majors; then sophomores; then first years
Distributional Requirements: Division 2 **Other Attributes:** HIST Group F Electives – U.S. + Canada
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Leslie Brown

AMST 370(S) Immigrant Social Movements: Bridging Theory and Praxis (D) Crosslistings: LATS 370/AMST 370/JLST 370/INST 370/SOC 370
What routes are available to immigrant communities seeking to fight for inclusion and political participation? Do undocumented immigrants have rights in the United States and if so, what are these rights? Also, what agencies, political bodies or local/national organizations are responsible for making such determinations? Focusing on the activism of undocumented immigrant communities (parents, youth and allies), this course analyzes political mobilization by a group of individuals thought by many not to have rights. In doing so, comparisons will be drawn with the strategies and campaigns of those in the LGBT community and that of civil rights activists of the 1960s. Seeking to understand the origins and effects of what anthropologist Nicholas DeGenova refers to as "migrant illegality," students in this course will become familiar with the factors leading to international migration, the role of laws and federal/state policies in criminalizing and disenfranchising migrants, and the various forms of resistance in which undocumented communities have engaged in order to fight oppression and marginalization. Readings and course materials will be highly interdisciplinary drawing from disciplines such as ethnic studies, sociology, anthropology, political science and legal studies; course readings will be supplemented by films and an experiential learning component. As part of this component students will meet outside class hours to work with a local community–based organization over the course of the semester and write a 15–page final paper that connects course readings with their fieldwork experience. This course also works under the Exploring Diversity Initiative theme of "power and privilege" in examining the legal, cultural, social and political conditions that lead to the creation of a migrant underclass.
Class Format: seminar **Requirements/Evaluation:** 15–page final paper that connects course readings with internship experience
Prerequisites: none **Enrollment Limit:** 12 **Enrollment Preferences:** LATS concentrators, AMST and JLST juniors and seniors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: INST Borders, Exiles + Diaspora Studies Electives
JLST Interdepartmental Electives
JLST Enactment/Applications in Institutions
LATS Core Electives
Spring 2015
SEM Section: 01 M 07:00 09:40 Instructor: Kevin Escudero

AMST 372T(F) American Modernist Fiction (W) Crosslistings: ENGL 372/AMST 372
Modernism among writers began in the second half of the nineteenth century and continued through perhaps World War II; we shall concentrate on fiction from around the 1920s, by such writers as Faulkner, Hemingway, Fitzgerald, Toomer, Cather, and Stein. Modernism tends to be difficult and elitist, though such writers as Fitzgerald and Hemingway tried to make popular careers out of its methods. Its reception has always been controversial and paradoxical: modernism either unleashes revolutionary thinking or displaces it (and either alternative may be its value); it either allows expression to repressed forms of sexuality or re–represses them; it either registers new racial realities or is specifically designed to keep racial structures in place. In this tutorial we shall address both American modernist fiction and its reception, and thus will conduct a continuing investigation of the relation of obscure meaning and imputed historical significance.
Class Format: tutorial **Requirements/Evaluation:** one hour meeting every week; students will write and deliver papers every other week (five in all) of 5–7 pages, and will critique papers in their off–weeks
Prerequisites: a 100–level English course, or a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate; not open to first–year students **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** English majors

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Arts in Context Electives
ENGL Criticism Courses
ENGL Literary Histories C
Fall 2014
TUT Section: T1 TBA Instructor: John Limon

AMST 376(F) Silent Film Crosslistings: ENGL 376/COMP 376/AMST 376
For many contemporary filmgoers, the silent era represents a cinematic Dark Ages in which the lack of sound and spectacular special effects makes its films seem quaint or primitive. Yet silent cinema represents an era of unparalleled transformation in which structures of narrative and the language of visual representation were virtually re–invented to meet the needs and the potentialities of a new medium, and the very relationship between art and entertainment was re–defined, producing hundreds of films that are the aesthetic equal of any contemporary work. The absence of synchronous sound allowed silent cinema a visual freedom that fostered forms of artistic experimentation unattainable in sound cinema, leading some aestheticians to proclaim the artistic superiority of silent cinema. In this course we will survey classic narrative films by such directors as D. W. Griffith, Erich von Stroheim, and Abel Gance; stars of silent cinema such as Greta Garbo, Douglas Fairbanks, Mary Pickford, and Rudolph Valentino; the flowering of American silent comedy in the work of Chaplin and Keaton; the creation of exciting new modes of political art by Eisenstein, Pudovkin, Vertov, and other directors of Soviet montage cinema; expressionist, surrealist, and other avant–garde work by such filmmakers as Murnau, Dulac, Man Ray, Buñuel, and Dreyer; and brilliant silent films by major directors better known for their sound films, such Ernst Lubitsch, Yasujiro Ozu, and Alfred Hitchcock. Films will be regularly accompanied by readings in aesthetic and film theory.
Class Format: seminar **Requirements/Evaluation:** regular class participation, two 5– to 7–page papers, and a final examination
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam. **Enrollment Limit:** 20 **Expected Class Size:** 18 **Enrollment Preferences:** ENGL and COMP Majors
Dept. Notes: satisfies either English Literary History C OR English Criticism requirement
Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AMST
Distributional Requirements: Division 1 **Other Attributes:** ENGL Criticism Courses
ENGL Literary Histories C
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: Stephen Tifft

AMST 379 American Pragmatism Crosslistings: PHIL 379/AMST 379
Along with jazz, pragmatism stands as the greatest uniquely American contribution to world culture. As the music wails in the background, we will study the classic pragmatists: William James, C. S. Peirce, and John Dewey. We will continue with the contemporary inheritors of the tradition: Cornel West, Richard Rorty, and Hilary Putnam. Although it has influenced both analytic and continental philosophy, pragmatism is a powerful third philosophical movement. Always asking what practical difference would it make, our authors investigate the central questions and disputes of philosophy, from epistemology and metaphysics to ethics and religion. Rather than seeing philosophy as an esoteric discipline, the pragmatic philosophers (with the possible exception of Peirce) see philosophy as integral to our culture and see themselves as public intellectuals.
Class Format: seminar **Requirements/Evaluation:** final paper, several short assignments
Prerequisites: at least two PHIL courses **Enrollment Limit:** 25 **Expected Class Size:** 12–15 **Enrollment Preferences:** first to Philosophy and American Studies majors, and then to seniors and juniors of any major
Distributional Requirements: Division 2 **Other Attributes:** AMST Critical and Cultural Theory Electives
PHIL History Courses
TEAC Related Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Steven Gerrard

AMST 380(F) Amiri Baraka and Audre Lorde (D) Crosslistings: ENGL 380/AMST 380/WGSS 380/AFR 382
In both literary content and political disposition, Audre Lorde and Amiri Baraka were radically different people. Lorde was a queer feminist icon credited with furthering the concepts of intersectional identity and black feminism, while Baraka was accused throughout his career of obliviously brazen machismo and criticized for his use of homophobic invective. Baraka endorsed the very notions of leadership and community from which Lorde crafted an identity of marginality, and Lorde endorsed a community–bound poetics contrasted to Baraka's avant–gardism. But for all their differences, Lorde and Baraka were arguably the two most significant African American writers of the late twentieth century, and, however surprisingly, they staked similar conceptual territory, addressing such themes as the possibility of spiritual self–discovery, the possibility of liberatory consciousness, the significance of emotions in building community, and the relationship between sexuality and racial identity. We will explore such issues by way of closely attending to their texts, and since another similarity between them was a prolific range of genre, we will have the opportunity to delve into poetry, essays, fiction, drama, and memoir, with a slight but definite preference for their poetry. We will also place these writers in their political and philosophical contexts, sampling secondary sources on the Black Arts movement, queer theory, contemporary American and African American poetry, and transnational black studies. As we will be discussing two writers whose collective contribution to minority discourse is nothing short of monumental, our course will participate in the College's Exploring Diversity Initiative. Specifically, this EDI course will emphasize the ongoing historical negotiation between blackness and white supremacy in the contemporary period, in addition to the relationship between queer sexuality and blackness.
Class Format: seminar **Requirements/Evaluation:** one 5–page paper and one 8– to 10–page paper, and steady and thoughtful class participation
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** English majors
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR, AMST or WGSS
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ENGL Literary Histories C
Fall 2014
SEM Section: 01 TR 11:20 12:35 Instructor: Seulghee Lee

AMST 381(S) Who's Afraid of Failure? (D) Crosslistings: ENGL 381/AMST 381/AFR 380/WGSS 381/COMP 381
Success is demanding, as any Williams student knows, and all that discipline–hard work, sacrifice, perseverance–can come to seem an end in itself. But as the great theorist of children's animation and stoner movies Jack Halberstam has noted, sometimes failure turns out to be a better bet than success: it can reveal the blindspots of dominant ideologies, while opening up alternative ways of living in the world. This course will take a long detour through meditations on failure emerging from queer theory, Asian American studies, and black studies, with a particular interest in what failure can reveal about higher education and related disciplinary institutions, such as prisons or the so–called "internment camps" for Japanese Americans during World War II. This course fulfills the Exploring Diversity requirement by considering how the stigmatization of difference and justification of social inequality are inscribed in supposedly neutral rubrics of success and failure.
Readings may include Halberstam's *Queer Art of Failure*, Junot Diaz's *Brief Wondrous Life of Oscar Wao*, and works by Fred Moten, Roderick Ferguson, Angela Davis, Hisaye Yamamoto, Toshio Mori, Nella Larsen, Victor Lavalle, and others. Students will also have the opportunity to bring these concepts to bear on other social concerns and/or cultural objects (music, film, etc.) of their choice, as we attempt to figure out just what a course in cultural criticism might be good for in a society infatuated with success. What are you planning to do with that liberal–arts degree, anyway?
Class Format: seminar **Requirements/Evaluation:** class participation, frequent short writing assignments, a midterm take–home exam, and a final project
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor **Enrollment Limit:** 25 **Expected Class Size:** 10 **Enrollment Preferences:** English majors and Africana Studies concentrators
Distribution Notes: meets Division 1 requirement if registration is under ENGL and COMP; meets Division 2 requirement if registration is under AFR, AMST or WGSS
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ASAM Related Courses
ENGL Criticism Courses
ENGL Literary Histories C
Spring 2015
SEM Section: 01 MWF 11:00 12:15 Instructor: Vincent Schleitwiler

AMST 383 Whiteness and Race in the History of the United States (D) Crosslistings: HIST 383/WGSS 383/AMST 383
If race is socially and historically constructed, then the study of race relations in the U.S. extends to the topic of whiteness. And if we are never without the past, then "whiteness" must be a part of current discussions about politics, citizenship, and social issues. Focusing on how historians have written about whiteness in American history, this course uses the prism of race to explore social, political, and economic development in U.S. history. The class follows the development of "whiteness" through a chronology that begins in colonial Virginia, travels through immigration in the nineteenth century, examines racial politics and popular culture in the twentieth century, and ends with a look at the current election season. This course is framed by several questions: What is whiteness, and what has it meant in the history of the United States? Who is (and is not) white? What about other analytical categories, like gender and class (or region or ethnicity or sexuality): how have these experiences shaped and been shaped by the racial category of whiteness? Because historically whiteness has carried overtones of power, privilege, and wealth in the United States, the course necessarily critiques the roots of racial disparities. This class is not for the faint–hearted. Informed participation is necessary to its success. The course fulfills the requirements for the Exploring Diversity Initiative because it examines the differences and similarities between white Americans and other American cultures, and because it explores whiteness as a prism for understanding the operations of power and privilege in American society.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on class participation, the leading of two class discussions related to the writing of two 3– to 5–page review/response papers, and a final bibliographical research project **Enrollment Limit:** 25 **Expected Class Size:** 20–25 **Enrollment Preferences:** students in History, Africana Studies and Women's, Gender and Sexuality Studies
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives – U.S. + Canada
WGSS Racial Sexual + Cultural Diversity Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Leslie Brown

AMST 391(S) American Portraits (D) (W) Crosslistings: ENGL 391/AMST 391
We've all seen pictures of ourselves that we thought got it right, and others we've rejected as wrong. What exactly makes the difference? This class will weigh the powers of words and pictures to represent persons, asking how artists in each medium try to define and convey something that feels like the truth of character. Is that truth hidden deep in our souls? Or is it the case that what you see, moment to moment, is all there is? We'll think through these aesthetic and psychological questions with a range of (mostly) nineteenth–century texts and an array of visual media. We'll see, too, how portraits confer or deny political and social power. Our texts will give us examples of the deadly male gaze (Poe), the mania for phrenology, the potential for daguerreotypes to reveal a villainous heart (Hawthorne), the existential and political consequences of passing (Larsen), the possibility that you are what you wear (James), and the promise of fingerprinting to prove who's who (Twain). These instances of fixing or manipulating identity will show us how slippery and how potent the concept of identity has been — and still is — in American culture.
The class will participate in the college's Exploring Diversity Initiative by encouraging students to be critically aware of the stakes and the consequences of one's visibility or invisibility, to explore the intertwined history of misperception and subversive camouflage, and to reflect on the uses of different versions of selfhood.
Class Format: seminar **Requirements/Evaluation:** essays (4 or 5) totaling 20 pages across the semester

Prerequisites: a 100–level English course, or a score of 5 on the AP Exam in English Literature or a 6 or 7 on the International Baccalaureate **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** English majors & American studies majors
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: AMST Arts in Context Electives
ENGL Literary Histories B
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Ashley Barnes

AMST 397(F) Independent Study: American Studies
American Studies independent study
Class Format: independent study
Distributional Requirements: Division 2
Fall 2014
IND Section: 01 TBA Instructor: Mark Reinhardt

AMST 398(S) Independent Study:American Studies
American Studies independent study
Class Format: independent study
Distributional Requirements: Division 2
Spring 2015
IND Section: 01 TBA Instructor: Mark Reinhardt

AMST 402 American Music
One way to write the cultural history of music is to trace the authority with which different people can say "You are hurting my ears." So writes Carlo Rotella, one of the historians whose work we will read in this course as we approach American popular music as an object of cultural studies and the new, interdisciplinary field of sound studies. We will study particular performers and styles (e.g. Elvis, Billie Holiday, punk and hip hop) in the context of the histories of labor; social migration; political and economic shifts; racial ideologies; and the culture industry. Moving from the late–nineteenth–century to the present, and through agrarian to industrial to postindustrial social configurations, we will study music and extra–musical noise as a means of expressing resistance and accommodation, as the basis of community–formation and disruption. We will pay special attention to uses by American musicians and audiences of forms originating outside of American geopolitical borders in the context of global capitalism and American hegemony. Texts include works of history, cultural criticism, sound culture, and ethnomusicology; audio performance recorded in the field, in the studio, and in concert; and documentary and fiction films.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on a number of written assignments and a final projection (option: multimedia)
Prerequisites: prior work in American Studies, including American Studies 301; not open to first year students **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** senior American Studies majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 **Other Attributes:** AMST Arts in Context Electives
AMST 400–level Senior Seminars

AMST 403 New Asian American, African American, Native American, and Latina/o Writing (D) Crosslistings: AMST 403/COMP 375/ENGL 375/AFR 403/LATS 403
Critics reading minority writing often focus on its thematic—i.e., sociological—content. Such literature is usually presumed to be inseparable from the "identity"/body of the writer and read as autobiographical, ethnographic, representational, exotic. At the other end of the spectrum, avant–garde writing is seen to concern itself "purely" with formal questions, divorced from the socio–historical (and certainly not sullied by the taint of race). In the critical realm we currently inhabit, in which "race" is opposed to the "avant–garde," an experimental minority writer can indeed seem an oxymoron. In this class we will closely read recent work by Asian American, African American, Native American and Latino/a writers which challenges preconceptions about ethnic literature, avant–garde writing, genre categorization, among other things. The writing done by these mostly young, mostly urban, poets and fiction writers is some of the most exciting being written in the United States today; their texts push the boundaries of aesthetic form while simultaneously engaging questions of culture, politics, and history. Reading them forces us to re–think our received notions about literature. Authors to be read include Will Alexander, Sherwin Bitsui, Monica de la Torre, Sesshu Foster, Renee Gladman, Bhanu Kapil, Tan Lin, Tao Lin, Ed Roberson, James Thomas Stevens, Roberto Tejada, and Edwin Torres.
Class Format: seminar/discussion **Requirements/Evaluation:** evaluation will be based on either one 16– to 18–page seminar paper or two shorter papers (one 7–8 pages and one 9–10 pages); short response papers; participation
Prerequisites: those taking this as an ENGL class must have previously taken a 100–level ENGL course **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** American Studies majors
Distribution Notes: meets Division 2 requirement if registration is under AMST, AFR or LATS; meets Division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST 400–level Senior Seminars
ENGL Literary Histories C
LATS Comparative Race + Ethnic Studies Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Dorothy Wang

AMST 405 Home and Belonging: Displacements, Relocations, and Place–Making (D) (W) Crosslistings: LATS 405/AMST 405
The metaphor of "home" and idea of "belonging" bring insight to theories and investigations centered on community building and identity formation within and across national borders. These constructions give us an indication of what people value, what is worth fighting for, as well as what is considered expendable. Our objective in this course is to interrogate constructions of home and belonging by studying how individuals, communities, and nations are transformed by experiences of dislocation, migration, and renewed place–making. What are the ways a sense of belonging shapes these identities and the investments made in these formations? Working with ethnography, history, memoir, literature, critical essays, and documentary film, we will consider the personal and political uses and meanings of memory, nostalgia, and imagination in "rooting" migrating subjects in place and time. Among the many case studies we will examine are the politics of homeland among Cuban–Americans, Native American and West Indian festive forms, and place–claiming and racial sincerity among African Americans. This course explores the experiences and expressions of racialized populations in the United States, focusing on the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. hierarchies of race, culture, gender and class.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, annotated bibliography, short essay (5 pages), writing workshop participation (and related assignments), research paper related assignments, and a final research paper (20–25 pages) and presentation
Prerequisites: prior courses in Latino Studies, American Studies, or permission of instructor; not open to first year students **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** senior Latino Studies concentrators and American Studies majors
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
AMST 400–level Senior Seminars
AMST Space and Place Electives
INST Borders, Exiles + Diaspora Studies Electives
LATS 400–level Seminars
Not Offered Academic Year 2014–2015
SEM Instructor: Merida Rua

AMST 407 Neoliberalism: A Key Concept for Our Times
Neoliberalism is, in essence, the belief that unencumbered market mechanisms will maximize prosperity and happiness. Over the past thirty years this idea has come to shape the global economy, the ways governments function, and how individuals understand themselves and their relations with other people in their lives. However, political movements around the world have challenged these principles — pointing to growing wealth inequality, environmental destruction, and negative cultural changes that have followed the implementation of neoliberal policies. This interdisciplinary course will provide students with a detailed understanding of the concept and these ongoing debates. We will begin by tracing the rise of neoliberal thinking in the fields of economics and public policy. We will then explore its impact on American society, relying on sociological accounts of changes in welfare provision and education, as well as analyses of the political implications of reality television shows. Anthropological studies will help us assess neoliberalism's effects on the Global South. The course will conclude by looking at political movements resisting neoliberalism and asking whether the current economic crisis marks the end of this policy agenda and mode of governance.
Class Format: seminar **Requirements/Evaluation:** the course will be run in the style of a graduate seminar; evaluation will be based upon class participation, a presentation on reading material, an annotated bibliography, and a research paper (12–15 pp.)
Prerequisites: prior courses in American Studies or permission of instructor; not open to first year students **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** senior American Studies majors
Distributional Requirements: Division 2 **Other Attributes:** AMST Critical and Cultural Theory Electives
AMST 400–level Senior Seminars
AMST Space and Place Electives
Not Offered Academic Year 2014–2015
SEM

AMST 408 Envisioning Urban Life: Objects, Subjects, and Everyday People (D) (W) Crosslistings: LATS 408/AMST 408
What is the relationship between real life in urban communities and the multiple ways in which they are imagined? What does it mean to be "urban," to live in an "urban community," or to be the product of an "urban environment"? Who do we think the people are who populate these spaces? This course takes a critical look at specific populations, periods, and problems that have come to dominate and characterize our conceptions of the quality, form, and function of U.S. urban life. A few of the topics we may cover include historical accounts of the varied ways in which poverty and "urban culture" have been studied; race, class, and housing; the spatial practices of urban youth and the urban elderly; and gendered perspectives on social mobility and community activism. Finally, this course will explore how diverse social actors negotiate responses to their socio–spatial and economic circumstances, and, in the process, help envision and create different dimensions of the urban experience. The course fulfills the Exploring Diversity Initiative requirement as it explores how various forms of urban inequality affect the collective experience of social actors in diverse race and class categories. It focuses on the complex and contradictory ways in which urban residents confront, negotiate, and at times challenge social and structural inequalities and the changing political economy of U.S. cities.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, a short essay, a series of writing exercises, and a semester–long final project
Prerequisites: prior courses in American Studies, Latina/o Studies, or permission of instructor; not open to first year students **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** senior Latina/o Studies concentrators and to senior American Studies majors

Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
AMST 400–level Senior Seminars
AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
ENVP SC–B Group Electives
LATS 400–level Seminars
Not Offered Academic Year 2014–2015
SEM Instructor: Merida Rua

AMST 409 Senior Seminar: Sentimental Empire (D) Crosslistings: AMST 409/ENGL 409
America's expansions and interventions throughout its national life have evoked both sentiment and violence. While imperialist ventures themselves—often manifested as acts of war, although not exclusively—were violent, the cultural logic and rhetoric that accompanied, represented, and remembered them embraced sentimental language and imagery. Our course examines this apparent contradiction of U.S. imperialism to ask whether and how the sentimental has not only masked but also supplemented and enabled violence of empire. We will also consider how sentiment and violence together function as ways to govern and discipline empire and its subjects. Our scope will include specific sites and histories (including but not limited to westward expansion, Philippine–American war, Cold War) as well as broader theoretical perspectives and implications through engagement with contemporary American Studies scholarship on U.S. empire. This class reflects the aims of the Exploring Diversity Initiative by critically reconsidering the operations of power and management of difference as they have been shaped and enabled by ideology and culture.
Class Format: seminar **Requirements/Evaluation:** active and consistent in–class participation, 2–3 short response papers, final project
Prerequisites: prior courses in American Studies or permission of instructor; not open to first year students **Enrollment Limit:** 15 **Expected Class Size:** 10–15 **Enrollment Preferences:** senior American Studies majors
Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ENGL
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
SEM Instructor: Ji–Young Um

AMST 410 American Avant Garde Poetry Since 1950 Crosslistings: AMST 410/ENGL 410
This course examines American poetry from what one critic has called "the other side of the century"—the lineage of poetry descending from two Modernist forebears, Ezra Pound and Gertrude Stein. Focusing on experimental poetry since 1950, we will read poems and essays by those working in Black Mountain, New York School, Beat, Black Arts, Language, Conceptual, Flarf, and digital poetries and poetics.
Class Format: seminar **Requirements/Evaluation:** several short assignments (presentation, response papers), class participation, and either one long seminar paper (20–25 pp.) or two shorter papers (one 8–10 pp., the other 12–15 pp.)
Prerequisites: AMST 201 or permission of instructor **Enrollment Limit:** 16 **Expected Class Size:** 15 **Enrollment Preferences:** American Studies senior majors, then other American Studies and English majors
Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ENGL
Distributional Requirements: Division 2 **Other Attributes:** AMST Arts in Context Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Dorothy Wang

AMST 411(F) Transnationalism and Difference: Comparative Perspectives (D) (W) Crosslistings: LATS 409/AMST 411/WGSS 409
In the age of satellite television, e–mail, and mobile applications such as WhatsApp and Skype, transnational living has rapidly emerged as the norm as opposed to the exception. However, what does it really mean to "be transnational"? How are the lived experiences of transnational individuals and communities shaped by categories of difference such as gender, ethno–racial identity, sexuality, and class? What impacts do the growing number of transnational citizens and residents in the U.S. have on our understanding of "American" identity in the local, national, and global contexts? In this interdisciplinary, comparative course we will analyze recent theories regarding the origins and impacts of transnationalism. Particular attention will be paid throughout the semester to the interplay of gender, ethno–racial identity, sexuality, and class in connection with everyday transnational dynamics. The broad range of case studies examined includes China, Colombia, the Dominican Republic, Haiti, Mexico, the Philippines, Puerto Rico, and Middle East.
Class Format: seminar **Requirements/Evaluation:** evaluation to be based on student participation, an original 12–15 page research paper conducted in stages, and peer editing
Prerequisites: LATS 105, WGSS 101 or AMST 201; junior or senior standing **Enrollment Limit:** 12 **Expected Class Size:** 10 **Enrollment Preferences:** Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
ASAM Related Courses
INST Borders, Exiles + Diaspora Studies Electives
LATS 400–level Seminars
Fall 2014
SEM Section: 01 MR 01:10 02:25 Instructor: Maria Elena Cepeda

AMST 412(F) Latina/o Collectivities: Family, Community, Nation (D) Crosslistings: LATS 412/AMST 412
This seminar will interrogate the three scales of belonging and un–belonging that are the family, the community, and the nation. Each of these, as social constructions, are sights of contestation and cooperation. Students endeavor to understand the everyday identifications made by the Latina/o subject through these scales. The central questions of the course will be: How has the family, the community, and the nation been utilized by Latina/o subjects and towards what ends? What are the social, political, economic, and affective possibilities and limitations within such practices of belonging? How do these possibilities and limitations emerge within the Latina/o condition? What alternative modes of Latina/o social belonging and/or political collectivity can we imagine? As a senior seminar, emphasis will be placed on students generating and leading discussion of a range of both foundational texts as well as current monographs. Readings will include primary writings from José Martí, José Vasconcelos, and Elizabeth Martínez; theoretical foundations from Benedict Anderson, Miranda Joseph, Kath Weston, Paul Gilroy, Patricia Hill Collins, and Friedrich Engels; and contemporary, critical Latina/o scholarship with an emphasis on literary, sociological, and cultural analyses from Richard T. Rodriguez, Marisel C. Moreno, Gilda L. Ochoa, and David J. Vázquez. This course will be of particular interest and use to those students engaged with Latina/o Studies, American Studies, Literary Studies, and/or Queer Theory. It also falls under the critical theorization theme for the Exploring Diversity Initiative through its comparative analysis of collectivities across differences within and beyond Latina/o peoples.
Class Format: seminar **Requirements/Evaluation:** students will be evaluated based on weekly write–ups on the readings, co–leading discussion twice during the semester, participation, and a final seminar paper
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 12 **Enrollment Preferences:** LATS and AMST seniors followed by LATS and AMST juniors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Exploring Diversity
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: Jesús Hernández

AMST 415 Edward Said Crosslistings: AMST 415/COMP 403/ENGL 415
Edward Said (1935–2003), one of the major critics of the last century, is best known for his groundbreaking 1978 book *Orientalism*, which inaugurated the field of postcolonial studies, and for his activist work on behalf of the Palestinian peoples. But his intellectual interests were wide–ranging: from French literary theory to Vico to Middle East politics to Glenn Gould. A true public intellectual, Said was a rarity among university academics. Besides writing several important scholarly books, he also wrote for various non–academic publications, such as *The Nation*, *Al–Ahram*, and *The London Review of Books*; co–founded, with the musician Daniel Barenboim, the West–Eastern Divan Orchestra; and, from 1977–1991, served as a member of the Palestinian National Council. In this course, we will focus on works that represent different, though interconnected, facets of Said's oeuvre: his more strictly literary critical work *(Beginnings and The World, The Text, and the Critic)*, his work on society and culture *(Orientalism and Culture and Imperialism)*, his writings on the Palestinian question and the Middle East *(The Question of Palestine, Covering Islam, From Oslo to Iraq)*, his writings on music *(Parallels and Paradoxes* co–authored with Daniel Barenboim), and his late work *(On Late Style)*. We will also examine criticism of his work—*Orientalism* in particular.
Class Format: seminar
Prerequisites: none; some literature background helpful **Enrollment Limit:** 12 **Enrollment Preferences:** American Studies, English and Comparative Literature majors
Distribution Notes: meets Division 2 credit if registration is under AMST; meets Division 1 credit if registration is under ENGL or COMP
Distributional Requirements: Division 2 **Other Attributes:** AMST Arts in Context Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Dorothy Wang

AMST 416(S) U.S. Settler Colonialism and Empire (D) Crosslistings: AMST 416/HIST 361
Colonialism in American history is too often regarded as a finite period ending with independence or the "closing of the frontier," but as Patrick Wolfe argues, "settler colonialism is a structure, not an event." This seminar debunks the myth of the US as an "empire of liberty," and delves into a new generation of scholarship that frames settler colonialism and imperialism as deep–seated organizing principles that have characterized the United States since its founding. We approach settler colonialism as an enduring set of power relations and governmental practices that uphold Euro–American domination and seek to eliminate Indigenous power. The course covers topics such as: ideas of Manifest Destiny, military conquests of Native peoples, the shifting role of the US throughout the world during the twentieth century, mass incarceration as a means of social control, the post–9/11 Global War on Terrorism, the colonial present in Indian Country, and Indigenous decolonization movements and their global parallels.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based upon participation in discussions of weekly readings, short reviews, and a final paper that is 12–15 pages
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 12 **Enrollment Preferences:** American Studies majors and History majors
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST 400–level Senior Seminars
HIST Group F Electives – U.S. + Canada
Spring 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Doug Kiel

AMST 456(F) Civil War and Reconstruction Crosslistings: HIST 456/AFR 456/AMST 456
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.
Class Format: seminar **Requirements/Evaluation:** evaluation based on class participation and a substantial research paper based at least in part on primary source materials **Enrollment Limit:** 15 **Expected Class Size:** 15
Distributional Requirements: Division 2 **Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora

HIST Group F Electives – U.S. + Canada
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: Charles Dew

AMST 462 Art of California: Pacific Standard Time (D) (W) Crosslistings: ARTH 462/AMST 462/LATS 462
In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including, feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including, assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history. Class meetings and projects at the Williams College Museum of Art will provide the opportunity to see and study artworks first hand, especially with the exhibition *Now Dig This!: Art and Black Los Angeles*, 1960–1980, which will be on display at WCMA during the fall semester. This course fulfills the Exploring Diversity Initiative requirement as it offers students a comparative study of cultures and societies and provides various interdisciplinary perspectives on the art and visual culture of a specific region.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on several short writing and research assignments, oral presentations, class participation, and a final research paper of 16–20 pages written in stages over the course of the semester
Prerequisites: ARTH 102 **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** senior Art major and senior Latina/o Studies concentrators
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AMST or LATS
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: AMST Arts in Context Electives
AMST Space and Place Electives
LATS Comparative Race + Ethnic Studies Electives
Not Offered Academic Year 2014–2015
SEM Instructor: C. Ondine Chavoya

AMST 465(S) Race and Abstraction Crosslistings: AMST 465/AFR 465/COMP 465/ENGL 326
Minority artists—writers and visual artists mainly and, to a lesser degree, musicians—face a difficult "double bind" when creating works of art: the expectation is that they, like their racially marked bodies, will exhibit their difference by means of concrete signifiers (details, tropes, narratives, themes) of racial difference. Thus, the work is judged primarily in terms of its embodied sociological content (material, empirical) and not by "abstract" standards of aesthetic subtlety, philosophical sophistication, and so on. At the same time, in the popular and academic imaginary, minority subjects and artists poets occupy a single abstract signifying category—homogeneous, undifferentiated, "other," marginalized, non–universal—while racially "unmarked" (white) artists occupy the position of being universal and individual at once.
The irony, of course, is that, say, an African American poet's being read as an abstract signifier does not mean that the black subject or writer is seen as capable of engaging in abstract ideas. This course will ask questions about the problem of race and abstraction by looking at the work of various African American and Asian American writers, visual artists and musicians—including Will Alexander, Mei–mei Berssenbrugge, David Hammons, Yayoi Kusama, Tan Lin, Nathaniel Mackey, and Cecil Taylor—as well as critics. We will pay particular attention to formally experimental works.
This course will ask questions about the problem of race and abstraction by looking at the work of various African American and Asian American writers, visual artists and musicians—including Will Alexander, John Keene, Mei–mei Berssenbrugge, John Yau, Cecil Taylor, David Hammons, and Yoko Ono—as well as critics. We will pay particular attention to formally experimental works.
Class Format: seminar **Requirements/Evaluation:** two papers (one 6–8 pages and the other 10–12 pages), in–class presentation, brief response papers, and class participation
Prerequisites: none if registering under AMST, AFR, or COMP, though a previous lit, art or music class would be helpful; if registering under ENGL, 100–level ENGL course, or 5 on AP English Lit exam or 6 or 7 on the Higher Level IB English exam required **Enrollment Limit:** 13 **Expected Class Size:** 13
Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AFR or AMST
Distributional Requirements: Division 2 **Other Attributes:** AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST 400–level Senior Seminars
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Dorothy Wang

AMST 469(F) Notions of Race and Ethnicity in American Culture (D) Crosslistings: HIST 469/AMST 469
While "race" and "ethnicity" have always played fundamental roles in shaping the course of American culture and the definition of who is or who can be an "American," our understanding of these concepts of race and ethnicity has often been less than clear. The purpose of this seminar is to examine how Americans have defined and articulated the concepts of race and ethnicity at various points in our history and how these ideas have been expressed in art, policy, practice, and theory. This course fulfills the Exploring Diversity Initiative because it examines various dynamics of power structures based on race and ethnic politics, as well as class and gender relations.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on weekly response papers, an exercise with the Williams College Museum of Art, an annotated bibliography, and a final research paper of 20–25 pages; students will also be required to lead a class discussion
Prerequisites: previous upper division courses in History **Enrollment Limit:** 15 **Expected Class Size:** 10–15 **Enrollment Preferences:** senior History majors
Extra Info: not available for the Gaudino option
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
ASAM Related Courses
HIST Group F Electives – U.S. + Canada
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: Scott Wong

AMST 478(S) Cold War Landscapes Crosslistings: HIST 478/ENVI 478/AMST 478
The Cold War between the United States and the Soviet Union set in motion dramatic changes to the natural and built environments of many nations between 1945 and 1991. Nuclear test and missile launch sites, naval installations, military production operations, and border securitizations are just a few of the most obvious ways in which the stand–off between the two countries altered rural and urban landscapes around the world. But one can also see the Cold War as setting in motion less immediately direct but nonetheless profound changes to the way that many people saw and planned for the environments around them, as evidenced, for instance, by the rise of the American suburb, the reconstruction of postwar Europe, and agricultural and industrial initiatives in many developing nations. We will begin this seminar by exploring several distinct "Cold War landscapes" in the United States, then move on to examining others in Europe and the Soviet Union. We will spend the final weeks of the semester discussing examples from other parts of the world. Our approach to our topics will be interdisciplinary throughout the semester, and students are welcome to write their research papers on any geographical area of the world.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, weekly critical writing, and a final research paper
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** History, Environmental Policy, and Environmental Science majors if over–enrolled
Distributional Requirements: Division 2 **Other Attributes:** AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
ENVP SC–B Group Electives
HIST Group C Electives – Europe and Russia
HIST Group F Electives – U.S. + Canada
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Karen Merrill

AMST 491(F) Senior Honors Project: American Studies
American Studies honors project.
Class Format: independent study
Distributional Requirements: Division 2
Fall 2014
HON Section: 01 TBA Instructor: Mark Reinhardt

AMST 492(S) Senior Honors Project: American Studies
American Studies honors project.
Class Format: independent study
Distributional Requirements: Division 2
Spring 2015
HON Section: 01 TBA Instructor: Mark Reinhardt

ANTHROPOLOGY AND SOCIOLOGY (Div. II)

Chair, Professor OLGA SHEVCHENKO

Professors: D. EDWARDS, FOIAS*, JACKALL*, JUST, NOLAN. Associate Professor: SHEVCHENKO. Lecturer: GUTSCHOW. Visiting Assistant Professor: KOWALSKI, RULIKOVA, SHOFFSTALL. Affiliated Faculty: GALVIN, HOWE, MANIGAULT–BRYANT. Bolin Fellow: VENA. Postdoctoral Fellow: SULLIVAN.

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. We strongly encourage students to take ANSO 205 and 206 during their sophomore year. The sequences are:

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

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

(3) Majors in each wing of the department are allowed to count up to two courses in the other wing towards fulfillment of their major requirements.

STATISTICS AND DATA ANALYSIS

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

AREA STUDIES CONCENTRATION

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

LANGUAGE STUDY, STUDY ABROAD, AND WINTER STUDY

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

THE DEGREE WITH HONORS IN ANTHROPOLOGY OR SOCIOLOGY

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

ANSO 205(S) Ways of Knowing
An applied exploration of how one makes sense of the social world through fieldwork. 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? In the first half of the course, we will approach these problems concretely rather than abstractly through a series of case studies, drawing upon the field experiences of departmental faculty and guest speakers from different professional backgrounds. The second half of the course will be dedicated to a hands–on training in field methods, in which the students will design and undertake their own pilot field projects.
Class Format: seminar **Requirements/Evaluation:** full–participation in the seminar, several short papers, an independent ethnographic project and a final research proposal
Prerequisites: ANTH 101 or SOC 101 or permission of instructor **Enrollment Limit:** 25 **Expected Class Size:** 25
Extra Info: not available for the Gaudino option
Distributional Requirements: Division 2 **Other Attributes:** SCST Related Courses
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: James Nolan

ANSO 305(F) Social Theory
An introduction to social theory in anthropology and sociology, with strong emphasis on enduring themes that cut across disciplinary divides. What is modern about modern social theory? How do social thinkers construe "society"? How and why does "society" become an object of reflection and intervention by anthropologists and sociologists? Do society and culture have organizing rules? What role does human agency play in the unfolding of social life, and where does that sense of agency come from in the first place? What are the forces that animate social interaction on the level of individuals, social groups and complex units like nation states? What are the possibilities and limits of systematic approaches to the study of human social experience? The course emphasizes major differences between interpretive frameworks as well as the common elements that contribute to a deeper understanding of the social world.
Class Format: seminar **Requirements/Evaluation:** full participation in the seminar, several short papers and a take–home final
Prerequisites: ANTH 101 or SOC 101 or ANSO 205 or permission of the instructor **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** Anthropology and Sociology majors
Dept. Notes: AMST Critical and Cultural Theory Electives
Extra Info: formerly ANSO 206
not available for the Gaudino option
Distributional Requirements: Division 2 **Other Attributes:** AMST Critical and Cultural Theory Electives
ENVP SC–B Group Electives
Fall 2014
SEM Section: 01 MR 02:35 03:50 Instructor: Olga Shevchenko

ANSO 402(S) Senior Seminar
This capstone seminar examines three classic anthropological, sociological and archeological case studies and considers how our understanding of these case studies has evolved over time. Beginning with early ethnographic texts produced by an anthropologist and a sociologist and an archeological site report, the course investigates how our understanding of the social groups described and analyzed in these texts has changed over the years as indicated by later restudies, as well as how the modes and models of analysis used to understand the groups has developed as research paradigms have shifted and social contexts have been transformed by political and economic factors unknown or unacknowledged at the time of the original research. In the final three weeks of the course, students will choose a case study from the anthropological, sociological or archeological literature that was subjected to later re–study and will develop an analytical history of this group, institution or site. Students will present their findings orally to the class and write a paper evaluating how and why the group, institution or site they have studied has changed in the ways indicated in the research literature and what these shifts tell us about the evolving nature of social scientific analysis.
Class Format: seminar **Requirements/Evaluation:** class participation, three short papers, one long research paper
Prerequisites: restricted to senior Anthropology and Sociology majors **Enrollment Limit:** none **Expected Class Size:** 20 **Enrollment Preferences:** Anthropology and Sociology majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2
Spring 2015
SEM Section: 01 TF 01:10 02:25 Instructor: David Edwards

ANTH 101(F,S) The Scope of Anthropology (D)
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. This course explores differences and similarities between cultures and societies and ways in which they have interacted and responded to one another in the past.
Class Format: lecture/discussion of case studies and ethnographic films **Requirements/Evaluation:** two short essays, a final examination and class participation
Prerequisites: first–year students and sophomores **Enrollment Limit:** 30 **Expected Class Size:** 30 **Enrollment Preferences:** first–year students and sophomores; juniors and seniors admitted only by permission of instructor

Distributional Requirements: Division 2 Exploring Diversity
Fall 2014
LEC Section: 01 TR 11:20 12:35 Instructor: Peter Just
Spring 2015
LEC Section: 01 MWF 11:00 12:15 Instructor: Julia Kowalski

ANTH 103 Pyramids, Bones, and Sherds: What is Archaeology?
Anthropology examines not only living societies, but also prehistoric cultures whose remains are found worldwide. This course will present how archaeology reconstructs the various aspects of human society from the physical record of prehistory. How do we study the subsistence and settlement patterns, the political and social organization, and the economy and ideology of prehistoric societies who have left behind mute material records? The objective of anthropological archaeology is to bring to life these prehistoric cultures through archaeological analysis. The different goals, approaches and methodologies of modern archaeology will be discussed theoretically and then applied to case studies.
Class Format: lecture/discussion/class presentations of case studies **Requirements/Evaluation:** class presentations, two papers, midterm and final exams
Prerequisites: none **Enrollment Limit:** 40 **Expected Class Size:** 25
Distributional Requirements: Division 2 *Not Offered Academic Year 2014–2015*
LEC Instructor: Antonia Foias

ANTH 208(F) Afghanistan Post–Mortem Crosslistings: ANTH 208/ASST 208/PSCI 220/INST 208
The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Over the next decade, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not defeat. This course examines the history of American involvement in Afghanistan, beginning in the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development, through the Soviet occupation and U.S. support for Islamist political parties in the 1980s, and continuing with the most recent abortive U.S. efforts at nation–building and social and political reform.
Class Format: seminar **Requirements/Evaluation:** grading will be determined by class participation, two short essays, and a 15–page research paper
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15–20 **Enrollment Preferences:** Anthropology and Sociology majors, international studies concentrators, Political Science and Asian Studies majors will get preference
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Fall 2014
SEM Section: 01 MR 01:10 02:25 Instructor: David Edwards

ANTH 209(F) Ecologies of Place: Culture, Commodities and Everyday Life Crosslistings: ENVI 209/ANTH 209/AMST 209
This course will explore the environmental implications of everyday life in modern America. It will ask how cultural, political, economic, and ecological systems interact to produce ordinary places and vernacular landscapes, from campuses to cul–de–sacs, farms to forests, nation–states to national parks. Combining approaches from cultural geography, environmental history, and political ecology, it will focus on the hidden lives of "things"—the commodities and technologies that form the basic building blocks of place: food, oil, water, wood, machines. With strong emphasis on local–global relations, it will look beneath the surface of the ordinary to reveal the complex networks of power, meaning, and matter that connect "here" to "there," "now" to "then," and "us" to "them." In so doing, it will pursue parallel goals: to understand the socio–spatial processes shaping today's global environment; and to explore the cultural systems through which those processes are understood and contested. Topics will include the bottled water controversy, factory farming and local agriculture, the political economy of lawns, and the cultural politics of invasive species.
Class Format: lecture/discussion **Requirements/Evaluation:** three 5– to 7–page essays and several shorter writing assignments
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** none; open to first–year students
Distributional Requirements: Division 2 **Other Attributes:** AMST Critical and Cultural Theory Electives
AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
ENVP PE–B Group Electives
ENVP PTL–A Group Electives
ENVP SC Theory/Method Courses
ENVP SC–B Group Electives
Fall 2014
LEC Section: 01 TR 08:30 09:45 Instructor: Nicolas Howe

ANTH 210(S) Governing Nature (W) Crosslistings: ANTH 210/ENVI 210/JLST 210
This course analyzes the regulation of natural resources, primarily in today's United States. We will study how shared definitions of nature and, hence, nature's resources are instituted in law and policy and the extent to which these legal mandates shape actual landscapes. We will examine the workings of government bureaucracies—for example, the U.S. Forest Service and the National Park Service—to see how their understanding and administration of natural resources operate on the ground and affect local communities. We will consider an array of questions: What is the relationship between nature and what anthropologists call "the State"? Does scientific expertise command authority? When is the governance of natural resources synonymous with the governance of people? To what extent are taken–for–granted terms like "endangered" in reality social and legal constructs? In order to unpack these and other puzzles, we will turn to historical works and ethnography, focusing on insights from political and environmental anthropology. We will also read legal doctrine, such as the Wilderness Act of 1964 and judicial opinions regarding tribal sovereignty and fishing rights. Our case studies will range from rivers and national forests in the American Southwest to local conservation issues in the Berkshires, including land trusts.
Class Format: seminar **Requirements/Evaluation:** active participation, two 5– to 7–page papers on assigned readings, one 12– to 15–page research paper
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Anthropology and Sociology majors, ENVI majors/concentrators and Justice and Law concentrators
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: ENVI Environmental Policy
ENVP PE–B Group Electives
ENVP PTL–A Group Electives
ENVP SC–B Group Electives
JLST Interdepartmental Electives
Spring 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Natalie Vena

ANTH 211(F) Black, Indian, and Other in Brazil (D) Crosslistings: ANTH 211/INST 211
As host to global sports spectacles like the 2014 World Cup and the 2016 Olympics, Brazil has garnered much attention of late. Headlines have also focused on the wide–scale social protests that have gripped the country in recent years. The central question of the course is why Brazilians so often articulate the country in terms of its unfulfilled promise, i.e. "a country of the future" (um país do futuro) and the centrality of race and ethnicity to the country's national project. Brazil presents itself as a multicultural racial democracy, a product of 500 years of mixture and progress. However, the tumultuous terms for daily life amidst legacies of slavery and often brutal development schemes belie prevailing rhetoric. The course will focus on elements of indigenous and Afro–Brazilian cultures (such as religion, cosmology, and music), while at the same time situating cultural movements like the Movimento Negro (Black Movement) and indigenist politics within the larger international production and exchange of ideas regarding blackness and indigeneity. Core course materials consist of both academic literature and pieces from Brazilian popular culture, including cinema, music, and television.
Class Format: seminar **Requirements/Evaluation:** in–class presentation, 5–page written component to presentation, and a final 10– to 15–page research paper
Prerequisites: none, open to first–year students **Enrollment Limit:** 19 **Expected Class Size:** 12 **Enrollment Preferences:** Anthropology and Sociology majors
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: INST Latin American Studies Electives
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: LaShandra Sullivan

ANTH 214 The Rise and Fall of Civilizations Crosslistings: ANTH 214/ENVI 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 light of the archaeological evidence.
Class Format: lecture/class discussion **Requirements/Evaluation:** midterm, final exam, paper, two quizzes
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 25
Distributional Requirements: Division 2 **Other Attributes:** ENVI Humanities, Arts + Social Science Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Antonia Foias

ANTH 218(F) Topics in Sustainable Agriculture Crosslistings: ENVI 219/ANTH 218
What does sustainability mean in the context of agricultural practice, food production, and consumption? This course encourages students to think analytically and critically about the meanings and practices of sustainability in the context of food and agriculture. We examine diverse regional and historic contexts to explore how concerns about sustainability in relation to agricultural production and food consumption emerged, and explore the contemporary incarnations of sustainable agriculture in organic, fair trade, and local agriculture as well as in debates around food miles, biofuels, and genetic modification. Cutting across each of these individual topics, we will think about the connections between production and consumption, ecology and society. By the end of this course, it is expected that students will develop a multifaceted understanding of the social, political and cultural dimensions of sustainable food and agriculture.
Class Format: lecture **Requirements/Evaluation:** students will be required to submit discussion questions before each class, complete a short writing assignment each week, and prepare a mid–term essay and final research paper
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19
Distributional Requirements: Division 2 **Other Attributes:** ENVI Humanities, Arts + Social Science Electives
ENVI Environmental Policy
ENVP SC–B Group Electives
PHLH Nutrition and Food Security
Fall 2014
LEC Section: 01 TF 01:10 02:25 Instructor: Shaila Seshia Galvin

ANTH 219 The Art and Archeology of Maya Civilization: A Marriage Made in Xibalba Crosslistings: ANTH 219/ARTH 209
The ancient Maya civilization was one of the most sophisticated and complex cultures of prehispanic Central America. Its complex calendrics, astronomy, mathematics and hieroglyphic writing system are well known worldwide. The course will examine the trajectory and nature of ancient Maya civilization from the combined perspectives of archaeology and art history. The origins and evolution of the Maya states during the Preclassic period (1000 B.C.–A.D. 250) will be explored by looking at the rich archaeological evidence and at Preclassic art styles. The Classic Maya civilization (A.D. 250–1000) will then be presented through a detailed survey of the archaeology, art and hieroglyphic texts of this period. Finally, the collapse of Classic Maya civilization and its transformation and endurance during the Postclassic period and under early Spanish rule (A.D. 1000–1600) will be critically evaluated through a detailed review of the archaeological and iconographic evidence.
Class Format: lecture/discussion **Requirements/Evaluation:** midterm and final exams, hieroglyphic project, research paper
Prerequisites: none, but an introductory Art History or Anthropology course recommended **Enrollment Limit:** none **Expected Class Size:** 16 **Enrollment Preferences:** Anthopology/Sociology and Art History majors
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under ANTH
Distributional Requirements: Division 2 **Other Attributes:** ARTH pre–1400 Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Antonia Foias

ANTH 220(F) Law and Family in South Asia: Post–Colonial Dilemmas Crosslistings: ANTH 220/ASST 318/INST 220
The American press frequently depicts countries like India and Pakistan as in the grip of lawless, anachronistic beliefs about how to organize family life. Such beliefs are blamed for "tribal" violence in Pakistan's Frontier Regions, for dowry disputes in north India and for the persistence of corrupt dynasties in leading political parties. Yet these beliefs and practices aren't in fact old–fashioned or lawless, and many of them result from South Asia's unique historical position as a former British colony. In this class, we will use ethnographic and historical research to examine what law and kinship can teach us about how the past shapes the present in post–colonial South Asia. In particular, we'll examine how a perspective that seriously considers law and kinship can help us better understand contemporary dilemmas in South Asia, ranging from controversy over women¿s right to inherit property, to the role of caste in contemporary democratic politics. The course is organized into three sections. First, we will discuss kinship, reading classic theories of kinship in the region, as well as critiques of those theories, and ending with a contemporary dilemma, the problem of dowry "pressure". Next, we learn about how family relationships were codified legally, and how laws were shaped to respond to perceived family "traditions," in colonial and post–colonial South Asia. Finally, we will look at specific topics concerning law and kinship. As we do so, we will move from reading ethnographies to producing our own ethnographic observations using film, news stories and first–hand accounts as our primary materials. No prior knowledge about South Asia is necessary.
Class Format: seminar **Requirements/Evaluation:** 2 5–page assignments; 1 research assignment (10 pages)
Prerequisites: none, open to first–year students
Enrollment Limit: 19 **Expected Class Size:** 19 **Enrollment Preferences:** Anth/Soc majors; students in Asia Studies or International Studies with committed interest in South Asian studies
Distributional Requirements: Division 2 **Other Attributes:** JLST Interdepartmental Electives
Fall 2014
SEM Section: 01 TF 01:10 02:25 Instructor: Julia Kowalski

ANTH 222(F) Heroes, Saints and Celebrity (W) Crosslistings: ANTH 222/REL 273
This course examines the ways in which cultures select, ritually celebrate, institutionally harness, and ultimately devour people designated as 'extraordinary'. We will begin by considering cultural archetypes and theories of the hero and how heroism has been understood in different eras and cultural contexts. Using Weber's theory of charisma as a foundation, we will look at a number of specific case studies to evaluate the relationship between individual creativity and action and the demands of social conformity and control. Finally, we will examine how charisma is commoditized in the form of the celebrity in contemporary American culture.
Class Format: seminar **Requirements/Evaluation:** class participation, two short response papers, research paper, final exam
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Anthropology and Sociology majors
Distributional Requirements: Division 2 Writing Intensive
Fall 2014
SEM Section: 01 MWF 11:00 12:15 Instructor: David Edwards

ANTH 223 Ethnic Minorities in China: Past and Present (D) Crosslistings: CHIN 223/ANTH 223
By 2000, of the 1.3 billion population of China, more than 100 million were ethnic minorities (*shaoshu minzu*). Most of these reside in autonomous regions and districts, which constitute 64% of China's total acreage. This course introduces students to the multiethnic aspect of China's past and present. We will address topics such as the minority–group identification project; the definition of *minzu*; government policy toward and the current situation of the fifty–five official ethnic minority groups; historical sino–centric views about "foreigners" and "barbarians"; ideas of "diversity," "unity," and "sinicization"; and the roles that "barbarians" have played in China's long history. *All readings will be in English.* This is an EDI course. We will explore various meanings of "diversity" and "being ethnic" in the Chinese context and compare them with students' own experiences through class discussions and an essay assignment.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on attendance, in–class participation, oral presentations, two short response papers, one mid–term, and one final paper
Prerequisites: none; no knowledge of Chinese language required, though students with Chinese language background are encouraged to work with Chinese sources if they wish; open to all **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** Chinese or Asian Studies majors, and then to first–year students
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ASAM Related Courses
INST East Asian Studies Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Li Yu

ANTH 225 Visible Culture: Documentary and Nonfiction
This course examines the potential of moving images to reveal aspects of culture normally obscured by the written word. We will consider both the theory and practice of documentary film from its inception around 1900 to the present, paying particular attention to the way documentary filmmakers have approached the representation of social reality in Western and non–Western cultural settings. Questions that we will consider include: What is the relationship between written text and image, or between image and story? What is the role of film in anthropology? What counts as a document?
Class Format: team–taught, through a mixture of lectures and discussions **Requirements/Evaluation:** regular attendance at film screenings and active class participation, a 5–page paper on an assigned topic, a 12– to 15–page final paper, and a self–scheduled take–home final **Enrollment Limit:** 30 **Expected Class Size:** 30 **Enrollment Preferences:** Anthropology/Sociology majors, then to sophomores, and finally to first–year students
Distributional Requirements: Division 2 *Not Offered Academic Year 2014–2015*
LEC Instructor: David Edwards

ANTH 231 Survey of Linguistic Diversity: Meaning, Context and Communication Crosslistings: JAPN 231/ANTH 231
This course explores ways in which human experiences, including vision, space, emotion and interpersonal awareness are encoded similarly or differently between Western and Asian languages. The course centers around two core areas of linguistics, semantics (study of meaning) and pragmatics (study of meaning in context and use), which are discussed from cognitive, cultural and social perspectives. Discussion topics include: grammar and cognition, lexicon and culture, conceptual metaphor, honorific systems, communicative strategies, and theories of politeness. Lectures and in–class activities will primarily focus on two typologically distant languages, English and Japanese, for comparison. Reading materials may include data from other languages as well, and students may work on languages of their interest for selected assignments.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on class discussions/exercises, assignments and exams
Prerequisites: none; no previous knowledge of linguistics or of foreign languages is required; knowledge of Asian languages is beneficial; open to all **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** first–years and sophomore
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
LEC

ANTH 233(S) Spiritual Crossroads: Religious Life in Southeast Asia (D) Crosslistings: ANTH 233/ASST 233/REL 253
No region of the world presents a richer tapestry of religious beliefs, practices, and institutions than Southeast Asia. Buddhism, Hinduism, Christianity and Islam are all to be found and all of them interpenetrate and contend with each other and with a deep undergirding of animism, shamanism, and mystical folk belief systems. This course will survey these religious traditions through time and space, looking in particular at the growing tension between religion and the state as fundamentalism and religious militancy have spread into the region in recent times. All of Southeast Asia will be covered, but particular attention will be devoted to Indonesia, where religious blending and the growth of new fundamentalism are both especially marked.
Class Format: seminar **Requirements/Evaluation:** midterm, short essays, term paper
Prerequisites: none; open to non–majors **Enrollment Limit:** 19 **Expected Class Size:** 15
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: INST South + Southeast Asia Studies Electives
REL South Asian Traditions Courses
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Peter Just

ANTH 234 Masculinities (W) Crosslistings: ANTH 234/WGSS 234
What does it mean to be a man? This course approaches masculinity in its various forms as a culturally constructed category and as an achieved aspect of social identity. We will look at characteristics of manhood as they are imagined cross–culturally: man as warrior, lover, husband, father, protector, provider, disciplinarian, abuser; we will look at how manhood is variously achieved and how it can be lost; and we will look at forms of masculinity as they articulate with modes of sexuality and gender. The course will make extensive use of cinema in exploring these themes.
Class Format: seminar **Requirements/Evaluation:** attendance at film screenings, active leading and participation in class discussions, two 7–page papers, final 12–page paper
Prerequisites: none; open to all **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Anthropology and Sociology majors and to achieve gender balance
Distributional Requirements: Division 2 Writing Intensive
Not Offered Academic Year 2014–2015
SEM Instructor: Peter Just

ANTH 235 Roman Archaeology and Material Culture Crosslistings: CLAS 224/HIST 224/ANTH 235/ARTH 235
This course examines the development of Roman archaeology and material culture from the early Iron Age, ca. 1000 BCE, to the end of the reign of Constantine in 337 CE. The primary goal of the course is to help students understand the social and historical context in which Roman material culture was created and used. We will consider a variety of evidence from across the empire, including monumental and domestic architecture, wall painting, mosaics, sculpture, coins and inscriptions. Special emphasis will be placed on the city of Rome; however, we will also look at other important urban centers, such as Pompeii, Aphrodisias and Lepcis Magna. Roman art and architecture were not the product of any single people or culture, but rather the hybrid synthesis of complex cultural negotiations between the Romans and their colonial subjects (i.e., Greeks, Jews, Celts, etc.). Class discussions will focus on issues related to gender, ethnicity and cultural identity in the Roman Empire. For example, we will explore what it meant to be "Roman" in terms of language, ethnicity and cultural institutions. We will also discuss how Roman elites used material culture to convey political messages and social status in the imperial hierarchy, as well as the legacy of Roman art and architecture in the modern world.

Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on classroom performance, quizzes, one 8– to 10–page paper, a midterm, and a final exam
Prerequisites: none **Enrollment Limit:** 40 **Expected Class Size:** 30 **Enrollment Preferences:** majors or prospective majors in Classics, History, Art History, and Anthropology
Distribution Notes: meets Division 1 requirement if registration is under CLAS or ARTH; meets Division 2 requirement if registration is under HIST or ANTH
Distributional Requirements: Division 1 **Other Attributes:** HIST Group C Electives – Europe and Russia
HIST Group G Electives – Premodern
Not Offered Academic Year 2014–2015
LEC Instructor: Benjamin Rubin

ANTH 236(S) Individuals in Context: Personhood, Emotion, Thought
How does culture get inside our heads? How does variation between societies or social groups intersect with variation between individuals within those groups? What can ethnographic methods, in particular, tell us about the intersections between individual and culture?
This course offers an introduction to the theoretical and methodological tools of psychological anthropology, a sub–field of anthropology that investigates the relationship between interior experience and social worlds. We will explore studies of personhood, emotion, socialization, and cognition across cultures, topics that draw together the individual and her broader social context. We will pair these studies with key theoretical texts from the field, and will conclude by discussing how psychological anthropology can contribute to contemporary debates about power, inequality, and social transformation.
Class Format: lecture **Requirements/Evaluation:** 1–page response papers (5 total, graded pass/fail); mid–term essay exam (5–7 pages); final essay exam (5–7 pages)
Prerequisites: none, open to first–year students
Enrollment Limit: 20 **Expected Class Size:** 20 **Enrollment Preferences:** Anth/Soc majors
Distributional Requirements: Division 2
Spring 2015
LEC Section: 01 TR 08:30 09:45 Instructor: Julia Kowalski

ANTH 240 Roman Cities in the Near East (D) Crosslistings: CLAS 340/ANTH 240/HIST 340
The Near East under Roman rule was a zone of intense cultural contact and exchange. Major urban centers, like Ephesus and Alexandria, were home to a diverse array of Greeks, Romans, Jews, Egyptians and other Semitic peoples. Out of this cultural crucible emerged new movements in religion, science, and the arts which changed the face of the Roman Empire. This course examines the history and material culture of Roman cities in the Near East, from Pompey's annexation of Syria in 64 BCE to the Arab conquest in the 7th century CE. We will consider a variety of evidence, including sculpture, architecture and epigraphy, as well as textual sources, such as Josephus' *Jewish War*, *Acts of the Apostles* and Tacitus' *Histories*. Class discussion will focus on issues related to ethnicity and identity formation in the eastern Roman provinces. Possible topics include the Romanization of the Near East, the First Jewish Revolt, the formation of early Christianity, and the Roman wars with Sassanian Persia. This course fulfills the EDI requirement because it explores the interaction between peoples and cultures in the ancient Near East and their diverse responses to Roman imperialism.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on classroom performance, one 15–minute oral presentation, one 10– to 12–page paper, a midterm and a final exam.
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** preference given to majors or prospective majors in Classics, Anthropology, Art History, and History
Distribution Notes: meets Division 1 requirement if registration is under CLAS; meets Division 2 requirement if registration is under HIST or ANTH
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: HIST Group C Electives – Europe and Russia
HIST Group G Electives – Premodern
Not Offered Academic Year 2014–2015
SEM Instructor: Benjamin Rubin

ANTH 246T(F) India's Identities: Religion, Caste, and Gender (D) (W) Crosslistings: REL 246/ANTH 246/WGSS 246/ASST 246
This course considers India's contradictory legacy as a booming Asian democracy and fragile society built upon deep and enduring divisions. India's rapidly growing populace and landscape is often described in terms of multiple identities or fragmenting oppositions: Hindu/Muslim, rich/poor, high caste/outcaste, male/female, and so forth. This course deconstructs the historic roots and ongoing causal factors that produce structural violence against women and religious minorities in modern India. It highlights the social practices that have produced critical axes of difference around the themes of religion, gender, and sexuality using key moments or regions of India as points of departure. It contrasts the explosive effects of religion, gender, and caste during the tragedy of Partition with the ongoing production of communal and gender–based violence in India today, using Kashmir and New Delhi as microcosms for our study. We will consider the ways that multiple subjectivities and polarized identities intersect with individual agency to produce a social landscape of hierarchy and conflict across India today. We are also interested in the socio–cultural forces that reproduce or shore up these binaries as much as third terms or middle paths that attempt to transcend or diffuse them. For instance, we explore the ways that Buddhism is and is not a middle way between Hindu/Muslim conflict in Indian Kashmir and how the notion of a third sex is and is not a middle term that transcends the gender binary of male/female. Course resources include ethnographic and sociological analyses, oral histories, and popular media that complicate our understanding India's diverse and fragmented society. This course fulfills the Exploring Diversity Initiative by theorizing the ways that difference has been used to effect profound historical, social, and individual changes in the Indian subcontinent.
Class Format: tutorial **Requirements/Evaluation:** weekly writing assignments and tutorial attendance every week
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** majors in Anthropology and Sociology, Religion, Asian Studies, or Women's, Gender & Sexuality Studies
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: INST South + Southeast Asia Studies Electives
PHLH Bioethics + Interpretations of Health
REL South Asian Traditions Courses
WGSS Racial Sexual + Cultural Diversity Courses
Fall 2014
TUT Section: T1 TBA Instructor: Kim Gutschow

ANTH 248(S) Body Politics in South Asia: Gender, Sex, Religion, and Nation (D) Crosslistings: REL 248/ASST 248/ANTH 248/WGSS 249/INST 248
This course examines the relationship between body, gender, sex, and society in South Asia, using three countries and religions——India, Sri Lanka, and Bangladesh, and Hinduism, Buddhism, and Islam——as its foil. The course uses the body as a lens by which to unpack South Asian discourses that link body and sexuality with nation, community, and population. In particular, it explores a South Asian sociology that links individual and social bodies in ways that occasion solidarity as well as social suffering, violence as well as communal cohesion. How do bodies come to signify the purity or prosperity of the nation or community and with what social or discursive effects? We begin by unpacking foundational theories of the body as proposed by Mauss, Foucault, Douglas, and Bourdieu in order to better understand how local discourses of the body help produce gender and other social hierarchies in South Asia. By considering how the human body can serve as a map for society and vice versa, we examine both classical discourses and modern institutional practices of the body including the temple, the monastery, the mosque, and the mendicant, as well as bodily practices such as yoga, celibacy, sex work, and new reproductive technologies. We also analyze how the body has served as a symbol of nation, community, and social health. Throughout, we are interested in the cross–cutting effects of gender and sex in perpetuating structural hierarchies and social suffering around the body in South Asia.
Class Format: seminar **Requirements/Evaluation:** class presentations, class blog, final paper, attendance & participation in class discussions
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** majors in Religion, Women's, Gender and Sexuality Studies, Asian Studies and Anthropology/Sociology
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: INST South + Southeast Asia Studies Electives
PHLH Bioethics + Interpretations of Health
PHLH Reproductive, Maternal and Child Health
WGSS Racial Sexual + Cultural Diversity Courses
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Kim Gutschow

ANTH 256 Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (D) (W) Crosslistings: REL 256/WGSS 256/ANTH 256/ASST 256
This course looks at how gender has shaped Buddhism as well as how Buddhism has shaped gender. Most generally, it considers the myriad ways that Buddhist soteriology and practice produce the very gender differences they purport to overcome. How have the Buddha and his far–flung disciples institutionalized gender differences in spite of their putative goal of transcending duality? We examine the varying experiences of women and men in Buddhist societies and literatures as a lens by which to analyze the pervasive operation of social and gender hierarchies. Last but not least, we discuss how well feminist and American revisions of Buddhism have transformed gender and other forms of difference. Our analysis revolves around several interdependent themes. (1) How do female and male bodies become the subject of a specific set of Buddhist gazes? What does Buddhist discourse say about the possibility of gaining enlightenment in the female body? (2) How do gender divisions reflect deeper social divisions such as class and race in Buddhist discourse? (3) How have feminist deconstructions of Buddhism transformed gender and social hierarchies in the contemporary world? This course fulfills the Exploring Diversity Initiative by seeking to theorize the ways that Buddhism has produced and reinscribed gender differences and social hierarchies.
Class Format: seminar **Requirements/Evaluation:** two midterm papers, weekly GLOW participation, final research papers, and class participation
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** majors in Religion, Women's, Gender and Sexuality Studies, Asian Stdies and Anthropology/Sociology
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: ASST Interdepartmental Electives
INST East Asian Studies Electives
REL East Asian Tradition Courses
WGSS Racial Sexual + Cultural Diversity Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Kim Gutschow

ANTH 258(F) Divine Kingship in the Ancient Mediterranean Crosslistings: CLAS 258/ANTH 258/HIST 394/REL 213
What is the relationship between politics and religion? How do kings legitimate their rule? Why did the ancient Greeks and Romans worship their emperors as gods? This course examines the origins and development of divine kingship in the ancient Mediterranean from its earliest beginnings in Pharaonic Egypt to the reign of the Christian Roman Emperors in the fourth century CE. We will address the various symbolic strategies employed by ancient kings to project their own divinity. These include portraiture, panegyric poetry, ritual processions, royal autobiography and monumental architecture, e.g., the Great Pyramids in Egypt and the Pantheon in Rome. We will also study the reception of royal art and ideology among the king's subjects. Special attention will be paid to the role of the Roman emperor–cult in shaping social, political and religious identity in the Roman Empire.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on classroom performance, quizzes, one 8– to 10–page paper, a midterm and a final exam
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 20 **Enrollment Preferences:** majors or prospective majors in Classics, Anthropology, Art History, and History
Distribution Notes: meets Division 1 requirement if registration is under CLAS; meets Division 2 requirement if registration is under ANTH, HIST or REL
Distributional Requirements: Division 1 **Other Attributes:** HIST Group G Electives – Premodern
LEAD Facets or Domains of Leadership
Fall 2014
LEC Section: 01 TR 11:20 12:35 Instructor: Benjamin Rubin

ANTH 262(S) Language, Gender, and Sexuality Crosslistings: ANTH 262/WGSS 262
Social scientists have long argued that gendered identities are "voiced" or performed. This insight draws our attention to the tremendous role that language and spoken interaction play in the reproduction and transformation of gendered relations and systems of sexuality. This class analyzes gendered and sexual difference through the lens of language and communicative practice. On one hand, we use the tools of linguistic anthropology to ask about how systems of gender and sexuality are reproduced through everyday interactions. On the other hand, we examine how interactive norms regarding gender and sexuality then shape political, economic, and social processes beyond face–to–face interactions. In doing so, we will read a range of ethnographic material, both from the US and beyond, that examines how gender shapes interactions, whether in the context of a basketball game, a medical training course, a courtroom, a religious revival movement, or an international crisis. We will put this material in critical conversation with theorists of gender and sexuality who have argued for the interactive, discursive nature of these categories, such as Michel Foucault and Judith Butler, asking what linguistic anthropology, in particular, can tell us about the connections between language, gender, and sexuality.
Class Format: lecture **Requirements/Evaluation:** 1–page response papers (5 total, graded pass/fail); mid–term essay exam (5–7 pages); final essay exam (5–7 pages)
Prerequisites: none, open to first–year students **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** Anth/Soc majors; WGSS majors
Distributional Requirements: Division 2
Spring 2015
LEC Section: 01 TF 02:35 03:50 Instructor: Julia Kowalski

ANTH 270 Object and Place/Memory and Nation (D)
This course explores the role of object and place in the creation and perpetuation of national identity. In particular, we will consider the role of monuments, battlefields, museums, and various 'sacred' sites in inculcating a sense of shared origins, values, commitments, and ultimate ends. Using a variety of key theoretical texts (including Benedict Anderson's *Imagined Communities* and Eric Hobsbawm and Terence Ranger's *The Invention of Tradition*) and maintaining a focus on two countries — Afghanistan and the Czech Republic — with long and painful histories of foreign invasion and occupation, the EDI course focuses on the ways in which people orient themselves within the symbolic worlds they inherit and how they negotiate tragedies of circumstance.
Class Format: seminar **Requirements/Evaluation:** two essays, an in–class presentation, and a take–home exam
Prerequisites: none **Enrollment Limit:** 24 **Expected Class Size:** 24 **Enrollment Preferences:** 1) Anthropology and Sociology majors; 2) students who have taken one or more ANSO courses
Distributional Requirements: Division 2 Exploring Diversity
Not Offered Academic Year 2014–2015
SEM Instructor: David Edwards

ANTH 272(F) Sex and the Reproduction of Society Crosslistings: ANTH 272/WGSS 272
Why is reproduction such a controversial subject in society today, especially in areas of medicine, culture, and religion? And why is the reproductive body subject to such highly ideological and yet contradictory types of practices and discourses across the globe? This course seeks to examine the myriad ways that societies police the range of practices surrounding reproduction—including fertility, conception, pregnancy, birth, abortion, and motherhood. We will pursue a comparative analysis of reproduction across major societies and cultures, through an in–depth look at specialized topics such as the new reproductive technologies, the medicalization and ritualization of obstetrics in America, the continuing controversies over abortion across the globe, and the ongoing debates about the rise of women and the 'End of Men'. Throughout the course, we remain focused on the cultural, social, and medical construction of birth and reproduction more generally. To this end, we explore the varying ritual and medical practices that surround reproduction in different cultural contexts, from high tech to low tech settings and societies. We will deconstruct the process of human reproduction through readings culled from a variety of cultures and disciplines including anthropology, medicine, religious studies, sociology, and gender and sexuality studies.
Class Format: seminar **Requirements/Evaluation:** in–class presentations, attendance, class blog, final research paper
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** majors in Anthropology/Sociology, Women's Gender & Sexuality Studies
Distributional Requirements: Division 2 **Other Attributes:** ENVI Humanities, Arts + Social Science Electives
INST Global Health Studies Electives
INST South + Southeast Asia Studies Electives
PHLH Reproductive, Maternal and Child Health
REL Comparative Inquiry Courses
WGSS Theory Courses
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: Kim Gutschow

ANTH 299(S) Ritual, Power and Transgression (W) Crosslistings: ANTH 299/REL 274
Anthropology began, in part, as an effort to study "savage" cultures before they disappeared under the onslaught of modern civilization, and indeed most of the societies investigated by early anthropologists no longer exist or survive in completely altered form. As they lost their original object of study, however, anthropologists also discovered that the tools and concepts developed in the study of "primitive" cultures could be applied to the contemporary world. Exploring this possibility, this course examines the relevance of fundamental anthropological concepts that have developed through the structural and symbolic study of myth and ritual to the contemporary world in which we live. The course is divided into four sections. In the first unit, we read and discuss the work of Mary Douglas, Victor Turner, and Marshall Sahlins on myth and ritual, focusing in particular on the ways in which different cultures construct categories of inclusion and exclusion, safe and dangerous, pure and impure, while also creating the "in between" spaces within which both creativity and transgression emerge. On this foundation, we move to the second unit in which we discuss the structural relationship between ritual, power, and transgression in western contexts, taking the majority of our examples from early modern European and American history. In the third section of the course, we consider what an anthropological perspective can reveal about some seminal events in 20th century history, and we end the course by considering how anthropological theory informs two critical areas of current concern: immigration and national security.
Class Format: seminar **Requirements/Evaluation:** class participation, two short response papers, 10–page research paper, final exam
Prerequisites: ANTH 101, SOC 101, REL 101, or any other ANTH or SOC course **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Anthropology, Sociology or Religion majors
Distributional Requirements: Division 2 Writing Intensive
Spring 2015
SEM Section: 01 MWF 11:00 12:15 Instructor: David Edwards

ANTH 301(F) Sexual Economies (D) Crosslistings: WGSS 301/AMST 334/ANTH 301
This course examines various forms of sexual labor in a variety of global contexts with an emphasis on contemporary anthropological and sociological research and its implications for public policy. Our topics include: (a) traditional sex work (e.g., pornography, escorting, street prostitution, brothels, sex tourism), (b) sexualized labor without physical contact (e.g., stripping, burlesque, phone/online sex), and also (c) contemporary debates about sex trafficking and sex worker migration. Because of our ethnographic focus, the readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, and backgrounds in order to explore the broader social implications of our subject matter. A key component of this course is a field trip to New York City to meet with sex workers and sex worker rights advocates. (Note: students should be advised that we will necessarily encounter and discuss adult content and images that some may find offensive.)
Class Format: seminar **Requirements/Evaluation:** mid–term essay, an 8– to 10–page final research paper, field trip reaction paper
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** WGSS majors; short statement of interest
Distributional Requirements: Division 2 Exploring Diversity
Fall 2014
SEM Section: 01 TR 09:55 11:10 Instructor: Gregory Mitchell

ANTH 312(F) Paradoxes of Human Rights: Addressing Violence Against Women (W) Crosslistings: ANTH 312/WGSS 314/INST 313
In recent decades, violence against women has become a major target for human rights activism. Most people take the connection between violence against women and human rights activism for granted. Yet gendered and sexual violence have only recently been framed as human rights issues. In this course, we examine this recent transformation, focusing on the paradoxes and possibilities of a human rights framework for addressing issues of gendered violence. We will do so by comparing different humanitarian and human rights–based interventions as they play out in places from Trinidad and Tobago to the American college campus. We'll explore a range of research on the topic in order to complicate and expand our understanding of both gendered and sexual violence as well as the institutional interventions designed to engage it. Along the way, we will examine the history of human rights as a means to imagine social justice. In the first half of the course, we will read critical texts concerning violence, human rights, humanitarianism, and gender. We will then turn to historical and ethnographic studies of human rights, finishing with several case studies of human rights work on gender and violence.
Class Format: seminar **Requirements/Evaluation:** 1.5 page response papers (3 total); midterm assignment (5–7 pages); final research paper (12–15 pages)
Prerequisites: none, open to first–year students **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Anthro and Sociology majors; WGSS majors
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JLST Interdepartmental Electives
Fall 2014
SEM Section: 01 MR 01:10 02:25 Instructor: Julia Kowalski

ANTH 314(S) Contemporary Art of the African Diaspora Crosslistings: AFR 324/ARTH 324/ANTH 314/ARAB 324/COMP 324
This course explores the visual arts of the contemporary African Diaspora from the Caribbean, Islamic Mediterranean, Europe, and the United States. The first half of the course examines art historical and anthropological theories utilized in analyses of global contemporary art. The second half of the course uses original works from WCMA's permanent collection and the exhibition *Fathi Hassan: Migration of Signs* to consider areas of convergence and divergence in the practices of artists from the Atlantic and Islamic worlds.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, response papers, and 10–12 page final paper **Enrollment Limit:** 10 **Expected Class Size:** 10
Distribution Notes: meets Division 1 requirement if registration is under COMP or ARTH; meets Division 2 requirement if registration is under AFR, ARAB or ANTH
Extra Info: not available for the Gaudino option
Distributional Requirements: Division 2
Spring 2015
SEM Section: 01 MW 11:00 12:15 Instructor: Maurita Poole

ANTH 320(S) Cultivating the Local: Place–based Productions of Food and Agriculture Crosslistings: ENVI 320/ANTH 320
This course explores the relation between ideas and practices relating to nature, food and agriculture, and specific formations of place, locality and region. Through this course we will lay conceptual and theoretical foundations for understanding the productions of place, nature, food and agriculture, and the interconnections among them. How do socially constructed ideas about nature, agrarian landscapes, and even particular environmental qualities such as soil and water, shape the formation of categories such as city, country, and region or even of specific food products? Through what processes do particular food products come to be distinctively place–based? How do we understand the seeming shift to place–based agriculture and food production, in the context of an industrialized and increasingly intricate global food system that has often homogenized and standardized food production? How is locality produced through food and agriculture, and how are food and agriculture produced through claims to locality and place? These interconnections, and the relations of power interlaced in them, are salient in contemporary praxis, and the course builds on grounded, conceptual understandings to explore contemporary phenomena such as the *appellation d'origine contrôlée* in France's wine producing regions, the development of Geographic Indication within the World Trade Organization, the formation of "Organic Uttarakhand" that is the subject of my own research, and the affective economies generated through artisanal food production. Through an interdisciplinary approach that brings together scholarship in anthropology, social and cultural history, sociology, and cultural geography, this course aims to foster expansive, grounded and critical understandings about the connections among nature, food, agriculture and place–making.
Class Format: seminar **Requirements/Evaluation:** students are required to submit reading responses before each class, complete a take–home mid–term, and design and conduct an original research project which will provide the basis for a final research paper **Enrollment Limit:** 19 **Expected Class Size:** 19

Distributional Requirements: Division 2 **Other Attributes:** ENVI Humanities, Arts + Social Science Electives
ENVP SC–B Group Electives
PHLH Nutrition and Food Security
Spring 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Shaila Seshia Galvin

ANTH 324 Empires of Antiquity (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: Persian; Assyrian; Mongol; 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 explore their sociopolitical and economic structures as mechanisms for their maintenance in order to provide a cross–cultural comparison of the differential success and final decline of all these empires.
Class Format: seminar **Requirements/Evaluation:** weekly short response papers and a research paper, class presentation and participation
Prerequisites: none; open to first–year students **Enrollment Limit:** none **Expected Class Size:** 15
Distributional Requirements: Division 2 Writing Intensive
Not Offered Academic Year 2014–2015
SEM Instructor: Antonia Foias

ANTH 326T(F) Time and Space Crosslistings: ANTH 326/ENVI 326
Often considered a mere backdrop to daily life, this course challenges that time and space are not inert, but are instead social products. Exploring a span of western science and philosophy ranging from the Enlightenment to contemporary debates in and about post–modernism, we interrogate the concepts of time and space by situating them across cultural milieus. This course provides an introduction to classic and contemporary social science literatures on the sociocultural production and experience of time and space, including by such figures as Bakhtin, Lefebvre, and Benjamin. We will further take up anthropological analyses of concrete ethnographic materials from contexts in (but not limited to) the Amazon, New York City, Mombai, Melanesia, Paris, and Appalachia. Topics of major concern include memory, ritual, narrative, deixis, chronology and time–reckoning, embodiment, landscape, planetarity and cosmopolitanism, as well as the spatiotemporal organization of contemporary industrial and post–industrial societies.
Class Format: tutorial **Requirements/Evaluation:** weekly writing assignments and tutorial attendance every week
Prerequisites: none, open to first–year students
Enrollment Limit: 10 **Expected Class Size:** 10 **Enrollment Preferences:** Anthropology and Sociology majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Fall 2014
TUT Section: T1 TBA Instructor: LaShandra Sullivan

ANTH 328T(F) Emotions and the Self (D) (W)
Everyone everywhere experiences emotions, and everyone everywhere is faced with the task of conceptualizing a self–hood and its place in the social world. This course analyzes a variety of recent attempts in the social sciences to come to grips with topics that have long been avoided: the nature of the interior experience and an epistemological framework for its cross–cultural comparison. Exploring the borderlands between anthropology, sociology, and psychology, we will bring the tools of ethnographic analysis to bear on central pan–human concepts: emotions and the self. By examining these phenomena as they occur in other cultures, we will be better placed to apprehend and challenge the implicit (and often unconsciously held) assumptions about emotions and the self in our own culture, both in daily life and in academic psychological theory. What are emotions? Are they things—neuro–physiological states—or ideas—sociocultural constructions? How are they to be described; compared? What is the self? How are selves constructed and constituted? How do various cultures respond to categories of emotion and self, and how can we develop a sense of the relationship between self and emotion?
Class Format: tutorial
Prerequisites: none; open to first–year students **Enrollment Limit:** 10 **Expected Class Size:** 10
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives
Fall 2014
TUT Section: T1 TBA Instructor: Peter Just

ANTH 331 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.
Class Format: seminar **Requirements/Evaluation:** a midterm, class presentation, and a term paper
Prerequisites: Anthropology 101 or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** Anthropology and Sociology majors and upperclassmen
Distributional Requirements: Division 2 *Not Offered Academic Year 2014–2015*
LEC Instructor: Peter Just

ANTH 334 Imagining Joseph (W) Crosslistings: ANTH 334/COMP 334/JWST 334/REL 334
Beloved son, rival brother, faithful servant, dreamer, seer, object of desire, lover, husband, bureaucrat, the figure of Joseph is one of the most fully–limned and compelling figures in the Jewish, Christian, and Muslim scriptural traditions. The story of Joseph unfolds over fourteen chapters in the Hebrew Bible, and is the subject of the fourth longest sura in the Qur'an. Through millennia, the story of Joseph has inspired a wealth of interpretations, commentary, apocrypha, re–tellings, and back–story, including an apocryphal book of scripture about Joseph and his wife, Asenath, Sufi poetry about Joseph and Zuleikha (Potiphar,s wife), a trilogy by the 20th century German novelist Thomas Mann, a musical by Andrew Lloyd Weber, and many expressions in Western visual art. The course will explore these various expressions, looking to them for the ways in which Joseph has captured the imaginations of peoples and cultures across time and space. The course will be organized as a collaborative seminar in which the class will read the foundational scriptures together, followed by thematic discussions to which students will contribute insights from their own readings of particular peripheral texts. Students will learn the pleasures of close and intense exegetical reading in approaching the Hebrew Bible and Qur'an, as well as the more expansive pleasures of linking post–scriptural expressions together.
Class Format: seminar **Requirements/Evaluation:** 3– to 5–page weekly response papers; 15–page final paper; class participation
Prerequisites: none **Enrollment Limit:** 12 **Expected Class Size:** 10 **Enrollment Preferences:** Preference based on responses to a questionnaire
Distribution Notes: meets Division 2 requirement if registration is under ANTH, JWST, or REL; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JWST Core Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Peter Just

ANTH 335 In Between: The Ritual Construction of Identity and Difference
This course examines the categories of inclusion and exclusion, safe and dangerous, pure and impure, right and wrong that constitute cultural worlds, while also creating the middle zones that make cultural creativity possible. Beginning with an examination of "liminality" and rites of passage in the work of Arnold Van Gennep and Victor Turner, we will go on to look at Mary Douglas's seminal work on the construction of categories of inclusion and exclusion and other theoretical works on ritual and the sacred. In the course of the semester, we will consider a variety of cultural contexts in which liminality is of central importance, including transvestitism in traditional Native American and contemporary US cultures, various avant garde artistic movements, and the ritual construction of the suicide bomber/martyr in Islamist practice.
Class Format: seminar **Requirements/Evaluation:** class participation, two short response papers, research paper, final exam
Prerequisites: ANTH 101, SOC 101 or another ANTH/SOC course **Enrollment Limit:** 20 **Expected Class Size:** 18–20 **Enrollment Preferences:** Anthropology and Sociology majors
Distributional Requirements: Division 2 *Not Offered Academic Year 2014–2015*
SEM Instructor: David Edwards

ANTH 347 Tribe and State on the Afghan–Pakistan Border Crosslistings: ANTH 347/ASST 347
One of the major challenges President Obama will face in his first term in office involves the perilous situation on the border between Afghanistan and Pakistan. While the problems in the region are generally framed in relation to Islamic extremism, the more fundamental issue is the failure of the Afghan and Pakistani governments to exercise control over the tribes that occupy the mountainous frontier. This course will look first at the history of the Afghan and Pakistani states and of the Pushtun and Baluchi tribes that are part of, yet independent from the states that surround them. We will go on to consider the role of Islam as a political force in the region, with particular emphasis on the ways in which outside religious groups, most recently al–Qaeda, have managed to gain a foothold in the borderlands, despite the historic resistance of the tribes to outsiders of any kind. The course will also examine the efforts of, first, the Soviet Union in the 1980s and, more recently, the United States and its allies to control the borderlands, and we will conclude with a consideration of the geopolitical implications if Afghanistan and Pakistan prove in the end to be "failed states." Readings will include theoretical discussions of tribe/state relations, British and Soviet era accounts of the frontier (non–fiction and fiction), ethnographies of tribal societies, and contemporary studies.
Class Format: seminar **Requirements/Evaluation:** class participation, short response papers, research paper, and final exam
Prerequisites: none; open to first–year students **Enrollment Limit:** 25 **Expected Class Size:** 20–25 **Enrollment Preferences:** Anthropology and Sociology majors
Distributional Requirements: Division 2 *Not Offered Academic Year 2014–2015*
SEM Instructor: David Edwards

ANTH 391(S) Insurgencies: Revolts, Revolutions, Wars of National Liberation, and Jihads Crosslistings: ANTH 391/INTR 391
We often tend to think of warfare in the classic terms described by Clausewitz: states waging armed conflict against other states using uniformed armed forces that are distinct from non–combatant civilian populations. Throughout history, however, we may also encounter many instances of asymmetric conflict within states, colonies, and other political entities, involving combatants who are often indistinguishable from the general population and whose objectives are often unlike those of states: Peasant revolts, revolutions, wars of independence or national liberation, and other forms of resistance and civil insurgency pit the relatively weak against the power of the state and may succeed because, to use Mao's metaphor, the insurgents move among the people like fish in water. The close relationship between insurgent fighters and the supporting population makes the social structure, social values, social institutions—in short, the culture—of the society particularly relevant to understanding the nature of a given asymmetric conflict. In this course we will use theoretical and analytical concepts from anthropology, sociology, history, and political philosophy to examine asymmetric conflicts of the twentieth century and the present day. The course will be divided into three parts: in the first we will explore some of the theoretical literature on violence and warfare as well as some of the basic literature on tribal and peasant society, peasant revolts, wars of national liberation, guerilla warfare, and insurgencies. The second part of the course will be devoted to presentations prepared by small groups of students on case studies, e.g., the Hukbalahap insurgency in the Philippines, the communist revolutions of China, Cuba, and Malaysia, wars of national liberation such as those in Algeria and Vietnam, and other ongoing civil conflicts such as the Palestinian intifadah and "ethnic cleansing" in the Balkans. The final portion of the course is devoted to an in–depth study of Iraq following the American invasion and to a consideration of the evolving nature of asymmetric conflict in a globalizing world.

Class Format: seminar **Requirements/Evaluation:** class participation, two exams, research paper
Prerequisites: none; open to first–year students **Enrollment Limit:** 30 **Expected Class Size:** 20 **Enrollment Preferences:** Anthropology and Sociology majors
Distributional Requirements: Division 2
Spring 2015
SEM Section: 01 TR 08:30 09:45 Instructor: Peter Just

ANTH 397(F) Independent Study: Anthropology
Anthropology independent study.
Class Format: independent study
Distributional Requirements: Division 2
Fall 2014
IND Section: 01 TBA Instructor: Olga Shevchenko

ANTH 398(S) Independent Study: Anthropology
Anthropology independent study.
Class Format: independent study
Distributional Requirements: Division 2
Spring 2015
IND Section: 01 TBA Instructor: Olga Shevchenko

ANTH 493(F) Senior Thesis: Anthropology
Anthropology senior thesis.
Class Format: independent study
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 2
Fall 2014
HON Section: 01 TBA Instructor: Olga Shevchenko

ANTH 494(S) Senior Thesis: Anthropology
Anthropology senior thesis.
Class Format: independent study
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 2
Spring 2015
HON Section: 01 TBA Instructor: Olga Shevchenko

SOC 101(F,S) Invitation to Sociology
An introduction to sociological analysis. The course focuses on the relationship of individual men and women to the social world and introduces students to systematic institutional analysis. Students will explore the intersection of biography, history, culture, and social structure as seen in the work of classical and contemporary social thinkers, including Marx, Durkheim, Weber, Veblen, Simmel, and Goffman. Special consideration will be given to the social and cultural problems of capitalism, rationality and irrationality in modern institutions and organizations, the psychological dilemmas facing the individual in modern society, and the problem of social order and conflict.
Class Format: lecture/discussion **Requirements/Evaluation:** a take–home midterm exam, a class presentation and a final
Prerequisites: none **Enrollment Limit:** 35 **Expected Class Size:** 35 **Enrollment Preferences:** first–year students and sophomores
Distributional Requirements: Division 2
Fall 2014
LEC Section: 01 TR 09:55 11:10 Instructor: James Nolan
Spring 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Grant Shoffstall

SOC 202 Terrorism and National Security
An analysis of the roots, goals, and social organization of contemporary radical Islamist terrorism and of the state efforts to defeat it. A focus on: the recruitment, training, and indoctrination of Islamist terrorists; their ideologies and self–images; and case studies of specific terrorist attacks and the vulnerabilities of modern societies that such attacks reveal. 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 relationship between organized and semi–organized crime and terrorism; the legal dilemmas of surveillance, preemptive custody, and "extraordinary rendition" in democratic societies; and the technology and organization of ascertaining identities in modern society. The course also addresses the crisis facing European societies—particularly the United Kingdom, France, Belgium, the Netherlands, and Germany—with growing populations of radical Islamist minorities who reject cultural assimilation into Western social or legal frameworks, a crisis paralleled in the United States, with important differences, by widespread illegal immigration. An assessment of the ideology of multiculturalism and its intended and unintended consequences in the fight against terror. The course also 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. *A Gaudino Fund Course.*
Class Format: seminar **Requirements/Evaluation:** full participation in the seminar, class presentations, and a major paper
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** all students are required to submit an application essay in order to be included in the course
Extra Info: not available for the Gaudino option
Distributional Requirements: Division 2 **Other Attributes:** LEAD American Foreign Policy Leadership
Not Offered Academic Year 2014–2015
SEM Instructor: Robert Jackall

SOC 211(F) Race and the Environment (D) Crosslistings: AFR 211/ENVI 211/SOC 211/AMST 211
In contemporary societies, race remains an enduring impediment to the achievement of equality. Generally understood as a socially meaningful way of classifying human bodies hierarchically, race manifests itself in a number of arenas, including personal experience, economic production and distribution, and political organization. In this course, we will explore how race emerges in local and global environmental issues, like pollution and climate change. We will begin with a review of some of the landmark texts in Environmental Studies that address "environmental racism," like Robert Bullard's *Dumping in Dixie* and David Pellow's *Garbage Wars*. We will examine how and to what extent polluting facilities like landfills, oil refineries, and sewage treatment plants are disproportionately located in communities of color; we will also pay attention to how specific corporations create the underlying rationale for plotting industrial sites. After outlining some of the core issues raised in this scholarship, we will turn to cultural productions—like literature, film, and music—to understand how people of color respond to environmental injustice and imagine the natural world.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, 2–3 short papers (5–7 pages), and a self–scheduled final
Prerequisites: none **Enrollment Limit:** 20
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
ENVI Humanities, Arts + Social Science Electives
ENVP SC–B Group Electives
Fall 2014
LEC Section: 01 TR 11:20 12:35 Instructor: James Manigault–Bryant

SOC 215 Crime
An examination of crime, criminals, and crime–fighters. Topics include: violent urban youth gangs in America; the recruitment, socialization, argot, culture, worldviews, and ethics of professional criminals, both in America and in the international arena; the stages of criminal careers; the violence inherent in the drug trade; the trafficking of girls and women; the illegal immigration industry; white–collar scams, fraud, and financial depredations; identity theft; the work worlds and habits of mind of crime–fighters, with a special focus on the work of uniformed police officers, detectives, federal agents, and state and federal prosecutors; the symbolic representations of criminals and crime–fighters in American and international popular culture; and the crisis of public social order. Special attention to the nature of criminal investigation.
Class Format: seminar **Requirements/Evaluation:** full participation in the seminar, class presentations, short mid–term paper, term paper
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** all students are required to submit an application essay in order to be included in the course
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 **Other Attributes:** JLST Enactment/Applications in Institutions
Not Offered Academic Year 2014–2015
SEM Instructor: Robert Jackall

SOC 216(S) The City
Modern humans have moved to the city, a site with concentrated powers of various kinds, this move has effected irreversible change in human life. We will examine these forces through readings in urban theories as well as ethnographic studies. We will address themes such as the organization of urban life, the political economy of cities, housing and homelessness, and urban planning. The city is also the chief site of cultural production and meaning, and our scope of interest will range from studying subcultures, to reading graffiti, to analyzing monuments. Bearing in mind the inexorable social change of past decades, we will reconsider some classical thought on urban life in the context of postmodern discourse, conceptualize the post–industrial and global city, and conclude with an examination of the problems faced by cities in developing countries. This course is designed to provide students with a comprehensive introduction to urban studies. Students will become familiarized with both classical and modern urban theories, and in reading ethnographies they will have an opportunity to understand some fundamental methodological approaches to the study of the city.
Class Format: seminar **Requirements/Evaluation:** response papers, mid term exam and final research paper
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** Anthropology and Sociology majors
Distributional Requirements: Division 2
Spring 2015

SEM Section: 01 TR 11:20 12:35 Instructor: Marketa Rulikova

SOC 217 Race(ing) Sports: Issues, Themes and Representations of Black Athletes Crosslistings: AFR 217/AMST 217/SOC 217/ENGL 215
Althea Gibson to the Williams Sisters. Julius (Dr. J) Irving to Michael Jordan. Jesse Owens to Tommie Smith and John Carlos. Throughout the 20th century, black athletes have broken through Jim Crow restraints, challenged racial stereotypes, and taken their sports to new heights of achievement. In this course, students will explore a range of black athletes in the 20th century, paying particular attention to the attitudes, stereotypes and experiences they endured. In addition, this course will prompt students to analyze the representation, perception, and commodification of black athletes in popular media forms. Students will trace trends, shifts and themes in representations of blackness across different sports and historical periods. Topics under study may include resistance against and affirmation of athletes as role models, racial slurs in sports broadcasting, common themes in commercialized images of the black male athlete, and distinctions in media coverage based on race and gender. Texts will include everything from critical essays and sociological studies to commercials and documentary films. In their final projects, students may put their newfound knowledge to the test by exploring their campus or hometown to investigate the role that race plays on their own playing field.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based upon class participation, short weekly reading and/or listening assignments, one 5–page paper, final group project
Prerequisites: none; open to all **Enrollment Limit:** 25 **Expected Class Size:** 20
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR, AMST or SOC
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
LEC Instructor: Rashida Braggs

SOC 218 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, including Durkheimian, Marxist, Foucauldian, and Weberian analyses of law and society; as well as the work of those following in the different theoretical schools established by these scholars. Informed by the theoretical overview, the next part of the course considers empirical research in selected areas of law, including tort law, criminal trial procedures, abortion and divorce law, "community justice," and the adjudication of drug offenses. Recognizing that understandings of our own legal practices are enlightened through comparisons to other legal systems, the second half of the course is primarily historical/comparative in focus. In this section, through an exploration of several case studies, American legal processes and habits are compared with related legal practices in such places as England, Scotland, Ireland, Australia, Germany, Norway, and Canada.
Class Format: lecture/discussion **Requirements/Evaluation:** a short paper and midterm and final exams
Prerequisites: none **Enrollment Limit:** 35 **Expected Class Size:** 35 **Enrollment Preferences:** none
Distributional Requirements: Division 2 **Other Attributes:** JLST Theories of Justice/Law
Not Offered Academic Year 2014–2015
LEC Instructor: James Nolan

SOC 219 Images and Society
"This is obvious!" is what we say when we believe our point is irrefutable.
But images are far less obvious than we may like to think. This course will create a forum for discussing the role of images in our lives, as well as the place of the visual in social inquiry. It will explore the variety of ways in which images — and even vision itself — are shaped by the social and cultural context in which they are embedded, develop skills for critical analysis of existing representations, and address the analytical possibilities and limitations of the study of signs and images. The course will touch upon a range of visual material, from advertizing to paintings, but the bulk of the course is dedicated to photography, both as an object of visual analysis and as, increasingly, a research method in social sciences.
Topics for discussion include debates around truth in photography and the politics of representation, changing uses of photography in institutional settings, different photographic cultures and their anthropological and sociological significance, as well as the use of photography in social research. Primary sources for the discussions will be drawn from a variety of spheres, from Soviet propaganda posters to Balinese identity photographs, and will include the images we encounter in everyday life, media, politics, academia, "high" art and pop culture.
Class Format: seminar **Requirements/Evaluation:** active class participation, several response papers, oral presentation and a take–home final
Prerequisites: none; open to all students **Enrollment Limit:** 19 **Expected Class Size:** 19
Distributional Requirements: Division 2 *Not Offered Academic Year 2014–2015*
SEM Instructor: Olga Shevchenko

SOC 240(S) Performing Masculinity in Global Popular Culture (D) Crosslistings: WGSS 240/AMST 241/LATS 241/THEA 241/SOC 240
This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products – ranging from beer to deodorant to cigarettes — had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch–identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half–life of the boy band in the US and in Asia (e.g., J/K–Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.
Class Format: seminar **Requirements/Evaluation:** masculinity journal, mid–term essay, visual analyses of pop culture artifact, choice of final essay or 8–10 page final paper, short field trip reaction essay
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** in the event of over–enrollment, a short statement of interest will be solicited
Distribution Notes: meets Division 2 requirement if registration is under AMST, LATS, SOC or WGSS; meets Division 1 requirement if registration is under THEA
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: EXPE Experiential Education Courses
LATS Comparative Race + Ethnic Studies Electives
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Gregory Mitchell

SOC 241(S) Meritocracy Crosslistings: PSCI 241/SOC 241
Although far less than 1% of American college and graduate school students attend an Ivy League university, 40% of the top decision makers in the second Obama administration did. Is this fact a positive sign that the United States is governed by its most talented and capable members who have risen through hard work and equality of opportunity? Or a negative one pointing to the power of a corrupt and self–selecting elite?
This course explores the theme of meritocracy— rule by the intellectually talented—in comparative perspective. We will look at both old and new arguments regarding the proper role and definition of merit in political society as well as take the measure of meritocracy in present–day China, France, and the United States. The course concludes with a focus on the current debate over American meritocracy and inequality and will include one or more of the following authors: Joseph Kett (*Merit), Charles Murray (Coming Apart*), Tyler Cowen (*Average is Over*), and Christopher Hayes (*Twilight of the Elites*).
Class Format: seminar **Requirements/Evaluation:** class participation, two or three short papers, and a final paper
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** Political Science and Sociology majors, first–years and sophomores intending a Political Science or Sociology major
Distributional Requirements: Division 2 **Other Attributes:** POEC Comparative POEC/Public Policy Courses
PSCI American Politics Courses
PSCI Comparative Politics Courses
Spring 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Darel Paul

SOC 242(S) Food and Society
The French critic Roland Barthes famously said that food is a system of communication. This multidisciplinary course is designed to introduce students to different ways of thinking about food through an exploration of the complex social and cultural rules that underlie food's consumption. Because our food choices communicate who we are—or what we aspire to be—the study of food reveals how societies throughout the world construct difference, whether religious, ethnic, national, or racial. The class will also examine nutrition, hunger, ideals of desirability in body image, and visual representations of food in advertising and art. Probable readings include: policy analyst Raj Patel on the global food system; sociologist Anthony Winson on the industrial diet; journalists Michael Pollan on ethical food choices and Jonathan Bloom on food waste; historian Rachel Laudan on cuisine and empire; and sensory scientist John Prescott on taste.
Class Format: lecture/discussion **Requirements/Evaluation:** active class participation, 4 response papers, one 8– to 10–page research paper, 1 oral presentation and 2 class projects
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Anthropology and Sociology majors and students with a demonstrated interest in the study of food
Extra Info: not available for the Gaudino option
Distributional Requirements: Division 2
Spring 2015
LEC Section: 01 TR 11:20 12:35 Instructor: Darra Goldstein

SOC 244(S) What They Saw in America Crosslistings: SOC 244/HIST 366/AMST 244
This course traces the travels and writings of four important observers of the United States: Alexis de Tocqueville, Max Weber, G.K. Chesterton, and Sayyid Qutb. The course will consider their respective journeys: Where did they go? Who did they talk to? What did they see? The historical scope and varying national origins of the observers provide a unique and useful outsider's view of America—one that sheds light on persisting qualities of American national character and gives insight into the nature and substance of international attitudes toward the United States over time. The course will analyze the common themes found in the visitors' respective writings about America and will pay particular attention to their insights on religion, democracy, agrarianism, capitalism, and race.
Class Format: seminar **Requirements/Evaluation:** active class participation, two or three short papers, and a class presentation/final paper
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** Anthropology and Sociology majors
Distributional Requirements: Division 2 **Other Attributes:** HIST Group F Electives – U.S. + Canada
Spring 2015
SEM Section: 01 MR 01:10 02:25 Instructor: James Nolan

SOC 252(F) Moral Life in the Modern World
This course attempts to locate and examine modern moral life (i.e., the ethical dimension of modern culture) in its broader historical and cultural context. The aim of the course is less to analyze and debate the theoretical moralities of philosophers and theologians, than it is to interpret and attempt to understand the lived moralities that people actually practice and carry out; that shape conduct and selfhood in the modern world. There are two parts to the course. Part I will provide a guided introduction to a range of contested issues in the study of ethics and morality: moralism, moral relativism, nihilism, genealogy, moral truth, and value freedom; the differences between normative and descriptive ethical inquiry; "thick" and "thin" moral concepts, and the historically variable relationships between lived moralities, theoretical moralities, and moral customs. In proceeding as such, this section of the course will provide students with an overview of "classical" positions on these issues and subsequent interventions. In Part II we will shift our focus to learning about how to interpret and understand lived moralities by considering case studies that take up the following: morals and market society; the morality of images, numbers, and things; moral life in corporate, urban, and suburban contexts; moral panics; business and environmental ethics; race and racism; depersonalization and colonialism, war and genocide. The course will furthermore examine ethics and morality "in," "through," and "of" literature, as students will select, read, and critique an appropriate work of fiction, e.g. by Milan Kundera, Don Delillo, Margaret Atwood, or Cormac McCarthy.
Class Format: lecture **Requirements/Evaluation:** weekly discussion précis, film screenings, two book review essays, class presentations, and a take–home midterm

Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Sociology and Anthropology students
Distributional Requirements: Division 2
Fall 2014
LEC Section: 01 TR 08:30 09:45 Instructor: Grant Shoffstall

SOC 263(S) Cold War Technocultures Crosslistings: SOC 263/AMST 263/HIST 363/HSCI 263/SCST 263
With the Soviet Union¿s collapse at the end of the twentieth century and the emergence of the United States as an unchallenged victor and "new world" hegemon, have we lost a sense of the drama, fear, and unbridled terror that permeated American life during the Cold War? In this course we will set out to understand Cold War American culture(s) by examining the intersection of politics, aesthetics, and a range of major technoscientific developments during this period. The course will take shape in three parts. Part I will explore the emergence and role of the computer in shaping the distinctly American style of thought aimed at Soviet "containment". We will furthermore trace historical treads connecting MIT's legendary Whirlwind computer, the SAGE continental air defense system, nuclear wargaming at the RAND Corporation, artificial intelligence, and the advanced technologies, management strategies, and atrocities of the Vietnam War. Part II takes up the symbolic potency of the space race, which we will use as a conduit through which to explore the following events and developments: Sputnik, Yuri Gagarin's spaceflight, the Apollo moon landing, and American civil defense; the postwar science of cybernetics and the emergence of the now iconic cyborg; the Club of Rome's {Limits to Growth}report and the Gaia hypothesis; plans backed by NASA for the industrialization, humanization, and colonization of outer space; and Ronald Reagan's Strategic Defense Initiative, '"Star Wars". Finally, case studies considered in Part III will focus on moments of conflict and resistance, appropriation, and unintended consequences of the preceding and other Cold War technological developments, among them antipsychiatry and environmentalism; Project Cybersyn, an infrastructural causality of the US/CIA–backed Chilean coup of 1973; the American counterculture and the countercultural roots of neoliberalism(s).
Class Format: seminar **Requirements/Evaluation:** weekly discussion precis, film screenings, class presentations, and a final research project decided in consultation with the instructor
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** preference will be given to students with a demonstrated interest in the study of Cold War science and technology
Distributional Requirements: Division 2
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Grant Shoffstall

SOC 267 Race in the Americas (D) Crosslistings: AFR 267/SOC 267/AMST 267
This course is designed to provide students with a fundamental understanding of the historical development and changing dynamics of race in North America, the Caribbean, and South America. In doing so, we will take on the fundamental position that race is a meaningful classification of human bodies. The question we will keep in front of us at all times is this: How does social milieu determine the meaningfulness of race? Racial classifications, like all classifications, are collectively imagined, and appear mired in various spheres of social life. We will devote a fair amount of attention to the meaning of race in personal experience, economic production and distribution, political organization, and popular culture. The complexity of race will be explored within a number of writings by authors such as Michael Hanchard, Edwidge Dandicat, and Patricia Hill Collins. This EDI course explores the experiences and expressions of the culturally diverse peoples of African descent in the New World, as well as the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. and/or European social hierarchies.
Class Format: discussion/lecture **Requirements/Evaluation:** evaluation will be based on class participation, 2–3 short papers (5–7 pages), and a self–scheduled final examination
Prerequisites: none; open to all **Enrollment Limit:** 20
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
LEC Instructor: James Manigault–Bryant

SOC 268 Class and Inequality
This course is designed to explore, both theoretically and empirically, the theme of social structure and inequality in contemporary modern societies. One's position in social space largely determines one's consciousness, identity, values, attitudes, interest, and behavior. While inequality is ubiquitous, there are cross–cultural variations in the definition of status and consequent distribution of social conditions and opportunities among individuals. In modern societies, social space and individual status are closely interconnected with the economic system and, consequently, with the occupational structures and relations evolving from it. Currently, globalization and technological developments are rapidly transforming societies and patterns of inequality. In stable societies, changes in the economic and social sphere are evolutionary in nature. However, these changes come at an accelerated pace and are typically accompanied by initial chaos and turbulence in societies undergoing major systemic transformation (or even revolution). These societies provide excellent opportunities to study the relationship of social change and stratification. Therefore, an important focus of this course will also be on the systemic transition from state socialism to market democracies in Russia and Eastern Europe since 1989.
Class Format: seminar **Requirements/Evaluation:** response papers, mid term exam and final research paper
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** Anthropology and Sociology majors
Distributional Requirements: Division 2 *Not Offered Academic Year 2014–2015*
SEM Instructor: Marketa Rulikova

SOC 291 Religion and the American Environmental Imagination (W) Crosslistings: ENVI 291/REL 291/SOC 291
This course examines the relationship between religious and environmental thought in the modern United States. Focusing on the complex and closely linked legacies of Christianity, secularism, and popular spirituality, we will explore the religious and anti–religious roots of contemporary environmental discourse. Along the way, we will pursue a set of vexing questions about environmental thought: Is environmentalism a religion? If so, what kind of religion is it? If not, why not (and why do we even ask)? Is anti–environmentalism religiously motivated? Could religion be the cause of our ecological crisis? Could it be the solution? For answers, we will look to the writings of thinkers such as John Muir, Edward Abbey, Rachel Carson, Aldo Leopold, and Wendell Berry, as well as a number of lesser–known authors. We will read these authors alongside recent scholarship in the social sciences and humanities to understand how their thinking was influenced by social and environmental trends such as urbanization, industrialization, immigration, and globalization. We will also ask how religion has intersected with gender, race, class, and ethnicity to shape environmental politics in the twenty–first century. Finally, we will pay particularly close attention to episodes of conflict and cooperation between the environmental movement and religious conservatives during the past forty years, and we will analyze popular religious media from this period alongside the writings and visual productions of environmentalists.
Class Format: seminar **Requirements/Evaluation:** a 15– to18–page research paper and several shorter writing assignments
Prerequisites: ENVI 101 or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Environmental Studies majors and concentrators
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: ENVI Humanities, Arts + Social Science Electives
ENVP SC–B Group Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Nicolas Howe

SOC 303 Cultures of Climate Change (W) Crosslistings: ENVI 303/SOC 303
This course asks why people think and talk about climate change in such very different ways. Climate change is a physical phenomenon that can be observed, quantified, and measured. But it is also an idea, and as such it is subject to the vagaries of cultural interpretation. Despite scientific agreement about its existence and its causes, many people do not see climate change as a serious problem, or as a problem at all. Many others see it as the most serious problem our species has ever faced. What are the sources of this disparity? Why can't we agree about climate change? How does something as complex and confusing as climate change become a "problem" in the first place? This course will explore a broad array of factors, from religion to race, class to colonialism. It will focus especially closely on the communication of scientific knowledge, risk perception, and environmental ethics, and it will apply a range of theories from the social sciences and humanities to a set of concrete case studies In the climate change debate, culture matters. By investigating how culture shapes the politics and policy of climate change, students will develop the interpretive skills required to understand not just this most contentious of issues, but environmental issues in general.
Class Format: seminar **Requirements/Evaluation:** a 15– to 18–page research paper and several shorter writing assignments
Prerequisites: ENVI 101 **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** ENVI majors and concentrators first; ANSO majors second
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: ENVI Humanities, Arts + Social Science Electives
Not Offered Academic Year 2014–2015
SEM

SOC 305 The Sociology of Black Religious Experience Crosslistings: AFR 305/REL 315/SOC 305/AMST 304
The United House of Prayer For All People. The Nation of Islam. New Birth Missionary Baptist Church. The African–American Buddhist Retreat at Spirit Rock Meditation Center. While each of these groups reflects a different spiritual tradition, all are examples of the rich religious expressions of Black Americans. This course will introduce students to the landscape of Black religious practices in the United States. We will begin with a historical survey of the literature on Black religions. Our review will yield some of the primary themes of the Black religious experience—the injustices of modern racism, the significance of liberation, and continued meaning of Africa as a homeland. We will then investigate how secular processes like industrialization, commodification, and the modern media, alter understandings of the sacred in Black experience.
Class Format: seminar/discussion **Requirements/Evaluation:** evaluation will be based upon class participation, 2–3 short papers, and a final research paper
Prerequisites: none; open to all **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** Africana Studies concentrators and Anthropology/Sociology majors
Dept. Notes: this course DOES NOT fulfill the body of theory seminar requirement for Religion majors; this course will count as an elective towards the major in Religion
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
REL Africa + African Diaspora Tradition Courses
Not Offered Academic Year 2014–2015
SEM Instructor: James Manigault–Bryant

SOC 306 Lessons of 'The Game': The Wire and American Culture Crosslistings: AFR 300/AMST 300/SOC 306
The critically acclaimed television program, *The Wire*, ran for five seasons on Home Box Office (HBO) between 2002 and 2008. Set in "inner city" Baltimore, the program addressed a wide array of topics, including, but not limited to, the urban drug trade, law enforcement, local city politics, labor unions, education, and the newspaper industry. Though a work of "fiction," sociologist William Julius Wilson has called the show an important and instructive portrayal of the "deep inequality in inner–city America." By contrast, some scholars and critics have decried the series and indeed, courses like this one, as examples of mainstream America's fascination with and acceptance of African American drug use, criminal tendencies, and corruption. In this course, we will not deconstruct *The Wire* per se, but use select episodes from the series to explore key issues in Africana Studies, ranging from political geography to a history of Baltimore and the "War on Drugs." Students should have some familiarity with the show. Africana Studies will show select episodes during Winter Study. Readings will include texts about African American urban life, such as Elijah Anderson's *Code of the Street* and Sudhir Venkatesh's *Gang Leader for a Day.* Due to its attention to crime, drug addiction, violence, and urban decay, this course is a part of the Gaudino Danger Initiative.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on 2–3 short papers (5–7 pages), and a final written project (10 pages)
Prerequisites: none **Enrollment Limit:** 50 **Expected Class Size:** 50 **Enrollment Preferences:** none
Extra Info: not available to be taken Pass/Fail
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
AMST Arts in Context Electives

AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
LEC Instructor: James Manigault–Bryant

SOC 311 Espionage
An exploration of the occupational world of intelligence officers. A focus on the 20th–century history of intelligence in the United States, Britain, and the Soviet Union, and on the post 9/11 Western intelligence efforts against Islamist terrorists. An appraisal of the structure and ethos of intelligence work both in the field and in the headquarters analysis of field materials. An examination of the training, social psychology, moral rules–in–use, and world views of intelligence officers, including those engaged in counterintelligence and counterespionage. A look at remarkable intelligence successes and catastrophic failures. Extensive reading of memoirs written by former intelligence officers.
Class Format: seminar **Requirements/Evaluation:** full participation in the seminar, class presentations, and a major paper
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** all students are required to submit an application essay in order to be included in the course
Extra Info: not available for the Gaudino option
Distributional Requirements: Division 2 *Not Offered Academic Year 2014–2015*
SEM Instructor: Robert Jackall

SOC 315(F) Culture, Consumption and Modernity (W)
How do lifestyles, fashions and trends appear and evolve? Are we authors of our own taste? What structures our choices of goods and activities? What is it that gives meaning to objects and makes them desirable? Are there non–consumer societies in the modern world? How has globalization changed the ways people consume in different parts of the globe? This course will explore the consumption and consumer practices as products of modernity and will analyze the political, cultural and social agendas that have transformed consumption over time. Politics of consumption (the way in which seemingly free and independent consumption choices aggregate into the existing system of global capitalism) will be treated alongside its symbolic element: the role of consumer practices in creating and articulating identities, building relationships and creating solidarities. It will look at fashion, advertising, arts and shopping in places as varied as nineteenth–century France, socialist Russia, and in contemporary United States, tracing both the mechanisms that structure patterns of consumption, and the implications that these patterns have for the larger social order.
Class Format: seminar **Requirements/Evaluation:** full participation, ten journal entries and a 15–page term paper that will go through a draft and revision stage
Prerequisites: none, open to first–year students **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** Anthropology and Sociology majors
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: ENVI Humanities, Arts + Social Science Electives
INST – Urbanizing World Electives
Fall 2014
SEM Section: 01 TF 02:35 03:50 Instructor: Olga Shevchenko

SOC 317T The Public and the Private (W)
The sharp distinction between the private and the public spheres is often taken as one of the defining features of the Western modernity itself. Furthermore, the existence and vibrancy of the public sphere is a crucial precondition for participatory democracy, whereas respect for privacy and provisions and guarantees that ensure personal autonomy remain fundamental for the daily operations of society. This tutorial course will address the public and the private as concepts that are always in a state of tension, and will explore these tensions from a sociological and historical vantage point. Topics include: democracy and the public sphere, publicity and its institutions, from the coffee house to the mass media, individual and collective identities, the "religion of individualism" and its rites and priests, public and private uses of space, the shifting lines of differentiation between the private and the public and the contestations of this distinction, as well as the impact of new technologies on the relationship between the public and the private. The tutorial will mainly address the Western cultural tradition, although it will involve intercultural comparisons, drawing on a wide range of literature, from Jurgen Habermas to Svetlana Boym, Nancy Fraser and Richard Sennett.
Class Format: tutorial; students will meet in pairs with the instructor 1 hour each week; they will write a 5– to 7–page paper based on the readings every other week (5 papers total); on alternate weeks they will write & present a 2–page response to their peer's paper **Requirements/Evaluation:** evaluation will be based on the analytical qualities of the students' written and oral work and on their weekly participation in discussion
Prerequisites: none; open to all students **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Anthropology and Sociology majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Not Offered Academic Year 2014–2015
TUT Instructor: Olga Shevchenko

SOC 318T(F) Declining Significance of Race and Racism in U.S. Politics? (W) Crosslistings: PSCI 318/AFR 318/SOC 318
Historically, America has faced a dilemma. On one hand, the United States was founded on the principles of liberty and equality, and consequently the American ethos is largely characterized by individualism and egalitarianism. On the other hand, the U.S. has faced and continues to be challenged with matching its expectations and ideals of itself with reality, as there are on–going inequalities based on race, gender, religion, and sexuality. Nonetheless, one would have difficulty in arguing that American society has not improved at all, especially over the past half–century. The U.S. government — via Congress, the Supreme Court, and Executive Orders of various Presidents — has improved the well–being and status of racial minorities. Further, the overwhelming majority of American citizens eschew racist language and attacks on racial and ethnic minorities. Some would argue that the election of the United States — first Black president is a clear indication that the country is approaching — if not already realizing — its post–racial, American Dream. But, scholars who have tried to measure the significance, impact, and effect of race on American politics are currently engaged in a highly contested debate on the extent to which racism has declined in this society. In this tutorial, we will explore a variety of debates concerning the role of race in American society and American Politics. Have racial attitudes improved over the past 60 years or has the language of racial animus simply changed over that time? Are racial minorities failing to live up the opportunities provided to them by the U.S. Constitution and various other laws or are there structural barriers that are too high for them to overcome? Is the election of minority leaders in majority white districts a sign that racial attitudes have an insignificant influence on candidate evaluation and elections or have minority candidates deracialized their campaigns in a way that may ultimately disserve minority groups? These are just a few of the questions we will consider. Students will be exposed to texts on at least two sides of various debates.
Class Format: tutorial **Requirements/Evaluation:** five 5–page essays, five 2–page response papers; one final 5–page reflection essay
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** seniors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: ASAM Related Courses
Fall 2014
TUT Section: T1 TBA Instructor: Candis Smith

SOC 319 Ethnographic Approaches to Africana Studies Crosslistings: AFR 319/SOC 319/AMST 319
Ethnography is the systematic study and recording of human cultures. It involves the collection and analysis of information from multiple sources including (but not limited to) first–person accounts, life histories, interviews, observations, and autobiographical materials. Within Africana Studies, ethnographic approaches have been utilized to reflect complex narratives of black experience throughout the Diaspora. This seminar is a critical introduction to the theory, method, and practice of ethnography in Africana studies. We will explore a variety of cultures and settings, and discuss the practical, methodological, and ethical issues related to ethnography. Three broad questions will dominate our discussions: 1) What are the theoretical, practical, and stylistic tools needed to fashion compelling ethnographies that get to the heart of what it means to document Africana experience? 2) What are the ethical and political implications of representing Africana perspectives in fieldwork studies? 3) What are the strengths and limitations of ethnography as a research method in Africana studies? Each student will utilize the materials covered in the course to research and write his or her own ethnography.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based upon class participation, weekly response papers, a 5– to 7–page critical book review, and the construction of a mini–ethnography
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** Africana Studies concentrators, Women's, Gender and Sexuality Studies majors, Religion majors
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
SEM Instructor: Rhon Manigault–Bryant

SOC 324(S) Memory and Identity (D)
Our sense of self is inextricably tied to our understanding of our past, both as individuals and as members of society. This sense of origins, however, is far from natural; it itself has its origins in the debates and politics of the time, and evolves under an array of influences. This course analyzes discourses of collective and individual identity and the mechanisms involved in the formulation of the individuals' sense of their place in the world. Topics include: media of memory, politics of commemoration, nostalgia and selective forgetting, narratives of trauma and of a "golden age," the invention of tradition, and battles over remembrance and heritage, such as the dispute over the ownership of Parthenon Marbles between Greece and the UK, or over the proper way to commemorate the victims of 9/11 in the US or the victims of Stalin¿s purges in the post–Soviet space. This course fulfills the EDI requirement because it explores the diversity of the ways in which communities imagine and engage with their past, and puts struggles over memory in the context of groups' struggles for power and visibility.
Class Format: seminar **Requirements/Evaluation:** extensive class participation, several short papers, and a final research project with class presentation
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 15
Distributional Requirements: Division 2 Exploring Diversity
Spring 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Olga Shevchenko

SOC 327(F) Feeling the Present Crosslistings: AMST 327/SOC 327
Feelings, moods, and affects are typically understood as bound to individual persons. However, this course examines not only how feelings and moods are profoundly collective but also why and how these collective moods have come to matter in contemporary culture, politics, and economy. Focusing on current and classic scholarship in critical political economy, neoliberalism, and affect studies – as well as film and popular culture – we will attend to the ways in which anxiety, depression, hope, rage, and other moods figure into everyday life, work, social movements, and other key sites. Topics considered include: mental health and the pharmaceutical industry; the social implications of financialization; the Tea Party and its political influence; the rise of social media; and the recent housing crisis.
Class Format: lecture **Requirements/Evaluation:** students will be required to write 4 informal (2–3 page) response papers and a final paper (10–15 pages) on a topic to be developed with the professor; from time to time, students will be asked to bring a substantive question to class on the reading
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** AMST majors, but all qualified students welcomed
Distributional Requirements: Division 2
Fall 2014
LEC Section: 01 TF 01:10 02:25 Instructor: John Andrews

SOC 328T(S) Immaterial Labor Crosslistings: AMST 328/SOC 328
In the last 50 years, the character of work and labor has fundamentally changed as the economy has increasingly involved transnational markets, media culture, and networked technologies. Although industrial production has not disappeared—far from it— we have witnessed a dramatic rise in knowledge and information work, the service economy, advertising,finance,biotechnologies, and other kinds of labor whose "product" is fleeting, emotional, and/or affecting bodily capacities. As a result, the distinction between work and leisure is more and more blurred as activities from blogging to watching television to working out at the

gym become economically valuable. Drawing on a range of classic and contemporary literatures on the subject (including those by Karl Marx, Paul Lafargue, Hannah Arendt, Kathi Weeks, Sylvia Federici, Hardt & Negri, Richard Sennett, and Sunder Rajan), this tutorial will examine how the proliferation of immaterial labor is reconfiguring our understanding and experience of class, race, nation, gender, sex, and everyday life.
Class Format: tutorial **Requirements/Evaluation:** students' grades are based on 5 or 6 (5–7 page) papers and 5 or 6 (1–2 page) response papers; regular participation is required
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** AMST majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Spring 2015
TUT Section: T1 TBA Instructor: John Andrews

SOC 332(F) Life and Death in Modernity
Death is a biological fact. Death is also one of the few universal parameters in and through which social worlds and individual lives are created. Death, in other words, is a primary source of the material and symbolic activities through which humans work to construct, legitimate, and maintain social realities. To attend to "ways of death", then, is to attend simultaneously, if only indirectly, to "ways of life'—the hopes and fears, the ways and wants of a people. In this course we will ask: How, why, and with what manner of consequence has it come to be that, under late–western modernity, the aged, the sick, the dying, the bereaved, and indeed death itself, are routinely "set aside", hidden from view and thus awareness, institutionally sequestered from those of us among the living? We will attend to the historical emergence of the institutional forms that perpetrate this sequestration, and show how they have become tightly articulated with one another: hospitals, nursing homes, hospice centers, funeral homes, cemeteries. We will furthermore examine the peculiar bodies of expert knowledge that have arisen in tandem with these institutional forms, among them gerontology, thanatology, and bereavement therapy, showing how they have conspired in the pathologization and (bio)medicalization of aging, death, and grief. Other topics to be explored include the commercialization, commodification, and consumption of health, well–being, youth and longevity, and the emergence of anti–aging medicine, techniques of human optimization, and "popular" rationalities of human life extension.
Class Format: seminar **Requirements/Evaluation:** weekly journal entries, film screenings, take–home midterm, class presentations, and a final 12– to 15–page paper to be decided in consultation with the instructor
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** preference will be given to Sociology and Anthropology students
Distributional Requirements: Division 2 **Other Attributes:** PHLH Bioethics + Interpretations of Health
Fall 2014
SEM Section: 01 MWF 11:00 12:15 Instructor: Grant Shoffstall

SOC 368(F) Technology and Modern Society
With widespread use of new social media, controversial developments in such bio–technical practices as the cloning of mammals, rapid advances in various forms of telecommunication, and the increasing sophistication of technological weaponry in the military, the triumph of technology remains a defining feature of modern life. For the most part, modern humans remain unflinchingly confident in the possibilities technology holds for continuing to improve the human condition. Indisputably, technology has benefited human life in innumerable ways. However, as with other features of modernity, technology has also had significant, albeit largely unanticipated, social consequences. Working within a sociological paradigm, this course will focus on the less often examined latent functions of technology in modern society. It will consider, for example, the social effects of technology on community life, on privacy, and on how people learn, think, understand the world, communicate, and organize themselves. The course will also examine the effects of technology on medicine, education, criminal law, and agriculture and will consider such counter–cultural reactions to technology as the Luddite movement in early nineteenth century England, Amish agrarian practices, and the CSA (community supported agriculture) movement.
Class Format: seminar **Requirements/Evaluation:** two short papers, a midterm exam, and a final exam
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** Anthropology and Sociology majors
Distributional Requirements: Division 2 **Other Attributes:** ENVI Humanities, Arts + Social Science Electives
ENVP SC–B Group Electives
HSCI Interdepartmental Electives
SCST Elective Courses
Fall 2014
SEM Section: 01 MR 01:10 02:25 Instructor: James Nolan

SOC 370(S) Immigrant Social Movements: Bridging Theory and Praxis (D) Crosslistings: LATS 370/AMST 370/JLST 370/INST 370/SOC 370
What routes are available to immigrant communities seeking to fight for inclusion and political participation? Do undocumented immigrants have rights in the United States and if so, what are these rights? Also, what agencies, political bodies or local/national organizations are responsible for making such determinations? Focusing on the activism of undocumented immigrant communities (parents, youth and allies), this course analyzes political mobilization by a group of individuals thought by many not to have rights. In doing so, comparisons will be drawn with the strategies and campaigns of those in the LGBT community and that of civil rights activists of the 1960s. Seeking to understand the origins and effects of what anthropologist Nicholas DeGenova refers to as "migrant illegality," students in this course will become familiar with the factors leading to international migration, the role of laws and federal/state policies in criminalizing and disenfranchising migrants, and the various forms of resistance in which undocumented communities have engaged in order to fight oppression and marginalization. Readings and course materials will be highly interdisciplinary drawing from disciplines such as ethnic studies, sociology, anthropology, political science and legal studies; course readings will be supplemented by films and an experiential learning component. As part of this component students will meet outside class hours to work with a local community–based organization over the course of the semester and write a 15–page final paper that connects course readings with their fieldwork experience. This course also works under the Exploring Diversity Initiative theme of "power and privilege" in examining the legal, cultural, social and political conditions that lead to the creation of a migrant underclass.
Class Format: seminar **Requirements/Evaluation:** 15–page final paper that connects course readings with internship experience
Prerequisites: none **Enrollment Limit:** 12 **Enrollment Preferences:** LATS concentrators, AMST and JLST juniors and seniors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: INST Borders, Exiles + Diaspora Studies Electives
JLST Interdepartmental Electives
JLST Enactment/Applications in Institutions
LATS Core Electives
Spring 2015
SEM Section: 01 M 07:00 09:40 Instructor: Kevin Escudero

SOC 371(S) Science, Technology, and (Bio)medicalization Crosslistings: SOC 371/HSCI 371/SCST 371
"Medicalization" is a term that appears with great frequency in historical and broadly social scientific studies of twentieth century American medicine. In brief, medicalization refers to those processes by which a myriad of previously {non}medical problems, once defined as ethical–religious, legal or social (e.g. drug and alcohol addition, shyness, obesity), are brought within the purview of medical science and redefined as medical problems, usually in terms of "illness" or "disorder". We will begin the course by attending to the history of medicalization and its consequences. Taking guidance from key theoretical works and exemplary case studies, we will arrive at an understanding of medicalization as a {technical} process, and modern medicine as a quite potent form of {social control}. We will then move from a consideration of medicalization to biomedicalization; from the management of human life to transformations of "life itself" by way of post–World War II technoscientific interventions aimed at "optimizing" the vitality of individuals, groups, and entire populations. In particular, we will consider empirical case studies of technoscientific developments that have made possible the work of optimization that defines biomedicalization: molecular biology, pharmacogenomics, biotechnologies, imaging techniques (EEG, PET, and fMRI), robotics, and transplant medicine, among others. Finally, we will attend to how processes of biomedical optimization have produced new ways of seeing, knowing, and imagining human bodies, such that biology is increasingly less representative of "destiny" than it is of possibility. To this end, the course will conclude with a consideration of speculative technoscience and the ethics and politics of human enhancement.
Class Format: lecture **Requirements/Evaluation:** weekly discussion précis, science–fiction book review essay, class presentations, and a take–home midterm
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 20–25 **Enrollment Preferences:** preference will be given to Anthropology and Sociology students
Distributional Requirements: Division 2 **Other Attributes:** PHLH Bioethics + Interpretations of Health
Spring 2015
LEC Section: 01 MWF 08:30 09:45 Instructor: Grant Shoffstall

SOC 385 The Foundations of American Society
An examination of the social, cultural, epistemological, and moral foundations of contemporary American society. This seminar will pay special attention to the: economic and social consequences of the de–industrialization and concomitant globalization of the American economy and America's new debtor–nation status; social and cultural effects of ongoing massive immigration, legal and illegal; increasing bureaucratization of every sphere of life, especially the growth of the leviathan state apparatus; proliferation of claims on public and private bureaucracies fueled by adroit and competing advocacy; clashes between the manifold cultural frameworks that give meaning to personal experiences; institutionalization of adversary political cultures, on both the left and right; entrenchment of centrifugal ideologies of multiculturalism and diversity; polarization of our elites and stalemating of America's political system; and the remarkable multiplicity of moral codes that often conflict with presumably common laws. In all, the course addresses a crucial question: who are we now as a nation? It proceeds entirely through discussion and student presentations of lively contemporary materials. Students are expected to have read certain classical sociological and political texts before the class begins.
Class Format: seminar **Requirements/Evaluation:** several class presentations, major term paper
Prerequisites: none; all students must submit an application essay to be considered for enrollment in this course **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** Anthropology and Sociology majors
Dept. Notes: previously Soc 402
Extra Info: not available for the Gaudino option
Distributional Requirements: Division 2 *Not Offered Academic Year 2014–2015*
SEM Instructor: Robert Jackall

SOC 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 milieux 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 and non–state actors of both the left and right; conservative and liberal "public interest" groups; propaganda in contemporary social movements and national political campaigns; the workings of corporate and university 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.
Class Format: seminar **Requirements/Evaluation:** full participation in seminar, class presentations, and a major paper
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** all students are required to submit an application in order to be included in the course
Extra Info: not available for the Gaudino option
Distributional Requirements: Division 2 **Other Attributes:** LEAD Facets or Domains of Leadership
Not Offered Academic Year 2014–2015
SEM Instructor: Robert Jackall

SOC 397(F) Independent Study: Sociology
Sociology independent study.
Class Format: independent study
Distributional Requirements: Division 2
Fall 2014
IND Section: 01 TBA Instructor: Olga Shevchenko

SOC 398(S) Independent Study: Sociology
Sociology independent study.
Class Format: independent study
Distributional Requirements: Division 2
Spring 2015
IND Section: 01 TBA Instructor: Olga Shevchenko

SOC 493(F) Senior Thesis: Sociology
Sociology senior thesis.
Class Format: independent study
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 2
Fall 2014
HON Section: 01 TBA Instructor: Olga Shevchenko

SOC 494(S) Senior Thesis: Sociology
Sociology senior thesis.
Class Format: independent study
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 2
Spring 2015
HON Section: 01 TBA Instructor: Olga Shevchenko

ARABIC STUDIES (Div. I*, with some exceptions as noted in course descriptions*)

Coordinator, Professor WILLIAM DARROW

Assistant Professors VARGAS. *Affiliated Faculty:* Professors: BERNHARDSSON**, DARROW, D. EDWARDS*, NEWMAN, ROUHI. Associate Professors: PIEPRZAK***. Visiting Assistant Professor: EQEIQ. Senior Lecturer: H. EDWARDS. Visiting Lecturer: AL–SHALCHI. Teaching Associate: YARA AHMED, MANAL SHALABY

Middle Eastern Studies is a vibrant and growing discipline in the United States and around the world. Students wishing to enter this rich and varied discipline can begin with a major in Arabic Studies at Williams. The major is designed to give students a foundation in the Arabic language and to provide the opportunity for the interdisciplinary and multi–disciplinary study of the Arab, Islamic, and Middle Eastern arenas.

The Major in Arabic Studies

Students wishing to major in Arabic Studies must complete nine courses, including the following four courses:

ARAB 101–102 Elementary Arabic
ARAB 201 Intermediate Arabic I
ARAB 202 Intermediate Arabic II

Students must also take five courses in Arabic and Middle Eastern Studies in affiliated departments. At least two of these courses should be from the arenas of language and the arts (DIV I) and at least two from politics, religion, economics, and history (DIV II). At least two of these courses must be at an advanced level (300 or 400 level). These might include:

ARAB 223/COMP 223 Migrants at the Borders: Comparative Middle Eastern and Latin American Cultural Studies
ARAB 228/COMP 228 Modern Arabic Literature in Translation
ARAB 233/COMP 233 Introduction to Classical Arabic Literature
ARAB 251/COMP 251 Popular Culture in the Arab World: Youth, Populism, and Politics
ARAB 252 /WGSS 251/HIST 309/ COMP 252 Arab Women Memoirs: Writing Feminist History
ARAB 253/COMP 253 Narratives of Placement and "Dis–placement" from the Global South
ARAB 301 Advanced Arabic I
ARAB 302 Advanced Arabic II
ARAB 309(S) Introduction to Colloquial Arabic
ARAB 401 Topics in Advanced Arabic
ARTH 212 Distant Encounters: East Meets West in the Art of the European Middle Ages
ARTH 220 The Mosque
ARTH 278 The Golden Road to Samarqand
ARTH 472 Forbidden Images?
HIST 111/LEAD 150/ARAB 111 Movers and Shakers in the Middle East
HIST 205/ARAB 205 Pre–Modern Middle East to 1500: From Muhammad to the Mongols
HIST 207/JWST 217/REL 239/ARAB 207/INST 101 The Modern Middle East
HIST 305/ARAB 305 Nation Building: The Making of the Modern Middle East
HIST 306/ARAB 306/WGSS 305 Women and Gender in Middle Eastern History
HIST 307 Islam and Modernity
HIST 310/ARAB 310 Iraq and Iran in the Twentieth Century
HIST 311/ARAB 311 The United States and the Middle East
HIST 396 Muslims and Europe: From the Conquest of Algeria to the Present
HIST 409 / ARAB 409 Crescent, Cross, and Star. Religion and Politics in the Middle East
HIST 480/ARAB 480 Dangerous Narratives: Interpretations of the Israeli–Palestinian Conflict
HIST 491/ARAB 491 Political Islam: Past, Present, Future
REL 201/COMP 201/JWST 201 The Hebrew Bible
REL 230/COMP 260 Reading Reading: An Introduction to the Qur'an and Islam
REL 202 / COMP 214 Moses: Stranger in a Strange Land
REL 207 / COMP 250 From Adam to Noah: Literary Imagination and the Primeval History in Genesis
REL 231/HIST 209/ARAB 231 The Origins of Islam: God, Empire and Apocalypse
REL 232/ARAB 232 The Texting of the Divine: Language and Imagination in Islamic Thought
REL 233 Islamic Mysticism: The Sufis
REL 234/ARAB 234 Shi'ism Ascendant?
REL 289/COMP 309/JWST 491 Exile, Homecoming and the Promised Land
RLFR 309/AFR 307 Contemporary Short Stories from North Africa: Fast Cars, Movies, Money, Love and War

Students who place into more advanced language courses may substitute additional courses for 101–102, but they must still take a total of nine courses.

Up to four courses from approved study abroad programs may be counted toward the major.

The Certificate in Arabic
The Certificate in Arabic demonstrates that a student has acquired a working foundation in the language. The sequence of eight 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.

Required Courses
ARAB 101
ARAB 102
ARAB 201
ARAB 202
ARAB 301
ARAB 302

Electives
–at least one course in Arabic literature, arts, or culture
–at least one course in Arabic history, religion, politics, or economics

Students must earn a cumulative grade average of B or higher in the sequence of eight courses. In addition, they must receive a score of at least 85% on a language proficiency test administered by the Arabic faculty. The test is administered once a year during the month of April to all students who wish to obtain the Certificate. Those interested should express their intent to the Arabic faculty by March 1st or earlier.

Students who enter Williams with previous training in Arabic may be exempted from up to three of the required eight 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.

The Degree with Honors in Arabic Studies

Prerequisites

Honors candidates in Arabic are required to have maintained a GPA of 3.5 in the major to qualify for submitting a thesis proposal. In addition, candidates must demonstrate a strong interest in a specific topic for which an appropriate faculty advisor will be available in the senior year.

Timing

Students wishing to pursue a thesis in Arabic are strongly urged to secure an advisor by the end of the week after Spring Break in their junior year. By *May 15th* of their junior year, candidates must submit to the Program Advisory Committee a one– to two–page proposal and a preliminary bibliography. The Advisory Committee will inform candidates by *June 1* whether they may proceed with the thesis and advise them about any changes that should be made in the focus or scope of the project. The summer before the senior year will be spent compiling a more detailed bibliography and preparing for the process of writing the thesis.

In their senior year, candidates will devote two semesters and the winter study period to their theses (ARAB 493–W31–ARAB 494). *By the end of the Fall semester,* students will normally have undertaken substantial research and produced the draft of at least the first half of the project. At this point students should also have a clear sense of the work remaining for completion of the thesis. In the course of the Fall semester, students will also have chosen and met with a second reader for the project, who will provide additional guidance and read the final thesis. *By the end of Winter Study,* students should have completed a draft of the entire project. At that time, the Comparative Literature Advisory Committee, together with the advisor, will determine whether the project may continue as an Honors Thesis, or whether its first portions (ARAB 493–W) will be graded as Independent Studies.

The second semester of independent thesis work will be spent revising as necessary. The completed thesis in its final form will be due one week before the last day of classes. At the end of the Spring term, the student will make a public presentation of the final project, to which members of the Advisory Committee will be specially invited.

Characteristics of the Thesis, Evaluation, and Major Credit

The topic of the thesis must have to do with some aspect of Arabic language, culture, history, politics, etc. and will be worked out between the thesis writer and her/his advisor. It is also possible to write a thesis that consists of an original translation of a significant text or texts; in this case, a theoretical apparatus must accompany the translation. The complete thesis must be at least 50 and at most 75 pages in length, excluding the bibliography.

The advisor will assign the grades for the thesis courses (ARAB 493–W–494); the Advisory Committee will determine whether a candidate will receive Honors, Highest Honors, or no honors.

For students who pursue an honors thesis, the total number of courses required for the major–including the thesis course (ARAB 493–W–494)–is 10, i.e., one of the thesis courses may substitute for one *elective.*

ARAB 101(F) Elementary Arabic
This is a year–long course in which students will learn to read, write and converse in Arabic while becoming familiar with the basic grammar of Modern Standard Arabic. This is a communicative–oriented course which revolves around the daily practice of vocabulary, conversation and different grammatical structures in class. You will be expected to speak Modern Standard Arabic in class from an early stage. Students will also be expected to take advantage of the technological resources available for the study of Arabic on the internet, as well as the technological aids available as part of our textbooks for this course, *Alif Baa* and *Al–Kitaab fii Ta'allum al–'Arabiyya* from Georgetown University Press.
Class Format: lectures, five hours a week **Requirements/Evaluation:** evaluation is based on tests, daily homework, and active class participation
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** students considering a major in Arabic Studies
Extra Info: students registered for ARAB 101 and 102 are required to attend and pass the sustaining program during the winter study period; credit is granted only if both semesters (ARAB 101 and 102) are taken
Distributional Requirements: Division 1
Fall 2014
LEC Section: 01 MWF 09:00 09:50 TR 08:55 09:45 Instructor: Armando Vargas
LEC Section: 02 M–F 10:00 10:50 Instructor: Amal Eqeiq

ARAB 102(S) Elementary Arabic
This is a year–long course in which students will learn to read, write and converse in Arabic while becoming familiar with the basic grammar of Modern Standard Arabic. This is a communicative–oriented course which revolves around the daily practice of vocabulary, conversation and different grammatical structures in class. You will be expected to speak Modern Standard Arabic in class from an early stage. Students will also be expected to take advantage of the technological resources available for the study of Arabic on the internet, as well as the technological aids available as part of our textbooks for this course, *Alif Baa* and *Al–Kitaab fii Ta'allum al–'Arabiyya* from Georgetown University Press.
Class Format: lectures, five hours a week **Requirements/Evaluation:** evaluation is based on tests, daily homework, and active class participation
Prerequisites: ARAB 101 **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** students considering a major in Arabic Studies
Extra Info: students registered for Arabic 101 and 102 are required to attend and pass the sustaining program during the winter study period; credit is granted only if both semesters (ARAB 101 and 102) are taken
Distributional Requirements: Division 1
Spring 2015
LEC Section: 01 MWF 09:00 09:50 TR 08:55 09:45 Instructor: Amal Eqeiq
LEC Section: 02 M–F 10:00 10:50 Instructor: Armando Vargas

ARAB 111 Movers and Shakers in the Middle East (D) (W) Crosslistings: HIST 111/LEAD 150/ARAB 111
This course examines the careers, ideas, and impact of leading politicians, religious leaders, intellectuals, and artists in the Middle East in the twentieth century. Utilizing biographical studies and the general literature on the political and cultural history of the period, this course will analyze how these individuals achieved prominence in Middle Eastern society and how they addressed the pertinent problems of their day, such as war and peace, relations with Western powers, the role of religion in society, and the status of women. A range of significant individuals will be studied, including Gamal Abd al–Nasser, Mustafa Kemal Ataturk, Ayatollah Khomeini, Muhammad Mussadiq, Umm Khulthum, Sayyid Qutb, Anwar Sadat, Naghuib Mahfouz, and Huda Shaarawi.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, short essays, and a final paper
Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 15–19 **Enrollment Preferences:** first–year students, and then sophomores who have not previously taken a 100–level seminar
Distribution Notes: meets Division 2 requirement if registration is under ARAB

Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: ARAB Arabic Studies Electives
HIST Group E Electives – Middle East
INST Middle Eastern Studies Electives
JWST Elective Courses
LEAD Facets or Domains of Leadership
Not Offered Academic Year 2014–2015
SEM Instructor: Magnus Bernhardsson

ARAB 201(F) Intermediate Arabic I
In this course we will continue to study the essential grammar of Modern Standard Arabic while working to improve the linguistic skills obtained in Elementary Arabic. Upon successful completion of this course, students will be able to hold conversations in Arabic with some fluency on a variety of topics while developing an increased vocabulary and cultural appreciation of Arabic–speaking countries.
Class Format: lecture; the class meets four hours a week with the fourth hour a conversation section **Requirements/Evaluation:** evaluation will be based on daily performance, homework, quizzes, a midterm and a final exam
Prerequisites: ARAB 101–102 or permission of instructor **Enrollment Limit:** none **Expected Class Size:** 10
Distributional Requirements: Division 1
Fall 2014
LEC Section: 01 MWF 12:00 12:50 Instructor: Armando Vargas
CON Section: 02 W 02:10 03:00 Instructor: Armando Vargas
CON Section: 03 TBA Instructor: Armando Vargas

ARAB 202(S) Intermediate Arabic II
As a continuation of ARAB 201, this course will expose students to more of the essential grammar of Modern Standard Arabic while increasing their cultural literacy in Arab civilization. Our main textbook will be *Al–Kitaab fii Ta'allum al–'Arabiyya Part II* but outside materials from diverse media such as television and newspapers will also be included. *Class will be conducted in Arabic.*
Class Format: lecture; the class meets four hours a week with the fourth hour a conversation section **Requirements/Evaluation:** evaluation is based on quizzes, tests, homework and active class participation
Prerequisites: ARAB 201 or permission from instructor **Enrollment Limit:** none **Expected Class Size:** 10
Distributional Requirements: Division 1
Spring 2015
LEC Section: 01 MWF 12:00 12:50 Instructor: Armando Vargas
CON Section: 02 W 02:10 03:00 Instructor: Armando Vargas
CON Section: 03 TBA Instructor: Armando Vargas

ARAB 207(F) The Modern Middle East (D) Crosslistings: HIST 207/JWST 217/REL 239/ARAB 207/INST 101/L
This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination. This course is part of the Exploring Diversity Initiative because it compares the differences and similarities between different cultures and societies in the Middle East and the various ways they have responded to one another in the past.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on participation, 2 short papers, quizzes, midterm and final exam
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 30–40 **Enrollment Preferences:** completion of course admission survey if overenrolled
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ARAB Arabic Studies Electives
HIST Group E Electives – Middle East
HIST Group G Electives – Premodern
INST Middle Eastern Studies Electives
JWST Elective Courses
Fall 2014
LEC Section: 01 TF 01:10 02:25 Instructor: Stacy Fahrenthold

ARAB 223 Migrants at the Borders: Comparative Middle Eastern and Latin American Cultural Studies Crosslistings: ARAB 223/COMP 223
Why do the peoples and cultures of Latin America and the Middle East often elicit such passionate responses in the United States and Europe? Some feel threatened, while others are intrigued, but responses to these world regions are seldom neutral. Often seen as exotic and erotic, or as a danger to the way of life of Americans and Europeans, Islam, Arabs and Latin Americans are at the forefront of socio–political debates in the United States and Europe. The origins of this world–view are historical, but are also heavily influenced by contemporary immigration and international affairs. After characterizing Islam as the greatest contemporary threat to "Western" civilization in his infamous essay titled "The Clash of Civilizations," Samuel Huntington subsequently found it necessary to focus on Latinos as the most significant threat to American civilization. By examining literature and film from the Middle East and Latin America, and from these immigrant communities in the United States and Europe, we will go beyond superficial images and inflammatory rhetoric to explore the cultures behind the passions. Among other things, the texts of this course examine the ties between the Arab world and Latin America, and between these two regions and their neighbors to the north. At the heart of this course are the ideas of borders and margins. What does it mean to cross borders or to live on the margins of society? The borders we will discuss will be geographic borders, but also cultural borders that will permit the exploration of the territories between life and death, civilization and barbarism, wealth and poverty, war and peace and other dichotomies that some employ to classify the world but that rarely allow for human sensibilities and the subtle experiences of being. Our texts may include works by writers such as Alurista, Victor Hernandez Cruz, Gloria Anzaldua, Juan Rulfo, Clarice Lispector, Milton Hatoum, Taher Ben Jelloun, Mohamad Choukri, Mahmoud Darwish, Laila Lalami and Tayyib Saleh that treat the human condition at the borders/margins of society. Films may include *El Norte*, *La Mision*, *Pixote*,*Midaq Alley*, *City of God*,, *Battle of Algiers*, *My Beautiful Launderette*, *Crash*, *Hate* and *Head On*. There will also be a course reader that includes theoretical material on orientalism, tropicalism, nationalism and transnationalism. All readings are in English translation and films have English subtitles.
Class Format: lecture/discussion **Requirements/Evaluation:** active class participation, two 3– to 5–page papers and a final research paper (7–10 pages) or half hour oral exam
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15–20
Distributional Requirements: Division 1 **Other Attributes:** ARAB Arabic Studies Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Armando Vargas

ARAB 228 Modern Arabic Literature in Translation (D) (W) Crosslistings: ARAB 228/COMP 228
In this course we will study prominent texts and authors of the modern Arab world. The range of genres and themes of this literature is vast. In particular, we will analyze the debates around modernity and the importance given to social engagement in these texts. Our readings include works by authors that have received some notoriety outside of the Arab world such as Naguib Mahfouz, winner of the Nobel Prize for literature in 1988. We will also read the Iraqi poets Nazik al–Malaika and Badr Shakir al–Sayyab, the Palestinians Ghassan Kanafani and Mahmoud Darwish, and Tayyib Salih from the Sudan. Included in our readings are the famous autobiography by the Moroccan Muhammad Shukri as well as women's literature by Hanan al–Sheikh, Huda Barakat and Nawal Sadawi. All readings are in English. This literature course fulfils the requirements of the Exploring Diversity Initiative (EDI), as it engages the Arab world from a humanistic perspective that aims to promote cultural awareness. A fundamental goal of the course is to engage the diversity of approaches to sexuality, religion, gender and politics that are so prominent in contemporary literature from the Arab world.
Class Format: lecture/discussion **Requirements/Evaluation:** active and consistent class participation, two short paper (3–5 pages) and a final paper (5–7 pages)
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: ARAB Arabic Studies Electives
INST Middle Eastern Studies Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Armando Vargas

ARAB 230(S) Reading Reading: An Introduction to the Qur'an and Islam (W) Crosslistings: REL 230/COMP 260/ARAB 230
One of the two most consequential texts in human history, the Qur'an is more conscious of itself as text and the work of interpretation that is part of the life of a text. Because it is God's most important sign (and also because it is relatively short) millions have memorized it and the art of Qur'anic recitation is one of the supreme Islamic performing arts. Nevertheless it is primarily as a text that the Qur'an exists in itself and in the minds of Muslims. The text of the Qur'an will thus be the focus of this course, reading it extensively, intensively and repeatedly throughout the semester. We will attend to the structure and variety of styles and topics in the text and to the Qur'an's understanding of itself in relation to other forms of literary expression. We will place the form and content in the context of seventh century c.e. Arab society and attend to the life of the Prophet (PBUH) that provides one crucial framework to the text. Through the lens of *tafsir*, Qur'anic commentary, we will also use the text to give an initial survey of some of the main theological, philosophical, mystical and legal developments in the Islamic tradition. Finally we will explore some of the aspects of the place of the text in the life of Muslims, including the development of calligraphy and recitation.
Class Format: lecture/discussion **Requirements/Evaluation:** three essays (6–8 pages) based on class materials (at least one will have a revision process); students able to read the Arabic text may substitute work in a collateral reading group of the Qur'an in Arabic for one of the essays
Prerequisites: none; open to all **Enrollment Limit:** 19 **Expected Class Size:** 10
Distribution Notes: meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: ARAB Arabic Studies Electives
INST Middle Eastern Studies Electives
REL Islamic Tradition Courses
Spring 2015
LEC Section: 01 MR 01:10 02:25 Instructor: William Darrow

ARAB 231 The Origins of Islam: God, Empire and Apocalypse Crosslistings: REL 231/HIST 209/ARAB 231
Both Muslim and non–Muslim historians usually see the rise of Islam in the seventh century C.E. as a total break with the past. This course will challenge that assumption by placing the rise of Islam in the context of the history of late antiquity (c. 250–700 C.E.). The first portion of the course will examine the impact of Judeo–Christian monotheism in the ancient world, the rise of confessional empires, articulation of new ideas about holiness and its relation to sexuality and the transformations undergone by Judaism, Christianity, Zoroastrianism and Manichaeism. We shall examine the conversation of these traditions with classical paganism and philosophy, the internal struggle within traditions to define rules of interpretation, the impact of ascetic, iconoclastic and apocalyptic ideas and, finally, polemics among the traditions. We will then examine the career of

Muhammad (PBUH) in the context of Arabia, the spread of the Islamic empire into Christian and Iranian worlds, the impact of apocalyptic expectations, the fixation of religious decision making within the tradition, the process of conversion, the encounter with the Late Antique heritage and religious diversity within the commonwealth of Islam. The course will end with the end of the Abbasid Caliphate in 1258. **Requirements/Evaluation:** one 5–page paper, self–scheduled final, and a final research project
Prerequisites: none; open to all **Enrollment Limit:** 30 **Expected Class Size:** 20
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 **Other Attributes:** ARAB Arabic Studies Electives
HIST Group E Electives – Middle East
HIST Group G Electives – Premodern
INST Middle Eastern Studies Electives
REL Islamic Tradition Courses
Not Offered Academic Year 2014–2015
LEC

ARAB 232(F) The Texting of the Divine: Language and Imagination in Islamic Thought (W) Crosslistings: REL 232/ARAB 232
This course will be an introduction to Islamic intellectual history with a focus on the themes of God's speech, the relation of reason and revelation, and the vision of a good and just society. The course will begin with a survey of the legacy of Neoplatonic thought in the early Islamic period and the interreligious polemic of Christians, Jews, Zoroastrians, philosophers and Muslims. Out of this arose two separated movements in Islam: theology (kalam) and philosophy. In the first portion of the course we will trace the rise of the Mu'tazila movement, their views on 'divine speech' and the Asharite and Maturidi response. We will then turn to the key figures of the classical Islamic tradition, al–Farabi, Ibn Sina (Avicenna), Ibn Rushd (Averroes) and Ibn Tufayl. In the final portion we will examine the rise of Islamic mystical thought (Sufism) and the complicated interrelations of that rich movement with theology and philosophy in the figures of al–Ghazali, Suhrawardi, Ibn 'Arabi, Mulla Sadra and finally Muhammad Iqbal, "the father of Pakistan."
Class Format: seminar **Requirements/Evaluation:** three 6– to 8–page papers
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 10
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: ARAB Arabic Studies Electives
Fall 2014
SEM Section: 01 TR 08:30 09:45 Instructor: William Darrow

ARAB 233 Introduction to Classical Arabic Literature (W) Crosslistings: ARAB 233/COMP 233
In this course we will examine the rich, complex and diverse texts of Classical Arabic Literature. The readings include works that have achieved notoriety outside of the Arab world (such as the *Quran* and *One Thousand and One Nights*) as well as works by authors largely unknown outside of the Arab world but canonical in Arabic–language culture such as Imru al–Qays, al–Jahiz, al–Ma'arri, Abu Nuwas, al–Hallaj, al–Ghazali and al–Mutannabi. Women's literature in this course includes works by al–Khansa', known for her elegies, and by Wallada bint al–Mustakfi of Cordoba, who contributed to the courtly love poetry of both Europe and the Arab world. Topics for discussion include theological and philosophical queries, erotica, wine, bibliomania and avarice. Our primary texts represent such varied regions as the Arabian Peninsula, Egypt, Abbasid Baghdad, North Africa and Islamic Spain. Chronologically, the texts range from the sixth century CE to the fourteenth century. *All readings are in English.*
Class Format: lecture/discussion **Requirements/Evaluation:** consistent and pro–active class participation, two 3– to 5–page papers, a final 8– to 10–page paper, one short presentation and weekly 1– to 2–page reaction papers
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Comparative Literature majors and students with a background in Middle Eastern Studies
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ARAB Arabic Studies Electives
INST Middle Eastern Studies Electives
Not Offered Academic Year 2014–2015
LEC

ARAB 234 Shi'ism Ascendant? Crosslistings: REL 234/ARAB 234
This course will be a survey of Islamic history from the Shi'ite perspective or better perspectives. The purpose is to provide a survey of issues in Islamic social and intellectual history from the Shi'ite margin. On that margin, Shi'ism has always been an alliance of the dispossessed and the intellectuals (assuming the latter are not among the former) and functioned in Islam to provide a vocabulary of revolution, a highly developed philosophy of religion, and a pietistic fervor in contrast to which Sunnism emerged. One consequence, intended or not, of recent U.S. actions in the Middle East has been to inflame the Sunni/Shi'ite conflicts and raise fears of Shi'ite ascendancy. But sectarian conflict is, in fact, the exception rather than the rule in Islamic history because Sunnis and Shi'a have in most places been separated or lived relatively peacefully together where they intermixed. This is the fourth time in Islamic history when the specter of an ascendant Shi'ism has occupied the Muslim community. This course will compare the three earlier putative episodes of Shi'ite ascendancy in the eighth (in Iraq), tenth (in Egypt) and sixteenth centuries C.E. (in Iran) and set these in conversation with contemporary developments. We will focus on the role of early Shi'ism as the vocabulary of an alternative vision of the legitimacy of the Islamic state, the ideas of the imamate and martyrdom, the emergence of Isma'ili and Twelver versions of Shi'ism, the conversion of Safavid Iran to Shi'ism, ecumencial efforts in the mid twentieth century, the Iranian revolution of 1979 and after.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation based upon class participation and two short (4–6 page) essays and a final research paper (12–15 pages)
Prerequisites: none; open to all **Enrollment Limit:** 30 **Expected Class Size:** 15
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 **Other Attributes:** ARAB Arabic Studies Electives
INST Middle Eastern Studies Electives
REL Islamic Tradition Courses
Not Offered Academic Year 2014–2015
LEC Instructor: William Darrow

ARAB 242(S) Women, Gender, and Sexuality in Islam Crosslistings: REL 242/ARAB 242/WGSS 242
The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism—the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.
Class Format: seminar **Requirements/Evaluation:** active class participation (including a presentation on the reading materials), short weekly reflections, and one final research paper (10–15 pages)
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** Religion, Women's, Gender and Sexuality Studies and Arabic majors
Distributional Requirements: Division 2
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Saadia Yacoob

ARAB 251 Popular Culture in the Arab World: Youth, Populism, and Politics Crosslistings: ARAB 251/COMP 251
Since the uprisings in the Arab world in 2011, much attention has been paid to the significant role of the "popular" in creating social and political transformations. The voice of the youth and "the street," in particular, emerged as massive sources and sites for political mobilization. But, are these categories identical? Does youth culture equal popular culture? This survey course is designed to provide students with an introduction to the different layers that constitute popular culture in the Arab world since the decolonization of Arab states in the 1950s. Questions that we will ask include: What constitutes "popular culture" in the Arab world? How is it different than folk culture, mass culture, or "high" culture? Who are the key players in the creation and dissemination of "popular" culture? Besides globalization, for example, what other social, political and economic dynamics engulf the definition of the "popular"? What are modes of self–fashioning and representation of Arab identity that characterize this culture? To answer these questions we will watch several documentaries about music, politics and youth in the Arab world. We will also read a selection of essays from anthropology, Arab culture studies, political science, and journalism to provide historical and critical context for the material discussed in class. Required graphic texts include Naji Al–Ali's *A Child in Palestine* and Majdi Shafi's *Metro: A Story of Cairo*.
Class Format: lecture **Requirements/Evaluation:** active class participation, several short response assignments (2–3 pages each), and final paper (5–7 pages)
Prerequisites: none **Enrollment Limit:** 40 **Expected Class Size:** 20 **Enrollment Preferences:** students majoring in or considering a major in Arabic Studies
Distributional Requirements: Division 1 **Other Attributes:** ARAB Arabic Studies Electives
INST Middle Eastern Studies Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Amal Eqeiq

ARAB 252(F) Arab Women Memoirs: Writing Feminist History Crosslistings: ARAB 252/COMP 252/WGSS 251/HIST 309
This course reviews selected autobiographical writings by Arab women writers from the wave of independence in the 20th century to the contemporary Arab uprisings, passing through all the transformations that globalization and the technosphere have instigated. We will examine the role that first–voice narrative plays in shaping literature, history and thought, while providing a space to reclaim cultural, social and political agency. Focusing on the different articulations of self–representation, our discussion will address how these women reflect on the shifting discourses of identities, gender, nationalism, religion, feminism, sexuality, politics, borders and their histories. Questions we will address include: How did these memoirs contribute to the development of Arab feminist consciousness? In addition to the memoirs, we will look at women's blogs and watch films that focus on first–person narrative to discuss related topics, such as, visual testimonies, virtual political participation and feminist resistance in the technosphere. Required texts may include: Fadwa Tuqan (*A Mountainous Journey: An Autobiography*), Fatima Mernissi (*Dreams of Trespass: Tales of a Harem Girlhood*), Leila Ahmed (*A Border Passage: From Cairo to America—a Woman's Journey*), Fadia Faqir and Shirley Eber (*In the House of Silence: Autobiographical Essays by Arab Women Writers*), and Jumanah Haddad (*I Killed Scheherazade: Confessions of an Angry Arab Woman*), as well as critical essays and selections from autobiographical writings that reflect the diversity of Arab women in the Middle East and the diaspora.
Class Format: seminar **Requirements/Evaluation:** active class participation, several short response papers, three short papers (3–5 pages), and a final paper (7–10 pages)
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** none
Distribution Notes: meets Division 1 requirement if registration is under ARAB or COMP; meets Division 2 requirement if registration is under HIST or WGSS
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 **Other Attributes:** ARAB Arabic Studies Electives
INST Middle Eastern Studies Electives
Fall 2014
SEM Section: 01 MR 01:10 02:25 Instructor: Amal Eqeiq

ARAB 253 Narratives of Placement and "Dis–placement" from the Global South (W) Crosslistings: COMP 253/ARAB 253

This seminar deals with the theme of placement and "dis–placement" in literature from different sites in the Global South in the late 20th century. Situating the question of placement and uprootedness within multiple historical and cultural contexts in different sites in the Southern hemisphere, the location of much of the "developing world," including the Middle East and North–Africa, Latin America, the Caribbean, the African Diaspora and the US–Mexico borderland, we will address the following questions: What distinguishes exile from Diaspora? What constitutes "dis–placement"? How do the experiences of up–rootedness and forced migration among Palestinian refugees and Mexican migrant workers (within Mexico and the US; with or without documents) inform our notion of home and belonging? How do the legacy of French colonialism in North Africa and the rise of globalization in Latin America, for example, shed light on the ongoing massive immigration of subjects from the Global South to the North? Our emphasis will be on working together to find avenues for expressing yourselves in writing and other media, such as creating your own blog entries about these topics. In addition to a course reader with selected stories, poems, and critical essays, readings will include: Benyamin's *Goat Days*, Aimé Césaire's *Return to My Native Land*, Ghassan Kanafani's *Men in the Sun*, Mamud Darwish's *Journal of an Ordinary Grief*, and Laila Lalami's *Hope & Other Dangerous Pursuits*.
Class Format: seminar **Requirements/Evaluation:** active class participation, several short response assignments (1–2 pages), one midterm paper (5–6 pages), and final paper (7– 10 pages)
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** students majoring in Comparative Literature
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ARAB Arabic Studies Electives
INST Borders, Exiles + Diaspora Studies Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Amal Eqeiq

ARAB 256(S) Arab and Anglophone: Narratives Beyond Nation and Diaspora Crosslistings: ARAB 256/COMP 256/ENGL 284
This course takes a close look at contemporary Anglophone Arab writings. The objective is to familiarize students with major Arab writers, and/or writers of Arab descent who live in the Anglo–Saxon diaspora, especially the UK, North America and Australia. We will investigate the work of these writers with special attention to the history of Arab migration to these geographies, and the emergence of hyphenated Arab identities and literatures. At the heart of this course is a desire to not only shed light on what it means to be an Arab or an immigrant producing English literature, but also to understand the multiple ways in which we conceptualize and seek to define what transnational literature means. Texts for this course may include novels by the following writers: Rabih Alameddine (Lebanon/USA), Mohja Kahf (Syria/USA), Leila Aboulela (Sudan/UK), Hisham Matar (Libya/UK), and Randa Abdel–Fattah (Palestine–Egypt/Australia). There will also be a course reader that includes critical essays, poems, as well as a number of films and selections of music that shed light on the different articulations of being Arab and Anglophone.
Class Format: seminar **Requirements/Evaluation:** active class participation, 4 short response assignments (2–3 pages), and final paper (5–7 pages)
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** majors or prospective majors in Comparative Literature or Arabic Studies
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 **Other Attributes:** ARAB Arabic Studies Electives
INST Borders, Exiles + Diaspora Studies Electives
INST Middle Eastern Studies Electives
Spring 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Amal Eqeiq

ARAB 259(S) Bilad al–Sudan and Beyond: Arts of the Afro–Islamic World (D) Crosslistings: ARTH 259/AFR 259/ARAB 259
From the Swahili stone houses of East Africa to the massive earth and timber mosques of the Sahel, the story of Islam in Africa is one of cultural and spiritual hybridity expressed through material form. In this course, students will explore how artistic forms and traditions in Africa have functioned as vehicles of access and integration for Islam, enabling it to assimilate itself with numerous African contexts towards becoming the dominant religious force on the continent. In addition, students will investigate how the forms, functions, and meanings of Afro–Islamic objects across the continent reflect not just one African Islam, but many different iterations, each shaped by the specific frameworks of its cultural context. The contemporary component of the course will examine how modernity in the form of globalization, technology, and Westernization has affected Afro–Islamic artistic traditions, and how these shifts reflect larger evolutions within understandings of Islam in Africa in the contemporary period.
This course fulfills EDI requirements through its exploration of the cross–cultural strategies used by Islam to interact with, respond to, and manifest itself within established African expressive traditions.
Class Format: lecture **Requirements/Evaluation:** two reading response papers (2 pages each), a term paper (8–10 pages) with class presentation, a mid–term exam, and a final exam
Prerequisites: none, although an introductory course in art history or Islamic studies would be useful **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** if the course is oversubscribed, preference will be given to students who have declared a major in Art History or Africana Studies
Distribution Notes: meets Division 1 requirement if registration is under ARTH or ARAB; meets Division 2 requirement if registration is under AFR
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ARAB Arabic Studies Electives
Spring 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Michelle Apotsos

ARAB 261(F) Comparative Postcolonial Narratives: Novels from the Arab World, Latin–America and the Caribbean (W) Crosslistings: COMP 261/ARAB 261
In this introductory course to the global postcolonial novel, we will examine novels in translation from the Arab world, Latin America and the Caribbean that are in conversation with each other. Through textual and formal analysis of selected novels in translation, we will ask questions concerning the legacy of the different forms of European colonialism in these distinct geographies. This course has two goals: First, to familiarize students with classical, canonical and popular Arabic, Latin American and Caribbean novels that deal with the history of European colonialism and/or its aftermath. Second, to introduce student to some of the critical trends and theoretical debates concerning the potential and limits of reading these novels as resistance and/or postcolonial literature. In addition to selected critical essays, the readings for this course may include novels by the following writers: Assia Djebar (Algeria), Gamal al–Ghitani (Egypt), Sahar Khalifah (Palestine), Tayyib Saleh (Sudan), Alejo Carpentier (Cuba), Rosario Castellanos (Mexico), Jamaica Kincaid (Antigua), and Gabriel García Marquez (Colombia).
Class Format: seminar **Requirements/Evaluation:** active class participation, three short papers (3–5 pages) and a final 7– to 10–page expansion and rewrite
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** majors or prospective majors in Comparative Literature or Arabic Studies
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ARAB Arabic Studies Electives
Fall 2014
SEM Section: 01 TR 11:20 12:35 Instructor: Amal Eqeiq

ARAB 278(F) The Golden Road to Samarqand Crosslistings: ARTH 278/ARAB 278
The region stretching from present day Iran to India figures prominently in contemporary global culture but it also has a rich and complex history—an amalgamation of Persian, Turkish and Islamic influences. Home to Genghis Khan and Timur (Tamerlane), Akbar the Great and Shah Jahan, it has generated some of the most renowned monuments (e.g. the Taj Mahal and the blue tiled mosques of Isfahan) and refined manuscript painting ever known. We will cover a broad swath of time—from the 10th to the 20th century—concentrating on important centers of artistic production such as Timurid Central Asia and Mughal India. Students will have the opportunity to study original works of art in the college museum collections.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, a short paper, a midterm and a final
Prerequisites: none **Enrollment Limit:** 20
Distributional Requirements: Division 1 **Other Attributes:** ARAB Arabic Studies Electives
ARTH Middle East, Asia and Africa Courses
INST Middle Eastern Studies Electives
Fall 2014
LEC Section: 01 TF 01:10 02:25 Instructor: Holly Edwards

ARAB 301(F) Advanced Arabic I
This course is a continuation of Intermediate Arabic. It focuses on expanding the students' knowledge of vocabulary and grammar while stressing the development of reading, spoken, and written skills in Modern Standard Arabic. The material covered in class will include lessons from the *Al–Kitaab* series, as well as literary and multi–media works. Emphasis will be placed on increasing cultural literacy. *Class is conducted in Arabic.*
Class Format: meets four hours a week with the fourth hour a conversation section, time to be arranged **Requirements/Evaluation:** active class participation, completion of all written assignments, quizzes, a midterm, and a final exam
Prerequisites: two semesters of Intermediate Arabic or permission of the instructor **Enrollment Limit:** none **Expected Class Size:** 8
Distributional Requirements: Division 1 **Other Attributes:** ARAB Arabic Studies Electives
Fall 2014
LEC Section: 01 MR 02:35 03:50 Instructor: Olla Al–Shalchi

ARAB 302 Advanced Arabic II
This course is a continuation of Intermediate Arabic. It focuses on expanding the students' knowledge of vocabulary and grammar while stressing the development of reading, spoken, and written skills in Modern Standard Arabic. The material covered in class will include lessons from the Al–Kitaab series. This year the course is being offered through the Critical Languages Program: students will work independently using the textbook and a syllabus created by the instructor, meet regularly with a tutor, and complete a midterm and a final, each with a written and oral interview component. Please contact Jane Canova for details.
Class Format: independent study
Prerequisites: ARAB 301 or permission of instructor **Enrollment Limit:** none
Distributional Requirements: Division 1 **Other Attributes:** ARAB Arabic Studies Electives
Not Offered Academic Year 2014–2015

ARAB 305 Nation Building: The Making of the Modern Middle East (D) Crosslistings: HIST 305/ARAB 305
In 1932, or twelve years into his rule and twelve years after the establishment of Iraq, King Faysal I lamented that there were "no Iraqi people but only unimaginable masses of human beings, devoid of any patriotic idea, imbued with religious traditions and absurdities, connected by no common tie." This course will consider how true the King's statement still holds by evaluating the various attempts at state and nation building in the modern Middle East and the challenges of statecraft. After assessing some of the more influential theories of nationalism, we will explore the historical experience of nationalism and national identity in Iraq, Israel, Turkey, Palestine, Iran, and Egypt. What has been at the basis of nationhood? How did European concepts of nation translate into the Middle Eastern context? What was the role of religion in these modern societies? How did traditional notions of gender effect concepts of citizenship? We will also explore some of the unresolved issues facing the various nations of the Middle East, such as unfulfilled nationalist aspirations, disputes over land and borders, and challenges to sovereignty. Finally, we will evaluate the role of foreign powers in nation building in the Middle East and consider whether the modern concept of the nation has any validity in the Middle Eastern context. Because this course is comparative in nature that utilizes theoretical frameworks to better understand cross–cultural interaction and because it focuses on the ways in which governments in the Middle East have used their power to legitimate their actions in the name of nationalism, this course fulfills the requirements of the Exploring Diversity Initiative (EDI).
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on several short papers and a "Magnus" Opus (a.k.a. final research paper)

Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 20–25 **Enrollment Preferences:** History majors and students with a background in Middle Eastern studies
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ARAB Arabic Studies Electives
HIST Group E Electives – Middle East
Not Offered Academic Year 2014–2015

ARAB 306(S) On the Move: Migration, Displacement, and Dispossession in the Middle East Crosslistings: HIST 306/ARAB 306
This course explores how patterns of human migration impacted the states and societies of the Middle East from the nineteenth century to the present. The course retrieves nomads, labor migrants, travelers, and refugees from the margins of social history and focuses on how post–Ottoman Arab states thought about migration, how they categorized migrants, managed human mobility, and even compelled forced migrations. We will take special interest in how modern Arab nation–states shaped their populations through migration policy: how did the construction of new national boundaries influence ethnic, religious, and political identities? Students will analyze how legal paraphernalia like passports, the census, visas, and international law made the state a stakeholder in regulating human migration. This course incorporates discussions of major migrations in the region, including the Armenian Genocide, the Greek–Turkish population transfer, Palestinian dispossession, and Arab emigration to the Americas. Contemporary issues like statelessness, "brain drain," and sectarian politics will be contextualized within the region's experience with migration. Course readings will include historical case studies, participant interviews, memoirs, diasporic literature/arts, and international legal documents. Students will additionally apply recent theories of migration in the Middle Eastern context.
Class Format: seminar **Requirements/Evaluation:** Evaluation will be based on class discussion, regular short response papers, and a longer, final term paper based on a case study of the student's choosing
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15–20 **Enrollment Preferences:** History and Arabic Studies majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 **Other Attributes:** HIST Group E Electives – Middle East
Spring 2015
SEM Section: 01 TR 09:55 11:10 Instructor: Stacy Fahrenthold

ARAB 309(S) Introduction to Colloquial Arabic
This course will serve as an introduction to Iraqi Colloquial Arabic. We will focus on the Arabic of Baghdad, the most widely spoken dialect of Iraq and one that shares important similarities with Gulf Arabic as spoken in places such as Kuwait, the United Arab Emirates, and eastern Saudi Arabia. We will focus primarily on enhancing students' speaking and listening skills in the dialect, as well as on major grammatical structures and essential vocabulary. Learning activities will include task–based conversations, listening comprehension exercises, as well as oral presentations. In addition to the textbook, supplementary materials will also be used.
Class Format: seminar **Requirements/Evaluation:** active participation in class, regular class and homework assignments, written and oral quizzes, presentations, midterm, and final
Prerequisites: two years of Modern Standard Arabic or permission of instructor, may be taken concurrently with ARAB 202 **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** Arabic Studies majors
Distributional Requirements: Division 1 **Other Attributes:** ARAB Arabic Studies Electives
Spring 2015
SEM Section: 01 TR 09:55 11:10 Instructor: Olla Al–Shalchi

ARAB 310 Iraq and Iran in the Twentieth Century (D) Crosslistings: HIST 310/ARAB 310
Despite being neighbors, the historical experience of Iran and Iraq has been drastically different. In this course we will begin by exploring the creation of Iraq in 1921 and the Pahlavi government in Iran. We will evaluate the revolutions of 1958 and 1978–9 and compare the lives and careers of Saddam Hussein and Ayatollah Khomeini. The tragic Iran–Iraq war of 1980–88 will also be discussed. Finally, the political future of these countries will be assessed.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, short essays, and a final paper
Prerequisites: none; open to first–year students with instructors permission **Enrollment Limit:** none **Expected Class Size:** 20–40
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ARAB Arabic Studies Electives
HIST Group E Electives – Middle East
INST Middle Eastern Studies Electives
Not Offered Academic Year 2014–2015

ARAB 311 The United States and the Middle East Crosslistings: HIST 311/ARAB 311
At the turn of the twentieth century, the United States was considered a benign superpower in the Middle East. Americans were known as "innocents abroad" for their educational and philanthropic work. From a distance, American society was admired for its affluence and freedom, and Middle Eastern politicians eagerly sought American advice and assistance. Today, however, the situation could hardly be more different. This course will examine the remarkable transformation of American involvement in the Middle East. Significant cultural and political encounters of the latter half of the twentieth century will be assessed in order to identify how the United States has approached the region and consider the multifaceted and sometimes ambivalent reactions of people in the Middle East to increasing U.S. presence. It will also explore the difficulty the United States has experienced in balancing diverse, and sometimes conflicting, foreign policy interests, and will evaluate what may account for the increasing level of antagonism and mistrust on both sides.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on class participation, short papers and a final research paper
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** History and Arabic Studies majors
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 **Other Attributes:** ARAB Arabic Studies Electives
HIST Group E Electives – Middle East
HIST Group F Electives – U.S. + Canada
INST Middle Eastern Studies Electives
JWST Elective Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Magnus Bernhardsson

ARAB 324(S) Contemporary Art of the African Diaspora Crosslistings: AFR 324/ARTH 324/ANTH 314/ARAB 324/COMP 324
This course explores the visual arts of the contemporary African Diaspora from the Caribbean, Islamic Mediterranean, Europe, and the United States. The first half of the course examines art historical and anthropological theories utilized in analyses of global contemporary art. The second half of the course uses original works from WCMA's permanent collection and the exhibition *Fathi Hassan: Migration of Signs* to consider areas of convergence and divergence in the practices of artists from the Atlantic and Islamic worlds.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, response papers, and 10–12 page final paper **Enrollment Limit:** 10 **Expected Class Size:** 10
Distribution Notes: meets Division 1 requirement if registration is under COMP or ARTH; meets Division 2 requirement if registration is under AFR, ARAB or ANTH
Extra Info: not available for the Gaudino option
Distributional Requirements: Division 2
Spring 2015
SEM Section: 01 MW 11:00 12:15 Instructor: Maurita Poole

ARAB 397(F) Independent Study: Arabic
Class Format: independent study
Distributional Requirements: Division 1
Fall 2014
IND Section: 01 TBA Instructor: William Darrow

ARAB 398(S) Independent Study: Arabic
Class Format: independent study
Distributional Requirements: Division 1
Spring 2015
IND Section: 01 TBA Instructor: William Darrow

ARAB 401 Topics in Advanced Arabic
A continuation of Arabic 302, this course allows students to pursue more advanced topics in Modern Standard Arabic. Students will develop greater cultural literacy and improve reading, speaking, and writing skills by working with authentic materials produced in the Arab–speaking world, including written texts, visual materials, and other media such as podcasts. Topics will vary from year to year, but may include current events, cultural debates and literary queries. *Class is conducted in Arabic.*
Class Format: seminar **Requirements/Evaluation:** attendance and active class participation, completion of all written and oral assignments, quizzes, a midterm, and a final project
Prerequisites: ARAB 302 or permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 4 **Enrollment Preferences:** none
Distributional Requirements: Division 1 **Other Attributes:** ARAB Arabic Studies Electives
Not Offered Academic Year 2014–2015

ARAB 409 Crescent, Cross, and Star. Religion and Politics in the Middle East (D) (W) Crosslistings: HIST 409/ARAB 409/INST 409
Is religion the most powerful force in the Middle East? Is religion becoming more prominent in the political sphere and what impact will that have on religious minorities and the status of women in the Middle East? Using a case study and historical approach, this course will consider the development of religiously inspired political ideologies in the Middle East in the 19th and 20th century. We will explore the experience of Iran, Turkey, Israel, Egypt, Saudi Arabia, Lebanon and Jordan and evaluate role of religious actors, institutions, and ideologies in constructing national identities, policymaking, state–building, regime change, conflict, and war.
Class Format: seminar **Requirements/Evaluation:** class participation and a 25–page research paper
Prerequisites: none; preference will be given to History, Jewish Studies and Arabic Studies Majors and to those who have taken History 207 **Enrollment Limit:** 19 **Expected Class Size:** 12 **Enrollment Preferences:** History majors
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Extra Info: may not be taken on a pass/fail basis

Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: ARAB Arabic Studies Electives
INST Middle Eastern Studies Electives
JWST Elective Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Magnus Bernhardsson

ARAB 410 Kings, Heroes, Gods, & Monsters: Historical Texts and Modern Identities in the Middle East (D) (W) Crosslistings: HIST 410/ARAB 410/JWST 410/REL 405
What role does ancient history play in modern societies? What is the role of myths and fables in the creation of national identities? This course will address the use and abuse of ancient history and archaeology in the modern Middle East. The first part will focus on some of the primary ancient texts, with special focus on Ferdowsi's epic *Shahnameh (Book of Kings)*; we will compare its themes and world view with those of the Icelandic sagas that share many similarities with the Iranian canon. In the second part of the course we will explore how ancient history, archaeology, and epic texts helped forge national identities in the modern Middle East. Our primary attention will be Iran and its relationship with the *Shahnameh*. But we will also consider the relationship of Biblical history to the establishment of modern Israel and Israeli nationalism, how contemporary Egypt relates to its Pharaonic past, the obsession with pre–Islamic history in modern Turkey, and the relationship between archaeological artifacts and ancient Mesopotamian history and 20th century Iraqi politics. Because of its comparative focus, this course is part of the Exploring Diversity Initiative.
Class Format: seminar **Requirements/Evaluation:** a final, 25–page research paper on the relationship between ancient history and a modern Middle Eastern country, shorter papers, and group work
Prerequisites: previous upper division work in History or courses on the Middle East **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** History majors, Jewish Studies concentrators, Arabic Studies majors, and other students with a strong background in Middle East studies
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: HIST Group E Electives – Middle East
HIST Group G Electives – Premodern
JWST Elective Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Magnus Bernhardsson

ARAB 480T Dangerous Narratives: Interpretations of the Israeli–Palestinian Conflict (D) (W) Crosslistings: HIST 480/ARAB 480
This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli–Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments , especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).
Class Format: tutorial **Requirements/Evaluation:** 5– to 7–page essays or 2–page critiques due each week and a final report (3–4 pages) at the end of the semester
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** History majors as well as Arabic Studies and Jewish Studies majors
Distribution Notes: meets Division 2 requirement if registration is under ARAB
may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: ARAB Arabic Studies Electives
HIST Group E Electives – Middle East
INST Middle Eastern Studies Electives
JWST Core Electives
Not Offered Academic Year 2014–2015
TUT Instructor: Magnus Bernhardsson

ARAB 493(F) Senior Thesis: Arabic Studies
Senior Thesis: Arabic Studies
Class Format: Independent thesis
Distributional Requirements: Division 1
Fall 2014
HON Section: 01 TBA Instructor: William Darrow

ARAB 494(S) Senior Thesis: Arabic Studies
Senior Thesis: Arabic Studies
Class Format: Independent thesis
Distributional Requirements: Division 1
Spring 2015
HON Section: 01 TBA Instructor: William Darrow

ART (Div. I)

Chair, Professor STEFANIE SOLUM

Professors: ALI***, EPPING, FILIPCZAK**, GLIER, GOTLIEB, HAXTHAUSEN, HEDREEN, JANG***, E. J. JOHNSON, L. JOHNSON**, LALEIAN, LEVIN, M. LEWIS, LOW, MCGOWAN, OCKMAN, PODMORE**, TAKENAGA***. Associate Professors: CHAVOYA***, SOLUM. Assistant Professor: APOTSOS. Clark Visiting Professor HOLLY: Senior Lecturers: H. EDWARDS, GRUDIN. Lecturer: B. BENEDICT, MURPHY. Lecturers in the Graduate Program in the History of Art: BRESLIN, CLARKE, CONFORTI, ENGLISH, P. PARK. Visiting Lecturers: AMOS, CLOWES, FALER, GOLDFARB, HOWE, RAJA. Arthur J. Levitt '52 Artist–in–Residence: HOWARD. Visiting Assistant Professor: FERANDO, JACKSON.

The Department offers students different paths to explore the vital connection between visuality and creativity. With courses of study in the History of Art and the Practice of Studio Art (or a combination of History and Practice), the Major is designed to train students to develop the technical, conceptual, critical, and historical tools they need to engage the visual world.

ADVISING

Majors are expected to discuss their choice of courses and path through the major with their advisor or another professor in the department. Official departmental advisors for each route through the major (listed here below) are available to field general questions concerning curriculum, requirements, and planning to study away.

Art History Faculty Advisor: Mark Haxthausen (Fall), Elizabeth McGowan (Spring)
Art Studio Faculty Advisor: Ed Epping (Fall), Mike Glier (Spring)
History and Practice Faculty Advisors: Mike Glier, Ben Benedict, E. J. Johnson, Carol Ockman

ART HISTORY

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

Major Requirements

Any *two* of the following three foundational courses, ArtH 101, 102, or 103
Any *studio class* (preferably taken by the end of the junior year)
Any three courses in art history concerned, respectively, with each of the following:
1) a period of art prior to 1800
2) a period of art prior to 1400
3) art of the Middle East, Asia, or Africa

ArtH 301: Methods of Art History (must be taken by the end of the junior year unless abroad for the entirety of the junior year)
One 400–level Seminar or 500–level Graduate Seminar (in addition this course may be used to satisfy the pre–1400, pre–1800, or art of the Middle East, Asia, or Africa requirement)
Any additional course at the 300, 400, or 500–level (in addition this course may be used to satisfy the pre–1400, pre–1800, or the art of the Middle East, Asia, or Africa requirement)

The Art History major requires a minimum of nine courses.
The faculty encourages students to construct a major with historical depth and cultural breadth. The numbered sequence of courses is intended to develop knowledge and skills appropriate to students' level of experience, ultimately supporting original, independent work at the 400–level.

100–LEVEL COURSES require no experience in the subject. They are introductions to the field that develop students' skills in visual analysis, interpretation, and written expression and argumentation.
200–LEVEL COURSES are introductions to specific fields within art history. Often, there is a significant lecture component to the courses.
300–LEVEL COURSES focus more closely on specific art–historical problems, or present material in a tutorial format. The goal of these courses is to build skills needed for independent research and sustained analytical writing. Generally, there is a higher expectation of student participation or initiative, and longer and/or more frequent writing assignments. In the 300 level, students learn to work with and evaluate different types of sources, research tools, historical perspectives, and methodological approaches.
400–LEVEL COURSES are intensive discussion–oriented seminars that emphasize critical analysis and build toward student–initiated, independent work (oral presentations and sustained, analytical research papers). Advanced majors who have taken ArtH 301 are encouraged to work at the 400 or 500 level, and papers produced in these courses are normally the basis for the senior thesis.

ART STUDIO
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.

Major Requirements

ArtS 100: Drawing I
One art history course (preferably taken by the end of the junior year)
Three courses in *three different media* (ArtS 100 and tutorials do not satisfy this requirement)
One elected ArtS course
ArtS 319: Junior Seminar
Any *two* of the 300–level ArtS courses
or
One 300–level ArtS course *and* ArtS 418T: Senior Tutorial

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. An art history course 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: for example, 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 students taking ArtS418 are required to exhibit in the spring of their senior year at the Williams College Museum of Art or other appropriate venues. Students who choose to take two 300–level classes do not exhibit at WCMA in the spring of the senior year.

HISTORY AND PRACTICE
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. 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. (Note that the Art History and Studio Art Practice routes are strongly recommended for any prospective Art major who is contemplating graduate study in Art History or Art Studio.)

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

Unlike the history or studio routes, acceptance into the History and Practice route is not automatic. The student must first submit a written application for the major. The application must include a thoughtful statement of the theme of the major that both 1) shows the coherence and integrity of the plan of study and 2) explains why the students' goals cannot be met in either history or studio. The application must include both the written statement and a list of proposed courses. The application must be submitted in two copies to advisors in both wings of the department. If approved, the application and list of proposed courses must be submitted to the department secretary before registering for the major.

Major Requirements

Any *two* of the following three foundational courses, ArtH 101, 102, or 103
ArtS 100: Drawing I
One 200–level ArtS course
ArtH 301: Art About Art: 1400–2000 *or* ArtS 319: Junior Seminar
One ArtH seminar (400–level) *or* one 500–level graduate course except 508
One 300–level ArtS course *or* (with permission) ArtS 418T: Senior Tutorial
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 art prior to 1800 (either of Europe, North America, and South America *OR* art of the Middle East, Asia, and Africa).

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

To graduate with honors in art history, students are to enroll in the Senior Thesis Seminar (ArtH 494) during the Spring semester of their senior year, where they will develop an original research paper (completed in a prior course or an independent study). To be admitted to the seminar, students must submit their original research paper to the Art Department's Administrative Assistant in Spencer no later than the end of the exam period of the Fall semester. The paper must be properly formatted and include both illustrations and bibliography. It must additionally include an abstract of not more than 250 words.

Students must also secure an academic advisor for their project and complete the advising Agreement Form (available from the Art Department's Administrative Assistant) by the end of the exam period of the Fall semester. This form serves to verify: a) your advisor's support of your project, and b) your advisor's approval of your plans for Winter Study. Students should plan to dedicate Winter Study to work on their thesis project and, to this end, they should enroll in ArtH 31 immediately after (but not before) notification of admission into ArtH 494. (To avoid problems should they not be admitted to ArtH 494, students should pre–register in another Winter Study course). Because faculty are not usually available during this period, it is very important for students to plan, together with their advisors, a work schedule for Winter Study with concrete goals. Admission to the Senior Thesis Seminar will be determined by the instructor of the seminar, in consultation with the Art Department faculty. The important criteria for admission are: 1) the quality, originality, and potential of the research paper on which the thesis project will be based; 2) the availability of a suitable advisor for the project, and the commitment of that advisor to supervise the work during the Spring term; 3) strong past performance in the art history route to the Major; 4) completion of ArtH 301 by the time of the application (exceptions to this rule must be granted beforehand by the chair of the Department).

In early January, the instructor will notify students of their admission to the Thesis Seminar. Since enrollment is by invitation only, students should pre–register for four classes in the Spring semester. If invited to join the seminar, students should then drop one of those courses and add the Thesis Seminar during drop–add period. The Thesis Seminar is to be taken in addition to the nine required courses for the art history route to the Major. Once in the seminar, students will revise, refine, and expand on previous research and produce a paper of approximately 25 pages. At the end of the semester, they will present a shortened version of the paper to the faculty and public at the Williams College Museum of Art.

Art Studio

Studio art concentrators who wish to be candidates for honors are required to take an extra studio course, of their choosing, for a total of ten courses. One of the ten courses must be the 400–level Senior Tutorial (ArtS 418T). Students must also take the Honors Independent Study course (ARTS 31) during Winter Study of their senior year. Studio faculty will provide feedback on the progress of the honors project at the beginning of the Spring semester.

Honors candidates enrolled in the Senior Tutorial must demonstrate prior experience in the media chosen for the honors work. This proof may consist of one or more 200–level courses in the medium, course work at the 300 level, and/or a portfolio demonstrating the student's proficiency in the media chosen for the honors project. This work must be presented to the instructor of the Senior Tutorial at the start of the Spring semester. At the end of the Spring semester of senior year, honors candidates will orally defend their work in the senior exhibition at WCMA. The entire studio faculty will attend each 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 routes to honors. 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 an 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 Senior Tutorial (ArtS 418T, for which they will need permission of the instructor), 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.

STUDY ABROAD

The Art Department encourages students to travel during Winter Study, and to study abroad for a semester during the junior year. Students planning on studying abroad must: consult a departmental advisor, leave a copy of their Study Away Petition on file in the Department, and consider the required junior seminars (ArtH 301 and ArtS 319) that prepare students for the independent research and/or independent artistic production which is the focus of the senior year,

a. Art History majors must take ArtH 301 in their junior year unless they are planning to study abroad for a full year; in that case, they may take the required class in their senior year (and should consider taking the course as a second–semester sophomore). The Department does not pre–approve courses for the art history major, but will offer provisional credit for courses that appear to satisfy requirements for the major. Art history majors may satisfy no more than 3 requirements abroad (the ARTS requirement may be satisfied abroad only if the student is away for the full academic year. Student may not receive credit for 400–level work while abroad). Art history students should be aware that in many programs course selection is limited and is not known before one commits to the program. It may happen that none of the art history courses offered during the semester abroad satisfy distribution requirements for the major.

b. Studio Art Majors must take the required Junior Seminar (ArtS 319) in the fall semester of their junior year, unless they are planning to study abroad for a full year, or unless they have permission of the chair of the department (in these cases, they may take the required class in their sophomore or senior year). The Department does not grant pre–approval or provisional credit for study abroad courses; studio majors must submit their portfolios for review, and will receive credit only if the work completed abroad is deemed roughly equivalent in quality and quantity to coursework at the College (students should contact the Departmental advisor in studio for the portfolio review, and digital photographs are fine in the case that original work is not available). No more than 1 requirement for the major can be taken per semester abroad (2 if one of the courses is in art history). Courses must be in fine arts fields to qualify for major credit. ArtS 319 and ArtS 418 cannot be fulfilled abroad

c. History and Practice majors must plan accordingly for their elected junior seminar. For art history courses taken abroad, history and practice majors can seek provisional credit for courses that appear to satisfy requirements for the major. No provisional credit is possible for studio courses; students must submit their portfolios for review, and will receive credit only if the work completed abroad is deemed roughly equivalent in quality and quantity to coursework at the College (students should contact the Departmental advisor in studio for the portfolio review, and digital photographs are fine in the case that original work is not available). No more than 2 major requirements may be satisfied per semester while abroad (one in studio, one in history), with no more than 3 courses total. History and practice majors cannot satisfy ArtS 319 or any 400–level courses abroad.

ART HISTORY CLASSES

ARTH 101(F) Art Through Time

A year–long, team–taught introduction to European and North American art and architecture, this course celebrates the glory of works of art as physical objects, to be viewed and contemplated, to be sure, but also often to be worshiped, exhibited, bought and sold, held, touched, worn, passed through or around, and lived in. To help students begin to appreciate how these works of art might have been understood by those who originally made and used them, the course set its objects of study within a number of revealing historical contexts, from the social and the political to the philosophical and the art historical. In the first semester (ArtH 101), we cover art and architecture from the beginning to approximately 1600. In the second semester (ArtH 102), we examine art and architecture from 1600 to today. To train students to look carefully at art, and to give them time with original works of art, we use the wealth of art resources in
Williamstown: the Clark Art Institute, the buildings and sculpture of the Williams College Campus, the Williams College Museum of Art, and the Chapin Rare Book Library.
Class Format: lecture with discussion section **Requirements/Evaluation:** quizzes, midterm, two papers and a final exam
Prerequisites: none **Enrollment Limit:** none **Expected Class Size:** 180
Dept. Notes: Art majors may take ARTH 103 in place of either 101 or 102; students should petition the chair of the department for this exception to be made
Extra Info: both semesters of ARTH 101–102, a hyphenated course, must be taken to receive course credit for either semester
Distributional Requirements: Division 1
Fall 2014
LEC Section: 01 MWF 10:00 10:50 Instructor: Peter Low, Stefanie Solum, and Elizabeth McGowan
LEC Section: 02 MWF 12:00 12:50 Instructor: Peter Low, Stefanie Solum, and Elizabeth McGowan
CON Section: 03 T 09:55 11:10
CON Section: 04 T 11:20 12:35
CON Section: 05 T 01:10 02:25
CON Section: 06 T 02:35 03:50
CON Section: 07 W 08:30 09:35
CON Section: 08 W 01:10 02:25
CON Section: 09 W 02:35 03:50
CON Section: 10 R 08:30 09:35
CON Section: 11 R 09:55 11:10
CON Section: 12 R 11:20 12:35
CON Section: 13 R 01:10 02:25
CON Section: 14 R 02:35 03:50

ARTH 102(S) Art Through Time

A year–long, team–taught introduction to European and North American art and architecture, this course celebrates the glory of works of art as physical objects, to be viewed and contemplated, to be sure, but also often to be worshiped, exhibited, bought and sold, held, touched, worn, passed through or around, and lived in. To help students begin to appreciate how these works of art might have been understood by those who originally made and used them, the course sets its objects of study within a number of revealing historical contexts, from the social and the political to the philosophical and the art historical. In the first semester (ArtH 101), we cover art and architecture from the beginning to approximately 1600. In the second semester (ArtH 102), we examine art and architecture from 1600 to today. To train students to look carefully at art, and to give them time with original works of art, we use the wealth of art resources in Williamstown: the Clark Art Institute, the buildings and sculpture of the Williams College Campus, the Williams College Museum of Art, and the Chapin Rare Book Library.
Class Format: lecture with discussion section **Requirements/Evaluation:** quizzes, midterm, two papers and a final exam
Prerequisites: none **Enrollment Limit:** none **Expected Class Size:** 180
Dept. Notes: Art majors may take ARTH 103 in place of either 101 or 102; students should petition the chair of the department for this exception to be made
Extra Info: both semesters of ARTH 101–102, a hyphenated course, must be taken to receive course credit for either semester
Distributional Requirements: Division 1
Spring 2015
LEC Section: 01 MWF 10:00 10:50 Instructor: Zirka Filipczak, Michael Lewis, and Christina Ferando
LEC Section: 02 MWF 11:00 11:50 Instructor: Zirka Filipczak, Michael Lewis, and Christina Ferando
CON Section: 03 T 09:55 11:10
CON Section: 04 T 11:20 12:35
CON Section: 05 T 01:10 02:25
CON Section: 06 T 02:35 03:50
CON Section: 07 W 08:30 09:35
CON Section: 08 W 01:10 02:25
CON Section: 09 W 02:25 03:50
CON Section: 10 R 08:30 09:35
CON Section: 11 R 09:55 11:10
CON Section: 12 R 11:20 12:35
CON Section: 13 R 01:10 02:25
CON Section: 14 R 02:35 03:50

ARTH 103(F) Asian Art Survey: From the Land of the Buddha to the World of the Geisha (D) Crosslistings: ARTH 103/ASST 103

This course introduces to students some of the most enduring masterpieces of Asian art with an emphasis on the art of India, China, and Japan. Its contextual approach helps students gain insight into the aesthetic, religious, and political ideas and cultural meanings conveyed by the works of art. It also provides students with the vocabulary, techniques, and patterns of thinking needed for advanced art history courses. Highlights include sexual symbolism in Hindu and Buddhist art; nature or landscape painting as moral and political rhetoric; the relationship between words and images; the sex industry and kabuki theater and their art in Edo Japan; and the meeting of the East and West. This course is one of the three foundational courses; art history majors may choose any two of the three courses Arth 101, Arth 102, and Arth 103 to fulfill the foundational

requirements. As an EDI course, its historical, visual, and thematic analyses will bear upon the interconnectedness not only among these three distinctively different cultures, but their respective interactions with the West.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on three 30– to 40–minute quizzes, two short papers, film screening and class attendance
Prerequisites: none; highly recommended for first–year students **Enrollment Limit:** 35 **Enrollment Preferences:** none
Dept. Notes: can be taken with either ARTH 101 or ARTH 102 as the foundational requirement for the Art History route to the major
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ARTH pre–1400 Courses
ARTH pre–1800 Courses
ARTH Middle East, Asia and Africa Courses
ASST Interdepartmental Electives
INST East Asian Studies Electives
Fall 2014
LEC Section: 01 TR 11:20 12:35 Instructor: Ju–Yu Jang

ARTH 203 Chicana/o Film and Video (D) Crosslistings: LATS 203/ARTH 203/WGSS 203/AMST 205
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.Through a focus on Chicana/o representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres. By introducing various interdisciplinary approaches and theoretical methods related to race, representation, and the media, the course fulfills the Exploring Diversity Initiative's themes of critical theorization and power and privilege.
Class Format: film screenings will be scheduled as a lab **Requirements/Evaluation:** evaluation will be based on one short paper, mid–term exam, final exam and take home essays
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 20
Distribution Notes: meets Division 2 requirement if registration is under AMST, LATS or WGSS; meets Division 1 requirement if registration is under ARTH
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
INST Borders, Exiles + Diaspora Studies Electives
LATS Core Electives
Not Offered Academic Year 2014–2015
LEC Instructor: C. Ondine Chavoya

ARTH 209 The Art and Archeology of Maya Civilization: A Marriage Made in Xibalba Crosslistings: ANTH 219/ARTH 209
The ancient Maya civilization was one of the most sophisticated and complex cultures of prehispanic Central America. Its complex calendrics, astronomy, mathematics and hieroglyphic writing system are well known worldwide. The course will examine the trajectory and nature of ancient Maya civilization from the combined perspectives of archaeology and art history. The origins and evolution of the Maya states during the Preclassic period (1000 B.C.–A.D. 250) will be explored by looking at the rich archaeological evidence and at Preclassic art styles. The Classic Maya civilization (A.D. 250–1000) will then be presented through a detailed survey of the archaeology, art and hieroglyphic texts of this period. Finally, the collapse of Classic Maya civilization and its transformation and endurance during the Postclassic period and under early Spanish rule (A.D. 1000–1600) will be critically evaluated through a detailed review of the archaeological and iconographic evidence.
Class Format: lecture/discussion **Requirements/Evaluation:** midterm and final exams, hieroglyphic project, research paper
Prerequisites: none, but an introductory Art History or Anthropology course recommended **Enrollment Limit:** none **Expected Class Size:** 16 **Enrollment Preferences:** Anthopology/Sociology and Art History majors
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under ANTH
Distributional Requirements: Division 2 **Other Attributes:** ARTH pre–1400 Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Antonia Foias

ARTH 212 Distant Encounters: East Meets West in the Art of the European Middle Ages
This lecture course investigates the rich artistic consequences—in architecture, manuscript illumination, mosaic, sculpture, panel painting, fresco, metalwork, and other minor arts—of European contact with the Eastern Mediterranean between approximately 300 and 1450 AD. From the beginnings of Christianity, pilgrims from Europe made the long journey to sacred sites in the Holy Land (extending across parts of present–day Egypt, Israel, Syria, and Turkey). When these sites became less accessible with the spread of Islam in the seventh century, Europeans sought to recreate the sites at home. Later, from 1095 onward, Christian Europeans attempted to reclaim and hold the Holy Land from non–Christians by force, through an ill–fated series of five major and several lesser "crusades." Over the centuries, before, during, and after the Crusades, exposure to the peoples, ideas, and cultures of the Eastern Mediterranean also came through trade and through the travel and settlement of non–Europeans in Europe itself, particularly in Spain, Sicily, and Venice. The course aims to survey artistic production within each of these different contexts of East–West encounter.
Class Format: lecture/discussion **Requirements/Evaluation:** two to three short papers, midterm, and final exam
Prerequisites: none, but previous coursework in medieval art helpful (ARTH 101–102, 223, or 224) **Enrollment Limit:** 25 **Expected Class Size:** 25
Distributional Requirements: Division 1 **Other Attributes:** ARAB Arabic Studies Electives
ARTH pre–1400 Courses
ARTH pre–1800 Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Peter Low

ARTH 213 Greek Art and Myth Crosslistings: ARTH 213/CLAS 213
Classical myth provides rich subject matter for painters and sculptors throughout the history of western art. This course investigates the earliest representation of myth in Greek art of the seventh through the first centuries B.C.E. Sophisticated narratives involving gods and heroes first appear in a variety forms and contexts. Myth informs the visual culture of the Greeks on many levels, from paintings on vases used in domestic contexts to the marble sculpture that decorated the monumental temples of great sanctuaries throughout the Greek world. The purpose of the course is two–fold: to familiarize students with the subjects and narratives of Greek myths and the underlying belief system that, in part, produced them, and also provide a comprehensive outline of developments in Greek art in the first millenium B.C.E. Of special interest will be the techniques developed by artists for representing narratives visually, as well as the conceptual issues that underlie certain myths, such as sacrifice, war, marriage, coming of age, specific festivals, and the relationships between men and women, and those between mortals and immortals. Reading will include ancient literature in translation (Hesiod, Homer, Sappho, Aischylos, Sophokles, Euripides and Apollodorus) as well as secondary literature by contemporary authors that provides insights into the religious, social and historical developments that influenced artists in their choices of subject matter and style.
Class Format: lecture **Requirements/Evaluation:** two short papers, quiz, hour test, final exam, required fieldtrip to The Metropolitan Museum in New York
Prerequisites: none **Enrollment Limit:** 45 **Expected Class Size:** 45
Distributional Requirements: Division 1 **Other Attributes:** ARTH pre–1400 Courses
ARTH pre–1800 Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Elizabeth McGowan

ARTH 216 Body of Evidence: Greek Sculpture and the Human Figure Crosslistings: ARTH 216/CLAS 216
From the beginnings of Greek sculpture in the eighth century B.C.E. until the end of the Hellenistic period in the first century B.C.E., the human figure remained the most prominent choice of subject for Greek artists. Introductory classes will cover sculpture in the Neolithic and Bronze Ages but the goal of this course is to study Greek sculpture in the first millennium B.C.E. with emphasis on ancient Greek attitudes toward the body. We will consider the function, surroundings and reception of male and female figures, both human and divine, from athletic, religious and funerary contexts, and look at dedications of individual figures as well as the complex mythological narratives found on Greek temples. Reading material includes ancient literature in translation as well as contemporary critical essays.
Class Format: lecture **Requirements/Evaluation:** two short papers, midterm, final exam
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 25
Distributional Requirements: Division 1 **Other Attributes:** ARTH pre–1400 Courses
ARTH pre–1800 Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Elizabeth McGowan

ARTH 219(S) Asian American Visual Cultures Crosslistings: AMST 222/ENGL 289/ARTH 219
One of the most infamously racist images from American cultural archives is an illustration, accompanying an article titled "How to Tell Japs from the Chinese," that appeared in Life magazine in 1941. Visual media and representations—film, photography, comics, painting, sculptures, etc.—have always been central for shaping, re–shaping, and complicating the ways in which we understand and "see" race. As the Life magazine example demonstrates, our visual cultural archives have served as both reflections of and active agents of social meanings, structures, and ideologies of race. We will approach visual cultures and archives of Asian America as not merely representations of race but as particular vehicles for cultural politics: How have visual cultural texts engaged with and shaped our ideas about Asia/America? How has the visual medium facilitated both normative and counter–cultural ideas about Asian Americans? What are the ways in which visual culture has been and continue to be central to social and political life? We will examine a range of materials, from 19th and early 20th century Orientalia to contemporary Asian American graphic novels and films, both independent and mainstream. The class will also include at least one visit to the WCMA.
Class Format: seminar **Requirements/Evaluation:** active and consistent in–class participation, weekly journal entries, 2–3 short response papers, final project
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** first–years and sophomores considering a major in American Studies
Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ENGL or ARTH
Distributional Requirements: Division 2 **Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora
ASAM Core Courses
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Ji–Young Um

ARTH 221(F) History of Photography
This lecture course will examine the history of photography from its beginnings in the 1830s to the present, from the first grainy black and white images to the work of contemporary artists using cutting–edge photographic technologies. We will examine photographs used for documentary, scientific, and aesthetic purposes, and we will trace the medium's emergence and acceptance as a fine art. We will also explore photogra-

phy's physical and conceptual characteristics as a medium, paying particular attention to its uniquely intimate and frequently contested relationship to "the real." By the end of the course, students will have a broad understanding of photography as a unique medium within the history of art and knowledge of the theoretical frameworks that developed alongside that history.
Class Format: lecture **Requirements/Evaluation:** one short paper, a 6–8 page paper, mid–term, and final exam
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** none
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1
Fall 2014
LEC Section: 01 MW 08:30 09:45 Instructor: Catherine Howe

ARTH 223 Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora Crosslistings: AFR 323/AMST 323/ARTH 223/COMP 322/ENGL 356
This course explores how the graphic novel has been an effective, provocative and at times controversial medium for representing racialized histories. Drawing on graphic novels such as Jeremy Love's *Bayou* and Ho Che Anderson's *King*: *A Comic Biography*, this course illustrates and critiques multiple ways the graphic novel commingles word and image to create more sensorial access into ethnic traumas, challenges and interventions in critical moments of resistance throughout history. Students will practice analyzing graphic novels and comic strips, with the help of critical essays, reviews and film; the chosen texts will center on Africana cultures, prompting students to consider how the graphic novel may act as a useful alternate history for marginalized peoples. During the course, students will keep a journal with images, themes and reflections and will use Comic Life software and ipads to create their own graphic short stories based on historical and/or autobiographical narratives.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based upon class participation, weekly written responses, student–led facilitation, one 3–page graphic analysis, one 6– to 8–page essay, and a final project (producing a graphic short story with Comic Life)
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** none
Dept. Notes: this course is part of the Gaudino Danger Initiative
Distribution Notes: meets division 2 requirement if registration is under AFR or AMST; meets division 1 requirement if registration is under ARTH, COMP or ENGL
Extra Info: not available to be taken Pass/Fail
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
SEM Instructor: Rashida Braggs

ARTH 232 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.
Class Format: lecture/discussion **Requirements/Evaluation:** midterm, final, and two papers
Prerequisites: none; open to Art majors as well as non–majors **Enrollment Limit:** 40
Distributional Requirements: Division 1 **Other Attributes:** ARTH pre–1800 Courses
Not Offered Academic Year 2014–2015
LEC

ARTH 235 Roman Archaeology and Material Culture Crosslistings: CLAS 224/HIST 224/ANTH 235/ARTH 235
This course examines the development of Roman archaeology and material culture from the early Iron Age, ca. 1000 BCE, to the end of the reign of Constantine in 337 CE. The primary goal of the course is to help students understand the social and historical context in which Roman material culture was created and used. We will consider a variety of evidence from across the empire, including monumental and domestic architecture, wall painting, mosaics, sculpture, coins and inscriptions. Special emphasis will be placed on the city of Rome; however, we will also look at other important urban centers, such as Pompeii, Aphrodisias and Lepcis Magna. Roman art and architecture were not the product of any single people or culture, but rather the hybrid synthesis of complex cultural negotiations between the Romans and their colonial subjects (i.e., Greeks, Jews, Celts, etc.). Class discussions will focus on issues related to gender, ethnicity and cultural identity in the Roman Empire. For example, we will explore what it meant to be "Roman" in terms of language, ethnicity and cultural institutions. We will also discuss how Roman elites used material culture to convey political messages and social status in the imperial hierarchy, as well as the legacy of Roman art and architecture in the modern world.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on classroom performance, quizzes, one 8– to 10–page paper, a midterm, and a final exam
Prerequisites: none **Enrollment Limit:** 40 **Expected Class Size:** 30 **Enrollment Preferences:** majors or prospective majors in Classics, History, Art History, and Anthropology
Distribution Notes: meets Division 1 requirement if registration is under CLAS or ARTH; meets Division 2 requirement if registration is under HIST or ANTH
Distributional Requirements: Division 1 **Other Attributes:** ARTH pre–1400 Courses
ARTH pre–1800 Courses
HIST Group C Electives – Europe and Russia
HIST Group G Electives – Premodern
Not Offered Academic Year 2014–2015
LEC Instructor: Benjamin Rubin

ARTH 238(S) Greek Art and the Gods Crosslistings: ARTH 238/CLAS 248/REL 216
In the *Iliad*, when the god Apollo is visualized, it is as a man, angry in his heart, coming down from the peaks of Olympos, bow and quiver on his shoulders, the arrows clanging as the god moves, "like the coming of night," to bring dogs, horses, and men to their deaths. By the end of the Classical period, one statue of the archer god depicted him as a boy teasing a lizard. In this course, we will examine the development of the images the Greek gods and goddesses, from their superhuman engagement in the heroic world of epic, to their sometimes sublime artistic presence, complex religious function, and transformation into metaphors in aesthetic and philosophical thought. The course will cover the basic stylistic, iconographical, narrative, and ritual aspects of the gods and goddesses in ancient Greek culture. The course will address in detail influential artistic monuments, literary forms, and social phenomena, including the sculptures of Olympia and the Parthenon; divine corporeality in poetry; the theology of mortal–immortal relations; the cultural functions of visual representations of gods, and the continued interest in the gods long after the end of antiquity. Readings assignments will include selections from Homer, Hesiod, Sappho, Aischylos, Euripides, Plato, Walter Burkert, Jean–Pierre Vernant, Nikolaus Himmelmann, Erika Simon, and Friedrich Nietzsche.
Class Format: lecture and discussion **Requirements/Evaluation:** midterm exam, final exam, final paper
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 30 **Enrollment Preferences:** preference will be given to pre–registered Art–History majors needing to fulfill the pre–1400 requirement; otherwise, the course is open to any interested student
Dept. Notes: satisfies the pre–1400 requirement
Distribution Notes: meets Division 1 requirement if registration is under ARTH and CLAS; meets Division 2 requirement if registration is under REL
Distributional Requirements: Division 1 **Other Attributes:** ARTH pre–1400 Courses
ARTH pre–1800 Courses
Spring 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Guy Hedreen

ARTH 239(F) Envisioning Empire: Geography in the Graeco–Roman World (D) Crosslistings: CLAS 341/HIST 341/ARTH 239
During the first century BCE, successive civil wars divided the Roman Empire along ethnic, geographical and partisan lines. Octavian's victory at battle of Actium in 31 BCE officially brought an end to the Roman civil wars, but it did not in itself unify the empire. Out of this matrix of social fragmentation and uncertainty arose the geographical texts of the Augustan age. The genre of universal geography provided a convenient means to reconfigure identity boundaries in post–Actium world. By delineating stable borders between the peoples and provinces, geographical texts (whether written, sculptural or pictorial) literally mapped out identity boundaries and power relationships to create a new, unified image of the Roman Empire. This course examines the political and cosmological of implications geographical sources produced under the Roman Empire, including the *Res Gestae* of Augustus, Strabo's *Geography* and Tacitus' *Germania*. We will also look at maps and other visual representations of the Roman world, such as the personification groups depicted on the Roman imperial cult temples at Aphrodisias and Pisidian Antioch. Discussion will focus on such issues as the relationship between geography and ethnography and the differences between modern cartography and the geographical mapping techniques used in the ancient world.
Class Format: seminar/lecture/discussion **Requirements/Evaluation:** evaluation will be based on classroom performance; a midterm and one 12–15 page paper
Prerequisites: none **Enrollment Limit:** 25 **Enrollment Preferences:** majors or prospective majors in Classics, Anthropology, and History
Distribution Notes: meets Division 1 requirement if registration is under CLAS or ARTH; meets Division 2 requirement if registration is under HIST
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: HIST Group C Electives – Europe and Russia
HIST Group G Electives – Premodern
Fall 2014
LEC Section: 01 TF 01:10 02:25 Instructor: Benjamin Rubin

ARTH 241 Dutch Art of the 1600s: Hals to Vermeer
Rembrandt van Rijn, Frans Hals, Jan Vermeer are only the best–known of the many artists who were active in the northern Netherlands during the seventeenth century. The variety of their subjects was unprecedented, but the degree of symbolic content in their work is disputed: to what extent was Dutch painting an art of description or of hidden allegory? We will consider this problem and also give special attention to the ongoing reinterpretations of Rembrandt's *oeuvre* and life.
Class Format: lecture **Requirements/Evaluation:** a midterm, short paper, and a final exam
Prerequisites: none **Enrollment Limit:** 25
Distributional Requirements: Division 1 **Other Attributes:** ARTH pre–1800 Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Zirka Filipczak

ARTH 242 Art of Two Dimensions
Much art, even three–dimensional art, begins as a two–dimensional entity. Costume has its cloth; origami its paper; architecture its plans, sections, and elevations. This course seeks to derive the cultural and historical meaning of art that begins as two dimensions and coalesces into three. Looking at original works of art, whenever possible, students will learn to understand stereoscopic photographs, holographic art and architectural drawings. In addition we will investigate maps of the world created just before and after the interconnected seas were discovered. To understand them we will read the fictive travel literature that lead to assumptions about what the inhabitants of that world were like. We will also analyze African–American quilts, and the African cloth and weaving traditions from which they derived. And what about the fictional three–dimensional space projected onto a two dimensional surface? How did it come to be that at one point European art! aimed to use the picture plane as a window through which we look into 3–dimensional space? The brain is not

hard–wired for perspective. Other cultures have preferred depicting conceptual rather than perceptual reality. How do we read the flattened spaces of Egyptian murals and Persian manuscripts? These are the sort of questions we need to delve into as we look at art and its foundations. This course is primarily a discussion class based on readings and close looking.
Class Format: seminar/discussion **Requirements/Evaluation:** there will be a final exam, two short papers, and a student presentation to the class
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** none
Distributional Requirements: Division 1
Spring 2015
SEM Section: 01 Cancelled

ARTH 244(F) City, Anti–City, and Utopia: Town Planning from 1500 to 1800
The Italian Renaissance gave us our modern conception of the ideal city, whose geometrically regular form was both symbol and instrument of a perfectly ordered society. This alluring notion has preoccupied artists and theorists from Michelangelo and Thomas More to Albrecht Dürer and Christopher Wren; it achieved tangible form in such new capitals as St. Petersburg and Washington, D.C. But the West has remained characteristically ambivalent about the city, especially in the United States, an ambivalence reflected in persistent attempts to decentralize the city (Frank Lloyd Wright), to beautify it (the City Beautiful Movement), reshape it (Urban Renewal) or abandon it (suburbanization). This course looks at the roots of those movements, and the development of urban and anti–urban thought from the Renaissance to the Industrial Revolution. Topics include Renaissance fortification design, the colonial cities of the New World, the picturesquely landscaped English garden, and the separatist societies that sought to create communal utopias in the wilderness.
Class Format: lecture **Requirements/Evaluation:** one paper (10–20 pages) and a simple design project, weekly study questions and a final exam (weighted respectively at 30, 20, 20, and 30% of the grade)
Prerequisites: ARTH 101–102 **Enrollment Limit:** 45 **Expected Class Size:** 30 **Enrollment Preferences:** department majors get preference
Distributional Requirements: Division 1 **Other Attributes:** ARTH pre–1800 Courses
Fall 2014
LEC Section: 01 TR 08:30 09:45 Instructor: Michael Lewis

ARTH 246(S) Do You See What I See?!
We are all citizens of global visual culture, subject to a daily assault of images, artifacts, information and experiences. What we see and how we make meaning from it all depends on many variables—who we are, where we are and what we choose to look at. It also depends on what tools we bring to bear. This class is an opportunity to assemble a useful tool kit for the challenging visual environments of the 21st century. Image study will be central as we wander freely in space and time, but the goal is not to master a body of canonical examples. Rather, we will consider different ways of seeing, and practice transferable skills of viewing diverse materials. The approach will be comparative and interrogative; case studies will range from coinage to painting, from advertising to monumental sculpture. Along the way, we will consider what "art" is, what a visual culture is, and how different visual cultures might overlap in the global arena. Students will look, sketch and write throughout the semester, thereby exploring the entire spectrum of visuality from production to reception.
Class Format: lecture/discussion **Requirements/Evaluation:** short writing assignments and class presentations
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** none
Distributional Requirements: Division 1
Spring 2015
LEC Section: 01 TF 01:10 02:25 Instructor: Holly Edwards

ARTH 247 Flemish Art: Bruegel to Rubens
The most admired art in northern Europe during the sixteenth and early seventeenth centuries was produced in Antwerp (in present day Belgium). This city served as home to the best–known Flemish artists, such as Pieter Bruegel and his sons, Rubens, and Van Dyck. In this lecture course, we will examine studio practices, especially the collaboration of artists on a single work, different narrative approaches, and the religious, political, and social messages conveyed by the works. We will also discuss official and popular religious practices and the images produced for different locations, including pilgrimage sites associated with miracle–working images.
Class Format: lecture **Requirements/Evaluation:** evaluation based on midterm, 3–page paper, and final (with a prepared essay)
Prerequisites: ARTH 101–102 **Enrollment Limit:** 25
Dept. Notes: satisfies pre–1800 requirement
Distributional Requirements: Division 1 **Other Attributes:** ARTH pre–1800 Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Zirka Filipczak

ARTH 253(F) Art in the Age of the Revolution, 1760–1860 Crosslistings: ARTH 253/WGSS 253
A social history beginning with art of the pre–Revolutionary period and ending with realism. Major topics include changing definitions of neoclassicism and romanticism, the dramatic impact of the revolutions of 1789, 1830, and 1848, the monarchies and republics framing the Napoleonic Empire, the shift from history painting to scenes of everyday life, and landscape painting as an autonomous art form. We will also consider proscriptions and controversies in art–making and representation during this period.The course stresses French artists such as Greuze, Vigée–Lebrun, David, Ingres, Delacroix, Géricault, Corot, and Courbet, but also includes Goya, Constable, Turner, and Friedrich.
Class Format: lecture **Requirements/Evaluation:** two–page position paper related to assigned readings, 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: two semesters of ARTH 101–102, 103 or permission of instructor **Enrollment Limit:** 30
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1
Fall 2014
LEC Section: 01 MW 11:00 12:15 Instructor: Carol Ockman

ARTH 254(S) Manet to Matisse Crosslistings: ARTH 254/WGSS 254
A social history of French painting from 1860 to 1900, beginning with the origins of modernism in the work of Courbet and Manet. Among the topics to be discussed are the rebuilding of Paris under Napoleon III; changing attitudes toward city and country in Impressionist and Symbolist art; the impact of technology, industrialization, and imperialism; 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.
Class Format: lecture **Requirements/Evaluation:** two page position paper related to assigned readings,hour test and final exam or research paper; a conference at the Clark Art Institute; a field trip to The Metropolitan Museum and MOMA may also be required
Prerequisites: two semesters of ARTH 101–102–103 or permission of the instructor **Enrollment Limit:** 30
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1
Spring 2015
LEC Section: 01 MW 11:00 12:15 Instructor: Carol Ockman

ARTH 257 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.
Class Format: lecture **Requirements/Evaluation:** one short paper and design project, midterm, final, and a field trip
Prerequisites: ARTH 101–102 or permission of instructor **Enrollment Limit:** 60
Distributional Requirements: Division 1 **Other Attributes:** SCST Related Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Michael Lewis

ARTH 258 Latina/o Installation and Site–Specific Art Crosslistings: LATS 258/ARTH 258
This course will explore the various forms of installation and site–specific artworks created by Latina/o artists for both museums and public space. We will examine the ways in which Latina/o artists have used space as a material in the production of artworks and how this impacts the works' meanings and the viewer's experience. Within the context of U.S. Latina/o culture and history, we will connect notions of space with ideas about cultural citizenship, civil rights, and social justice. A variety of art forms will be studied, from traditional to experimental, including murals, sculpture, performance, video, and several multimedia, interactive, or participatory projects. While establishing a historical lineage and theoretical frameworks for analyzing this growing genre, we will pay particular attention to how these works engage urban space and often challenge the institutional assumptions of museums and curatorial practice. Likewise, we will examine the important debates associated with various public art and museum installation controversies.
Class Format: lecture/discussion **Requirements/Evaluation:** two short papers, periodic research reports, final research paper, and presentation
Prerequisites: LATS 105 or ARTH 101–102 or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 12 **Enrollment Preferences:** Latina/o Studies concentrators and to Art majors
Distribution Notes: meets Division 2 requirement if registration is under LATS; meets Division 1 requirement if registration is under ARTH
Distributional Requirements: Division 2 **Other Attributes:** AMST Arts in Context Electives
AMST Space and Place Electives
LATS Core Electives
Not Offered Academic Year 2014–2015
LEC Instructor: C. Ondine Chavoya

ARTH 259(S) Bilad al–Sudan and Beyond: Arts of the Afro–Islamic World (D) Crosslistings: ARTH 259/AFR 259/ARAB 259
From the Swahili stone houses of East Africa to the massive earth and timber mosques of the Sahel, the story of Islam in Africa is one of cultural and spiritual hybridity expressed through material form. In this course, students will explore how artistic forms and traditions in Africa have functioned as vehicles of access and integration for Islam, enabling it to assimilate itself with numerous African contexts towards becoming the dominant religious force on the continent. In addition, students will investigate how the forms, functions, and meanings of Afro–Islamic objects across the continent reflect not just one African Islam, but many different iterations, each shaped by the specific frameworks of its cultural context. The contemporary component of the course will examine how modernity in the form of globalization, technology, and Westernization has affected Afro–Islamic artistic traditions, and how these shifts reflect larger evolutions within understandings of Islam in Africa in the contemporary period.
This course fulfills EDI requirements through its exploration of the cross–cultural strategies used by Islam to interact with, respond to, and manifest itself within established African expressive traditions.
Class Format: lecture **Requirements/Evaluation:** two reading response papers (2 pages each), a term paper (8–10 pages) with class presentation, a mid–term exam, and a final exam
Prerequisites: none, although an introductory course in art history or Islamic studies would be useful **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** if the course is oversubscribed, preference will be given to students who have declared a major in Art History or Africana Studies

Distribution Notes: meets Division 1 requirement if registration is under ARTH or ARAB; meets Division 2 requirement if registration is under AFR
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ARAB Arabic Studies Electives
ARTH Middle East, Asia and Africa Courses
Spring 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Michelle Apotsos

ARTH 263 European Painting and Sculpture, 1900–1945
A survey of the major artists and tendencies, including Fauvism, Expressionism, Cubism, Futurism, Dada, Surrealism, the Bauhaus, and the Russian avant–garde. Lectures will focus on selected artists, with others to be covered through readings. Issues will include theoretical rationales for abstraction, varieties of avant–gardism, and relations between art, criticism and the art market.
Class Format: lecture **Requirements/Evaluation:** one quiz, a midterm, a short paper, a field trip to New York, and a final
Prerequisites: ARTH 101–102 **Enrollment Limit:** 30
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
LEC Instructor: Christina Ferando

ARTH 264(F) American Art and Architecture, 1600 to Present Crosslistings: ARTH 264/AMST 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.
Class Format: lecture **Requirements/Evaluation:** 15–page research paper (divided into an annotated bibliography, first draft and revised draft); weekly study questions on the readings; final 15–minute oral exam
Prerequisites: ARTH 101–102 or permission of instructor **Enrollment Limit:** 60
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AMST
Distributional Requirements: Division 1 **Other Attributes:** AMST Arts in Context Electives
AMST Space and Place Electives
Fall 2014
LEC Section: 01 MR 02:35 03:50 Instructor: Michael Lewis

ARTH 265 Pop Art (W) Crosslistings: ARTH 265/AMST 265
The use of commercial and mass media imagery in art became recognized as an international phenomenon in the early 1960s. Items such as comic strips, advertising, movie stills, television programs, soup cans, "superstars" and a variety of other accessible and commonplace objects inspired the subject matter, form and technique. This course will critically examine the history and legacy of Pop Art by focusing on its social and aesthetic contexts. An important component of the course involves developing skills in analyzing visual images, comparing them with other forms, and relating them to their historical context.
Class Format: lecture/discussion **Requirements/Evaluation:** two short response papers, oral presentation, and one final research paper
Prerequisites: ARTH 102 **Enrollment Limit:** 16
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AMST
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Arts in Context Electives
Not Offered Academic Year 2014–2015
LEC Instructor: C. Ondine Chavoya

ARTH 266 Twentieth–Century Russian Art and the Birth of Abstraction Crosslistings: RUSS 208/ARTH 266
Such revolutionary artistic movements as Cubo–Futurism, Suprematism, and Constructivism profoundly influenced the development of twentieth–century art throughout the Western world—just as the 1917 Russian Revolution upset the world's political balance. This course will investigate Russian art within a cultural framework and explore the relationship between artistic production and politics. We will begin with a brief overview of important developments in Russian art that prefigured the twentieth–century artistic revolution: the introduction of icons from Byzantium, the founding of St. Petersburg and the rise of Western–style portraiture, and the fin–de–siècle movements that united painting with music and ballet. However, the focus of the course will be 1910–1930, when radical innovation was the order of the day and revolutionary ideas sparked entirely new conceptions of art. We will then look at the Socialist Realist style of the Stalin era, Soviet dissident art and Moscow conceptualism, ending the semester with an exploration of current trends in post–Soviet Russian art.
Class Format: lecture/discussion **Requirements/Evaluation:** active class participation, weekly response papers; one 6– to 8–page paper and a final exam
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
LEC Instructor: Darra Goldstein

ARTH 270 Japanese Art and Culture (D) Crosslistings: ARTH 270/JAPN 270
This course is a survey of traditional Japanese painting, sculpture, architecture, woodblock prints, and 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. Course highlights include the transmission of Buddhism and its art to Japan; Zen Buddhism and its art (dry gardens; temples; and tea ceremony related art forms) in the context of samurai culture; the sex industry and kabuki theater, their art, and censorship; and the Western influences on Japanese art and culture and vice versa, (Japanese woodblock prints' impact on Impressionist and Post–Impressionist paintings, for example).
As an EDI course, this course also helps acquire skills in cultural critique, especially when considering the interconnectedness between Japan and other cultures, both Eastern and Western, throughout its history.
Class Format: lecture **Requirements/Evaluation:** three 30– to 40–minute quizzes, two short papers, film screening, class attendance
Prerequisites: none **Enrollment Limit:** 35
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ARTH pre–1400 Courses
ARTH pre–1800 Courses
ARTH Middle East, Asia and Africa Courses
ASST Interdepartmental Electives
INST East Asian Studies Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Ju–Yu Jang

ARTH 274(F) Chinese Calligraphy: Theory and Practice Crosslistings: ARTH 274/ASST 274/ARTS 274
Beginning in the fourth century, Chinese calligraphy has remained one of the highest art forms in China and in East Asia generally, practiced by the literati, or highly erudite scholars. This course has two components: art history and studio practice. The first offers students an opportunity to acquire an understanding of theoretical and aesthetic principles of Chinese calligraphy. It also examines the religious, social, and political functions of Chinese calligraphy in ancient and contemporary China. Students will also have an opportunity to investigate contemporary artists, both Eastern and Western, whose works are either inspired or influenced by Chinese calligraphy, and those whose works are akin to Chinese calligraphy in their abstraction. Studio practice allows students to apply theories to creating beautiful writing, or calligraphy (from Greek kallos "beauty" + graphe "writing"). This course can be taken as either an Art History or a Studio Art course.
Class Format: lecture/studio instruction **Requirements/Evaluation:** weekly assignments, a midterm, one short paper, oral presentations, participation in class discussion, a final project (artistic or scholarly), class attendance, film screening
Prerequisites: none **Enrollment Limit:** 12
Dept. Notes: this course can count toward the Art History or Studio major
Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1 **Other Attributes:** ARTH pre–1400 Courses
ARTH pre–1800 Courses
ARTH Middle East, Asia and Africa Courses
ASST Interdepartmental Electives
INST East Asian Studies Electives
Fall 2014
LEC Section: 01 W 01:10 03:50 Instructor: Ju–Yu Jang

ARTH 276 Chinese Art and Culture
This course surveys the arts of China, including painting, sculpture, ceramics, gardens, and other decorative arts. Topics covered will include the rise and development of Buddhist art; meanings and functions of landscape painting; gender construction in Chinese art; Western influence in Chinese art; and more. Its contextual approach helps students gain insight into the aesthetic, religious, and political ideas and cultural meanings conveyed by the works of art. Visual analyses and thematic discussions will bear upon the interactions and interconnectedness between China and the West. This course also provides students with the vocabulary, techniques, and patterns of thinking needed for advanced art history courses.
Class Format: lecture **Requirements/Evaluation:** 3 exams; 2 short papers; film screening; class attendance
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** none
Distributional Requirements: Division 1 **Other Attributes:** ARTH pre–1400 Courses
ARTH pre–1800 Courses
ARTH Middle East, Asia and Africa Courses
Not Offered Academic Year 2014–2015
LEC

ARTH 278(F) The Golden Road to Samarqand Crosslistings: ARTH 278/ARAB 278
The region stretching from present day Iran to India figures prominently in contemporary global culture but it also has a rich and complex history—an amalgamation of Persian, Turkish and Islamic influences. Home to Genghis Khan and Timur (Tamerlane), Akbar the Great and Shah Jahan, it has generated some of the most renowned monuments (e.g. the Taj Mahal and the blue tiled mosques of Isfahan) and refined manuscript painting ever known. We will cover a broad swath of time—from the 10th to the 20th century—concentrating on important centers of artistic production such as Timurid Central Asia and Mughal India. Students will have the opportunity to study original works of art in the college museum collections.

Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, a short paper, a midterm and a final
Prerequisites: none **Enrollment Limit:** 20
Distributional Requirements: Division 1 **Other Attributes:** ARAB Arabic Studies Electives
ARTH Middle East, Asia and Africa Courses
INST Middle Eastern Studies Electives
Fall 2014
LEC Section: 01 TF 01:10 02:25 Instructor: Holly Edwards

ARTH 283(S) The Great Library of Alexandria: Collecting and Connoisseurship in the Ancient World Crosslistings: CLAS 283/COMP 293/HIST 325/ARTH 283
During the early third century BCE, the Ptolemaic kings of Egypt built the Great Library of Alexandria to serve as a repository for all human knowledge. Such an audacious project of collection has rarely been attempted either before or since. At its height, the Great Library was reputed to house over 700,000 books from across the Greek world, as well as many translations of texts originally written in Latin, Hebrew, Egyptian, and even Sanskrit. Attracted by the vast stores of knowledge, scholars, artists, and poets flocked to the Great Library to create one of the most vibrant intellectual communities the world has ever known. In this course, we will examine the development and influence of the Great Library and its sister institution, the Mouseion (or "Museum") from a variety of cultural and historical perspectives. We will begin by exploring the political motives of the Ptolemaic kings and their reception of earlier traditions of collecting in the Greek and Near Eastern worlds. We will then turn to the intellectual and artistic activity at the Library itself, with special attention to the development of notions of connoisseurship and canon across various disciplines. Although implicated in the Ptolemies' political agenda, the scholars living and working in the Great Library were granted extraordinary freedom to pursue new ideas that transformed literature, science, and the arts forever. Readings will include selections from Theocritus' *Idylls*, Apollonius' *Argonautica* and Eratothenes' *Geography*. Finally, we will examine the legacy of the Great Library from the Roman empire to the present day, focusing particularly on how the concept of a universal archive has shaped the collecting practices of everything from modern art museums and Google Books to such governmental entities as the NSA. *All readings are in translation*.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on classroom performance, three response papers, one 12– to 15–page paper, and a midterm exam
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 20 **Enrollment Preferences:** preference given to majors or prospective majors in Classics, History, and Comparative Literature
Dept. Notes: meets Division 1 requirement if registration is under CLAS or COMP; meets Division 2 requirement if registration is under HIST
Distributional Requirements: Division 1 **Other Attributes:** HIST Group C Electives – Europe and Russia
HIST Group G Electives – Premodern
Spring 2015
LEC Section: 01 TF 01:10 02:25 Instructor: Benjamin Rubin

ARTH 300T Rembrandt Tutorial: Case Studies of Individual Works and Controversial Issues (W)
Currently Rembrandt ranks as the best known but also the most controversial Dutch artist of the 17th century. Dispute surrounds his character as well as the quantity, quality, and significance of his art. At each meeting we will focus on a specific painting, print, or drawing by Rembrandt or on an issue concerning him and his work in order to compare the strengths and weaknesses of the various approaches.
Class Format: tutorial; the semester will begin and end with a group meeting of everyone taking the tutorial **Requirements/Evaluation:** each week write a short paper or respond to the tutorial partner's paper
Enrollment Limit: 10 **Enrollment Preferences:** preference to senior Art History majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ARTH pre–1800 Courses
Not Offered Academic Year 2014–2015
TUT Instructor: Zirka Filipczak

ARTH 301(F) Methods of Art History
This course on the methods and historiography of art history offers art–history majors an overview of the discipline since the late 18th century. The course surveys influential definitions of the discipline, the evolving tasks it has set itself, and the methods it has developed for implementing and executing them. Works of art will inevitably enter into our discussions, but the main objects of study will be texts about art as well as texts about methods for an historical study of art. Topics include: style and periodization; iconography, narratology, and phenomenology; the social functions of images and the social history of art; art and the material world; art, gender, and sexuality; and art as a global phenomenon.
Class Format: lecture and discussion **Requirements/Evaluation:** six short papers, one final paper, one short oral presentation, and class participation
Prerequisites: ARTH 101–102 or its equivalent **Enrollment Limit:** 25 **Expected Class Size:** 15–10 **Enrollment Preferences:** enrollment restricted to art–history majors and required of them
Dept. Notes: for spring: open to undergraduate Art majors only; graduate students may not enroll without permission of the department chair
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1
Fall 2014
LEC Section: 01 TR 09:55 11:10 Instructor: Guy Hedreen

ARTH 301(S) Twelve Books
This seminar will address 12 books that have significantly shaped the history of art. Ranging from the early twentieth century until the present, these books are being selected (in consultation with scores of art historians) for their imaginative power and lasting influence. The book itself, as a sustained argument, will be our focus as we address both the act of writing about visual art as well as the methodological and critical models they have offered the discipline of art history.
Class Format: seminar **Requirements/Evaluation:** two research essays, active participation in class discussions **Enrollment Limit:** 12
Dept. Notes: for spring; open to undergraduate Art majors only, Graduate Art students may not enroll without permission of the department chair
Distributional Requirements: Division 1
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Michael Holly

ARTH 310(F) An American Family and "Reality" Television (W) Crosslistings: ARTH 310/WGSS 312/AMST 333/COMP 316
An American Family was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so–called "Reality TV." In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the "American dream." Documenting the family's life over the course of eight months, the series chronicled the dissolution of the Louds' marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television.
In this class, we will view the *An American Family* series in its entirety, research the program's historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 16– to 20–page research paper will be prepared in stages, including a 6– to 8–page midterm essay that will be revised and expanded over the course of the semester.
Class Format: seminar **Requirements/Evaluation:** class presentations, research assignments, and final 16– to 20–page research paper
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 14 **Enrollment Preferences:** junior majors, followed by senior majors
Distribution Notes: meets Division 1 requirement if registration is under ARTH or COMP; meets Division 2 requirement if registration is under AMST or WGSS
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Writing Intensive
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: C. Ondine Chavoya

ARTH 311(F) Experimental and Experiential Approaches to Curating American Vernacular Art at WCMA Crosslistings: ARTH 553/ARTH 311
Working directly with a collection temporarily on loan to the Williams College Museum of Art, this course examines problems posed by paintings and decorative arts created by artists, artisans, and amateurs in the rural American Northeast from 1700 to 1840 –works labeled "folk" or "vernacular" art. It interrogates the ways in which this material fits (or doesn't) into existing art historical and institutional narratives of American art, and experiments with modes of display and interpretation using methods from material culture studies, thing theory, connoisseurship, social and physical sciences, philosophy, and economics. Students will apply their research to the development and implementation of exhibition strategies that integrate objects into installations at WCMA.
Class Format: seminar **Requirements/Evaluation:** oral presentations, collaborative exhibition proposal project, object–based research paper
Prerequisites: one ARTH course **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** 6 graduate students (in addition to limit of 6 undergrads); graduate students will only be admitted with the instructor's permission
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1
Fall 2014
SEM Section: 01 R 01:10 03:50 Instructor: Kevin Murphy

ARTH 321T(F) Architecture of Louis I. Kahn (W)
Louis Kahn (1905–74) was one of the most influential architects of the twentieth century. For some, his work has reached cult status. We will investigate critical writings about him, beginning with Vincent Scully's brief book of 1962 and ending with the most recent, a catalogue of the exhibition in 2012 of his work held at the Vitra Design Museum in Switzerland. We will study his own writings, some of his buildings (including a field trip to his two museums at Yale), and the film, *My Architect*, made by his son Nathaniel.
Class Format: tutorial **Requirements/Evaluation:** weekly short papers, meetings of the whole class at the beginning and end of the semester, and a one–day field trip
Prerequisites: ARTH 101 and permission of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** senior and junior Art majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Writing Intensive
Fall 2014
TUT Section: T1 TF 02:35 03:50 Instructor: Eugene Johnson

ARTH 324(S) Contemporary Art of the African Diaspora Crosslistings: AFR 324/ARTH 324/ANTH 314/ARAB 324/COMP 324
This course explores the visual arts of the contemporary African Diaspora from the Caribbean, Islamic Mediterranean, Europe, and the United States. The first half of the course examines art historical and anthropological theories utilized in analyses of global contemporary art. The second half of the course uses original works from WCMA's permanent collection and the exhibition *Fathi Hassan: Migration of Signs* to consider areas of convergence and divergence in the practices of artists from the Atlantic and Islamic worlds.
Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, response papers, and 10–12 page final paper
Enrollment Limit: 10

Expected Class Size: 10
Distribution Notes: meets Division 1 requirement if registration is under COMP or ARTH; meets Division 2 requirement if registration is under AFR, ARAB or ANTH
Extra Info: not available for the Gaudino option
Distributional Requirements:
Division 2
Other Attributes:
ARTH Middle East, Asia and Africa Courses*Spring 2015*
SEM Section: 01 MW 11:00 12:15 Instructor: Maurita Poole

ARTH 330T Michelangelo: Biography, Mythology, and the History of Art (W)
One might argue that Michelangelo's enduring fame, and his preeminence in the western art historical canon, is as much a product of his artistic persona as his artistic achievement. Indeed, the modern notion of the visual artist as a brooding, even tortured genius of unstoppable creative force finds its roots in the Italian Renaissance. This is largely due to the singular figure of Michelangelo, whose life and career are more fully documented than those of any western artist to precede him. And Michelangelo's mythic individuality, alongside his artistic innovations and contributions, have made him a fundamental force in the shape of the history of art as we understand and study it today. Students of this tutorial will become well–acquainted with the life and work of Michelangelo through the examination of a wide variety of primary and secondary sources: contemporary Renaissance documents, letters, poetry, andbiographies; art historical surveys, monographs, and studies; and documentary and popular film. They will give their critical attention, however, to the intersection between this artist's biography and his artistic production. We will focus on a number of important questions arising from this connection. What, for example, is the nature and reliability of the evidence used to reconstruct Michelangelo's life and personality? What are the grounds for interpreting his work according to his philosophical outlook, religious beliefs, and even sexuality? To what extent was Michelangelo responsible for shaping his own persona for posterity? Is the myth of this artist distinguishable from his reality? And to what extent have all these issues shaped our own thinking about artists and the history of art?
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on the quality and improvement of written work (5 weekly papers and 5 response papers, and a final written exercise addressing major themes of the tutorial), and oral dialogue
Prerequisites: one Art History course of any level; open to sophomores, juniors, and seniors **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** none
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ARTH pre–1800 Courses
Not Offered Academic Year 2014–2015
TUT Instructor: Stefanie Solum

ARTH 337 Visual Politics (W) Crosslistings: PSCI 337/ARTH 337
Even casual observers know that appearances matter politically and that the saturation of politics by visual technologies, media, and images has reached unprecedented levels. Yet the visual dimensions of political life are, at best, peripheral topics in contemporary political science and political theory. This seminar explores how our understanding of politics and political theory might change if visuality were made central to our inquiries. Treating the visual as a site of power and struggle, order and change, we will examine not only how political institutions and conflicts shape what images people see and how they make sense of them but also how the political field itself is visually constructed. Through these explorations, which will consider a wide variety of visual examples, we will also take up fundamental theoretical questions about the place of the senses in political life. Readings may include relevant excerpts from ancient and modern theorists, but our primary focus will be contemporary and will bring political theory into conversation with such fields as art history and criticism, film studies, psychoanalysis, affect theory, and cognitive science. Possible authors include Arendt, Azoulay, Bal, Barthes, Benjamin, Bruno, Buck–Morss, Butler, Clark, Connolly, Crimp, Deleuze, Elkins, Fanon, Foucault, Hobbes, Lacan, Merleau–Ponty, Mitchell, Mulvey, Noë, Plato, Rancière, Rogin, Scott, Sliwinski, Sontag.
Class Format: seminar **Requirements/Evaluation:** regular, engaged class participation and three 7– to 8–page papers
Prerequisites: at least one prior course in political theory, cultural theory, visual studies, or art history; or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** Political Science and Art History majors
Distribution Notes: meets Division 2 requirement if registration is under PSCI; meets Division 1 requirement if registration is under ARTH
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PSCI Political Theory Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Mark Reinhardt

ARTH 361T(F) Writing about Bodies (W) Crosslistings: ARTH 361/INTR 361/WGSS 361
The goal is to think about describing bodies from a variety of disciplinary approaches and genres of writing. Its focus is on living bodies, or bodies that were once alive, with an emphasis on bodies that move i.e., performing bodies—actors, dancers, singers—and what makes them unique. We will also consider objects associated with bodies, and the ways they are animated, including how they are animated when the person who had them dies. The course is meant for juniors, seniors, and graduate students who wish to analyze bodies from different disciplinary formations—art, theatre, literature, anthropology, philosophy—and who have a particular interest in writing. We will read scholarly writing, fiction, New Yorker profiles, as well as memoir/autobiography, and take each as a model through which to write about a person or an object redolent of a person.
Possible readings: Roland Barthes on cultural theory and representation; Zine Magubane and Zadie Smith on othered bodies; Tamar Garb on portraiture; Elaine Scary on the body in pain; Joan Acocella, Hilton Als, Judith Thurman and other writers on the arts; Judith Butler and Peggy Phelan on the performative body; Joseph Roach, Diana Taylor, and Michael Taussig on the body, memory, and ritual; Marvin Carlson and Terry Castle on haunting; and Bill Brown on things. These will be supplemented by selected tapes of live performances as well as films.
Class Format: tutorial **Requirements/Evaluation:** alternating weekly essays (4–5 pages) and responses (2–4 pages) as well as discussion; a final paper that distills the writer's own project from these cumulative exercises
Prerequisites: ARTH 101–102, or permission of the instructor; a writing sample that conveys the kind of subject you might be interested in pursuing **Enrollment Limit:** 10 **Expected Class Size:** 10
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under INTR or WGSS
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: PERF Interdepartmental Electives
Fall 2014
TUT Section: T1 TBA Instructor: Carol Ockman

ARTH 367(F) Documentary Fictions Crosslistings: ENGL 367/ARTH 367/COMP 367
The first movies excited viewers not by telling stories, but by reproducing the world. A dancer's billowing skirts, the sight of Niagara Falls, the arrival of a train at the station — such vignettes felt viscerally real. Our fascination with documentaries derives, in large part, from the way such seemingly transparent images are woven into narratives full of hidden assumptions. Every viewer of the Zapruder film sees the same thing: President Kennedy, struck by a bullet, lurches forward. But what that might mean — whether it points toward a lone gunman or a conspiracy, toward the Soviet Union or the CIA — still remains uncertain. We'll explore the tensions between image and story, evidence and context, in films ranging from Fred Ott's *Sneeze* (1894) to Josh Oppenheimer's *The Act of Killing*, (2012), concluding with a look at the effects of contemporary image technologies on our sense of both personal and national identity. Readings for the course will be drawn from narrative theory, epistemology, and cultural theory, as framed by writers including Trinh Minh–ha, Vivian Sobchak, Christian Metz, and Bill Nichols.
Class Format: seminar **Requirements/Evaluation:** five written and multimedia exercises; two essays (eight and twelve pages); a willingness to experiment with formats and argumentation; active participation
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** English majors; Art and Comparative Literature majors; students with experience making video
Distributional Requirements: Division 1 **Other Attributes:** ENGL Criticism Courses
ENGL Literary Histories C
Fall 2014
SEM Section: 01 MWF 11:00 12:15 Instructor: Shawn Rosenheim

ARTH 402 Monuments and The Art of Memorial
The urge to commemorate individuals, heroic acts or historic events whether unspeakable or splendid is both human and timeless. This seminar will document and explore the concepts behind and the nature of monuments, both commemorative ones, and those that admonish or inform without commemorating a specific event or individual. Students will study and analyze monuments and memorials from the ancient Mediterranean (Egypt; Mycenae; Greece of the Archaic, Classical and Hellenistic periods; Imperial Rome) and chart their 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 Memorial 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. Ongoing discussions of Holocaust memorials and the problems inherent in the design of the monument for the WTC will also be addressed. More humble memorials, such as ephemeral installations, roadside shrines, and photographic assemblages will be included in the discourse concerning the concept of "monument" alongside topics such as historic buildings and National parks.
Class Format: seminar **Requirements/Evaluation:** participation in discussions, short response papers, two in–class presentations that provide material for a major term paper of 20–25 pages due at the end of the semester
Prerequisites: ARTH 101–102 or permission of the instructor; students of History and Anthropology are also encouraged to enroll **Enrollment Limit:** 14
Dept. Notes: satisfies pre–1400 or pre–1800 if the student pursues a research topic and term paper in those areas
Distributional Requirements: Division 1 **Other Attributes:** ARTH pre–1400 Courses
ARTH pre–1800 Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Elizabeth McGowan

ARTH 404 The Enemies of Impressionism, 1870–1900
This class explores French and European painting and sculpture of the last quarter of the nineteenth–century, particularly the work of artists once famous in their day but whose reputations collapsed with the rise of Impressionism and Modernism. Attention to aesthetic theory, pictorial narrative, and the formation of artistic taste. Artists include Gerome, Bouguereau, and Alma–Tadema.
Class Format: seminar **Requirements/Evaluation:** annotated bibliography, midterm, and research paper
Prerequisites: none **Enrollment Limit:** 14 **Expected Class Size:** 12 **Enrollment Preferences:** seniors
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: Marc Gotlieb

ARTH 405 Seminar in Architectural Criticism (W)
How does one judge a building? According to its structural efficiency or its aesthetic qualities? Its social responsibility—or just its pizzazz? Depending on the building, and the critic, any of these questions might be pertinent, or impertinent. This seminar explores architectural criticism, that curious genre between literature and architecture, and looks at its history, nature and function. We will read and discuss classic reviews by historical and contemporary critics as John Ruskin, Mariana van Rensselaer, Lewis Mumford, Ada Louise Huxtable and Herbert Muschamp. Insights gained from these discussions will be applied by students to writing their own reviews, which will likewise be discussed in class. Early assignments will concentrate on mechanics: how to describe a building vividly and accurately, how to balance description and interpretation judi-

ciously, how to compare. Subsequent ones will be more synthetic, encouraging students to write bold, lively and critical essays. The ultimate goal is to develop a distinctive and effective voice, and to gain a better understanding of the nature of criticism in general.
Class Format: seminar **Requirements/Evaluation:** students will write and revise six papers (5–7 pages) during the semester
Prerequisites: ARTH 101–102 and consent of instructor **Enrollment Limit:** 11 **Enrollment Preferences:** junior Art History majors
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Space and Place Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Michael Lewis

ARTH 411 The Artist's Studio in the 19th century, Real and Imagined (W)
This course explores depictions of the artist in his or her studio in European art of the nineteenth century, including paintings, illustration, and fiction. Works by Courbet, Manet, and Seurat, but also lesser known artists, across the century, who treated the studio as a site for self–fashioning and artistic self–invention. Attention will also fall on the "erotics" of the studio, namely the presumed relationships between artists and models. Readings by 19th–century authors such as Zola and Balzac, as well as modern art historical texts.
Class Format: seminar **Requirements/Evaluation:** weekly readings, annotated bibliography, oral presentation, and research paper
Prerequisites: none **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** juniors and seniors
Distributional Requirements: Division 1 Writing Intensive
Not Offered Academic Year 2014–2015
SEM Instructor: Marc Gotlieb

ARTH 416(S) Wright Writing (W)
Frank Lloyd Wright (1867–1959) was one of the most influential architects of the twentieth century. Chapin Library, thanks to a generous gift from an alumnus, possesses an extraordinary collection of Wright material, including everything he ever published. The seminar will focus on his copious writings, which date from the late nineteenth century to the year of his death. We will investigate the writings in the context of his hundreds of architectural designs.
Class Format: seminar **Requirements/Evaluation:** class participation, three short papers presented orally and a final paper of approximately 20 pages
Prerequisites: ARTH 101 **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** senior and junior Art majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Writing Intensive
Spring 2015
SEM Section: 01 T 01:10 03:50 Instructor: Eugene Johnson

ARTH 417 Gender Construction in Chinese Art (D) (W)
"One is not born, but rather becomes a woman"—Simone de Beauvior</BR>
This course will investigate how gender as a cultural and social construction is visualized in Chinese art. Issues of interest include how gendered space is constructed in Chinese painting; how landscape paintings can be decoded as masculine or feminine; and ways in which images of women help construct ideas of both femininity and masculinity. This course will also discuss Confucian literati's [ideals] [of] reclusion and homsociality; didactic art for women; images of concubines, courtesans; and lonely women's isolation and abandonment. For example, while nature is often seen as feminine, Chinese landscape painting may be coded as masculine due to its association with the Confucian scholar' ideals of eremitism, a means for the cultivation of the mind, and homosociality. On the other hand, the placement of a masculine landscape in feminine space may be seen as rhetorical strategy, accentuating the lonely woman's isolation and abandonment, which are important tropes in Chinese erotic poetry as well.
This course fulfills the EDI requirement in that it is designed to enable students to study the logic of gender and sexuality in a context different from their own; to see how both genders are constructed in relation to each other, and how they interact in the context of class, ideology, politics, and ideals, as well as how we may compare their representation in China with those of other cultures, notably Japan and the West. Using both visual art and literature, this course also challenges the gender stereotyping that still exists in current scholarship.
Class Format: seminar/discussion **Requirements/Evaluation:** five to six 1– to 2–page position papers about readings for the class; one 3– to 4–page midterm paper (draft and revision); two 2– to 3–page respondent's written critiques; one 3– to 4–page pre–focus/focus paper (for final research paper)
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10
Extra Info: there will also be one 12– to 15–page final research paper (draft and revision)
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: ARTH pre–1400 Courses
ARTH pre–1800 Courses
ARTH Middle East, Asia and Africa Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Ju–Yu Jang

ARTH 419(F) Going to Ground: Considering Earth in the Arts of Africa (D) (W) Crosslistings: ARTH 419/AFR 419
This seminar explores how earth has been conceptualized and integrated into African artistic thought as geography, environment, material, and metaphor, and how this interpretive flexibility has allowed it to become a symbol of power and presence in African art–making from prehistory to the present. The seminar will also focus on the ways in which earth has been used in contemporary art towards addressing the growing problems of pollution, unsustainable development, and the widespread depletion of earth–based natural resources in Africa. Over the course of this seminar, students will develop a knowledge base of earth–related issues that have been addressed in African artistic production, and engage with various cross–disciplinary methodologies to critically analyze the conceptual and aesthetic strategies deployed in these works. Students will also have the opportunity to interact with specialists from multiple fields towards fleshing out their knowledge base, including Dr. Karen Milbourne, curator of the National Museum of African Art in Washington DC, and Dr. Alex Apotsos, former climate change advisor for the Africa Bureau at USAID.
This course fulfills EDI requirements through its exploration of the effects of globalization and modernization on the African natural environment, and its engagement with diverse cultural legacies, socio–political systems, and economic realities on the continent as contributors to art–making strategies deployed by contemporary African environmental artists.
Class Format: seminar **Requirements/Evaluation:** directing at least one class discussion and a term paper (18–20 pages) with presentation
Prerequisites: this seminar is designed for advanced–level undergraduate students in Art History and Africana Studies, although permission to enroll may be awarded under special circumstances **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** advanced undergraduate students who have declared a major in Art History or Africana Studies
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AFR
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes:
ARTH Middle East, Asia and Africa Courses
Fall 2014
SEM Section: 01 R 01:10 03:50 Instructor: Michelle Apotsos

ARTH 422(S) Heaven's Gate: The Romanesque Sculpted Portal in Critical Perspective
During the course of the eleventh century, the designers of European churches fashioned a new architectural language that we now label "Romanesque." One of the most innovative and dramatic aspects of this new language was its assimilation of monumental sculpture, absent in Europe since the fifth century. The focus of attention in this regard was the portal, which marked the threshold between the profane realm of the outside world and the sacred space of the church. Often characterized as the "marquee of the Middle Ages," the Romanesque sculpted portal, with its startling juxtaposition of the spiritual and the physical, of ecstatic visions of the heavenly realm and writhing, biting monsters, constitutes one of the true high–points of medieval art. This seminar will investigate the antecedents and origins of the Romanesque sculpted portal and examine in detail its greatest manifestations. Emphasis will be placed on understanding these often complex sculptural schemes within their original functional and physical contexts. What role did this three–dimensional imagery play in structuring the medieval visitor's overall experience of the church? And what did it mean to have this imagery carved into the very fabric of "God's temple"?
Class Format: seminar **Requirements/Evaluation:** class discussion, class presentation, 15– to 20–page research paper
Prerequisites: ARTH 101–102 or permission of the instructor **Enrollment Limit:** 14 **Enrollment Preferences:** Art majors
Distributional Requirements: Division 1 **Other Attributes:** ARTH pre–1400 Courses
ARTH pre–1800 Courses
Spring 2015
SEM Section: 01 F 01:10 03:50 Instructor: Peter Low

ARTH 426 Pictures That Rocked the Nation: Courbet and Manet in Second Empire France (D) Crosslistings: ARTH 426/WGSS 426
How do we recognize or see diversity in the works of canonical artists? If modernist painting has often been understood to put pressure on existing power relations, the stylistic innovation that defines it has just as often been used to veil its controversial subject matter. The aim of this course is two–fold: 1) to call attention to difference through comparative analysis and to consider how and why identifying it is meaningful; 2) to detail the changes in historiography since the 1970s that have enabled discussions of difference (sex, class, race, ethnicity, sexuality) and the challenges they present. The course demonstrates that the Second Empire (1851–1870) in France was an especially fertile period for innovations in style and subject matter that generated both outrage and incomprehension. In the wake of the revolution of 1848, realism and its rallying cry ("il faut être de son temps") brought home subjects that heretofore had been safely displaced to the classical or exotic worlds as they were imagined by the West. The Second Empire coincided with the birth of mass culture so that artists had access to new types of imagery and increasing contact with racy and controversial subjects.
This course will investigate polemical works by Gustave Courbet (i.e. Burial at Ornans, Origin of the World) and Edouard Manet (i.e. Olympia, The Execution of Emperor Maximilian) through the lens of critical writings of the 1850s and 1860s (i.e. Baudelaire, Proudhon, Zola) as well as revisionist writings from the 1970s to the present (Homi Bhahba, T.J. Clark, Richard Dyer, Michael Fried, Tamar Garb, Sander Gilman, Zine Magubane, Linda Nochlin, and Gayatri Spivak). We will consider the relationship of Manet's and Courbet's works to academic ones, including orientalist paintings by Ingres and Gérôme, and to vanguard pictures of the next generation (i.e. the homoerotic work of Caillebotte and Bazille, the "sex workers" of Degas's toilette scenes). Finally, we will examine the legacy of Courbet and Manet during the period when difference began to be represented in the work of artists such as Judy Chicago, Yasumasa Morimura, Cindy Sherman, Samuel Fosso, and Carrie Mae Weems.
Class Format: seminar **Requirements/Evaluation:** weekly 1– to 2–page position papers; oral presentation and final research paper, 10–15 pages
Prerequisites: ARTH 101–102 or permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** students with course work in French history or literature and/or Women's, Gender and Sexuality Studies
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1 Exploring Diversity
Not Offered Academic Year 2014–2015
SEM Instructor: Carol Ockman

ARTH 429(F) Ambiguous Icons: The Problem of Meaning in Modern and Contemporary Art Crosslistings: ARTH 429/ARTH 561
"Our time is indifferent to the content of artistic representations as no time has ever been before. For today's artist form itself is the content." These remarks of the German critic Paul Westheim, published in 1919, sound strange today, yet they express an attitude that dominated critical and historical writing on modern art for most of the twentieth century. Although questions of "meaning" have become more central to art–historical

writing of the last four decades, there is a surprising dearth of methodological discussion on this issue. No compelling models, comparable to that offered by Erwin Panofsky in his classic introduction to *Studies in Iconology*, have established themselves for modern and contemporary art, and many interpretations proceed on the basis of anachronistic methodological assumptions. Moreover, the study of *how* artworks communicate or otherwise affect us still remains relatively little studied beyond individual cases. This seminar will explore the problem of "meaning" in modern and contemporary art and examine various models for dealing with the issue, including iconography, semiotics, reception theory, and affect theory. The first half of the seminar will be devoted to selected theoretical and methodological readings on the issue as well as to case studies of individual artists. During the second half of the semester students will present papers on topics of their own choosing.
Class Format: seminar **Requirements/Evaluation:** students will be responsible for leading class discussion on at least one week's selected 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 **Enrollment Limit:** 14 **Expected Class Size:** 12 **Enrollment Preferences:** 5 graduate students and senior Art History majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1
Fall 2014
SEM Section: 01 F 01:10 03:50 Instructor: Mark Haxthausen

ARTH 449 Poses & gestures in 17th–century European art Crosslistings: ARTH 449/WGSS 449
Art of the 1600s represents a highpoint in artists' ability and interest in conveying "the passions of the soul" through the actions of the body. The range of feelings represented had never been broader than at this time. In the seminar we will distinguish unusual from conventional poses (e.g, melancholy, wonder, musing),track how long the conventional poses had been in use, and differentiate poses and gestures that had unisex use from those that remained gender–specific or preferred. We will also examine which poses, if any, individual artists (e.g., Caravaggio, Artimesia Gentileschi, Rubens, Rembrandt, Leyster, Bernini, and Poussin) favored.
Class Format: seminar **Requirements/Evaluation:** two oral reports (5 min. and 20 min.), an 18– to 20–page paper (half due mid–way through the semester, the whole at the end, and class discussion
Prerequisites: ARTH 102 **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** Art History majors
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM

ARTH 451 Ideal Bodies: The Modern Nude and Its Dilemmas Crosslistings: ARTH 451/WGSS 451
Since the nineteenth century, the female nude has been so dominant that the very term "nude" has come to stand for the female body. This course looks at both male and female nudes from the time of the French revolution to the present in order to order how and why this gendering occurred. We will explore the ways in which certain types of bodies have been defined in opposition to the white western ideal, and thereby exoticized and marginalized. Our prime focus is the work of David, Ingres, Courbet, Gericault, Manet and Renoir but more popular nineteenth–century images as well as selected works by artists working in the twentieth and twenty–first centuries will be discussed.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on biweekly 1–page papers, short reports, an oral presentation and a 10– to 20–page paper
Prerequisites: Two semesters of ARTH 101–102–103; permission of instructor required **Enrollment Limit:** 12 **Enrollment Preferences:** junior and senior Art majors, Women's, Gender and Sexuality Studies majors, French majors, and History majors with a concentration in European studies.
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: Carol Ockman

ARTH 462 Art of California: Pacific Standard Time (D) (W) Crosslistings: ARTH 462/AMST 462/LATS 462
In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including, feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including, assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history. Class meetings and projects at the Williams College Museum of Art will provide the opportunity to see and study artworks first hand, especially with the exhibition *Now Dig This!: Art and Black Los Angeles*, 1960–1980, which will be on display at WCMA during the fall semester. This course fulfills the Exploring Diversity Initiative requirement as it offers students a comparative study of cultures and societies and provides various interdisciplinary perspectives on the art and visual culture of a specific region.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on several short writing and research assignments, oral presentations, class participation, and a final research paper of 16–20 pages written in stages over the course of the semester
Prerequisites: ARTH 102 **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** senior Art major and senior Latina/o Studies concentrators
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AMST or LATS
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: AMST Arts in Context Electives
AMST Space and Place Electives
LATS Comparative Race + Ethnic Studies Electives
Not Offered Academic Year 2014–2015
SEM Instructor: C. Ondine Chavoya

ARTH 463 The Holocaust Visualized Crosslistings: ARTH 463/JWST 463
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? Should we allow collapsing sites of memory to collapse. 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 graphic novel, *Maus*, and 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. Additionally, we need to consider ways in which the images of the Holocaust, by now too well–known, have been instrumentalized by groups wishing to minimize the Shoah (e.g., the recent Holocaust cartoon competition in Tehran, 2006.)
Class Format: seminar **Requirements/Evaluation:** active participation in class discussion and regular participation in a class listserver discussion group, one oral presentation, and one research paper; no exams; field trip to the Holocaust Museum in Washington, D.C.
Prerequisites: none; not open to auditors or first–year students **Enrollment Limit:** 12
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under JWST
Materials/Lab Fee: field trip: estimated cost $260.
Distributional Requirements: Division 1 **Other Attributes:** JWST Core Electives
Spring 2015
LEC Section: 01 Cancelled

ARTH 464 Latina/o Visual Culture: Histories, Identities, and Representation (D) (W) Crosslistings: ARTH 464/LATS 464
This course examines the contemporary history of Latina/o visual culture and explores the various relations between cultural expression, identity formation, and public representation. We will begin by considering the critical and aesthetic practices that emerged in the context of civil rights actions and nationalist movements, which often focused on issues of visibility, self–representation, and autonomy. The topics of immigration, transnationalism, and the "Latinization" of the United States will then be analyzed in depth as we examine representations of and representations by Latina/os in film and television, the visual arts, advertising, and other forms of popular media. Throughout the course, we will investigate the role of visual culture in determining taste and trends as well as shaping notions of belonging and cultural citizenship.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, a research presentation, several short writing assignments (1–2 pages), and a final research paper
Prerequisites: LATS 105 or ARTH 101–102 or permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** Latina/o Studies and Art History seniors and juniors
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under LATS
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: AMST Arts in Context Electives
LATS 400–level Seminars
Not Offered Academic Year 2014–2015
SEM Instructor: C. Ondine Chavoya

ARTH 466(S) Hellenistic Art and the Beginning of Art History Crosslistings: ARTH 512/ARTH 466
The Hellenistic period begins with Alexander the Great's extension of the borders of the Greek world from the central Mediterranean to the banks of the Indus River. Kingdoms replaced city–states as important centers of power. Increased trade and movement of individuals between Greece, Egypt and the Near and Middle East, encouraged a cross–cultural examination of religion, philosophy, literature and art. The new cosmopolitan attitude brought about not only a revolution in sculptural ideals and forms but in the approach towards art in general. Museums and libraries are established for the first time, and the concept of collecting art takes hold. We see a historical self–consciousness, and a self–referential quality in sculpture and painting as well as a new interest in theatricality and the diversity of human nature and experience. This course will explore Hellenistic sculpture and painting through the close study of individual works of art of the fourth through first centuries B.C.E., as well as the broader philosophical, religious, literary and political forces that encouraged its innovations. Reading material includes ancient literature in translation, recent surveys of Hellenistic sculpture, and recent critical essays.
Class Format: seminar **Requirements/Evaluation:** students are responsible for participation in class discussion, a short midterm paper, and two short reports which will form the basis for a term paper, 18–20 pages in length, due at the end of the semester
Prerequisites: none **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** graduate students, Art majors, and students of any major interested in art and thought in the ancient Mediterranean world (with permission of instructor)
Extra Info: a field trip to The Metropolitan Museum of Art in New York is likely
Distributional Requirements:
Division 1
Other Attributes:
ARTH pre–1400 Courses
ARTH pre–1800 Courses
Spring 2015
SEM Section: 01 R 10:00 12:40 Instructor: Elizabeth McGowan

ARTH 470 Image–making, Orientalism and Visual Culture (D)
Images enjoy extraordinary power in the spaces between self and other, human and divine. They play myriad roles–witness, surrogate, instigator, supplicant—and travel freely across political, religious and cultural boundaries. This course is about three regions–United States, France and the Persian sphere—and the images that mediate and document their interactions. Along the way, we will address important issues like

iconoclasm and aniconism, common types like veiled women and pious men, and asymmetrical relationships like Orientalism. The peculiar nature of portraiture will be a prominent theme. This course fulfills the Exploring Diversity Initiative in its emphasis on comparative cultures and its effort to promote understanding of contextualized meanings in diverse settings.
Class Format: seminar **Requirements/Evaluation:** students will give oral presentations and complete a semester–long project.
Prerequisites: one Art History class or permission of instructor **Enrollment Limit:** 12 **Enrollment Preferences:** majors
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: AMST Arts in Context Electives
ARTH Middle East, Asia and Africa Courses
ASST Interdepartmental Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Holly Edwards

ARTH 494(S) Thesis Seminar
To graduate with honors in art history, students are to enroll in the Senior Honors Seminar during the Spring semester of their senior year, where they will develop an original research paper based on prior research. Under the guidance of the instructor, students will present and defend their own work in both written and oral form, as well as respond to, and critique, the work of their peers. As students work toward transforming their existing paper into an honor's thesis, they will also be trained in skills necessary to analyze an argument effectively, and strategies of constructive critique.
Class Format: seminar **Requirements/Evaluation:** once in the seminar, students will revise, refine and expand on previous research and produce a paper of approximately 25 pages and present a shortened version of the paper to the faculty and public at the Williams College Museum of Art
Prerequisites: for requirements of entry into the course, please see "The Degree with Honors in Art, Art History" **Enrollment Limit:** 10 **Expected Class Size:** 6 **Enrollment Preferences:** permission of instructor required
Dept. Notes: does not satisfy the Art History seminar requirement
Distributional Requirements: Division 1
Spring 2015
HON Section: 01 M 07:00 09:40 Instructor: Carol Ockman

ARTH 497(F) Independent Study: Art History
Art History independent study.
Class Format: independent study
Distributional Requirements: Division 1
Fall 2014
IND Section: 01 TBA Instructor: Stefanie Solum

ARTH 498(S) Independent Study: Art History
Art History independent study.
Class Format: independent study
Distributional Requirements: Division 1
Spring 2015
IND Section: 01 TBA Instructor: Stefanie Solum

ART STUDIO CLASSES

ARTS 100(F) Drawing I
Drawing extends your observational skills and, when combined with your intuitive and intellectual qualities, offers you an excellent means of communicating how, what, when and where you engage your experiences. As in any language, the descriptions of those observations begin with basic details and, with extensive practice, become more articulate. This requires of you the ability to focus, to frequently repeat the mundane in order to achieve the eloquent and to put aside judgment in favor of developing a self–critical awareness. The course features basic skill sets that rely on close scrutiny of our primary subjects: still life and landscape. The materials used will permit you to better understand their manipulation in describing form, shape, light and texture composed in illusionistic and abstract space. As your work matures during the term, we will begin a more careful examination of the rich, complex and challenging relationships between form and content.
Class Format: studio **Requirements/Evaluation:** evaluation will be based on the quality of work produced, successful completion of all assignments, and attendance
Prerequisites: none **Enrollment Limit:** 18 **Expected Class Size:** 18 **Enrollment Preferences:** Art Majors (declared); students who have previously enrolled but have been dropped from the course, first–year and sophomore students
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1
Fall 2014
STU Section: 01 TR 09:55 12:35 Instructor: Ed Epping

ARTS 100(F) Drawing I
The purpose of this course in beginning drawing is to advance your understanding of fundamental aspects of the language of visual communication and expression. Through the development of greater visual acuity, an examination of the structure of the two dimensional image, and the study of appropriate working methods, you will work to give coherent visual form to your own observations, and will develop an enhanced ability to understand the images created by others. The development of appropriate technical skills, strengthening of observational skills, and a basic understanding of the interrelationship between form and content in drawing are the key aims of this course.
Class Format: studio **Requirements/Evaluation:** evaluation will be based primarily on the quality of work produced as well as some attention to the student's progress
Prerequisites: none **Enrollment Limit:** 18 **Expected Class Size:** 18 **Enrollment Preferences:** Art Majors (declared); students who have previously enrolled but have been dropped from the course, first–year and sophomore students
Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1
Fall 2014
STU Section: 02 M 07:00 09:40 Instructor: Steven Levin

ARTS 100(S) Drawing I
This course is designed to introduce the fundamentals of drawing. A significant portion of class time will be devoted to learning some of the basics of drawing, such as line, gesture, composition, and value. Acquiring technical skill is an important goal of this class, and intensive weekly assignments are a significant part of that process.
Class Format: studio **Requirements/Evaluation:** evaluation will be based on the quality of work produced as well as successful completion of all assignments and attendance
Prerequisites: none **Enrollment Limit:** 18 **Expected Class Size:** 18 **Enrollment Preferences:** none
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Materials/Lab Fee: lab fee TBD will be added to the student's term bill Distribution
Distributional Requirements: Division 1
Spring 2015
STU Section: 04 T 09:00 11:40 Instructor: Laylah Ali

ARTS 100(S) Drawing I
Looking closely at the world is one of the great pleasures of living and drawing is a excellent way to find this happiness. In class and in weekly assignments, we will use a variety of media to describe objects, landscape, architecture and the human figure. Divided into sections on line, composition, proportion, value and space, the course is designed for those with no previous experience in drawing, but it is flexible enough to challenge experienced students.
Class Format: studio **Requirements/Evaluation:** evaluation is based on the following: successful application of new skills, participation in class, effort, development of concept, timeliness and attendance
Prerequisites: none **Enrollment Limit:** 18 **Expected Class Size:** 18
Extra Info: may not be taken on a pass/fail basis
Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1
Spring 2015
STU Section: 01 T 11:20 12:35 T 01:10 01:50 Instructor: Michael Glier
STU Section: 02 W 11:00 12:15 W 01:10 03:50 Instructor: Michael Glier

ARTS 100(S) Drawing I
This course will heighten your awareness of the visual world, teach basic drawing skills, and demonstrate how drawing operates as a form of visual exchange. Each class session introduces you to a specific drawing technique, concept or media. The homework assignments involve practicing the skills presented in class while encouraging personal expression by incorporating your own ideas into the art work. This course also promotes the understanding of artists and their work. It requires that you attend at least one Visiting Artist presentation to gain a deeper knowledge of artist's aspirations and practices. To allow for more practice with working directly from life, you are also required to attend at least two evening life drawing sessions.
Class Format: studio **Requirements/Evaluation:** evaluation will be based on the quality and quantity of work produced, depth and quality of investigative process, participation in critiques, and attendance
Prerequisites: none **Enrollment Limit:** 18 **Expected Class Size:** 18 **Enrollment Preferences:** Art Majors (declared); students who have previously enrolled but have been dropped from the course, first–year and sophomore students
Extra Info: may not be taken on a pass/fail basis
Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1
Spring 2015

STU Section: 03 R 01:10 03:50 Instructor: Frank Jackson

ARTS 101(F) Artists Respond to Dangerous Times (D) Crosslistings: ARTS 101/AMST 101
This introductory studio art course focuses on how contemporary time–based artists engage their historical moment. We will look ways in which language, performance, and the moving image can be used to reckon with the forces that historical events and conditions press upon us as citizens, art makers, and living beings, and think about art–making as a dialogical social force that has the potential to press back. Students will develop their own video, performance, or written work in this vein. The course will give special consideration to particular forms of artist–made film and video: the essay film, activist/grassroots/social media, and performance–based and narrative media that reflect on historical events and the ongoing present. We will look at a variety of work, including: Fiona Banner, Catherine Bigelow, Wafaa Bilal, Nao Bustamante, Paul Chan, Adam Curtis, Jean–Luc Godard, Danny Glover, Dara Greenwald, Sharon Hayes, Spike Lee, Zoe Leonard, Chris Marker, Alain Resnais, Anna Deveare Smith, Lisa Steele, Agnes Varda, The Yes Men, Haskell Wexler, and collectives including ACT UP, Pink Bloque, TVTV, and Occupy Wall Street. Readings will include work by Margaret Atwood, Jerome Bruner, Judith Butler, Gregg Bordowitz, Joan Didion, George Lipsitz, Chantal Mouffe, Paul Virilio, David Foster Wallace, among others.
Class Format: studio **Requirements/Evaluation:** students will produce three short videos, essayistic or fictional non–academic written works, or action/performance works; evaluation will be based primarily on these works and class participation
Prerequisites: none **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** first– and second–year students
Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ARTS
Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: AMST Arts in Context Electives
Fall 2014
STU Section: 01 T 01:10 03:50 Instructor: Silas Howard

ARTS 107(S) Creating Games (Q) Crosslistings: CSCI 107/ARTS 107
The game is unique as the only broadly–successful interactive art form. Games communicate the experience of embodying a role by manipulating the player's own decisions, abstraction, and discrete planning. Those three elements are the essence of computation, which makes computer science theory integral to game design. Video games also co–opt programming and computer graphics as new tools for the modern artist. As a result, games are collaborative interdisciplinary constructs that use computation as a medium for creative expression. Students analyze and extend contemporary video and board games using the methodology of science and the language of the arts. They explore how computational concepts like recursion, state, and complexity apply to interactive experiences. They then synthesize new game elements using mathematics, programming and both digital and traditional art tools. Emphasis is on the theory of design in modern European board games. Topics covered include experiment design, gameplay balance, minimax, color theory, pathfinding, game theory, composition, and computability.
Class Format: lecture and studio **Requirements/Evaluation:** evaluation will be based on participation, studio work, and quizzes
Prerequisites: none; no programming or game experience is assumed **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first–year students
Dept. Notes: not open to students who completed a Computer Science course numbered 136 or above; does not count toward the Art Major
Distribution Notes: meets Division 3 requirement if registration is under CSCI; meets Division 1 requirement if registration is under ARTS
Materials/Lab Fee: lab fee of $25 will be added to the student's term bill
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Spring 2015
LEC Section: 01 TR 08:30 09:45 Instructor: Morgan McGuire
LAB Section: 02 R 01:00 04:00 Instructor: Morgan McGuire

ARTS 110 Skills Crosslistings: DANC 102/ARTS 110
Skills is a physical training lab for dancers, actors, performance artists, and anyone interested in expanding their kinesthetic awareness, physical range, perceptual sensitivity, and ability to communicate and work with others in an embodied way. The course proposes that developing these skills has the potential to ignite, inform and/or complicate one's creative practice, social perspectives, and citizenship. The class provides students with highly specific exercises for building strength, flexibility, endurance, and physical range, while also prioritizing improvisational techniques for moving and vocalizing on our own, with partners, and as a group. Combining these approaches allows us to examine how the attention, freedom, play, and curiosity of improvisation can illuminate set exercises, and how the specifications and limits of set work might inform and clarify our more open–ended practice. *Skills* draws from a variety of approaches including Yoga, Body Weather Laboratory, Contact Improvisation, Jazz Dance, Authentic Movement, Mindfulness Meditation, and the work of La Pocha Nostra, Deborah Hay, and d. Sabela Grimes. We will experiment with repetitive tasks, acts of physical and mental endurance, touch and trust, blind walks, heightening one's senses, and composing still and moving bodies in a variety of environments. Some reading will be given in order to contextualize our practices, and students will complete regular informal writing and a final collaborative project.
Class Format: studio **Requirements/Evaluation:** class participation, a weekly written response, and final experiential project
Prerequisites: previous experience with movement, performance art, theater, and meditation may be useful, but no performing or dance experience is necessary **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** juniors and seniors; if over enrolled instructor may ask for statement of interest
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
STU Instructor: Hana van der Kolk

ARTS 200(F) Costume Design Crosslistings: THEA 305/ARTS 200
This course is both an introductory and an intensive 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.
Class Format: studio **Requirements/Evaluation:** evaluation will be based on multiple design assignments including a detailed final design project, costume labs, image and research files, costume sketchbook, short papers, committed participation, and attendance
Prerequisites: successful completion of any 200–level course in any of the fine or performing arts or permission of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 8 **Enrollment Preferences:** Theater and Art Studio, sophomores and juniors
Dept. Notes: does not satisfy any requirements for the Art major
Extra Info: students are required to attend two to three theatre department or approved performances during the semester; students will also be expected to partake in intelligent critiques of fellow classmates' design work
Distributional Requirements: Division 1
Fall 2014
STU Section: 01 TF 01:10 03:50 Instructor: Deborah Brothers

ARTS 201(F) Theatrical Staging and Design: Process of Collaboration Crosslistings: THEA 201/ARTS 201
This course examines the designer's and director's creative process and collaborative roles in the creation of theater. Over a series of practical projects in staging and mise–en–scene, as well as scenic, costume, and lighting design we will try different techniques for eliciting an initial creative response to a text, developing that response into a point–of–view, and solving the practical needs of the production. Particular emphases will be placed on how directors and designers work together to imagine the fictional world(s) of theatrical productions, how design elements synthesize with one another, with the work of the actors and director, and with the larger intellectual, emotional, and physical context of the work as a whole. The course will be team–taught with the dual perspectives of directing and design prompting students to adopt various creative roles throughout the series of assigned projects. Basic presentation skills and technique, as well as methodologies for critical feedback, will be taught as crucial elements of staging and design development.
Class Format: studio **Requirements/Evaluation:** evaluation will be based upon committed class participation and thoughtful, timely completion of all assignments and projects
Prerequisites: none **Enrollment Limit:** 14 **Expected Class Size:** 12 **Enrollment Preferences:** Theatre majors
Dept. Notes: this course is a prerequisite for all upper–level design and directing courses; this course does not count toward the Art major
Materials/Lab Fee: materials and copying $125 to be added to the students' term bill
Distributional Requirements: Division 1
Fall 2014
STU Section: 01 MW 11:00 12:50 Instructor: Robert Baker–White and David Gurcay–Morris
LAB Section: 02 W 01:10 03:50 Instructor: Robert Baker–White and David Gurcay–Morris

ARTS 211T(F) Photographic Montage and Collage
It is all about the edge. Montage is the seamless combination of photographs which begs the viewer to suspend disbelief and embrace the new composite reality. Collage also yields an alternate reality by combining multiple photographs but here the process unabashedly reveals itself. In this course, students will learn basic photographic techniques as well as use found photographs to make both collages and montages. These combinations will be made with razor blades and glue as well as in Photoshop.
Class Format: tutorial **Requirements/Evaluation:** portfolio, tutorial preparedness and participation
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Art majors
Extra Info: may not be taken on a pass/fail basis
Materials/Lab Fee: TBA
Distributional Requirements: Division 1
Fall 2014
TUT Section: T1 W 01:10 03:50 Instructor: Aida Laleian

ARTS 215(F) Sustainabuilding (verb)
Sustainability considerations figure prominently (and always have) in good building design. This architectural design studio will include instruction, research, and reading about current design and energy strategies. These lessons will be applied in two or more design problems. Drawings and models will be critiqued in class reviews with outside critics.
Class Format: studio **Requirements/Evaluation:** based on quality of design and presentation
Prerequisites: none but ARTS 220 Architectural Design 1 and/or ENVI 108 Energy and Science Technology, are recommended; "permission of the instructor is required; registration does not guarantee admission to the course" **Enrollment Limit:** 12 **Expected Class Size:** 12
Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1
Fall 2014
STU Section: 01 R 01:10 03:50 Instructor: Ben Benedict

ARTS 220(S) Architectural Design I
Instruction in design with an introduction to architectural theory. Five simple design problems will explore form and meaning in architecture. Each problem will require drawings/model and will be critiqued in a class review with outside critics.
Class Format: studio **Requirements/Evaluation:** evaluation will be based on quality of design, with improvement taken into account

Prerequisites: ARTS 100; ARTH 101–102 strongly suggested; permission of instructor is required; registration does not guarantee admission to the course **Enrollment Limit:** 15 **Expected Class Size:** 15
Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1
Spring 2015
STU Section: 01 F 01:10 03:50 Instructor: Ben Benedict

ARTS 221(S) Scenic Design Crosslistings: THEA 302/ARTS 221
This course focuses on the artistic, intellectual, and practical roles of a set designer in the development of works of theatre. Grounded in textual analysis and research, a range of techniques will be explored and utilized to create theoretical stage designs for several plays, musicals and/or operas over the course of the semester. Emphasis will be on 3–dimensional modeling as the primary means of process and presentation, but sketching, drafting, and digital tools will also be important factors in course work. Unique, diverse, and strong points of view will be encouraged.
Class Format: studio **Requirements/Evaluation:** evaluation will be based upon committed class participation and thoughtful, timely completion of all assignments and projects
Prerequisites: THEA 201 or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 8 **Enrollment Preferences:** Theatre majors
Dept. Notes: this course does not count toward the Art major
Materials/Lab Fee: lab fee of $125 to be added to the student's term bill
Distributional Requirements: Division 1
Spring 2015
STU Section: 01 MW 09:00 10:50 Instructor: David Gurcay–Morris

ARTS 230(S) Drawing II
This advanced 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 intensive weekly assignments 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 non–traditional methods and exercises.
Class Format: studio **Requirements/Evaluation:** evaluation will be based on the quality of work produced, participation in class discussions and critiques, successful completion of all assignments and attendance
Prerequisites: ARTS 100 **Enrollment Limit:** 15
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1
Fall 2014
STU Section: 01 Cancelled
Spring 2015
STU Section: 01 T 01:10 03:50 Instructor: Laylah Ali

ARTS 237(F) Sculpture in the Digital Age
This class will investigate the possibilities that digital design techniques bring to the production of sculpture. What material forms are made available by modeling programs such as Rhino and by digital fabrication technologies? And, more profoundly, what modes of abstract thinking does this design process engage? Students will create sculptural forms through a process of inquiry, employing strategies such as the combination of unlike elements, analogous representation, or the parametric control of a form by an outside factor. The class will include a field trip to visit a local computer aided manufacturing facility and will culminate in an exhibition of the sculptures students have made throughout the term.
Class Format: studio **Requirements/Evaluation:** evaluation will be based on the quality of work produced, depth and quality of the investigative process, participation in critiques, and attendance
Prerequisites: none **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** Sophomore, Junior, Senior, First Year
Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1
Fall 2014
STU Section: 01 W 10:00 12:50 Instructor: Dan Clowes

ARTS 241(F) Painting
The variables of oil painting are so numerous that the permutations are endless. As an introduction to basic variables like color, brushwork, surface, form and light, this course is the beginning of what may be a life long, creative adventure through the medium of paint. Most assignments are done from direct observation of the human figure, the landscape and objects. Museum visits and slide presentations are an important part of the class.
Class Format: workshop **Requirements/Evaluation:** weekly assignments
Prerequisites: ARTS 100; ARTS 230 recommended **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** majors, sophomores, juniors, seniors
Materials/Lab Fee: a lab fee of approximately $375 to be added to the student's term bill
Distributional Requirements: Division 1
Fall 2014
STU Section: 01 T 11:20 12:35 T 01:10 03:50 Instructor: Michael Glier

ARTS 241(S) Painting
This is a beginning course focused on the development of sound working methods for oil painting. In addition, the course begins the study of the relationship between formal and technical choices in painting and the resulting expressive content of the work. The primary course activities will be exercises in painting, technical demonstrations, and critiques. Assigned work for the class will consist of paintings to be done almost entirely outside of class meetings, requiring a commitment of at least eight hours of work each week outside of class times.
Class Format: studio **Requirements/Evaluation:** based largely on fulfillment of objectives, primarily technical, for each of the assigned work, some consideration will be given to attendance and to participation in critique
Prerequisites: ARTS 100 **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** majors, sophomores, juniors, seniors
Distributional Requirements: Division 1
Spring 2015
STU Section: 01 M 07:00 09:40 Instructor: Steven Levin

ARTS 248(S) Adapting Literature to the Screen Crosslistings: ENGL 248/ARTS 248
This course functions both as an introduction to screenwriting in general and as an introduction to the special requirements of adapting literature to the screen. The course will begin by introducing students to the fundamentals of film narrative, the art of visual storytelling, and the elements of dramatic writing for the screen. Students will develop narrative strategies for establishing structure, pacing, setting, characterization, and dialogue by studying model films and by their own writing exercises. Beyond this, students will be adapting a book or short story into a screenplay during the course of the semester, work shopping scenes in class and eventually writing a full adaptation, dealing with the problem of representing consciousness in images rather than in words, keeping in mind the ruthless principle that in order to serve a book, you often need to change the book.
Class Format: seminar **Requirements/Evaluation:** there will be 3 writing assignments approx length 4–6 pages in addition to a final screenplay, participation in all class table readings of the writing exercises and improv exercises is required
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** ENGL and ARTS majors
Distributional Requirements: Division 1 **Other Attributes:** ENGL Creative Writing Courses
Spring 2015
SEM Section: 01 TR 08:30 09:45

ARTS 252(S) The Human Image: Photographing People and Their Stories Crosslistings: INTR 252/ARTS 252
The single most photographed subject is the human form. The motivations and strategies for imaging faces and bodies, both individual and aggregate, are as varied as the subjects themselves. In this course, we will examine some of the many approaches used to photograph people. We¿ll start by exploring self–portraiture, and progress to photographing others—both familiars and strangers, in the studio and in less controlled environments. We¿ll end with a consideration of ¿documentary¿ photography and other visual narratives. In each case, we¿ll examine our reasons for making an image, and the methods available for achieving these goals. Thus, the class will have a significant technical component, dealing with the creative use of camera controls, the properties and uses of light, and digital capture and processing. We will also examine the conceptual and scientific bases for how we perceive and evaluate images. Students will initially use school–supplied digital cameras, and later have the option of using film.
Class Format: studio/lecture **Requirements/Evaluation:** students will be expected a) to photograph extensively outside of scheduled class hours b) to participate in class discussion and in both oral and written critique, c) to present one paper, and d) to exhibit their work at the end of the semester
Prerequisites: 200 level; students from all disciplines are welcome; previous photography experience is desirable, but not essential; However, permission of the instructor is required **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** portfolio review; permission of the instructor
Materials/Lab Fee: lab fee of $250 to be added to the student's term bill
Distributional Requirements: Division 1
Spring 2015
STU Section: 01 M 07:00 09:40 Instructor: Barry Goldstein

ARTS 253 Film Photography
An Introduction to black and white film photography. Students will shoot with cameras provided by the art department; both 35mm single lens reflex cameras and 4x5 inch monorail view cameras. Students will learn how to process film and make prints. The assignments will guide students through the ideas and aesthetics related to these particular cameras, primarily in the 19th and 20th centuries. Some thought and discussion of what role, if any, film photography has in the 21st century, after the advent of digital. Meant as a companion course to Arts 254, (Digital Photography) the assignments in this course will allow students to engage with the aspects of photography which are best done with film and silver printing. Substantial amounts of work will be done outside of class, and in the Spencer Art darkroom.
Class Format: studio **Requirements/Evaluation:** based primarily on the quality of the photographic portfolio produce: technical &conceptual sophistication, demonstrated comprehension of the ideas contained in the assignments, and individual progress will determine the final grade
Prerequisites: none **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** none
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
STU Instructor: Aida Laleian

ARTS 254 Digital Photography

Cell phones and scanners, along with Digital SLR cameras, will be used as image capture devices. Instruction in Photoshop software on the Macintosh platform and printing on a variety of digital media will be taught. Assignments will investigate the influence of these digital technologies on art photography. Meant as a companion course to Arts 253, Film Photography* the assignments in this course will allow students to engage with the aspects of photography, which are best achieved digitally. Substantial amounts of work will be done outside of class, in the Mac lab in Jesup and in the digital printing lab in Spencer Art. With the exception of camera phones, the college will provide all other equipment necessary to complete coursework.
Class Format: studio **Requirements/Evaluation:** based primarily on the quality of the photographic portfolio produce. Technical and conceptual sophistication, as demonstrated by the comprehension of the ideas contained in the assignments, as well as individual progress will determine the final grade.
Prerequisites: none **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** none
Extra Info: students need NOT take both Arts 253 and 254
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
STU Instructor: Aida Laleian

ARTS 263(S) Printmaking: Intaglio and Relief
An introduction to printmaking through the process of intaglio and relief. Techniques will include drypoint, etching, and aquatint. Monotypes, some color work, collage, and hand tinting will also be covered. Both technical skill and a strong conceptual basis will be emphasized in order to create finished fine art prints. Experimentation is encouraged. Class time will consist of studio work, demonstrations, lectures, critiques, and field trips.
Class Format: studio **Requirements/Evaluation:** evaluation will be based on attendance, participation in class, and the quality of work produced
Prerequisites: ARTS 100 **Enrollment Limit:** 12
Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1
Spring 2015
STU Section: 01 TBA Instructor: Sarah Amos

ARTS 264 Printmaking: Lithography
An introduction to printmaking through the process of lithography. Students will work on both stones and aluminum plates. Techniques will include traditional lithographic processes as well as monotyping, multiple plates, collage, and hand tinting. Both technical skill and a strong conceptual basis will be emphasized in order to create good, finished, fine art prints.
Class Format: studio work, demonstrations, lectures, critiques, and field trips **Requirements/Evaluation:** evaluation will be based on attendance, participation in class, and quality of work produced
Prerequisites: ARTS 100 **Enrollment Limit:** 12
Extra Info: may not be taken on a pass/fail basis
Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
STU Instructor: Barbara Takenaga

ARTS 266(F) Low Tech Printmaking
This course will cover a variety of easy techniques to make multiple images, including xeroxing, linoleum plates, stenciling, collagraphs, and monotyping. Students will be encouraged to hand–color or add to the prints, incorporating drawing, painting, photography, bookmaking and collage. With less emphasis on complicated techniques, the focus of the course will be more upon form and content, investigating how the reproduction and serial nature of printmaking has an impact upon artmaking. There will be a minimum of five assignments during the semester and students are expected to work substantial hours outside of class.
Class Format: studio **Requirements/Evaluation:** evaluation will be based primarily on the quality of the finished work, as well as attendance in class and participation in critiques
Prerequisites: ARTS 100 **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** given to Art majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1
Fall 2014
STU Section: 01 T 09:55 12:35 Instructor: Barbara Takenaga

ARTS 267T(F) Artists' Books
To celebrate Williams' year–long initiative of the "Book Unbound," Artists' Books (normally ARTS 364) will be offered as a 200 level tutorial for the first time. This course will investigate the processes and ideas associated with the making of works that are fine art books/objects, generally using visual images and/or text. For example, individual projects could include visual diaries, three–dimensional pop–up books, solely visual narratives, literary text/image collaborations, animated "flip" books, or sculptural books. Media options include painting, drawing, etching, lithography, relief printing, and photography as well as bookbinding techniques (from sewn bindings to boxes). As a tutorial, this course is designed to support individual directions, to stress student participation and responsibility for learning, and to examine different points of view. Students will meet in small groups for critique of individual projects in the tutorial format—students are expected to give 20 minute presentations about their work and to respond to questions and criticism. Students will also meet once a week as a group for demonstrations, lectures, and discussion of readings.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on student participation and the conceptual and technical quality of the work
Prerequisites: ANY ONE of the following: ARTS 230, 241, 242, 257, 263, 264, or 266 **Enrollment Limit:** 9 **Enrollment Preferences:** Art majors
Extra Info: may not be taken on a pass/fail basis
Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1
Fall 2014
TUT Section: T1 M 01:10 03:50 Instructor: Barbara Takenaga

ARTS 274(F) Chinese Calligraphy: Theory and Practice Crosslistings: ARTH 274/ASST 274/ARTS 274
Beginning in the fourth century, Chinese calligraphy has remained one of the highest art forms in China and in East Asia generally, practiced by the literati, or highly erudite scholars. This course has two components: art history and studio practice. The first offers students an opportunity to acquire an understanding of theoretical and aesthetic principles of Chinese calligraphy. It also examines the religious, social, and political functions of Chinese calligraphy in ancient and contemporary China. Students will also have an opportunity to investigate contemporary artists, both Eastern and Western, whose works are either inspired or influenced by Chinese calligraphy, and those whose works are akin to Chinese calligraphy in their abstraction. Studio practice allows students to apply theories to creating beautiful writing, or calligraphy (from Greek kallos "beauty" + graphe "writing"). This course can be taken as either an Art History or a Studio Art course.
Class Format: lecture/studio instruction **Requirements/Evaluation:** weekly assignments, a midterm, one short paper, oral presentations, participation in class discussion, a final project (artistic or scholarly), class attendance, film screening
Prerequisites: none **Enrollment Limit:** 12
Dept. Notes: this course can count toward the Art History or Studio major
Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1 **Other Attributes:** ARTH pre–1400 Courses
ARTH pre–1800 Courses
ARTH Middle East, Asia and Africa Courses
ASST Interdepartmental Electives
INST East Asian Studies Electives
Fall 2014
LEC Section: 01 W 01:10 03:50 Instructor: Ju–Yu Jang

ARTS 275(F) Introduction to Sculpture
This course is an introduction to the media and processes of sculpture. The focus will be on the development of technical and analytical skills as they relate to the interplay of form, content, and materials. This section will introduce students to a variety of techniques and processes associated with the making of sculpture, including, but not limited to, woodworking and welding. As sculpture has grown to encompass a broad scope of approaches and materials, a wide variety of media exploration is encouraged and expected. This course is structured on a series of sculpture projects, which investigate formal and conceptual practices, with the ultimate goal being visual fluency and successful expression of ideas. A substantial amount of time outside of class is expected to complete these projects.
Class Format: studio **Requirements/Evaluation:** evaluation will be based on the quality of work produced, depth and quality of the investigative process, participation in critiques, and attendance
Prerequisites: any ARTS 100 class **Enrollment Limit:** 12
Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1
Fall 2014
STU Section: 01 MR 01:10 03:50 Instructor: Kim Faler

ARTS 276 Sculpture: Metal and Plaster Plus
This course is an introduction to the media and processes of sculpture. The focus will be on developing technical and analytical skills as they relate to the interplay of form, content, and materials of sculpture. 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.
Class Format: studio **Requirements/Evaluation:** evaluation will be based on the quality of work produced, depth and quality of investigative process, participation in critiques, and attendance
Prerequisites: ArtS 100 **Enrollment Limit:** 12
Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
STU Instructor: Amy Podmore

ARTS 282(S) Fiction and Allegory in Current Media Practices Crosslistings: ARTS 282/ENGL 282
This course will explore both narrative and experimental structures, focusing on the relationship of power and narrative form in visual storytelling. The course will involve hands–on production, as well as screenings and readings that demonstrate elements of the medium. Through a variety of essays, films and web content the class will explore the intersection between art, narrative and technology. We will look at non–linear structures, branching narratives and the handling of time alongside the relationship of voice, style and memory. In response to case studies, students will create 3 short videos and complete several writing exercises. Examples of screenings include works by Jorgen Leth (and Lars von Trier), Mike Nichols, Bela Tarr, Abbas Klarostami, Rodrigo Garcia, Robert Altman, and Jane Campion.
Class Format: studio **Requirements/Evaluation:** evaluation will be based on the three production projects, attendance, and participation; your projects will be evaluated on the basis of the quality of their ambition or intention, the formal success of their realization, and their technical quality

Prerequisites: none **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** given to art majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1
Spring 2015
STU Section: 01 T 01:10 03:50 Instructor: Silas Howard

ARTS 284 Writing for Film, Video, and Performance (W) Crosslistings: ARTS 284/THEA 284
This is a writing workshop for the time–based arts. We will study the use of language in a variety of kinds of film, video, and performance–based artworks. We will study examples in avant–garde film, video art, performance art, essay films, and explore the use of language and syntax of these forms in relation to, and in contrast with, popular cultural forms. The second half of the course will focus primarily on narrative screenwriting. The main goal of this course is to identify and generate a thematic, tonal, and narrative sensibility that is specific to each student. Students will create monologues, voiceovers, screenplays and avant–garde forms, and will also write several response papers about the use of language in film, video, and performance.
Class Format: studio **Requirements/Evaluation:** grades will be based on in–class writing, weekly assignments, participation in workshop discussion and critiques, and video–sketches that visually demonstrate ideas generated through writing **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** students will be asked for writing samples
Distributional Requirements: Division 1 Writing Intensive
Not Offered Academic Year 2014–2015
STU Instructor: Joshua Thorson

ARTS 288(F) 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.
Class Format: studio **Requirements/Evaluation:** evaluation will be based on the technical and conceptual strength of the tapes, with consideration given to individual development **Enrollment Limit:** 10
Materials/Lab Fee: $10–150 to be added to the student's term bill
Distributional Requirements: Division 1
Fall 2014
STU Section: 01 R 09:55 12:35 Instructor: Silas Howard

ARTS 302 Experimental Choreography/Ways of Working Crosslistings: DANC 302/ARTS 302
Conceptual and visual artists in Europe and the U.S. have long borrowed techniques and aesthetics from their contemporaries in dance and theater. In the 1960s the Judson Dance Theater and other dance makers often took cues from their colleagues in visual art and music. Today there is a renewed interest in the body and performance in gallery and museum contexts while at the same time the contemporary dance world is re–visiting interdisciplinary sensibilities and techniques, newly challenging how "dance" can be defined. Stillness and quotidian action are again being framed as choreography, dancers are using technology and materials to create visual and sonic products from their movements, obsessively repetitive actions and physical exhaustion and endurance, trends long popular in live art/performance, are being re–contextualized by choreographers and/or in traditional theatrical settings, dance and dancers are regularly performing outside of traditional theaters, and projects featuring humans moving in collaboration with urban and natural environments are commonplace. Dismissing the need to determine weather or not a given performance is in fact dance, this course proposes the reclamation of the word choreography to include any movement (or stillness) of bodies in space and time. Expanding definitions of choreography, the class calls on compositional techniques from dance as well as strategies not traditionally considered for application to choreography. Through in–class experiential exercises, readings, video and performance viewing (of contemporary and historical work by well–known and lesser–known artists), discussion, and individual performance–making, the class will employ several interdisciplinary ways of inventing and organizing movement, a handful of approaches to how a maker transmits ideas to a performer, and a variety of examples of how and for what purpose an artist frames these particular actions and inactions in a given context. We will look at a number of works categorized within the field of dance, while also considering examples from live/performance art, conceptual practice, music/sound, installation and sculpture. Students will make several performances, working on their own as solo performers, as directors of group projects, and as a collaborative team of makers.
Class Format: studio **Requirements/Evaluation:** class participation, regular written and choreographic assignments, and final research/performance project
Prerequisites: expierence in dance, theater, performance, video or literary arts **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** juniors and seniors; if over enrolled instructor may ask for statement of interest
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
STU Instructor: Hana van der Kolk

ARTS 310T(F) Appearance/Disappearance
Appearance and disappearance are conditions that intuitively and intellectually link a subject to its surrounding environment. We are made aware of things appearing (or disappearing) by the degrees and kinds of contrasts exhibited by the subject (ideas or objects) in relation to its ground (ephemeral or material). The particular array of relationships between subject and ground constructs diverse kinds of evidence.
Intellectual inquiries have consistently determined, through different arguments and for different conclusions, the specificity and reliability of visible or invisible evidence. In any aggregate analysis, the sciences, art, philosophy, religion and social sciences have repeatedly encountered the significance of the subject as it appears or disappears. From medical research in the imaging processes of the internal body to the forensic cues offered by the "black box" in–flight recording; from the use of camouflage to the drone–recorded sightings of friend and foe; from the inability of an eating disorder patient to recognize a self image to the masquerades we willingly wear–appearance and disappearance have governed the evidences of our actions, beliefs and identities.
This image–based studio examination of the subject will look at material that has been shaped by its link with our central theme. Each of five studio projects will successively build a cumulative view of how appearance and/or disappearance might shift a viewer's ability to render any point of view.
While work in a variety of media will be encouraged, most of the studio exercises will be two–dimensional or low–relief in their final presentation.
Class Format: tutorial **Requirements/Evaluation:** the work of the term will be evaluated on the basis of the technical and conceptual strengths of the portfolio, the weekly paired–student format and full class studio discussions, and regular written analysis of work produced during this term
Prerequisites: any one of the following: ARTS 230, 241, 242, 257, 263, or 264 **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Studio Art majors who have completed in previous semesters the larger number of the prerequisites
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Materials/Lab Fee: lab fee TBD and automatically applied to student's term bill
Distributional Requirements: Division 1
Fall 2014
TUT Section: T1 M 10:00 12:00 M 01:10 03:50 Instructor: Ed Epping

ARTS 319(F) Junior Seminar
The objectives of this intensive seminar for studio majors are, through weekly studio projects, to strengthen both creative and technical skills as well as analytical and critical abilities.
Class Format: seminar and studio workshop **Requirements/Evaluation:** evaluation will be based on the quality of work produced, participation in class discussions and critiques, successful completion of all assignments and attendance
Prerequisites: three studio courses required for the major, including at least two which are 200 level or higher (otherwise, by permission of instructor) **Enrollment Preferences:** enrollment is limited to studio art majors (or permission of instructor)
Dept. Notes: Studio Art and Art History and Practice majors are required to take this course in the junior year unless studying abroad during the fall semester
Extra Info: not available for the Gaudino option
Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1
Fall 2014
STU Section: 01 F 01:10 03:50 Instructor: Kanishka Raja

ARTS 322T(S) The Empowered Object
The development of "found objects" in the language of art have played a significant role in constructing meaning in the consciousness of the twenty–first century. This tutorial will have students explore that tradition further through their own creative endeavors. They will be asked to add to the lineage of art that uses "found objects" in a creative and meaningful way. They will have the freedom to choose which medium will convey their ideas most effectively. They include, but are not limited to: sculpture, painting, drawing, photography, printmaking and video. For example, within the investigation of the "found object," projects could include: still life painting with a focus on the objects, 2–dimensional work depicting or incorporating real objects, collage, assemblage, etc. The "found object in art" will be examined through: art practice, readings and presentations. Three projects will be completed. As a tutorial, the course is designed to meet individual needs and to stress student participation and responsibility for learning. Students will meet weekly with a peer and the professor to review work.
Class Format: tutorial **Requirements/Evaluation:** evaluation is based on the conceptual and technical quality of the work as well as the level of participation in the tutorial meetings
Prerequisites: any 200–level art course in the area that you are planning to work that is housed solely in the studio wing of the art department **Enrollment Limit:** 10 **Expected Class Size:** 10
Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1
Spring 2015
TUT Section: T1 TBA Instructor: Amy Podmore

ARTS 329 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.
Class Format: design studio, site visits, lectures, readings **Requirements/Evaluation:** evaluation will be based on quality of designs during the term
Prerequisites: ARTS 220; ARTH 262 highly recommended **Enrollment Limit:** 15 **Expected Class Size:** 15
Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1 **Other Attributes:** ENVI Humanities, Arts + Social Science Electives
Not Offered Academic Year 2014–2015
STU Instructor: Dan Clowes

ARTS 333T(S) Narrative Strategies Crosslistings: ARTS 333/COMP 333
In this tutorial, we will examine the use of narrative in a range of fine art practices, which could include painting, drawing, video, sculpture, installation, public art, and sound art. Students who are interested in telling or referencing stories in their work in some way will be given the opportunity to develop their ideas and skills in a challenging studio class. In addition to intensive projects, we will look at and discuss the work of artists such as Huma Bhabha, Lorna Simpson, Joe Sacco, Lydia Davis, Raymond Pettibon, Todd Solondz, Sophie Calle, Jenny Holzer, and Omer Fast among others. One of the aims of this course is to challenge traditional

notions and expectations of narrative. For instance, what could minimally constitute a narrative piece? How do different mediums allow for time to unfold in unexpected ways? How does omission play a powerful role in a narrative? How might the role of the narrator (often so powerful and present in novels and short stories) change in a visual arts context?
This is a studio tutorial with an emphasis on demanding, weekly projects. Students will work both in mediums of their choice and be asked to experiment with new, unfamiliar formats. Readings and screenings will be required in addition to tutorial hours.
Class Format: studio tutorial with an emphasis on demanding, weekly projects; students will work both in mediums of their choice and be asked to experiment with new, unfamiliar formats; readings and screenings will be required in addition to tutorial hours **Requirements/Evaluation:** evaluation based on assignments, studio performance, class participation, and attendance
Prerequisites: students are required to have taken at least two ARTS 200–level classes in any medium (or by permission of the instructor) **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Art Studio majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1
Spring 2015
TUT Section: T1 M 01:10 03:50 Instructor: Laylah Ali

ARTS 344(F) Abstraction
The Clark Art Institute will open its new galleries with "Make It New", an exhibition of post–war, American abstract art. This exhibition will include 35 works by a diverse selection of artists including Jo Baer, Lynda Benglis, Sam Gilliam, Yayoi Kusama, Joan Mitchell, Barnett Newman, Jackson Pollock, Mark Rothko and Alma Thomas. This studio workshop for intermediate and advanced drawing, painting and sculpture students will use the exhibition as a source for studying the content and design principles that define the genre. Among the concepts to be explored are color theory, field composition, gestural painting and minimalism. Weekly assignments, including an oral presentation on an artist in the Clark exhibition, will be given over the first eight weeks of class. The final four weeks will be dedicated to independent projects. Short, informal responses to weekly readings are also required.
Class Format: studio **Requirements/Evaluation:** evaluation will be based on the quality of the visual projects, the oral presentation, the reading responses and the student's participation in class discussion
Prerequisites: ARTS 230, or a 200–level painting class or a 200–level sculpture class, or permission of the instructor **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** Studio Art majors, seniors, juniors, sophomores
Extra Info: may not be taken on a pass/fail basis
Materials/Lab Fee: a lab fee of approximately $275 to be added to the student's term bill
Distributional Requirements: Division 1
Fall 2014
STU Section: 01 W 11:00 12:15 W 01:10 03:50 Instructor: Michael Glier

ARTS 376(S) Sculpture Expanded
This course is designed to expand the definitions of sculpture by adding interdisciplinary solutions to the artistic ideas at hand. The class will be using a wide array of artistic practices towards developing three–dimensional spaces and emphasizing environmental or performative outcomes. Media such as video, drawing, painting, photography, architecture, as well as other artistic practices may be incorporated to create visual solutions to the projects. This is an upper level course focusing on developing one's artistic voice while simultaneously strengthening technical and analytical skills. A substantial amount of time outside of class is expected to complete these projects.
Class Format: studio **Requirements/Evaluation:** evaluation will be based on the quality of work produced, depth and quality of the investigative process, participation in critiques, and attendance
Prerequisites: ARTS 275 or any 200 level course in the media that will be incorporated or permission of instructor **Enrollment Limit:** 10
Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1
Spring 2015
STU Section: 01 W 01:10 03:50 Instructor: Amy Podmore

ARTS 418(S) Senior Seminar
The purpose of the Senior Seminar is to strengthen ideas, develop formal skills and practice critical analysis while creating a body of artwork, the best of which will be exhibited at WCMA. Students may work in any medium in which they have developed a high degree of proficiency. At the beginning of the class, each student defines his/her project as s/he strives to find their individual voice. The class will meet in large and small groups throughout the semester for critique and discussion. This course is for students who have the ideas and discipline to work independently; participants are expected to be highly motivated and to be exceptionally engaged in the class discourse. Senior Art majors who wish to pursue a more structured course are encouraged to take a second 300–level tutorial instead of 418. Students are responsible for buying their own materials. Evaluation is based on the following: consistency of effort, the quality of analysis in critique, the quality of the portfolio at midterm and of the final portfolio.
Students need to schedule a meeting with the instructor to occur over WS. Any student who is off campus during WS, should schedule the meeting for the end of the fall semester. Students will receive a reminder about the meetings but should a student fail to schedule a meeting, s/he jeopardizes admission to the seminar.
Class Format: One full class meeting Monday nights, at least one lunch meeting per week and small group meetings as needed throughout the semester **Requirements/Evaluation:** evaluation is based on the following: consistency of effort, the quality of analysis in critique, the quality of the portfolio at midterm and the quality of the final portfolio
Prerequisites: Studio Art major; permission of the instructor is required for History and Practice majors **Enrollment Limit:** none
Dept. Notes: 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
Materials/Lab Fee: no lab fee, students are responsible for purchasing supplies
Distributional Requirements: Division 1
Spring 2015
SEM Section: 01 M 07:00 09:40 MWF 12:00 12:50 Instructor: Aida Laleian

ARTS 497(F) Independent Study: Art Studio
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.
Class Format: independent study
Prerequisites: no student will be accepted into an independent study project unless he/she has completed two 200–level ARTS courses and one 300–level ARTS tutorial; permission of instructor is required
Distributional Requirements: Division 1
Fall 2014
IND Section: 01 TBA Instructor: Stefanie Solum

ARTS 498(S) Independent Study: Art Studio
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.
Class Format: independent study
Prerequisites: no student will be accepted into an independent study project unless he/she has completed two 200–level ARTS courses and one 300–level ARTS tutorial; permission of instructor is required
Distributional Requirements: Division 1
Spring 2015
IND Section: 01 TBA Instructor: Stefanie Solum

GRADUATE COURSES IN ART HISTORY

Requirements for the Degree of Master of Arts in Art History

To qualify for the Master of Arts degree in art history, candidates complete a minimum of twelve courses for graduate credit plus two winter study periods, the latter comprising an international Study Trip in the first year (normally in January) (ARTH 51) and preparation of a Draft Qualifying Paper in the second (ARTH 52). Students must also demonstrate reading proficiency in two foreign languages, one of them German (for more specific information on the language requirements, see below, after the listing for ARTH 597/598). At the end of the second year, all students present a shortened version of the Qualifying Paper in the annual Graduate Symposium.

At least eight of the twelve courses must be graduate seminars. Included among them are four required of all students: ARTH 504,"Methods of Art History," to be taken during the first semester; ARTH 506, "Graduate Art History Writing Workshop" and ARTH 507, "Object Workshop," to be taken in the second; and ARTH 509, "Graduate Student Symposium," to be taken in the fourth.

Students must also fulfill a distribution requirement by undertaking coursework in three of six areas:

(1) East Asian, Indian, Islamic art
(2) Ancient Near Eastern, Egyptian, Greek, and Roman art
(3) Early Christian, Byzantine, and Western Medieval art to 1400
(4) Western art, 1400 to 1780
(5) Western art, 1780 to present
(6) Arts of Africa, Oceania, and the Americas (Pre–Hispanic or Native American cultures)

Students may petition the Director to apply a thematic or non–period specific course toward the distribution requirement by demonstrating substantial work in an appropriate area.

Undergraduate Courses and Private Tutorials

With permission from the Director and the individual instructors, students may take up to four undergraduate courses for graduate credit, with the understanding that research papers submitted in such courses meet a standard commensurate with those prepared for graduate seminars.

In addition to regularly offered seminars and classes, students may arrange up to two private tutorials (ARTH 595/596) by submitting petitions to the Director describing the substance of their projects, including bibliography, and the nature of the work they will submit for evaluation. The petitions must be co–signed in advance by both the students and their faculty supervisors.

Of the minimum requirement of twelve courses, the combined number of private tutorials and undergraduate courses applied to the degree may not exceed four.

The Qualifying Paper

The Qualifying Paper is normally a revision of a seminar or private tutorial paper produced in one of the previous three semesters, expanded and refined over the second Winter Study term and a portion of the fourth semester. Students submit the topic of the Qualifying Paper in writing to the Director by the final day of exams of their third semester. Before this, students must obtain their original faculty supervisor's agreement to be engaged in the Qualifying Paper process.

On the first Friday of their fourth semester, students submit drafts of their Qualifying Paper, including illustrations, to three faculty readers (generally the original faculty supervisor, the Director, and the Post–Doctoral Teaching Fellow). Although a draft, this version of the paper should be brought to a high level of completion.

Early in the fourth semester, students and their readers meet together to discuss the drafts. Within six weeks of these discussions (at a date determined by the Director), students submit their Qualifying Papers. Qualifying Papers should not exceed 8,000 words, including footnotes and bibliography.

The Graduate Symposium

All second–year students speak in the Symposium, presenting 20–minute talks developed from their Qualifying Papers. Each student has an ad hoc committee to give advice in preparing these presentations (ad hoc committees comprise, but are not limited to, the Director, one additional faculty mentor, one first–year graduate student, and one second–year graduate student). Preparations include at least three practice runs for each student. Speakers present the first and third of these run–throughs to the ad hoc committee, the second to the other second–year students in a workshop scheduled by the Director.

Grades and Academic Standing

The Program uses the following grading system:

A+ = truly exceptional (4.33)	B = satisfactory (3.00)
A = outstanding (4.00)	B– = barely adequate (2.67)
A– = excellent (3.67)	C = inadequate (0)
B+ = good (3.33)	E = failing (0)

Courses in which students receive a grade below B– do not receive graduate credit.

Letter grades are used in all seminars except ARTH 507 and 509. These and the Winter Study courses (ARTH 51 and 52) are Pass/Fail. Grades in language courses are converted to Pass/Fail on the Williams transcript and are not calculated in the GPA. The Director reviews students' records at the end of the first year; those with GPAs of 3.00 or lower may be asked to resign from the Program.

Course instructors set the deadlines for coursework. If students seek and receive extensions that result in semester grades of Incomplete, they must hand in their work by the instructor's revised deadline, which will be no later than the second Monday of the next semester's classes. Extensions beyond this date will be solely at the discretion of the Director (in consultation with the instructor).

Students who resign from the Program may, after a period of at least one year, petition to the Director for re–admission. Such a petition must include evidence that deficiencies have been remedied and that the student is capable of completing the course of study without further interruption.

The M.A. requirements are designed for completion in two consecutive academic years in residence. There is no credit for coursework done prior to matriculation in the Program. The Program is full–time, requires students to live in Williamstown or its vicinity, and does not normally admit students on a part–time basis.

LANGUAGE COURSES

The Graduate Program's degree requirements include reading competence in two languages (other than English) of scholarly and academic relevance to the history of art. One of the two languages must be German. Many students select French as the second although, with permission of the Director, other languages may serve. The Program offers dedicated courses in reading French and German for art history. Other language classes at Williams are listed in the course catalog, although the coordination of undergraduate and graduate schedules can be challenging.

Incoming students' language preparation is assessed through exams administered at the outset of the semester. In French and German, scores attained on SAT II reading examinations determine placement within the two–semester French/three–semester German sequence. If students attain a minimum score of 700 on the placement exam, they are exempted from further coursework in that language. With a score between 500 and 700, they are placed into the graduate course of readings in art history, French 512 or German 513. With a score below 500, they enroll in the appropriate introductory course (French 511 or German 511/512). In the case of a second language other than French, arrangements will be made on an individual basis.

Returning students who have completed or passed out of GERM 512 may, with the prior approval of the Director and in consultation with German language faculty, satisfy the requirement of GERM 513 by one of two alternative means: earning at least a B–, or the equivalent, in a pre–approved intensive German–language summer course; or, through self–study, perhaps augmented by a less–rigorous summer course, successfully passing a translation exam administered by the German faculty at the beginning of their second fall semester.

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 they relate to museum governance and administration, architecture and installation, acquisitions and collections, and 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, nonprofit environment.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on oral presentations as well as two research papers **Enrollment Limit:** 14 **Enrollment Preferences:** Graduate Program students then to senior Art History majors
Dept. Notes: satisfies the seminar requirement for the undergraduate Art History major
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1
Spring 2015
SEM Section: 01 T 02:10 04:50 Instructor: Michael Conforti

ARTH 502(F) Approaches to Drawing from Connoisseurship to Conceptualism
This course will consider the art of drawing as a pedagogical tool and cultural practice from the sixteenth to the twentieth century. Creative and commercial forces over four centuries have fostered different types of and reasons for production: presentation drawings in sixteenth century Italy, an increased market for drawings in seventeenth century Holland, a fashion for powdery pastels in eighteenth century France, and the critical promotion of drawing as a form of autographic thinking in the nineteenth century. Drawing has enjoyed a resurgence in the last fifty years as Minimalism and Conceptualism have pushed the medium's boundaries. Equal consideration will be given to the history of collecting and to materials from the invention of the Conté crayon to the deteriorating effects of acidic paper. The class will be held in the Manton Study Center for Prints, Drawings, and Photographs with visits to the Williams College Museum of Art.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on involved class participation, several short presentations, one short paper, and a final paper of approx. 20 pages **Enrollment Limit:** 14
Enrollment Preferences: given to graduate students and then to senior majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1
Fall 2014
SEM Section: 01 W 01:30 04:10 Instructor: Jay Clarke

ARTH 503 Studies in Decorative Arts, Material Culture, Design History, 1700–2000
The course will explore the methods, goals, and theoretical framework in which three–dimensional, functional objects have been and are interpreted. Class discussion will include distinction between "fine arts," "decorative arts," and "design;" role and limitation of connoisseurship; the current relationship of object study to aesthetics, social history, history of technology, anthropology, sociology, gender and ethnic studies; the effect of the market on history and scholarship; and current theories on the role of objects in human life.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on leading class discussions of selected readings, one 20–page paper, two 3–page papers, and an oral presentation on the main research topic **Enrollment Limit:** 14 **Enrollment Preferences:** Graduate Program students and then to senior Art History majors
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: Michael Conforti

ARTH 504(F) Methods of Art History and Criticism
This is a seminar in the intellectual history of the history of art, with some concentration on the ways in which this tradition has been challenged by recent critical trends in the discipline. It will begin its study with the "founders" of the field and end with issues and problems that generated the "new art history" twenty–five years ago and "visual studies" today. Topics to be covered include: style, iconography/iconology, semiotics and deconstruction, identity politics, formalism, deconstruction, phenomenology, psychoanalysis, gender studies, global studies and postcolonialism, and the new materiality. Resident Clark Fellows will occasionally speak to us on perspectives of their choice.
Class Format: seminar **Requirements/Evaluation:** each student will write one short midterm paper and a longer concluding essay, as well as present a couple of the readings to the class
Prerequisites: none **Enrollment Limit:** 12 **Enrollment Preferences:** limited to and required of first–year students in the Graduate Program in the History of Art
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1
Fall 2014
SEM Section: 01 T 01:10 03:50 Instructor: Michael Holly

ARTH 505(F) Critical Theories of Photography
This course is meant to introduce and familiarize graduate students with the major works of photography theory. We begin with the pre–history of photography and move through the nineteenth century, examining the emergence of early photographic practices such as the daguerreotype, considering their social and cultural importance. We will then consider twentieth century theories of photography and end with the contemporary moment, examining major trends and ideologies that emerge along the way. These include the complex relationship between painting and photography, the ontology of photography, theories of documentary photography and modernism, the notion of reproducibility, aura, phenomenology, the index, issues of gender and identity, postmodern discussions of the medium, and recent contemporary approaches to photography theory. We will engage in lively discussions about the relationship between theory and practice.
Class Format: seminar **Requirements/Evaluation:** assignments will include short reader response essays to the readings as well as a longer research paper due at the end of the semester
Prerequisites: none **Enrollment Limit:** 14 **Expected Class Size:** 14
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1
Fall 2014
SEM Section: 01 R 10:00 12:40 Instructor: Kristen Oehlrich

ARTH 506(S) An Expository Writing Workshop
A common and depressing consequence of too much education is how our writing tends to devolve, as the task of saying what we mean is complicated by new anxieties: trying to impress our potential employers, intimidate our competition, claim our place in an intellectual community, and generally avoid looking like fools. In many professions, bad prose tends to proliferate like some disgusting disease, as scholars, trying above all to avoid mistakes, become tentative, obscurantist, addicted to jargon, and desperate to imitate other bad writers. In this course we will try to relearn the basic skills of effective communication and adapt them to new and complicated purposes. In class we will go over weekly or bi–weekly writing assignments, but we will also look at the essays you are writing for your other courses, to give them an outward form that will best display their inner braininess. Among other things, I am a fiction writer, and part of my intention is to borrow the techniques of storytelling to dramatize your ideas successfully.
Class Format: seminar **Enrollment Limit:** 14 **Enrollment Preferences:** limited to and required of first–year students in the Graduate Program in the History of Art
Distributional Requirements: Division 1
Spring 2015
SEM Section: 01 M 01:10 03:50 Instructor: Paul Park

ARTH 507(F,S) Object Workshop
Meeting for six sessions over the semester, this workshop is designed to introduce first–year graduate students to technical, material, and connoisseurial perspectives relevant to the study and analysis of art objects. We will draw on local collections and expertise for our case studies.
Class Format: seminar **Requirements/Evaluation:** participation
Prerequisites: none **Enrollment Preferences:** limited to and required of first–year students in the Graduate Program in the History of Art
Extra Info: not available for the Gaudino option
Distributional Requirements: Division 1
Fall 2014
SEM Section: 01 TBA Instructor: Marc Gotlieb
Spring 2015
SEM Section: 01 T 04:00 06:00 Instructor: Marc Gotlieb

ARTH 508(S) Art and Conservation: An Inquiry into History, Methods, and Materials
This course is designed to acquaint students with observation and examination techniques for works of art, artifacts, and decorative arts objects; give them an understanding of the history of artist materials and methods; and familiarize them with the ethics and procedures of conservation. This is not a conservation training course but is structured to provide a broader awareness for those who are planning careers involving work with cultural objects. Sessions will be held at the Williamstown Art Conservation Center, Williams College, the Sterling and Francine Clark Art Institute, and the Governor Nelson A. Rockefeller Empire State Plaza Art Collection in Albany. Examination questions may be formulated from exhibitions at these locations. Six exams will be given. 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 of the course, will count as 25% of the final grade).
Class Format: slide presentations, lectures, gallery talks, hands–on opportunities, technical examinations, and group discussions **Requirements/Evaluation:** attendance is required at all sessions; the course grade is based on exams given throughout the semester; there is no final exam **Enrollment Limit:** 14 **Enrollment Preferences:** Graduate Program students then to senior Art History majors
Distributional Requirements: Division 1 **Other Attributes:** EXPE Experiential Education Courses
Spring 2015
SEM Section: 01 MR 06:30 08:30 Instructor: Thomas Branchick

ARTH 509(S) Graduate Symposium
This course is designed to assist qualified fourth–semester graduate students in preparing a scholarly paper to be presented at the annual Graduate Symposium. Working closely with a student and 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.
Class Format: symposium **Requirements/Evaluation:** each student will present three practice runs and a final oral presentation at the symposium
Prerequisites: successful completion and acceptance of the Qualifying Paper
Dept. Notes: limited to and required of second–year students in the Graduate Program in the History of Art
Distributional Requirements: Division 1
Spring 2015
SEM Section: 01 TBA Instructor: Marc Gotlieb

ARTH 512(S) Hellenistic Art and the Beginning of Art History **Crosslistings:** ARTH 512/ARTH 466
The Hellenistic period begins with Alexander the Great's extension of the borders of the Greek world from the central Mediterranean to the banks of the Indus River. Kingdoms replaced city–states as important centers of power. Increased trade and movement of individuals between Greece, Egypt and the Near and Middle East, encouraged a cross–cultural examination of religion, philosophy, literature and art. The new cosmopolitan attitude brought about not only a revolution in sculptural ideals and forms but in the approach towards art in general. Museums and libraries are established for the first time, and the concept of collecting art takes hold. We see a historical self–consciousness, and a self–referential quality in sculpture and painting as well as a new interest in theatricality and the diversity of human nature and experience. This course will explore Hellenistic sculpture and painting through the close study of individual works of art of the fourth through first centuries B.C.E., as well as the broader philosophical, religious, literary and political forces that encouraged its innovations. Reading material includes ancient literature in translation, recent surveys of Hellenistic sculpture, and recent critical essays.
Class Format: seminar **Requirements/Evaluation:** students are responsible for participation in class discussion, a short midterm paper, and two short reports which will form the basis for a term paper, 18–20 pages in length, due at the end of the semester
Prerequisites: none **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** graduate students, Art majors, and students of any major interested in art and thought in the ancient Mediterranean world (with permission of instructor)
Extra Info: a field trip to The Metropolitan Museum of Art in New York is likely
Distributional Requirements: Division 1
Spring 2015
SEM Section: 01 R 10:00 12:40 Instructor: Elizabeth McGowan

ARTH 552(F) Edouard Manet (1832–1883)
This seminar will focus on the work of Manet through careful reading of critical and interpretive texts and close looking at his major paintings. His contributions as a draftsman and printmaker will be considered as well. Students will lead weekly discussions based on readings and focusing on single works of art, ever mindful of the complex social/political/cultural contexts in which Manet forged his version of modernism.
Reading knowledge of French is required.
Class Format: seminar **Requirements/Evaluation:** assignments will include several short papers, a term project, and a field trip to New York. **Enrollment Limit:** 14
Distributional Requirements: Division 1
Fall 2014
SEM Section: 01 M 10:00 12:40 Instructor: Richard Rand

ARTH 553(F) Experimental and Experiential Approaches to Curating American Vernacular Art at WCMA **Crosslistings:** ARTH 553/ARTH 311
Working directly with a collection temporarily on loan to the Williams College Museum of Art, this course examines problems posed by paintings and decorative arts created by artists, artisans, and amateurs in the rural American Northeast from 1700 to 1840 –works labeled "folk" or "vernacular" art. It interrogates the ways in which this material fits (or doesn't) into existing art historical and institutional narratives of American art, and experiments with modes of display and interpretation using methods from material culture studies, thing theory, connoisseurship, social and physical sciences, philosophy, and economics. Students will apply their research to the development and implementation of exhibition strategies that integrate objects into installations at WCMA.
Class Format: seminar **Requirements/Evaluation:** oral presentations, collaborative exhibition proposal project, object–based research paper
Prerequisites: one ARTH course **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** 6 graduate students (in addition to limit of 6 undergrads); graduate students will only be admitted with the instructor's permission
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1
Fall 2014
SEM Section: 01 R 01:10 03:50 Instructor: Kevin Murphy

ARTH 561(F) Ambiguous Icons: The Problem of Meaning in Modern and Contemporary Art **Crosslistings:** ARTH 429/ARTH 561
"Our time is indifferent to the content of artistic representations as no time has ever been before. For today's artist form itself is the content." These remarks of the German critic Paul Westheim, published in 1919, sound strange today, yet they express an attitude that dominated critical and historical writing on modern art for most of the twentieth century. Although questions of "meaning" have become more central to art–historical writing of the last four decades, there is a surprising dearth of methodological discussion on this issue. No compelling models, comparable to that offered by Erwin Panofsky in his classic introduction to *Studies in Iconology*, have established themselves for modern and contemporary art, and many interpretations proceed on the basis of anachronistic methodological assumptions. Moreover, the study of *how* artworks communicate or otherwise affect us still remains relatively little studied beyond individual cases. This seminar will explore the problem of "meaning" in modern and contemporary art and examine various models for dealing with the issue, including iconography, semiotics, reception theory, and affect theory. The first half of the seminar will be devoted to selected theoretical and methodological readings on the issue as well as to case studies of individual artists. During the second half of the semester students will present papers on topics of their own choosing.
Class Format: seminar **Requirements/Evaluation:** students will be responsible for leading class discussion on at least one week's selected 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 **Enrollment Limit:** 14 **Expected Class Size:** 12 **Enrollment Preferences:** 5 graduate students and senior Art History majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1
Fall 2014
SEM Section: 01 F 01:10 03:50 Instructor: Mark Haxthausen

ARTH 562(F) Abstraction
This seminar will comprise direct engagement with seminal works of abstract art included in National Gallery collection show (Make It New: Abstract Painting from the National Gallery of Art, 1950–75, at the Clark through Oct.13); regular, close reading of historical, critical, and other expository texts that thematize abstraction; and, a selective probing of alternative or non–canonical contexts in the history of art which have proved congenial to abstract art practice.
Class Format: seminar **Requirements/Evaluation:** Full attendance and participation; preparation and presentation of related ancillary materials, possibly more than once; a research paper of 25–30 pp. on a topic developed in consultation with the instructor **Enrollment Limit:** 12
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1

Fall 2014
SEM Section: 01 W 10:00 12:40 Instructor: Darby English

ARTH 563(F,S) Contemporary Curatorial Workshop
Bi–weekly workshop for graduate students working on contemporary art and curatorial projects. Under the direction of the chair, students will present on–going curatorial projects, undertake studio and site visits, host local and visiting curators for presentations, and explore key topics in modern and contemporary art and curatorial practice.
Class Format: workshop, meets all year graded on a pass/fail basis
Prerequisites: graduate art students **Enrollment Limit:** 25 **Enrollment Preferences:** only open to graduate students
Distributional Requirements: Division 1
Fall 2014
SEM Section: 01 TBA Instructor: David Breslin
Spring 2015
SEM Section: 01 TBA Instructor: David Breslin

ARTH 565(S) Changing American Landscape: 1865–1975
This class will examine American landscape photography in its broadest sense, from photographs of national parks to street photography. We will begin in 1865, after the Civil War, and work our way up to postmodern photographic practices. Through lectures and discussions, we will examine the critical edges of the idea of American landscape: its precedents, its many iterations, and the reasons for its continued cultural presence. We will focus on the social, political, aesthetic, and environmental aspects of the images we encounter and consider their historical contexts. Photographers that we will discuss include Timothy O'Sullivan, Mathew Brady, Laura Gilpin, Walker Evans, Dorothea Lange, Weegee, and New Topographics Photographers. Additionally, we will examine landscape photography's relationship to literature through discussions of Willa Cather's *My Antonia*, James Agee and Walker Evans's *Let Us Now Praise Famous Men*, and Jack Kerouac's *On the Road*, among others. The aim of this course is twofold: to broaden your historical understanding of the history of landscape photography, and to critically engage with its discourse.
Class Format: seminar **Requirements/Evaluation:** Assignments will include short reader response essays that will be used as platforms for in–class discussions, and a longer, more thoroughly researched final paper
Enrollment Limit: 14
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1
Spring 2015
SEM Section: 01 T 10:00 12:40 Instructor: Kristen Oehlrich

ARTH 571(S) Traditional Chinese Aesthetics Crosslistings: ARTH 571/CHIN 471
This seminar examines the development of a range of aesthetic theories and ideas developed in China from approximately 600 BCE through 1300 CE. Focusing on primary texts (in translation) dealing with such cultural practices as poetry, painting, calligraphy, music, and garden design, we will address a series of often interrelated issues: intentionality in artistic production, modes of learning and skill acquisition, the professional versus the amateur, spontaneity versus meticulous craft, originality versus imitation, the relationship between artistic production and morality, and the relationship between artistic production and the natural world. While much of our work will be on theoretical and critical texts, we will also compare the notions put forth in these approaches to specific artistic products.
All readings will be in English translation but the original Chinese texts will be made available to those who can read them. No previous knowledge of Chinese history, language, or literature is assumed.
Class Format: seminar **Requirements/Evaluation:** class participation, brief presentations of readings, a research paper of 15–20 pages
Prerequisites: none **Enrollment Limit:** 14 **Enrollment Preferences:** given to Graduate Program students and then to senior Chinese majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements:
Division 1
Other Attributes:
ARTH Middle East, Asia and Africa Courses
Spring 2015
SEM Section: 01 W 01:30 04:10 Instructor: Christopher Nugent

ARTH 583(S) Going to Ground: Considering Earth in the Arts of Africa (D)
This seminar explores how earth has been conceptualized and integrated into African artistic thought as geography, environment, material, and metaphor, and how this interpretive flexibility has allowed it to become a symbol of power and presence in African art–making from prehistory to the present. The seminar will also focus on the ways in which earth has been used in contemporary art towards addressing the growing problems of pollution, unsustainable development, and the widespread depletion of earth–based natural resources in Africa. Over the course of this seminar, students will develop a knowledge base of earth–related issues that have been addressed in African artistic production, and engage with various cross–disciplinary methodologies to critically analyze the conceptual and aesthetic strategies deployed in these works. Students will also have the opportunity to interact with specialists from multiple fields towards fleshing out their knowledge base, including Dr. Karen Milbourne, curator of the National Museum of African Art in Washington DC, and Dr. Alex Apotsos, former climate change advisor for the Africa Bureau at USAID. This course fulfills EDI requirements through its exploration of the effects of globalization and Western modernization on the African natural environment, and its engagement with diverse cultural legacies, socio–political systems, and economic realities as contributors to the varied art–making strategies deployed by contemporary African environmental artists.
Class Format: seminar **Requirements/Evaluation:** directing class discussions, a term paper (20–25 pages) with presentation, and possibly an exhibition review (3–5 pages)
Prerequisites: this seminar is designed for graduate students in Art History; undergraduates eligible only with permission of instructor **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** if oversubscribed, preference will be given to advanced–level Art History graduate students who need to complete their distribution requirements
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes:
ARTH Middle East, Asia and Africa Courses
Spring 2015
SEM Section: 01 R 01:10 03:50 Instructor: Michelle Apotsos

ARTH 595(F) Private Tutorial
Students may petition to take a private tutorial by arrangement with the instructor and with permission of the Graduate Program Director.
Class Format: tutorial
Distributional Requirements: Division 1
Fall 2014
IND Section: 01 TBA Instructor: Marc Gotlieb

ARTH 596(S) Private Tutorial
Students may petition to take a private tutorial by arrangement with the instructor and with permission of the Graduate Program Director.
Class Format: tutorial
Distributional Requirements: Division 1
Spring 2015
IND Section: 01 TBA Instructor: Marc Gotlieb

ARTH 597(F) Undergraduate Lecture Course Taken for Graduate Credit
Undergraduate Lecture Course Taken for Graduate Credit
Class Format: independent study
Distributional Requirements: Division 1
Fall 2014
IND Section: 01 TBA Instructor: Marc Gotlieb

ARTH 598(S) Undergraduate Lecture Course Taken for Graduate Credit
Undergraduate Lecture Course Taken for Graduate Credit
Class Format: independent study
Distributional Requirements: Division 1
Spring 2015
IND Section: 01 TBA Instructor: Marc Gotlieb

ASIAN AMERICAN STUDIES

Advisory Committee: Professors: Scott Wong (Coordinator), Dorothy Wang, Vincent Schleitwiler, Ji–Young Um

As an intellectual interdisciplinary field, Asian American Studies provides a valuable critique of American history, society, and culture by exploring its critical influence on the construction of American society and culture. Moreover, Asian American Studies provides a unique lens for understanding the United States as a whole. Through its development of different perspectives on class, gender, and race in the United States, Asian American Studies forces us to re–examine American society as well as the United States' ongoing military and economic links to Asia.

Clearly, the broad array of relevant classes in this field allows students to develop new critical, analytical, and investigative means for understanding American national narratives and the United States' rapidly changing ethnic makeup. The field covers a history of more than 150 years and encompasses such diverse academic disciplines as sociology, English, women's, gender, and sexuality studies, history, law, art, political science, and philosophy among other fields. A survey of Asian American Studies at Williams College includes courses spanning across the humanities and social sciences. Below is a list of suggested courses for students interested in establishing a foundation in this course of study at Williams College.

Core Course
AMST 215/COMP 215/ENGL 217 Experimental Asian American Writing
ENGL 219 Introduction to Asian American Literature
ENGL 246T Black Asia: From King Kong to Kung Fu and Beyond
AMST 222/ENGL 289 Asian American Visual Cultures
AMST 238/ENGL 238 Racial Formations and Transformations in America 1945–present *(Not offered 2014–2015)*
AMST 329/ENGL 329 Cultures of War: US Wars in Asia and American Culture *(Not offered 2014–2015)*
COMP 324/ENGL 334 The Orientalist Sublime and the Politics of Horror *(Not offered 2014–2015)*
ENGL 358 Impossible India: Modern South Asian Literature in English
HIST/AMST/ASST 284 Introduction to Asian American History *(Not offered 2014–2015)*
HIST 380 Comparative American Immigration History *(Not offered 2014–2015)*
HIST 384 Selected Topics in Asian American Studies
MUS 279T American Pop Orientalism *(Not offered 2014–2015)*

Related Courses
ENGL 358 Impossible India
ENGL 381 Who's Afraid of Failure?
ENGL 384T Postcolonial Theory and the World Literature Debates
LATS 409/AMST 411 Transnational Lives in Global Context *(Not offered 2013–2014)*
LATS/WGSS/AMST 313 Race, Gender, Beauty and Power
AMST 221/LATS 220/ENVI 221 Introduction to Urban Studies: Shaping and Living the City *(Not offered 2013–2014)*
LATS 206 Cycle of Socialization: Understanding Similarities, Bridging Differences
AFR/AMST/COMP/LATS/WGSS 306 Queer of Color Critique *(Not offered 2013–2014)*
ENGL 239 Imagining Immigrants
PSYC 341/WGSS 339 Stereotypes, Prejudice, and Discrimination
AFR/PSCI 253 Comparative Race and Ethnic Politics
PSCI 318 Declining Significance of Race and Racism in U.S. Politics?
HIST/AMST 469 Notions of Race and Ethnicity in American Culture
HIST/AFR/AMST/JLST/LATS/LEAD 377 Race and American Law
COMP/ENGL 115 Rumble in the Jungle: Major Postcolonial Writers and Movements
ENGL 206 We Aren't the World: Global Anglophone Literature in the 20th Century
AMST/REL/SOC 249 Asian Religious Diasporas: The New Chosen People?
CHIN/ANTH 223 Ethnic Minorities in China: Past and Present *(Not offered 2013–2014)*
COMP 351/ENGL 352 The Global Avant Garde in Literature and Film

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

Chair, Professor KASUMI YAMAMOTO

Professors: C. CHANG, KAGAYA**, KUBLER*, YAMAMOTO. Associate Professors: NUGENT, YU. Visiting Assistant Professor: Visiting Lecturers: J. CHANG, HE, LI. *Affiliated Faculty:* Professors: CRANE, DREYFUS, JANG***, JUST*, W. A. SHEPPARD, WONG. Associate Professors: C. BOLTON***, CHAPMAN, JOSEPHSON, A. REINHARDT**, SINIAWER. Assistant Professor: KPADIA. Lecturer: GUTSCHOW. Language Fellows: LIAO, ZHANG.

The mission of the Department of Asian Studies is to help as many students as possible—both majors and non–majors—develop practical proficiency in Asian languages and, in the tradition of the liberal arts, acquire a meaningful understanding of important facets of one or more of the disciplines represented within Asian Studies (including anthropology, art history, economics, history, linguistics, literature, music, political science, religion, and sociology), so that they may realize their fullest intellectual and personal potential and be able to make useful contributions to society.

We offer courses in English in the field of Asian Studies as well as courses in Chinese and Japanese language, literature, and culture. Three distinct majors are offered: a major in Chinese; a major in Japanese; and an interdisciplinary Asian Studies major which allows students to choose from a wide range of courses in the anthropology, art, economics, history, languages, linguistics, literatures, music, politics, religion, and sociology of China, Taiwan, 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 unless otherwise noted and courses with CHIN and JAPN prefixes carry Division I credit unless otherwise noted.*

THE MAJOR

All students wishing to major in the Department of Asian Studies are required to take and pass a total of eleven courses, as follows:

1) One course that explicitly compares at least two countries in Asia, such as ASST 103, ASST 126, ASST 201, ASST 217, ASST 236, ASST 245, ASST 246T, ASST 248, ASST 250, ASST 256, ASST 391, or ASST 414. Or students may take instead a course on a country that is different from their country of primary focus.
2) Four semesters of Chinese or Japanese language (including no more than two 100–level courses).

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

3A) Asian Studies Major

a. three–course qualification in one of the disciplines represented within Asian Studies (anthropology/sociology, art history, economics, history, linguistics, literature, music, political science, religion). The qualification, to be determined through consultation between students and their advisor, normally includes an introductory course and more advanced courses. At least two of these three courses must be on Asia.
b. three approved electives, which may include further language work.

3B) Chinese Major

a. four additional semesters of Chinese language (300–level or higher)
b. Chinese 412
c. one approved course in Chinese literature, linguistics or culture

3C) Japanese Major

a. four additional semesters of Japanese language (300–level or higher)
b. one approved course in Japanese literature, language (400–level), or culture
c. one elective on Japan

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 faculty serve on the boards of several study abroad programs in China and Japan. Opportunities to study in India, Indonesia, Korea, Taiwan, Thailand, and other Asian countries are also available. Prospective Asian Studies majors who are planning to study abroad should discuss their plans with their advisor as far in advance as possible. Up to eight courses taken overseas can count toward graduation, and up to four courses taken off campus may be counted toward the major. You can find general study away guidelines for Asian Studies here.

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 before they pre–register for senior courses in the spring of their junior year. The proposal should include a statement of the topic, a general description of the types of materials available for study and how the study will be carried out, and the name of the faculty member who will serve as advisor. Admission to the honors thesis program will normally be limited to students who have maintained at least a B+ average in their courses for the major.

Students admitted to the program should register for ASST 493–W31–494, CHIN 493–W31–494, or JAPN 493–W31–494. They will be expected to turn in the final draft of their thesis shortly after spring break and to discuss their results formally with their faculty graders. Their final grades in the three courses listed above and the award of *Honors*, *Highest Honors*, or no honors will be determined by the quality of the thesis and the student's performance in the oral defense.

THE ASIAN STUDIES ENDOWMENT

The Linen summer grants for study abroad, the Linen visiting professorships, and several other programmatic activities in the department are supported by an endowment for Asian Studies established by family and friends in memory of James A. Linen III, Class of 1934, Trustee of the College from 1948 to 1953 and from 1963 to 1982.

ASST 103(F) Asian Art Survey: From the Land of the Buddha to the World of the Geisha (D) Crosslistings: ARTH 103/ASST 103

This course introduces to students some of the most enduring masterpieces of Asian art with an emphasis on the art of India, China, and Japan. Its contextual approach helps students gain insight into the aesthetic, religious, and political ideas and cultural meanings conveyed by the works of art. Visual analyses and thematic discussions will bear upon the interconnectedness among these three cultures, and their respective interactions with the West. This course also provides students with the vocabulary, techniques, and patterns of thinking needed for advanced art history courses.
Highlights include sexual symbolism in Hindu and Buddhist art; nature or landscape painting as moral and political rhetoric; the relationship between words and images; the sex industry and kabuki theater and their art in Edo Japan; and the meeting of the East and West. This course is one of the three foundational courses; art history majors may choose any two of the three courses Arth 101, Arth 102, and Arth 103 to fulfill the foundational requirements.
As an EDI course, its historical, visual, and thematic analyses will bear upon the interconnectedness not only among these three distinctive different cultures, but their respective interactions with the West.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on three 30– to 40–minute quizzes, two short papers, film screening and class attendance
Prerequisites: none; highly recommended for first–year students **Enrollment Limit:** 35 **Enrollment Preferences:** none
Dept. Notes: can be taken with either ARTH 101 or ARTH 102 as the foundational requirement for the Art History route to the major
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ARTH pre–1400 Courses
ARTH pre–1800 Courses
ARTH Middle East, Asia and Africa Courses
ASST Interdepartmental Electives
INST East Asian Studies Electives
Fall 2014
LEC Section: 01 TR 11:20 12:35 Instructor: Ju–Yu Jang

ASST 113(S) Interculturalism in East Asian Music (D) Crosslistings: MUS 113/ASST 113
Global, Multi–cultural, Intercultural: these are all words used to describe our world today. Yet, perhaps with the exception of the current Global concept of cultural interaction, cultures in various regions of the world have continuously interacted over the course of history. This class will examine such historical interactions in the context of music in Asia. Using China as a focal point, we will examine how cultures and music traditions to the West of China (India, Persia and Central Asia) interacted with one another and eventually came to influence Chinese music via the Silk Road. From this intercultural interaction, we will examine the history of Chinese music and then turn to examine how Chinese culture and music influenced culture and music to the East of China: Korea and Japan. Coming full circle, we will end the semester examining how Chinese culture and music tradition, in the context of today's world, changes yet again in the context of a new interculturalism.
This course satisfies the EDI requirement by exploring the diverse musical traditions of East Asia and the network of cultural transactions that have shaped this music. Students will cultivate skills in music appreciation that will enable them to become more aware of the boundaries of their own cultural background as well as to become capable of appreciating music from different cultural perspectives.
Class Format: lecture/discussion **Requirements/Evaluation:** based on two exams, a group presentation, journal submissions, and class participation
Prerequisites: no prerequisites; no musical experience necessary **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** first and Second year students
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
MUS World Music/Ethnomusicology—class of 2017 and beyond
Extra Info: meets Division 1 requirement if registration is underMUS; meets Division 2 requirement if registration is under ASST
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: MUS Group A Electives
MUS World Music/Ethnomusicology
Spring 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Jeffrey Roberts

ASST 115(S) The World of the Mongol Empire (W) Crosslistings: HIST 115/ASST 115
By the middle of the thirteenth century, Mongol armies led by Genghis Khan had conquered an enormous swath of territory, extending from China westward to Eastern Europe. Further expanded by Genghis's descendants, the Mongol Empire incorporated a vast range of different peoples and cultures, enhancing communications, trade, and exchange among them. In this course we will examine the "world order" of the Mongol Empire from its origins on the Asian steppe through its expansion, consolidation, disintegration, and legacies for later periods. From a wide range of primary and secondary sources, including travelers' accounts, chronicles, art, and literature, we will investigate the diverse experiences of the Mongol world in different places, such as China, Russia, Persia, and Central Asia.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, several short papers, and a final research paper
Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 15–19 **Enrollment Preferences:** first–year students and then to sophomores who have not previously taken a 100–level seminar
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group B Electives – Asia
HIST Group G Electives – Premodern
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Anne Reinhardt

ASST 117(F) Bombay/Mumbai: Making of a Modern Metropolis (W) Crosslistings: HIST 117/ASST 117/INST 117
Bombay or Mumbai is India's foremost urban center and is well known today as a truly global city. It is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's emerging cities like Shanghai, Hong Kong and Sao Paulo.
What are the historical elements that contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general?
This seminar will help students to answer these questions through historical materials on Bombay as well a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis.
The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of modern India through the history of its most important city.
Class Format: seminar **Requirements/Evaluation:** class participation, weekly journal of notes on the readings; three short essays (5–6 pages); final research paper based on primary sources (10–12 pages)
Prerequisites: first–year or sophomore standing **Enrollment Limit:** 19 **Expected Class Size:** 15–19 **Enrollment Preferences:** first–year students, then sophomores who have not previously taken a 100–level seminar
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group B Electives – Asia
INST South + Southeast Asia Studies Electives
Fall 2014
SEM Section: 01 MR 01:10 02:25 Instructor: Aparna Kapadia

ASST 121T(F) The Two Koreas (W) Crosslistings: HIST 121/ASST 121
The two Koreas—North and South—were born in the aftermath of World War II, when the United States and the Soviet Union arbitrarily divided the peninsula into two zones of occupation at the 38th parallel. Today, over six decades later, the split endures as what has been called "the Cold War's last divide." This tutorial examines the history of the two Koreas from their creation in 1945 to the present. We will explore the historical and ideological origins of the division; how tensions between North and South led to the outbreak of the Korean War; why the paths of the two Koreas have differed so markedly; how each country has been shaped by its political leaders and their ideologies; and what recent developments in North Korea, including its nuclear program, have meant for relations on the peninsula and beyond. Course material will include primary and secondary sources of various kinds, including political documents, intellectual treatises, films, and short stories.
Class Format: tutorial **Requirements/Evaluation:** students will meet with the instructor in pairs for an hour each week; a student either will write and present orally a 5– to 7–page essay on the assigned readings or will be responsible for offering an oral critique of their partner's work
Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** first–year students, and then sophomores who have not previously taken a 100–level seminar
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group B Electives – Asia
Fall 2014
TUT Section: T1 TBA Instructor: Eiko Siniawer

ASST 126 Musics of Asia (D) Crosslistings: MUS 112/ASST 126
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 will include attendance at live performances when possible.
This course satisfies the EDI requirement by exploring how the diverse musical traditions of Asia are shaped by radically different religious beliefs and social norms and by demonstrating how various Asian cultures can be understood through their musical traditions. Much of the music we will encounter presents aesthetics and cultural norms that differ radically from mainstream Euro–American cultural practices. To engage with these traditions students must attempt to place themselves within different cultural frameworks, to hear music that they may find shockingly foreign with a different set of ears.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on four tests and two papers
Prerequisites: none; no musical experience necessary **Enrollment Limit:** 25 **Expected Class Size:** 20
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
MUS World Music/Ethnomusicology—class of 2017 and beyond
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under ASST
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ASST Interdepartmental Electives
INST East Asian Studies Electives
MUS Group A Electives

MUS World Music/Ethnomusicology
Not Offered Academic Year 2014–2015

ASST 200(F) History of the Book Crosslistings: CLAS 200/ASST 200/HIST 392/REL 260/COMP 280
From ancient clay tablets, bamboo strips, and papyrus rolls to modern hardbacks, paperbacks, and e–readers, no object has so broadly and deeply represented the capacity for humans to create, preserve, and transmit knowledge, information, and ideas as the book. Books have been worshiped and condemned, circulated and censored, collected and destroyed. From works of art to ephemeral trash, they have been public and private, sacred and profane, magical and commonplace. Likewise, notions of the book have influenced every subsequent form of communication and transmission, whether we are browsing film and song "libraries" or "scrolling" down "pages" on the web. This course will explore aspects of the material, social, cultural, and intellectual history of the book, from the invention of the earliest writing systems through the modern development of digital media. Our inquiry will span the globe and the millennia, but we will pay special attention to the ancient and medieval Chinese, Greek, and Latin traditions and their enduring influence in the modern world. Topics will include orality and literacy, manuscript production, the invention and spread of printing, typography, reading culture, notions of authorship, libraries and collections, censorship, and the digital book. Through a variety of readings, hands–on exercises, and interactions with our abundant library resources, we will investigate how the changing form and function of the book interact across its long and diverse history. *All readings are in translation.*
Class Format: seminar **Requirements/Evaluation:** class participation, short written assignments, and a final project
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** none
Dept. Notes: meets Division 1 requirement if registration is under CLAS or COMP ; meets Division 2 requirement if registration is under ASST, HIST or REL
Distributional Requirements: Division 1 **Other Attributes:** HIST Group G Electives – Premodern
Fall 2014
SEM Section: 01 TF 01:10 02:25 W 01:10 02:00 Instructor: Edan Dekel and Christopher Nugent

ASST 201 Asia and the World Crosslistings: PSCI 100/INST 101/ASST 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. This course will explore both the historical background and current dynamics of political and economic issues in these three countries, drawing on themes of imperialism, nationalism, and globalization. It is an introductory class and, therefore, no prior coursework in political science or Asian studies is necessary.
Class Format: predominately lecture **Requirements/Evaluation:** two short papers and a final exam
Prerequisites: first–year or sophomore standing **Enrollment Limit:** 35 **Expected Class Size:** 35
Distributional Requirements: Division 2 **Other Attributes:** INST East Asian Studies Electives
PSCI Comparative Politics Courses
PSCI International Relations Courses
Not Offered Academic Year 2014–2015
LEC Instructor: George Crane

ASST 208(F) Afghanistan Post–Mortem Crosslistings: ANTH 208/ASST 208/PSCI 220/INST 208
The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Over the next decade, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not defeat. This course examines the history of American involvement in Afghanistan, beginning in the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development, through the Soviet occupation and U.S. support for Islamist political parties in the 1980s, and continuing with the most recent abortive U.S. efforts at nation–building and social and political reform.
Class Format: seminar **Requirements/Evaluation:** grading will be determined by class participation, two short essays, and a 15–page research paper
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15–20 **Enrollment Preferences:** Anthropology and Sociology majors, international studies concentrators, Political Science and Asian Studies majors will get preference
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Fall 2014
SEM Section: 01 MR 01:10 02:25 Instructor: David Edwards

ASST 212 Transforming the "Middle Kingdom": China, 2000 BCE–1600 (D) Crosslistings: HIST 212/ASST 212
China expanded from scattered Neolithic settlements to become one of the world's most complex and sophisticated civilizations. During this process, it experienced dramatic transformation as well as remarkable institutional and cultural continuities. This course will examine Chinese history from prehistoric times to the "early modern" seventeenth century. It will address topics such as the creation and transformation of dynastic authority, the reinterpretation of Confucian thought, the transmission of Buddhism, the conquest of China proper by "barbarian" peoples, the composition of elites, and change in daily life, popular culture and China's place in the East Asian and world systems. This course fulfills the Exploring Diversity Initiative requirement in that it disputes the idea of a single, stable Chinese identity throughout history, and focuses instead on the variety of cultures and cultural encounters that contributed to what we currently think of as "Chinese" history and culture.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, two short papers, a midterm, and a self–scheduled final exam
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 30–40
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group B Electives – Asia
HIST Group G Electives – Premodern
INST East Asian Studies Electives
INST Middle Eastern Studies Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Anne Reinhardt

ASST 213 Modern China, 1600–Present (D) Crosslistings: HIST 213/ASST 213
Observers may be struck by the apparent contradictions of contemporary China: market reforms undertaken by a nominally Communist government, extremes of urban wealth and rural poverty, increasing participation in the international community and intensifying nationalist rhetoric. This course will examine China's historical engagement with the modern world in order to gain perspective on our current views. It will cover the Qing (1644–1911) dynastic order, encounters with Western and Japanese imperialism, the rise of Chinese nationalism, Republican and Communist revolutions, the "other Chinas" of Taiwan and Hong Kong, economic liberalization, and globalization. This course is part of the Exploring Diversity Initiative in that it requires students to engage with questions of difference through studying the development of the modern Chinese nation–state from the multi–ethnic empire of the Qing and China's particular experiences of imperialism in the nineteenth and twentieth centuries.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, two short papers, a midterm, and a self–scheduled final exam
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 35–40
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group B Electives – Asia
INST East Asian Studies Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Anne Reinhardt

ASST 217(S) Early Modern Japan Crosslistings: HIST 217/JAPN 217/ASST 217
The ascension of powerful warlords in the late 1500s brought to an end a century of constant warfare and laid the foundation for the Tokugawa bakufu, the military government headed by the Tokugawa shogun that would rule Japan for almost three hundred years. This course will introduce students to the extraordinary changes of the years between the establishment of the Tokugawa bakufu in 1603 and its collapse in 1868, an era characterized by relative peace and stability, periods of economic growth as well as stagnation, the development of cities and towns, the flourishing of urban culture, and the decline of the samurai. We will focus on the political and social history of early modern Japan, including topics such as the establishment of the Tokugawa order, the nature of the political system, economic growth and urbanization, the legal order, popular culture, rural life, gender and sexuality, class and status, religion, and the fall of the Tokugawa bakufu. Assigned materials will include government documents, intellectual treatises, autobiographies, literature, and films.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, response papers, two short papers (5 pages), and a final paper (10 pages) or self–scheduled final exam
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 25–30
Distributional Requirements: Division 2 **Other Attributes:** HIST Group B Electives – Asia
HIST Group G Electives – Premodern
Spring 2015
LEC Section: 01 TR 08:30 09:45 Instructor: Eiko Siniawer

ASST 218 Modern Japan Crosslistings: HIST 218/JAPN 218/ASST 218
A stunning revolution, the construction and collapse of an empire, the waging of wars, devastating defeat and occupation by a foreign power, and postwar economic rollercoaster have marked Japan's modern experience. This course will explore how various Japanese from politicians and intellectuals to factory workers and urban youth have understood, instigated, and lived the upheavals of the past century and a half. We will ask why a modernizing revolution emerged out of the ashes of the early modern order; how Japan's encounters with "the West" have shaped the country's political and cultural life; what democracy and its failures have wrought; how world war was experienced and what legacies it left in its wake; how national identity has been constructed and reconstructed; and how postwar Japan has struggled with the successes and costs of affluence. Materials will include anthropological studies, government documents, intellectual tracts, fiction, films, and oral histories.
Class Format: lecture/discussion **Requirements/Evaluation:** class participation, response papers, two short papers (5 pages), and a self–scheduled final exam or research paper
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 30
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 **Other Attributes:** HIST Group B Electives – Asia
INST East Asian Studies Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Eiko Siniawer

ASST 219 Japanese Culture and History from Courtiers to Samurai and Beyond (D) Crosslistings: HIST 219/COMP 229/ASST 219/JAPN 219
This course will introduce students to the history, literature, and artistic culture of premodern Japan, from the time of the first recorded histories in the 800s through the abolition of the samurai class in the late 1800s. We will focus on the politics and aesthetic culture of the ruling elites in each period, from the heyday of the imperial court through the rise and eventual decline of the samurai warrior and the growth of Edo (Tokyo), with its new mode of early modern government and new forms of literature, theater, and art. Team taught by faculty from History and Comparative Literature, the course will examine historical texts alongside works drawn from literature, visual culture, and performing arts, and will ask students to consider how these different kinds of texts can shed light on one another. What is the difference between reading history and reading literature,

or is it even meaningful to distinguish the two? By critically engaging in various kinds of textual analysis, this EDI course not only considers the relationship between politics, culture, and society in premodern Japan but also explores how we can attempt to know and understand different times and places. Primary texts will include court diaries, war tales, and fiction; laws and edicts; essays and autobiographies; noh, kabuki, and puppet theater; and tea ceremony, visual art, and architecture. Students should register under the prefix specific to the Division in which they want to receive credit.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, response assignments, quizzes, one short paper (approximately seven pages), and a final exam
Prerequisites: none; open to all **Enrollment Limit:** none **Expected Class Size:** 30 **Enrollment Preferences:** students majoring or considering a major in a related field
Distribution Notes: meets Division 2 requirement if registration is under HIST or ASST; meets Division 1 requirement if registration is under COMP or JAPN
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group B Electives – Asia
HIST Group G Electives – Premodern
Not Offered Academic Year 2014–2015
LEC Instructor: Eiko Siniawer

ASST 220 Economics of East Asia Crosslistings: ECON 217/ASST 220/INST 217
This course will provide students with an understanding of economic growth in East Asia and the region's current microeconomic policy issues. For the purpose of this course, we will focus on China, Japan, Korea, and a few Southeast Asian countries. Those interested in economic development and applied microeconomic policies characteristic of East Asia will find this course useful. We first examine the process of economic growth. Cross country comparisons will help draw similarities but also differences in the development processes. The second part of the course will focus on specific economic issues such as, privatization in China, education and inequality in South Korea, demographic challenges in Japan, health care in Indonesia, etc. The course will involve readings from various texts, policy reports, academic journals, and case studies. Throughout the course students will learn how to read empirical evidence presented in these articles.
Class Format: lecture **Requirements/Evaluation:** problem sets, one midterm, individual short papers, a group project that involves a research proposal, presentation, and a final paper
Prerequisites: ECON 110 and ECON 120 **Enrollment Limit:** 35 **Expected Class Size:** 25 **Enrollment Preferences:** Economics and Asian Studies majors
Distributional Requirements: Division 2 **Other Attributes:** INST East Asian Studies Electives
INST Economic Development Studies Electives
POEC Comparative POEC/Public Policy Courses
Spring 2015
LEC Section: 01 Cancelled

ASST 221(S) The Making of Modern South Asia: 1750–1950 CE Crosslistings: HIST 221/ASST 221/INST 221
This course focuses on the history of South Asia with the aim of providing an overview of the political and social landscape of the region from the end of the Mughal Empire through British colonial rule and the Partition of India and Pakistan.
We will explore a range of themes including the rise of colonialism, nationalism, religion, caste, gender relations, and the emergence of modern social and political institutions on the subcontinent. In addition to reading key texts and historical primary sources on the specific themes, we will also work with a variety of multimedia sources including films, short stories and website content.
One objective of this course is to introduce students to the different political and social processes that led to the creation of India, Pakistan and Bangladesh; another is to teach students to think critically about the significance of history and history writing in the making of the subcontinent.
Class Format: lecture/discussion **Requirements/Evaluation:** class participation, response papers (2–3 pages), two short essays (4–5 pages), midterm and final exams
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 20–25
Distributional Requirements: Division 2 **Other Attributes:** HIST Group B Electives – Asia
INST South + Southeast Asia Studies Electives
Spring 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Aparna Kapadia

ASST 222(F) History and Society in India and South Asia: c. 2000 to 1700s CE Crosslistings: HIST 220/ASST 222
This course is an introduction to the history of India and South Asia from prehistoric times to the emergence of "early modernity". During these centuries, the subcontinent emerged as one of the most diverse and complex regions of the world, as it continues to be even today. The course will cover the period between the rise of the Indus Valley civilization to the end of the Mughal Empire and will address topics such the as the "discovery of India", the coming of the "Aryans", society and culture in the great epics like the *Ramayana*, the beginnings of Jain and Buddhist thought, politics and patronage under Islamic polities, the formation of Mughal imperial authority through art, architecture and literature, among others. Through the study of social processes, the course will focus on the diversity and connectedness that have defined the subcontinent throughout its history. It will also consider the role of history in the region and how a number of events from the past continue to inform its present.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, response papers (2–3 pages), two short essays (4–5 pages), midterm and final exams
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 20–25 **Enrollment Preferences:** none
Distributional Requirements: Division 2 **Other Attributes:** HIST Group B Electives – Asia
HIST Group G Electives – Premodern
INST South + Southeast Asia Studies Electives
Fall 2014
LEC Section: 01 TR 09:55 11:10 Instructor: Aparna Kapadia

ASST 233(S) Spiritual Crossroads: Religious Life in Southeast Asia (D) Crosslistings: ANTH 233/ASST 233/REL 253
No region of the world presents a richer tapestry of religious beliefs, practices, and institutions than Southeast Asia. Buddhism, Hinduism, Christianity and Islam are all to be found and all of them interpenetrate and contend with each other and with a deep undergirding of animism, shamanism, and mystical folk belief systems. This course will survey these religious traditions through time and space, looking in particular at the growing tension between religion and the state as fundamentalism and religious militancy have spread into the region in recent times. All of Southeast Asia will be covered, but particular attention will be devoted to Indonesia, where religious blending and the growth of new fundamentalism are both especially marked.
Class Format: seminar **Requirements/Evaluation:** midterm, short essays, term paper
Prerequisites: none; open to non–majors **Enrollment Limit:** 19 **Expected Class Size:** 15
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: INST South + Southeast Asia Studies Electives
REL South Asian Traditions Courses
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Peter Just

ASST 236 The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow Crosslistings: REL 236/HIST 216/ASST 236/INST 101
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 the Caucasus, the Central Asian Republics, Xinjiang and Mongolia and the interests of their neighbors, including now the United States in those areas. This will be a 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. 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.
Class Format: lecture/discussion **Requirements/Evaluation:** weekly responses, three short essays (4–6 pages), and one research paper (12–15 pages)
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 15 **Enrollment Preferences:** first–year students and sophomores
Distributional Requirements: Division 2 **Other Attributes:** ASST Interdepartmental Electives
HIST Group B Electives – Asia
HIST Group G Electives – Premodern
INST Russian + Eurasian Studies Electives
REL Islamic Tradition Courses
Not Offered Academic Year 2014–2015
LEC Instructor: William Darrow

ASST 244(F) Mind and Persons in Indian Thought Crosslistings: REL 244/ASST 244
In this course, we follow the conversation among Indian philosophers concerning the self and the nature of consciousness. We start with some of the Hindu views about the self and the mind and consider their ethical implications. We then consider a range of Buddhist critiques of these views, focusing more particularly on the Madhyamaka philosophy, which radicalizes the critique of the self into a global anti–realist and skeptical stance. We also examine the Yogacara school, which offers a process view of reality focusing on the analysis of experience. We conclude by considering some of the later Hindu holistic views of the self as responses to the Buddhist critique. In this way we come to realize that far from being the irrational foil of "the West," Indian tradition is a rich resource for thinking through some of the central ideas that have challenged philosophers in both traditions.
Class Format: lecture/discussion **Requirements/Evaluation:** full attendance and participation, three short essays (6 pages)
Prerequisites: prior exposure to Buddhism or philosophy, or permission of the instructor **Enrollment Limit:** 18 **Expected Class Size:** 18 **Enrollment Preferences:** selection based on the basis of relevant background
Distributional Requirements: Division 2
Fall 2014
LEC Section: 01 M 07:00 09:40 Instructor: Georges Dreyfus

ASST 245 Nationalism in East Asia Crosslistings: PSCI 354/ASST 245/HIST 318
Nationalism is a major political issue in contemporary East Asia. From anti–Japanese demonstrations in China, to tensions on the Korea peninsula, to competitive elections in Taiwan, to debates in Japan about the possibility of a woman ascending the Chrysanthemum Throne, national identity is hotly debated and politically mobilized all across the region. This course begins with an examination of the general phenomena of nationalism and national identity. It then considers how nationalism is manifest in the contemporary politics and foreign relations of China, Japan, South Korea, North Korea and Taiwan.
Class Format: lecture/discussion **Requirements/Evaluation:** two 5–page papers, class participation, final exam
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Political Science and Asian Studies majors
Dept. Notes: formerly PSCI 245
Distributional Requirements: Division 2 **Other Attributes:** HIST Group B Electives – Asia
INST East Asian Studies Electives
POEC Comparative POEC/Public Policy Courses

PSCI Comparative Politics Courses
Not Offered Academic Year 2014–2015
LEC Instructor: George Crane

ASST 246T(F) India's Identities: Religion, Caste, and Gender (D) (W) Crosslistings: REL 246/ANTH 246/WGSS 246/ASST 246
This course considers India's contradictory legacy as a booming Asian democracy and fragile society built upon deep and enduring divisions. India's rapidly growing populace and landscape is often described in terms of multiple identities or fragmenting oppositions: Hindu/Muslim, rich/poor, high caste/outcaste, male/female, and so forth. This course deconstructs the historic roots and ongoing causal factors that produce structural violence against women and religious minorities in modern India. It highlights the social practices that have produced critical axes of difference around the themes of religion, gender, and sexuality using key moments or regions of India as points of departure. It contrasts the explosive effects of religion, gender, and caste during the tragedy of Partition with the ongoing production of communal and gender–based violence in India today, using Kashmir and New Delhi as microcosms for our study. We will consider the ways that multiple subjectivities and polarized identities intersect with individual agency to produce a social landscape of hierarchy and conflict across India today. We are also interested in the socio–cultural forces that reproduce or shore up these binaries as much as third terms or middle paths that attempt to transcend or diffuse them. For instance, we explore the ways that Buddhism is and is not a middle way between Hindu/Muslim conflict in Indian Kashmir and how the notion of a third sex is and is not a middle term that transcends the gender binary of male/female. Course resources include ethnographic and sociological analyses, oral histories, and popular media that complicate our understanding India's diverse and fragmented society. This course fulfills the Exploring Diversity Initiative by theorizing the ways that difference has been used to effect profound historical, social, and individual changes in the Indian subcontinent.
Class Format: tutorial **Requirements/Evaluation:** weekly writing assignments and tutorial attendance every week
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** majors in Anthropology and Sociology, Religion, Asian Studies, or Women's, Gender & Sexuality Studies
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: INST South + Southeast Asia Studies Electives
PHLH Bioethics + Interpretations of Health
REL South Asian Traditions Courses
WGSS Racial Sexual + Cultural Diversity Courses
Fall 2014
TUT Section: T1 TBA Instructor: Kim Gutschow

ASST 247 Tibetan Civilization (D) Crosslistings: REL 245/ASST 247
Often depicted as Shangrila, a mythical and ideal country, Tibet has had the dubious privilege of being a focus of Western fantasies. One cannot but wonder about the motives and sources of this mythology. Although this course examines these representations, its main focus is an immersion in the cultural and historical aspects of Tibetan civilization, which give students the tools with which to understand Tibetan culture from the inside. As such this course is part of the Exploring Diversity Initiative. We first consider the early history of Tibet, the introduction of Buddhism, the relations between Buddhism and the indigenous religion, and some of the stages in the development of Tibetan Buddhism. We also examine the historical developments that led to the development of the institutions (such as the Dalai–Lama) unique to Tibet and some of the aspects of the culture that these institutions helped to create (such as gender roles, family structure and social stratification). Finally, we consider the more recent tragic events and examine the profound transformations that they have brought. Throughout the course, we consider the central role of the complex interaction between Buddhism and politics in Tibetan history, both in the pre–modern period and in more recent times, when the Tibetan people have faced the challenge of how to use their institutions and culture to resist oppression. In this way, we get a footing in the Tibetan world, and the indispensable 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 but tragically threatened civilization. This course, which explores in depth Tibetan cultural and the tragic cross–cultural misunderstandings that threaten its integrity, is part of the Exploring Diversity Initiative.
Class Format: lecture/discussion **Requirements/Evaluation:** full attendance and participation, three 6–page essays
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 30
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ASST Interdepartmental Electives
INST South + Southeast Asia Studies Electives
REL South Asian Traditions Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Georges Dreyfus

ASST 248(S) Body Politics in South Asia: Gender, Sex, Religion, and Nation (D) Crosslistings: REL 248/ASST 248/ANTH 248/WGSS 249/INST 248
This course examines the relationship between body, gender, sex, and society in South Asia, using three countries and religions——India, Sri Lanka, and Bangladesh, and Hinduism, Buddhism, and Islam——as its foil. The course uses the body as a lens by which to unpack South Asian discourses that link body and sexuality with nation, community, and population. In particular, it explores a South Asian sociology that links individual and social bodies in ways that occasion solidarity as well as social suffering, violence as well as communal cohesion. How do bodies come to signify the purity or prosperity of the nation or community and with what social or discursive effects? We begin by unpacking foundational theories of the body as proposed by Mauss, Foucault, Douglas, and Bourdieu in order to better understand how local discourses of the body help produce gender and other social hierarchies in South Asia. By considering how the human body can serve as a map for society and vice versa, we examine both classical discourses and modern institutional practices of the body including the temple, the monastery, the mosque, and the mendicant, as well as bodily practices such as yoga, celibacy, sex work, and new reproductive technologies. We also analyze how the body has served as a symbol of nation, community, and social health. Throughout, we are interested in the cross–cutting effects of gender and sex in perpetuating structural hierarchies and social suffering around the body in South Asia.
Class Format: seminar **Requirements/Evaluation:** class presentations, class blog, final paper, attendance & participation in class discussions
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** majors in Religion, Women's, Gender and Sexuality Studies, Asian Studies and Anthropology/Sociology
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: INST South + Southeast Asia Studies Electives
PHLH Bioethics + Interpretations of Health
PHLH Reproductive, Maternal and Child Health
WGSS Racial Sexual + Cultural Diversity Courses
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Kim Gutschow

ASST 250 Scholars, Saints and Immortals: Virtue Ethics in East Asia (D) Crosslistings: REL 250/ASST 250
In East Asian cultures, as in the United States, popular conceptions of morality typically take their shape, not from explicit rules, but from *moral paragons*—stylized figures that are said to embody a distinctive cluster of virtues. For example, American Christians invoke not only Jesus, but also a pantheon of "secular saints" as diverse as Martin Luther King Jr. and General Patton, George Washington and Cesar Chavez. This course will explore the cultural functions of moral paragons and philosophies of virtue in East Asia by introducing students to examples from Chinese and Japanese history, ranging from Confucian articulations of the ideal scholar–bureaucrat to Buddhist conceptions of the Bodhisattva to Taoist immortals. It will also address the history of ethical thought in East Asia, focusing particular attention on conceptions of "Virtue Ethics." This approach has come to be seen by some contemporary analytic philosophers as a way out of the impasse produced by ethical relativism and the loss of theological rationales for moral action. Readings will include Euro–American philosophers such as Nietzsche and MacIntyre as well as primary texts in translation by Chuang–tzu, Confucius, Shantideva and others. This course fulfills the Exploring Diversity Initiative by providing students with tools for cross–cultural analysis of ethics and moral paragons, as part of how societies manage difference and articulate hierarchies of privilege and power.
Class Format: lecture/discussion **Requirements/Evaluation:** active participation, short writing assignments, midterm, and a take–home final exam
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 20 **Enrollment Preferences:** Religious Studies and Asian Studies majors
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: INST East Asian Studies Electives
REL East Asian Tradition Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Jason Josephson

ASST 251 Zen Buddhism: History and Historiography Crosslistings: REL 251/ASST 251
Because mystifying references to Zen are strewn throughout American popular culture–from episodes of the Simpsons to names of perfumes and snack foods–most Americans have an image of Zen Buddhism that is disconnected from anything actually practiced in East Asia. This course offers a corrective to this image by familiarizing students with both the history of Zen and the historiographical roots of these popular perceptions. This course will examine the origins of Zen (Ch'an) in China, trace its transmission to Japan, and cover its development in both cultural contexts. It will conclude with an examination of Zen's unique role in American popular culture. The course will enrich the conventional image of Zen by addressing its involvement with power and governance, gods and demons, mummies and sacred sites, sex and violence, nationalism and scholarship. Texts will include selections from primary works in translation (*The Platform Sutra of the Sixth Patriarch*, *The Gateless Barrier*, *The Lancet of Seated Meditation*) as well as selections from secondary literature including Suzuki, *Zen and Japanese Culture*, Victoria, *Zen at War*, and Faure, *The Rhetoric of Immediacy.*
Class Format: lecture/discussion **Requirements/Evaluation:** participation in class discussion, short response papers (2–3 pages), a mid term exam, and a take–home final exam
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 30 **Enrollment Preferences:** Religion and Asian Studies majors
Distributional Requirements: Division 2 **Other Attributes:** ASST Interdepartmental Electives
INST East Asian Studies Electives
REL East Asian Tradition Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Jason Josephson

ASST 255(F) Buddhism: Ideas and Practices Crosslistings: REL 255/ASST 255
This course introduces students to Buddhism by examining its ideas and practices as they have taken place in actual social contexts rather than as disembodied textual objects. After examining the main ideas and narratives of the tradition, we turn our attention to Thailand where we examine how these ideas and narratives have shaped a whole range of practices, from meditation to shamanistic rituals. We then consider the transformations that Buddhism is undergoing in contemporary society, examining the rise of meditation movement, the changing role of monks and laity, the resurgence of the nun order, the rise of Buddhist social activism and the development of new Buddhist social philosophies. We ask questions such as: How can Buddhism adapt to a modern global consumerist society? What are the transformations involved in this process and the role that Buddhism can play in such a global society? Should Buddhists take advantage of the opportunities of this new global culture or should they adopt a critical stance toward its consumerist values?
Class Format: lecture/discussion **Requirements/Evaluation:** full attendance and active participation; two essays
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** none
Distributional Requirements: Division 2
Fall 2014
LEC Section: 01 MWF 08:30 09:45 Instructor: Georges Dreyfus

ASST 256 Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (D) (W) Crosslistings: REL 256/WGSS 256/ANTH 256/ASST 256
This course looks at how gender has shaped Buddhism as well as how Buddhism has shaped gender. Most generally, it considers the myriad ways that Buddhist soteriology and practice produce the very gender differences they purport to overcome. How have the Buddha and his far–flung disciples institutionalized gender differences in spite of their putative goal of transcending duality? We examine the varying experiences of

women and men in Buddhist societies and literatures as a lens by which to analyze the pervasive operation of social and gender hierarchies. Last but not least, we discuss how well feminist and American revisions of Buddhism have transformed gender and other forms of difference. Our analysis revolves around several interdependent themes. (1) How do female and male bodies become the subject of a specific set of Buddhist gazes? What does Buddhist discourse say about the possibility of gaining enlightenment in the female body? (2) How do gender divisions reflect deeper social divisions such as class and race in Buddhist discourse? (3) How have feminist deconstructions of Buddhism transformed gender and social hierarchies in the contemporary world? This course fulfills the Exploring Diversity Initiative by seeking to theorize the ways that Buddhism has produced and reinscribed gender differences and social hierarchies.
Class Format: seminar **Requirements/Evaluation:** two midterm papers, weekly GLOW participation, final research papers, and class participation
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** majors in Religion, Women's, Gender and Sexuality Studies, Asian Stdies and Anthropology/Sociology
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: ASST Interdepartmental Electives
INST East Asian Studies Electives
REL East Asian Tradition Courses
WGSS Racial Sexual + Cultural Diversity Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Kim Gutschow

ASST 274(F) Chinese Calligraphy: Theory and Practice Crosslistings: ARTH 274/ASST 274/ARTS 274
Beginning in the fourth century, Chinese calligraphy has remained one of the highest art forms in China and in East Asia generally, practiced by the literati, or highly erudite scholars. This course has two components: art history and studio practice. The first offers students an opportunity to acquire an understanding of theoretical and aesthetic principles of Chinese calligraphy. It also examines the religious, social, and political functions of Chinese calligraphy in ancient and contemporary China. Students will also have an opportunity to investigate contemporary artists, both Eastern and Western, whose works are either inspired or influenced by Chinese calligraphy, and those whose works are akin to Chinese calligraphy in their abstraction. Studio practice allows students to apply theories to creating beautiful writing, or calligraphy (from Greek kallos "beauty" + graphe "writing"). This course can be taken as either an Art History or a Studio Art course.
Class Format: lecture/studio instruction **Requirements/Evaluation:** weekly assignments, a midterm, one short paper, oral presentations, participation in class discussion, a final project (artistic or scholarly), class attendance, film screening
Prerequisites: none **Enrollment Limit:** 12
Dept. Notes: this course can count toward the Art History or Studio major
Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1 **Other Attributes:** ARTH pre–1400 Courses
ARTH pre–1800 Courses
ARTH Middle East, Asia and Africa Courses
ASST Interdepartmental Electives
INST East Asian Studies Electives
Fall 2014
LEC Section: 01 W 01:10 03:50 Instructor: Ju–Yu Jang

ASST 284 Introduction to Asian American History (D) Crosslistings: HIST 284/AMST 284/ASST 284
This course serves as the introduction to Asian American history, roughly covering the years 1850 to the present. It examines the lives of Chinese, Japanese, Koreans, Filipinos, Indians, and Southeast Asians in America, and the historical reasons why they came to the US and their subsequent interactions with other ethno–racial groups in the United States. Topics include the anti–Asian exclusion movements, the wartime incarceration of Japanese Americans, the increase of Asian immigration after the 1965 Immigration Act and the war in Viet Nam, and the impact of the events of September 11, 2001 on Asian American communities. These themes and others will be explored through the use of historical texts, primary documents, novels, memoirs, and films. This is an EDI course because it examines how people from different Asian countries and cultures interacted with each other and those already here in the US. Theirs is a story of immigration, exclusion, resistance, accommodation, and the process of "becoming American."
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on four response papers, two short critical essay (5–7 pages) and a final oral history/family history of an Asian American (10–15 pages)
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 30
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
ASAM Core Courses
HIST Group F Electives – U.S. + Canada
Not Offered Academic Year 2014–2015
LEC Instructor: Scott Wong

ASST 305 Cities of the Anglophone Chinese Imagination (D) Crosslistings: AMST 305/ASST 305/COMP 303/ENGL 374
The current academic vogue for the "diasporic" and the "transnational" has shifted the emphasis away from viewing ethnic literatures solely, or primarily, as minority national literatures and towards reading them more "globally." Such a re–framing, while potentially exciting, raises new questions. For example, what exactly is shared by subjects in a given diaspora? Does the term "diaspora" necessarily invoke the specter of racial essentialism? What happens to concepts of of race, racialization and racism when one moves away from local and national politics? Is the idea of a diasporic subject much less vexing than the idea of a racially minoritized person? How important a role does the shared English language play in these diasporas? In this course, we will look at the works of a specific diasporic literary group, English–language writers of Chinese descent, living in England, former British settler colonies (the United States, Canada, Australia) and other sites in Asia formerly colonized by the British. We will consider how geographic sites function as material spaces and places of the imagination and how the English language is itself a material and imaginary space.
Class Format: discussion/seminar **Requirements/Evaluation:** evaluation will be based on one 5– to 7–page paper, one 8– to 10–page paper, short response papers, participation
Prerequisites: those taking this as an ENGL class must have previously taken a 100–level ENGL course **Enrollment Limit:** 17 **Expected Class Size:** 10 **Enrollment Preferences:** American Studies majors
Distribution Notes: meets Division 2 requirement if registration is under AMST or ASST; meets Division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Dorothy Wang

ASST 313 The People's Republic: China since 1949 Crosslistings: HIST 313/ASST 313
This course provides a close examination of the six decades of the history of the People's Republic of China, from the 1949 Revolution to the present day. Through readings and discussion, we will explore the multiple political, economic, social, and cultural factors that contributed to the idealism of the "golden age" of Communist Party leadership (1949–65), the political violence of the Cultural Revolution (1966–76), the profound transformation of the Reform Era (1978–present) as well as the motors of change in China today. Course materials will include films, novels, and ethnographies, as well as secondary analyses. Please note that this is a discussion seminar and not a survey course.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on active class participation, several short papers and a final research paper
Prerequisites: none (HIST 213 recommended) **Enrollment Limit:** 25 **Expected Class Size:** 12–20 **Enrollment Preferences:** junior and senior History and Asian Studies majors
Distributional Requirements: Division 2 **Other Attributes:** HIST Group B Electives – Asia
Not Offered Academic Year 2014–2015
SEM Instructor: Anne Reinhardt

ASST 318(F) Law and Family in South Asia: Post–Colonial Dilemmas Crosslistings: ANTH 220/ASST 318/INST 220
The American press frequently depicts countries like India and Pakistan as in the grip of lawless, anachronistic beliefs about how to organize family life. Such beliefs are blamed for "tribal" violence in Pakistan's Frontier Regions, for dowry disputes in north India and for the persistence of corrupt dynasties in leading political parties. Yet these beliefs and practices aren't in fact old–fashioned or lawless, and many of them result from South Asia's unique historical position as a former British colony. In this class, we will use ethnographic and historical research to examine what law and kinship can teach us about how the past shapes the present in post–colonial South Asia. In particular, we'll examine how a perspective that seriously considers law and kinship can help us better understand contemporary dilemmas in South Asia, ranging from controversy over women¿s right to inherit property, to the role of caste in contemporary democratic politics. The course is organized into three sections. First, we will discuss kinship, reading classic theories of kinship in the region, as well as critiques of those theories, and ending with a contemporary dilemma, the problem of dowry "pressure". Next, we learn about how family relationships were codified legally, and how laws were shaped to respond to perceived family "traditions," in colonial and post–colonial South Asia. Finally, we will look at specific topics concerning law and kinship. As we do so, we will move from reading ethnographies to producing our own ethnographic observations using film, news stories and first–hand accounts as our primary materials. No prior knowledge about South Asia is necessary.
Class Format: seminar **Requirements/Evaluation:** 2 5–page assignments; 1 research assignment (10 pages)
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Anth/Soc majors; students in Asia Studies or International Studies with committed interest in South Asian studies
Distributional Requirements: Division 2 **Other Attributes:** JLST Interdepartmental Electives
Fall 2014
SEM Section: 01 TF 01:10 02:25 Instructor: Julia Kowalski

ASST 319 Gender and the Family in Chinese History (D) Crosslistings: HIST 319/WGSS 319/ASST 319
Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generational, and sexual roles in different historical periods. Beginning in the late imperial period (16th–18th Centuries), we will examine the religious, marital, sexual, and childrearing practices associated with the "orthodox" Confucian family. We will then explore the wide variety of "heterodox" practices in imperial China, debates over and critiques of the family system in the twentieth century, and configurations of gender and family in contemporary China. As an EDI course, this class makes use of anthropological and gender studies methods to analyze both the specificities of Chinese ideas and practices regarding family, gender and sexuality as well as the considerable variety among these ideas and practices at different points in time.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, several short papers, and a final paper
Prerequisites: none;open to first year–students with instructors permission **Enrollment Limit:** 25 **Expected Class Size:** 20
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group B Electives – Asia
HIST Group G Electives – Premodern
INST East Asian Studies Electives
WGSS Racial Sexual + Cultural Diversity Courses
Not Offered Academic Year 2014–2015

LEC Instructor: Anne Reinhardt

ASST 321 History of U.S.–Japan Relations (D) Crosslistings: HIST 321/JAPN 321/ASST 321
An unabating tension between conflict and cooperation has been an undercurrent of U.S.–Japan relations in the past 150 years, at times erupting into clashes reaching the scale of world war and at times allowing for measured collaboration. We will explore the U.S.–Japan relationship from the perspectives of both countries with a focus on how culture, domestic concerns, economic and political aims, international contexts, and race have helped shape its course and nature. This course will fulfill the requirements of the Exploring Diversity Initiative by examining not just the diplomatic relationship between the U.S. and Japan, but also how various types of interactions have influenced the dynamics of power between these two countries and have shaped the ways in which each country has understood and portrayed the other. Topics will include early U.S.–Japan encounters; the rise of both countries as imperial powers; the road to, and experience of, World War II; the politics and social history of the postwar American occupation of Japan; the U.S.–Japan security alliance; trade relations; and popular culture. Contemporary topics will also be discussed.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, response papers, two short papers (5 pages), and a self–scheduled final exam or research paper
Prerequisites: none; open to first–year students with instructors permission **Enrollment Limit:** 25 **Expected Class Size:** 25
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group B Electives – Asia
HIST Group F Electives – U.S. + Canada
INST East Asian Studies Electives
MAST Interdepartmental Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Eiko Siniawer

ASST 337(S) Zen and Philosophy: The Kyoto School and its Legacy in Japanese Thought Crosslistings: REL 337/ASST 337/COMP 337
Popularly regarded as the most important philosophical movement in modern Japanese history, the Kyoto School creatively marshaled the resources of Buddhism to address the impasses of Western philosophy to startling effect. Although the members of the Kyoto School were not all of one mind, their shared aims were ambitious: to bridge the dualism between subject and object, to overcome nihilism, to explore the implications of absolute nothingness, and to surmount what they saw as the chasm between Japanese and European thought. After providing some brief background in Japanese Buddhism, we will read the writings of the core thinkers of the Kyoto School: Nishida Kitaro, Tanabe Hajime, Nishitani Keiji, and some of their later protégés. Thematically, we will explore issues in ethics, epistemology, phenomenology, metaphysics, and the philosophy of religion; and demonstrate the continued relevance of their insights in these areas. Finally, we will reflect on the group's engagement with Japanese nationalism. *All readings will be in translation*.
Class Format: seminar **Requirements/Evaluation:** regular participation and attendance, regular short writing assignments, 10– to 15–page final paper
Prerequisites: none, but previous coursework in Religion, Comparative Literature, Political theory, and/or Philosophy is strongly recommended **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** Religion, Asian Studies, and Comparative Literature majors
Distributional Requirements: Division 2
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Jason Josephson

ASST 347 Tribe and State on the Afghan–Pakistan Border Crosslistings: ANTH 347/ASST 347
One of the major challenges President Obama will face in his first term in office involves the perilous situation on the border between Afghanistan and Pakistan. While the problems in the region are generally framed in relation to Islamic extremism, the more fundamental issue is the failure of the Afghan and Pakistani governments to exercise control over the tribes that occupy the mountainous frontier. This course will look first at the history of the Afghan and Pakistani states and of the Pushtun and Baluchi tribes that are part of, yet independent from the states that surround them. We will go on to consider the role of Islam as a political force in the region, with particular emphasis on the ways in which outside religious groups, most recently al–Qaeda, have managed to gain a foothold in the borderlands, despite the historic resistance of the tribes to outsiders of any kind. The course will also examine the efforts of, first, the Soviet Union in the 1980s and, more recently, the United States and its allies to control the borderlands, and we will conclude with a consideration of the geopolitical implications if Afghanistan and Pakistan prove in the end to be "failed states." Readings will include theoretical discussions of tribe/state relations, British and Soviet era accounts of the frontier (non–fiction and fiction), ethnographies of tribal societies, and contemporary studies.
Class Format: seminar **Requirements/Evaluation:** class participation, short response papers, research paper, and final exam
Prerequisites: none; open to first–year students **Enrollment Limit:** 25 **Expected Class Size:** 20–25 **Enrollment Preferences:** Anthropology and Sociology majors
Distributional Requirements: Division 2 *Not Offered Academic Year 2014–2015*
SEM Instructor: David Edwards

ASST 356(F) Creating China? Transnational Public Intellectuals and Chinese Identity Crosslistings: INST 356/PSCI 356/ASST 356
China is often thought of as being isolated from the outside world. It is imagined as existing in historic seclusion, and, following the establishment of the People's Republic, as pursuing a path of autarky. Such separation has then only been somewhat modified by the set of economic reforms that Deng Xiaoping first instituted in the late 1970s. In this seminar we will seek to turn such conventional wisdom on its head through examining the role that transnational actors have played in shaping the course of modern Chinese politics. However, the course's primary focus will not be upon the past, but rather the present. More specifically, it will concentrate on the recent rise of a new class of Chinese transnational public intellectuals who have recently risen to prominence within the PRC. It will also seek to identify the influence such individuals are having upon not only their fields of expertise, but also upon broader Chinese debates about collective identity and the country's place in a rapidly changing international system. Coming to terms with such issues will provide those who enroll in the seminar with a deeper, more nuanced, understanding of China's rise and this trend's implications for the rest of the world. We will accomplish this task through a combination of surveying the existing literature on China and transnational politics, considering new theoretical perspectives on both, and developing individual research projects that will explore aspects of the political dynamics that are at the core of the seminar.
Class Format: seminar **Requirements/Evaluation:** class participation, 2 short papers (3–4 pages), and a research paper (20–25 pages)
Prerequisites: not open to first–years **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** International Studies concentrators, Political Science majors, and Asian Studies majors
Distributional Requirements: Division 2 **Other Attributes:** INST East Asian Studies Electives
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: Allen Carlson

ASST 358(F) Impossible India: Modern South Asian Literature in English (D) Crosslistings: ENGL 358/COMP 358/ASST 358
Since the late nineteenth century, the English language in India has belonged not just to the British conquerors, but also to the artists and writers, the poets and politicians of South Asia. From Rabindranath Tagore's mystical poetry to Viaks Swarup's novel that inspired *Slumdog Millionaire*, the styles and aesthetics of Indian English are as vast as the peninsula itself, and the literature that has emerged from this diverse region has utterly reshaped contemporary global culture. "Impossible India" will introduce students to modern South Asian literature written in English. We will aim to discover how the writing of the so–called subcontinent has effected massive literary and theoretical transformations far beyond its boundaries in literary institutions around the globe. With an attention to shifting codes of ethnicity, race, religion, and other forms of identity within India, Sri Lanka, Bangladesh, Afghanistan, and Pakistan, as well as in the African, Caribbean, and American diasporas, the course is organized around the question of what makes South Asian literature South Asian, especially when we consider the South Asian novel in English. Major topics of discussion will include caste, gender, nationalism, globalization, cosmopolitanism, crime, and hybridity. Additionally, we will take up select contemporary criticism on subaltern studies, postcolonialism, and narratology. This class will be of interest to students curious about global perspectives on race and ethnicity, postcolonialism, the contemporary novel in English, and comparative literature. Authors will include Anand, Naipaul, Narayan, Suleri, Rushdie, Roy, Lahiri, as well as select works of poetry, film, and visual art. In engaging deeply with the diverse literary traditions that fuel contemporary writing in South Asia, this course will participate in the college's Exploring Diversity Initiative.
Class Format: seminar **Requirements/Evaluation:** one seminar paper of 10–12 pages and one provocation paper of 3–4 pages and a presentation
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** English Majors
Dept. Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under ASST
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ASAM Core Courses
ASAM Related Courses
ENGL Literary Histories C
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: Anjuli Raza Kolb

ASST 384(S) Selected Topics in Asian American Studies (D) Crosslistings: HIST 384/ASST 384
Assuming some previous knowledge of Asian American history, this course will examine a number of specific topics in Asian American Studies. Using historical sources, monographs, graphic memoirs, novels, and films, potential topics include Asians of mixed race, Orientalism, adoption, food culture, the "model minority," legal studies, Asian Americans and the environment, and the impact of war on Asian American history. This is an EDI course because it examines the comparative history of a number of Asian immigrant groups and their relationship with each other and other racialized peoples in American culture.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on a series of writing assignments: four short response papers, two 5– to 7–page essays, and a 10– to 15–page research paper
Prerequisites: none; open to all students **Enrollment Limit:** 25 **Expected Class Size:** 10–15
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
ASAM Core Courses
ASST Interdepartmental Electives
HIST Group F Electives – U.S. + Canada
Spring 2015
LEC Section: 01 TR 11:20 12:35 Instructor: Scott Wong

ASST 389 The Vietnam Wars Crosslistings: HIST 389/ASST 389
This course explores Vietnam's twentieth century wars, including an anti–colonial war against France (1946–1954), a massive Cold War conflict involving the United States (1965–1973), and postcolonial confrontations with China and Cambodia in the late–1970s. Course materials will focus primarily on Vietnam's domestic politics and its relations with other countries. Lectures, readings, films, and discussions will explore the process by which Vietnam's anti–colonial struggle became one of the central conflicts of the Cold War, and examine the ramifications of that fact for all parties involved. The impact of these wars can hardly be overstated, as they affected the trajectory of French decolonization, altered America's domestic politics and foreign policy, invigorated anti–colonial movements across the Third World, and left Vietnam isolated in the international community. Students will read a number of scholarly texts, primary sources, memoirs, and novels to explore everything from high–level international diplomacy to personal experiences of conflict and dramatic social change wrought by decolonization and decades of warfare.
Class Format: seminar **Requirements/Evaluation:** class participation, several short papers, and a 10– to 12–page final paper
Prerequisites: none; open to all **Enrollment Limit:** 25 **Expected Class Size:** 15–20 **Enrollment Preferences:** History and Asian Studies majors
Distributional Requirements: Division 2 **Other Attributes:** HIST Group B Electives – Asia
HIST Group F Electives – U.S. + Canada
Not Offered Academic Year 2014–2015

SEM Instructor: Jessica Chapman

ASST 390 The 1930s in Comparative Perspective: Germany, Italy, and Japan (D) Crosslistings: HIST 390/ASST 390/JAPN 390
How did Germany, Italy, and Japan deal with the economic, political, and social crises of the 1930s? In what ways did each of these three countries navigate the economic depression, challenges to democracy, and ascendance of totalitarianism that marked this pivotal and transformative decade? This course will take a transnational approach to such questions, examining various aspects of the politics, economy, society, and culture of the 1930s in Germany, Italy, and Japan. It will explore the origins and rise of Italian fascism, German National Socialism, and Japanese militarism; the political cultures of charisma, violence, terror, collaboration, and resistance; racism and anti–Semitism; and fascist aesthetics. We will also consider how these phenomena shaped, and were shaped by, the nature of everyday life in this decade with particular attention to issues of religion, family, and gender. To conclude the semester, we will discuss how the 1930s have been remembered, and whether we can speak of fascisms at work in the present day. This course will fulfill the requirements of the Exploring Diversity Initiative by comparing how global frustrations and challenges played out both similarly and differently in Germany, Italy, and Japan; and how these countries that would become the axis powers negotiated their particular encounters with fascism.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, response papers, two short papers (5 pages), and a final paper
Prerequisites: none; open to first–year students with instructor's permission **Enrollment Limit:** 25 **Expected Class Size:** 20–25
Distribution Notes: meets Division 2 requirement if registration is under HIST or ASST; meets Division 1 requirement if registration is under JAPN
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group B Electives – Asia
HIST Group C Electives – Europe and Russia
Not Offered Academic Year 2014–2015
LEC Instructor: Eiko Siniawer

ASST 391 When India was the World: Trade, Travel and History in the Indian Ocean Crosslistings: HIST 391/ASST 391/INST 391
Can historians study oceans rather than lands? Is it possible to think about an aquatic space as an integrated cultural region rather than simply focusing on terra–centric empires and societies? What can we learn about human interactions in the past through the study of oceanic histories? This course seeks to answer these questions by focusing on the oldest maritime highway in history: the Indian Ocean. The Indian Ocean connected diverse regions, cultures and communities for millennia, thus making it a vital element in the birth of globalization. South Asian ports and port cities remained the fulcrum of the Indian Ocean world throughout its history; traders, travellers, nobles, scholars, pilgrims and pirates from all over the world travelled to the Indian coast in search of adventure, spices, knowledge and wealth. Thus we will primarily focus on India's role in the Indian Ocean roughly from the rise of Islam in the seventh century CE through the intrusion of various European communities in the region and the subsequent rise of the global economy and colonialism in the nineteenth century. Rather than following a strict temporal chronology we will concentrate on themes such a travel and adventure; trade and exchange; trust and friendship; religion and society; pilgrimage; piracy; the culture of port cities; and food across time.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on participation, response papers based on primary sources, and two essays
Prerequisites: none; open to all **Enrollment Limit:** 25 **Expected Class Size:** 15–20 **Enrollment Preferences:** none
Distributional Requirements: Division 2 **Other Attributes:** HIST Group B Electives – Asia
INST South + Southeast Asia Studies Electives
MAST Interdepartmental Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Aparna Kapadia

ASST 414(S) Merchant Cultures and Capitalist Classes in China and India Crosslistings: HIST 414/ASST 414
As the expression "Chindia" in the title of a recent book suggests, contemporary commentators find it difficult to resist conflating the rise of China and India as economic powers in the early 21st century. There are, however, both significant parallels between the two national histories and important distinctions that shape their contemporary viewpoints and futures. This seminar will examine various historical dimensions of entrepreneurial activity in China and India from the early modern period through the twentieth century. It will focus on topics such as indigenous forms of merchant organization, the impact of nineteenth–century imperialism, the adoption of Western business forms and methods, and the relationship of entrepreneurial elites to the modern state.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on participation in discussion, several short papers, a literature review, and a final research paper
Prerequisites: upper division work in History or Asian Studies **Enrollment Limit:** 15 **Expected Class Size:** 10–15 **Enrollment Preferences:** preference will be given to advanced History and Asian Studies majors
Distributional Requirements: Division 2 **Other Attributes:** HIST Group B Electives – Asia
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Anne Reinhardt

ASST 465(S) War and Remembrance in Vietnam (W) Crosslistings: HIST 465/ASST 465
This seminar, which includes a required spring break field trip to Vietnam, examines how that country's twentieth century wars for independence have been remembered, memorialized, and represented by the Vietnamese state, by citizens and scholars, and by the ever–growing number of international tourists who visit Vietnam each year. All class members are eligible to participate in the spring break field trip at no cost. In the weeks leading up to the trip, students will read a number of scholarly works on war and memory that will prepare them to think critically and knowledgeably about the representations of Vietnam's recent past that they encounter inside the country's borders. Students will consider the following questions: What factors influence representations of war in Vietnam? What cultural assumptions underlie them? What political, social, or economic purposes might they serve? How do official memorials in state–run museums and monuments differ from other perspectives? How do Vietnamese memories and representations of the Vietnam Wars differ from American memories and representations, and for what reasons? These questions will serve as the basis for a research paper or final project on one aspect of war and remembrance in Vietnam that students will complete during the second half of the semester, based in part on observations recorded during the trip.
Class Format: seminar **Requirements/Evaluation:** class participation, several short writing assignments, and a substantial final research paper or other approved final project
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** History and Asian Studies majors; students with prior coursework related to the Vietnam Wars
Dept. Notes: this course can only accommodate 10 students due to the required field trip to Vietnam, funded by the Global Initiatives Fund
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group B Electives – Asia
HIST Group F Electives – U.S. + Canada
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Jessica Chapman

ASST 486T The Pacific War in Japanese Historical Memory (W) Crosslistings: HIST 486/JAPN 486/ASST 486
Almost seven decades after Japan's surrender, the enduring question of how to remember the Pacific War continues to provoke controversy both within Japan and between Japan, South Korea, and China. This tutorial will explore how this difficult past has been remembered in postwar Japan, and how and why these memories have changed from 1945 to the present. Our focus will be on certain sites of memory—museums, shrines, literature, textbooks, and films—and how they have expressed and shaped memories of various aspects of the war from the atomic bombings of Hiroshima and Nagasaki to military comfort women and the Nanking massacre. Key issues include how various Japanese have tried to make sense of death and personal sacrifice in the name of a lost war; the implications of Japan's unique position as both perpetrator of wartime atrocities and victim of atomic bombings; the relationship between memory and nationalism; and what it means to come to terms with pasts contested both within and between countries.
Class Format: tutorial; students will meet with the instructor in pairs for an hour each week; a student either will write and present orally a 5– to 7–page essay on the assigned readings or be responsible for offering an oral critique of the work of their partner; **Requirements/Evaluation:** students will be evaluated on these essays and critiques, and there will be a final paper (12–15 pages) on the themes of the course
Prerequisites: none; open to all **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** History and Asian Studies majors, and then to students who have taken courses in History or Asian Studies
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group B Electives – Asia
Not Offered Academic Year 2014–2015
TUT Instructor: Eiko Siniawer

ASST 488T(S) Gandhi: Nationalism, Philosophy, and Legacy (D) (W) Crosslistings: HIST 488/ASST 488/INST 488
This course studies the work and ideas of M.K. Gandhi, one of the most influential thinkers of the non–western world. Gandhi is well known today for his philosophy of non–violence and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the 'father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessive concerns which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of 'Mahatma' or Great Soul in India.
The tutorial will focus on three key aspects of Gandhi: his ideas of nationalism, his contemplations on moral philosophy and on his legacy in modern India. The materials will include a combination of Gandhi's own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the nature of Gandhian nationalism? Did it help to integrate the Indian nation? How, if at all, was shaped by Gandhi's engagements with moral philosophy and human behavior? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?
Class Format: tutorial; students will meet with the instructor each week for one hour sessions in pairs **Requirements/Evaluation:** every other week each student will write and orally present a 5– to 7–page essay on the assigned readings of that week; students not presenting an essay will write and present 2 page critique of their partners' work.
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** History majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: HIST Group B Electives – Asia
INST South + Southeast Asia Studies Electives
Spring 2015
TUT Section: T1 TBA Instructor: Aparna Kapadia

ASST 493(F) Senior Thesis: Asian Studies
Asian Studies senior thesis.
Class Format: independent study
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 2
Fall 2014
HON Section: 01 TBA Instructor: Kasumi Yamamoto

ASST 494(S) Senior Thesis: Asian Studies

Asian Studies senior thesis.
Class Format: independent study
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 2
Spring 2015
HON Section: 01 TBA Instructor: Kasumi Yamamoto

ASST 497(F) Independent Study: Asian Studies
Asian Studies independent study.
Class Format: independent study
Distributional Requirements: Division 2
Fall 2014
IND Section: 01 TBA Instructor: Kasumi Yamamoto

ASST 498(S) Independent Study: Asian Studies
Asian Studies independent study.
Class Format: independent study
Distributional Requirements: Division 2
Spring 2015
IND Section: 01 TBA Instructor: Kasumi Yamamoto

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, 402, and if appropriate, 403, 404, 405 and 406. Independent study (Chinese 497, 498) may be offered depending on student needs and available resources. Those students entering with proficiency in Chinese should see the Coordinator concerning placement.

The department also offers courses on Chinese literature and culture in English translation for students who wish to become acquainted with the major achievements in Chinese literary, intellectual and cultural history. For the purpose of the distribution requirement, all courses in Chinese are considered Division I unless otherwise noted.

STUDY ABROAD

Students majoring in Chinese are strongly encouraged to study in mainland China or Taiwan during one or both semesters of their junior year, during the summer, or over Winter Study. It is important that students interested in any of these options consult as early as possible with the department and the Dean's Office concerning acceptable programs.

CHIN 101(F) Basic Chinese (D)
An introduction to Mandarin, the language with the largest number of native speakers in the world, which is the national language of China and Taiwan, and one of the official languages of Singapore. Course objectives are for the student to develop simple, practical conversational skills and acquire basic proficiency in reading and writing in both the simplified and the traditional script at about the 500–character level. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Both audio and video materials will be employed extensively. This is an EDI course. Throughout the course we will address issues of how cultural differences inform and are informed by different linguistic contexts and practices.
Class Format: for spoken classes: dialog performance, drills, communicative exercises; for written classes: oral reading, questions and discussion in Chinese, translation and explanation in English **Requirements/Evaluation:** evaluation is based on classroom performance, homework, quizzes, unit tests, and an oral and written final exam
Prerequisites: none **Enrollment Limit:** none **Expected Class Size:** 12
Extra Info: students registered for CHIN 101–102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (CHIN 101 and 102) are taken may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity
Fall 2014
LEC Section: 01 MWF 09:00 09:50 TR 09:55 11:10 Instructor: Cecilia Chang
LEC Section: 02 MWF 10:00 10:50 TR 11:20 12:35 Instructor: Cecilia Chang

CHIN 102(S) Basic Chinese (D)
An introduction to Mandarin, the language with the largest number of native speakers in the world, which is the national language of China and Taiwan, and one of the official languages of Singapore. Course objectives are for the student to develop simple, practical conversational skills and acquire basic proficiency in reading and writing in both the simplified and the traditional script at about the 500–character level. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Both audio and video materials will be employed extensively. This is an EDI course. Throughout the course we will address issues of how cultural differences inform and are informed by different linguistic contexts and practices..
Class Format: for spoken classes: dialog performance, drills, communicative exercises; for written classes: oral reading, questions and discussion in Chinese, translation and explanation in English **Requirements/Evaluation:** evaluation is based on classroom performance, homework, quizzes, unit tests, and an oral and written final exam
Prerequisites: none **Enrollment Limit:** none **Expected Class Size:** 12
Dept. Notes: may not be taken on a pass/fail basis
Extra Info: students registered for CHIN 101–102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (CHIN 101 and 102) are taken may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity
Spring 2015
LEC Section: 01 MWF 09:00 09:50 TR 09:55 11:10 Instructor: Cecilia Chang
LEC Section: 02 MWF 10:00 10:50 TR 11:20 12:35

CHIN 131 Basic Cantonese
An introduction to Standard Cantonese, a major regional language of southern China which is spoken by over 70 million people in Hong Kong, Macao, Guangdong, and Guangxi as well as by many overseas Chinese in Southeast Asia, Hawaii, and North America. Due to the pervasive influence of Hong Kong as well as the economic transformation of Guangdong Province, the prestige of Cantonese within China has been rising steadily over the past few decades. Our focus in this course will be on developing basic listening and speaking skills, though some attention will also be paid to written Cantonese, including the special characters which have been used for centuries to write colloquial Cantonese. Since students will ordinarily possess prior proficiency in Mandarin, a closely related language, we should be able to cover in one semester about as much as is covered in the first two to three semesters of Mandarin. **Requirements/Evaluation:** evaluation will be based on classroom performance, quizzes, tests, and a final exam
Prerequisites: CHIN 202 or permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 12
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
LEC Instructor: Cornelius Kubler

CHIN 201(F) Intermediate Chinese (D)
These two courses are 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 courses, students should be able to speak Chinese with fluency on everyday topics, reach a literacy level of 1000 characters (approximately 1200 common words written in both traditional and simplified characters), read materials written in simple Standard Written Chinese, and produce both orally and in writing short compositions on everyday topics. *Conducted in Mandarin*. This is an EDI course. Throughout the course we will address issues of how cultural differences inform and are informed by different linguistic contexts and practices.
Class Format: drill/discussion/reading **Requirements/Evaluation:** evaluation will be based on classroom performance, homework, daily quizzes, regular written and oral unit tests, and a final exam
Prerequisites: CHIN 102 or permission of instructor **Enrollment Limit:** none
Distributional Requirements: Division 1 Exploring Diversity
Fall 2014
LEC Section: 01 MWF 11:00 11:50 TR 08:55 09:45 Instructor: Li Yu
LEC Section: 02 MWF 12:00 12:50 TR 09:55 10:45 Instructor: Li Yu

CHIN 202(S) Intermediate Chinese (D)
These two courses are 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 courses, students should be able to speak Chinese with fluency on everyday topics, reach a literacy level of 1000 characters (approximately 1200 common words written in both traditional and simplified characters), read materials written in simple Standard Written Chinese, and produce both orally and in writing short compositions on everyday topics. *Conducted in Mandarin*. This is an EDI course. Throughout the course we will address issues of how cultural differences inform and are informed by different linguistic contexts and practices.
Class Format: drill/discussion/reading **Requirements/Evaluation:** evaluation will be based on classroom performance, homework, daily quizzes, regular written and oral unit tests, and a final exam
Prerequisites: CHIN 201 or permission of instructor **Enrollment Limit:** none **Expected Class Size:** 12
Distributional Requirements: Division 1 Exploring Diversity
Spring 2015
LEC Section: 01 MWF 11:00 11:50 TR 08:55 09:45 Instructor: Li Yu
LEC Section: 02 MWF 12:00 12:50 TR 09:55 10:45 Instructor: Li Yu

CHIN 210 Cultures of China: Conflicts and Continuities (D)
This course provides a broad introduction to the cultures of China from earliest times to the contemporary era. The use of the plural "cultures" here is important. The notion that Chinese culture, especially in "pre–modern" times, is a monolithic and unchanging entity is one that has been appealing to interests as diverse as Western imperialist powers and the Chinese Communist Party. It is, however, a notion that is more fiction than fact, one story of many that can be told about the area we now call China. This course is organized around a number of topics ranging across different periods and cultures in China, including the following: language, protest, order (and disorder), commerce, the supernatural, reclusion, individualism, and beauty. Lectures and discussions will focus on texts from a wide range of time periods and genres, from ancient poems to modern films, from Buddhist sutras to the writings of Mao Zedong. This course functions as an EDI course in a number of ways. Throughout, we will compare the different cultures broadly considered Chinese to understand the ways in which they interacted, influenced each other, and came into conflict. We will also examine issues of power and privilege as we analyze how different interests used cultural structures and products to gain and maintain their power in society. No previous knowledge of China or Chinese expected. *All readings in English*.

Class Format: lecture **Requirements/Evaluation:** short response papers, two longer papers (1700–2300 words), and a final exam
Prerequisites: none **Enrollment Limit:** 40 **Expected Class Size:** 25 **Enrollment Preferences:** Chinese and History majors
Distribution Notes: meets Division 1 requirement if registration is under CHIN; meets Division 2 requirement if registration is under HIST
Distributional Requirements: Division 1 Exploring Diversity
Not Offered Academic Year 2014–2015
LEC Instructor: Christopher Nugent

CHIN 219 Popular Culture in Modern China
This course adopts a generic approach to introducing students to a variety of forms of popular culture in modern and contemporary China. The forms of popular culture studied include popular readings (fiction, newspapers, magazines), advertisements, propaganda posters, popular music, television shows, film, and popular religious movements. We will explore such themes as the definitions of "popular culture," globalization and cultural trends, the encoding and decoding strategies of a popular "text," as well as the political, ideological and sociological messages behind a popular "text." *All readings in English.*
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on attendance, in–class participation, oral presentations, two short response papers, and one final research paper
Prerequisites: none; no Chinese language required, though students with Chinese language background are encouraged to work with Chinese sources if they wish; open to all **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** Chinese or Asian Studies majors, and then to sophomores and juniors
Distributional Requirements: Division 1 **Other Attributes:** INST East Asian Studies Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Li Yu

CHIN 223 Ethnic Minorities in China: Past and Present (D) Crosslistings: CHIN 223/ANTH 223
By 2000, of the 1.3 billion population of China, more than 100 million were ethnic minorities (*shaoshu minzu*). Most of these reside in autonomous regions and districts, which constitute 64% of China's total acreage. This course introduces students to the multiethnic aspect of China's past and present. We will address topics such as the minority–group identification project; the definition of *minzu*; government policy toward and the current situation of the fifty–five official ethnic minority groups; historical sino–centric views about "foreigners" and "barbarians"; ideas of "diversity," "unity," and "sinicization"; and the roles that "barbarians" have played in China's long history. *All readings will be in English.* This is an EDI course. We will explore various meanings of "diversity" and "being ethnic" in the Chinese context and compare them with students' own experiences through class discussions and an essay assignment.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on attendance, in–class participation, oral presentations, two short response papers, one mid–term, and one final paper
Prerequisites: none; no knowledge of Chinese language required, though students with Chinese language background are encouraged to work with Chinese sources if they wish; open to all **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** Chinese or Asian Studies majors, and then to first–year students
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ASAM Related Courses
INST East Asian Studies Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Li Yu

CHIN 228 Traditional Chinese Poetry (D) (W) Crosslistings: CHIN 228/COMP 225
Poetry was the dominant form of literature in China for most of the pre–modern period. It could be used to justify the overthrow of dynasties or to court a beloved; Chinese poets sang about communing with the gods and about brewing ale, sometimes in the same poem. In this course we will read and discuss poems from the first 2000 years of the Chinese literary tradition. Some of the issues we will explore include the ways in which poems present the world and make arguments about it; how Chinese poets construct different notions of the self through their poems; and how poetry can give voice to conflicts between aesthetics and morality, between the self and the community, and between the state and other sources of social capital. We will also look at Chinese theories of literature and poetry and compare them with dominant Western models. This is an EDI course and we will be concerned throughout with differences in the way Chinese and other cultures thought about and utilized poetry. We will examine the implicit biases inherent in the ways Western scholars in particular have analyzed and translated Chinese poetry. All readings in English translation.
Class Format: lecture/discussion **Requirements/Evaluation:** numerous short response papers, two longer papers (1700–2300 words), and a final exam; participation in class discussions required
Prerequisites: none; no previous experience with poetry or Chinese required **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Chinese majors; open to all
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Not Offered Academic Year 2014–2015
LEC Instructor: Christopher Nugent

CHIN 301(F) Upper–Intermediate Chinese (D)
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. Both simplified and traditional character texts will be used. *Conducted in Mandarin.* This is an EDI course. In addition to involving immersion in a classroom Chinese environment, much of our focus will be on the ways that various cultural issues are perceived and addressed differently (and, in many instances, in similar ways) in China and the US.
Class Format: drill/discussion/reading **Requirements/Evaluation:** evaluation will be based on classroom performance, short essays, homework, quizzes, tests, and a final exam
Prerequisites: CHIN 202 or permission of instructor **Enrollment Limit:** none **Expected Class Size:** 15 **Enrollment Preferences:** Chinese majors
Distributional Requirements: Division 1 Exploring Diversity
Fall 2014
LEC Section: 01 MF 01:35 02:25 TR 01:35 02:25 Instructor: Nini Li
LEC Section: 02 MF 02:35 03:25 TR 02:35 03:25 Instructor: Nini Li

CHIN 302(S) Upper–Intermediate Chinese (D)
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. Both simplified and traditional character texts will be used. *Conducted in Mandarin.* This is an EDI course. In addition to involving immersion in a classroom Chinese environment, much of our focus will be on the ways that various cultural issues are perceived and addressed differently (and, in many instances, in similar ways) in China and the US.
Class Format: drill/discussion/reading **Requirements/Evaluation:** evaluation will be based on classroom performance, short essays, homework, quizzes, tests, and a final exam
Prerequisites: CHIN 301 or permission of instructor **Enrollment Limit:** none **Expected Class Size:** 15 **Enrollment Preferences:** Chinese majors
Distributional Requirements: Division 1 Exploring Diversity
Spring 2015
LEC Section: 01 MF 01:35 02:25 TR 01:35 02:25 Instructor: Nini Li
LEC Section: 02 MF 02:35 03:25 TR 02:35 03:25 Instructor: Nini Li

CHIN 352 Bridging Theory and Practice: Learning and Teaching Chinese as a Second Language
This course introduces students to the principles of second language acquisition (SLA), a field of study that investigates how people learn a foreign language and provides a basis for understanding research related to foreign language learning and teaching. Theoretical issues to be covered include what it means to know a language, how one becomes proficient in a foreign language, factors that affect the learning process, and the role of one's native language. We will also examine what SLA research has discovered about teaching grammar, pronunciation, vocabulary, and writing. The goal is to explore ways in which SLA theories can be applied to facilitate acquisition of Chinese in terms of learning strategies and curriculum design. This course will be useful to both students who want to improve their own learning of Chinese and those who plan to teach or conduct research on Chinese. *All readings in English with some examples in Chinese.*
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, several oral presentations and short papers, and a final research project
Prerequisites: CHIN 101 or permission of instructor **Enrollment Limit:** 15 **Expected Class Size:** 15
Distributional Requirements: Division 1 **Other Attributes:** EXPE Experiential Education Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Cecilia Chang

CHIN 401(F) Advanced Chinese (D)
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) audio-tapes, 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*. This is an EDI course. In addition to involving immersion in a classroom Chinese environment, much of our focus will be on the ways that various cultural issues are perceived and addressed differently (and, in many instances, in similar ways) in China and the US.
Class Format: two 75–minute classes plus a conversation session **Requirements/Evaluation:** evaluation will be based on classroom performance, short essays every other week, homework, quizzes, tests, and a final exam
Prerequisites: CHIN 302 or permission of instructor **Enrollment Limit:** none **Expected Class Size:** 14 **Enrollment Preferences:** Chinese majors
Distributional Requirements: Division 1 Exploring Diversity
Fall 2014
LEC Section: 01 MF 08:30 09:45 Instructor: Nini Li
CON Section: 02 W 02:10 03:00 Instructor: Nini Li
CON Section: 03 W 03:10 04:00 Instructor: Nini Li

CHIN 402(S) Advanced Chinese (D)
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) audio-tapes, 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*. This is an EDI course. In addition to involving immersion in a classroom Chinese environment, much of our focus will be on the ways that various cultural issues are perceived and addressed differently (and, in many instances, in similar ways) in China and the US.
Class Format: two 75–minute classes plus a conversation session **Requirements/Evaluation:** evaluation will be based on classroom performance, short essays every other week, homework, quizzes, tests, and a final exam
Prerequisites: CHIN 401 or permission of instructor **Enrollment Limit:** none **Expected Class Size:** 14 **Enrollment Preferences:** Chinese majors
Distributional Requirements: Division 1 Exploring Diversity
Spring 2015

LEC Section: 01 MF 08:30 09:45 Instructor: Nini Li
CON Section: 02 W 02:10 03:00 Instructor: Nini Li
CON Section: 03 W 03:10 04:00 Instructor: Nini Li

CHIN 404 Advanced Readings in Chinese Cultural and Social Issues
Using selections from Chinese literary works, as well as journalistic and academic articles, this advanced reading course is designed to further develop students' abilities to analyze and discuss in Mandarin complex ideas related to Chinese cultural and social issues. Acquisition of specialized vocabulary and improving proficiency in formal discourse, both oral and written, are two primary aims of this course.
Class Format: two 75–minute classes plus a conversation session; primarily reading and discussion **Requirements/Evaluation:** evaluation based on class performance, homework, quizzes, tests, and a final project
Prerequisites: CHIN 402 or permission of instructor **Enrollment Preferences:** Chinese majors
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: Cecilia Chang

CHIN 412(F) Introduction to Classical Chinese
This course is an introduction to the grammar and basic vocabulary of Classical Chinese, the standard written language of China from around the seventh century BCE through the 1920s (and for many centuries an important written language in Japan, Korea, and Vietnam as well). Aspects of Classical Chinese continue to play an important role in both written (e.g., in newspaper, academic, and legal writing) and in spoken (e.g., proverbs and aphorisms) Modern Chinese. Our work in this course will be based on reading, translating, and discussing philosophical, political, literary, and historical anecdotes from the Spring and Autumn (770–481 BCE) through the Han (206 BCE–220 CE) periods, as they served as the foundation for the language. Discussion of grammatical and philological issues will be conducted primarily in English and most of our translation work will be from Classical Chinese into English. We will, however, frequently discuss the points of intersection between Classical and Modern Chinese. Students are required to have completed CHIN 202 or the equivalent. Students who have extensive reading knowledge of Chinese characters through other languages (such as Japanese) may also take this course with the instructor's permission.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on classroom performance, homework, quizzes, tests, and a final exam
Prerequisites: CHIN 202 or extensive reading knowledge of Chinese characters through other languages **Enrollment Limit:** none **Expected Class Size:** 12
Distributional Requirements: Division 1
Fall 2014
SEM Section: 01 TF 02:35 03:50 Instructor: Christopher Nugent

CHIN 413(S) Intermediate Classical Chinese: Ideas of Authority in Classical Chinese Literature
This course builds on the foundation established in Introduction to Classical Chinese (CHIN 412) by examining longer and more complicated texts from the Warring States (403–221 BCE) and Han (206 BCE–220 CE) periods. While our focus will be on careful linguistic analysis and translation, we will also discuss these texts in terms of their philosophical ideas, rhetorical methods, and cultural and historical contexts. The works we will read include some of the foundational texts of Chinese philosophical and political thought, including the Confucian *Analects*, the *Mencius*, and the *Zhuangzi*. While this course is a continuation of Chinese 412, students with prior work in Classical Chinese (though study abroad, attending high school in a Chinese speaking region, etc.) are welcome as well.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on classroom performance, homework, quizzes, tests, and a final exam
Prerequisites: CHIN 412 or prior coursework in Classical Chinese **Enrollment Limit:** none **Expected Class Size:** 10
Distributional Requirements: Division 1
Spring 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Christopher Nugent

CHIN 421(F) Slides, Stage, and Cinema: Modern Writers "Looking at" China
"Liberated" by the development of written vernacular Chinese yet "framed" by the concerns of mass media, Chinese intellectuals, via their mediated eyes and experimental pens, interpreted China from an array of perspectives in the first half of the 20th century, creating linguistic norms, genre hierarchies, and cultural modernities in the process. This literature course, taught in Chinese, takes a thematic approach to study how China's media culture complicated the canonization of modern Chinese literature and the practices of literary modernity. We will closely read selections from a broad range of modern literary texts written by influential male and female writers from the 1890s to the 2000s, including short stories, proses, plays, "miscellaneous writings" (zawen), biographies, and newspaper advertisements. Through class discussions, response papers, and individual projects, this course will not only enhance proficiency in modern Chinese, but also help students to develop analytical abilities, both oral and written, to discuss, critique, and embrace modern Chinese literature as aesthetic, intellectual, and cultural expressions. Students will come away from this course cognizant of the general development of modern Chinese language and familiar with many of the key texts of Chinese literature from the 20th century.
Class Format: lecture/discussion **Requirements/Evaluation:** based on class performance, quizzes, three short response papers in Chinese, and a final project consisting of a 8–10 minute recorded multimedia piece
Prerequisites: CHIN 402 or permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** Chinese or Asian Studies majors
Distributional Requirements: Division 1
Fall 2014
SEM Section: 01 MR 02:35 03:50 Instructor: Man He

CHIN 431 Introduction to Chinese Linguistics
Is Chinese—whose nouns "lack" number and whose verbs have no tense—a monosyllabic, "primitive" language? Are the Chinese characters a system of logical symbols or "ideographs," which indicate meaning directly without regard to sound? Should (and could) the characters be done away with and alphabetized? Are Cantonese, Hakka, and Taiwanese dialects or languages? And what is the relationship between Chinese, Japanese, Korean, and Vietnamese? These are some of the questions we will be taking up in this one–semester introduction to the scientific study of the Chinese language. Topics to be covered include: the phonological, syntactical, and lexical structure of Modern Standard Chinese; the Chinese writing system; the modern Chinese dialects; the history of the Chinese language; sociolinguistic aspects of Chinese; and language and politics in the Chinese–speaking countries. *Readings in English and Chinese, with class discussion in Mandarin and/or English depending on student proficiency levels in a given year.*
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on classroom performance, homework, two short papers, and one longer paper
Prerequisites: CHIN 302 or permission of instructor
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
LEC Instructor: Cornelius Kubler

CHIN 471(S) Traditional Chinese Aesthetics Crosslistings: ARTH 571/CHIN 471
This seminar examines the development of a range of aesthetic theories and ideas developed in China from approximately 600 BCE through 1300 CE. Focusing on primary texts (in translation) dealing with such cultural practices as poetry, painting, calligraphy, music, and garden design, we will address a series of often interrelated issues: intentionality in artistic production, modes of learning and skill acquisition, the professional versus the amateur, spontaneity versus meticulous craft, originality versus imitation, the relationship between artistic production and morality, and the relationship between artistic production and the natural world. While much of our work will be on theoretical and critical texts, we will also compare the notions put forth in these approaches to specific artistic products.
All readings will be in English translation but the original Chinese texts will be made available to those who can read them. No previous knowledge of Chinese history, language, or literature is assumed.
Class Format: seminar **Requirements/Evaluation:** class participation, brief presentations of readings, a research paper of 15–20 pages
Prerequisites: none **Enrollment Limit:** 14 **Enrollment Preferences:** given to Graduate Program students and then to senior Chinese majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1
Spring 2015
SEM Section: 01 W 01:30 04:10 Instructor: Christopher Nugent

CHIN 493(F) Senior Thesis: Chinese
Chinese senior thesis.
Class Format: independent study **Enrollment Limit:** none
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 1
Fall 2014
HON Section: 01 TBA Instructor: Kasumi Yamamoto

CHIN 494(S) Senior Thesis: Chinese
Chinese senior thesis.
Class Format: independent study
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 1
Spring 2015
HON Section: 01 TBA Instructor: Kasumi Yamamoto

CHIN 497(F) Independent Study: Chinese
For students who have completed Chinese 402 and Chinese 412 or equivalent. Interested students must contact the Coordinator of the Chinese Program one semester in advance and present a proposal to the Coordinator or the professor with whom they wish to study during pre–registration week.
Class Format: independent study
Distributional Requirements: Division 1
Fall 2014
IND Section: 01 TBA Instructor: Kasumi Yamamoto

CHIN 498(S) Independent Study: Chinese
For students who have completed Chinese 402 and Chinese 412 or equivalent. Interested students must contact the Coordinator of the Chinese Program one semester in advance and present a proposal to the Coordinator or the professor with whom they wish to study during pre–registration week.
Class Format: independent study
Distributional Requirements: Division 1
Spring 2015
IND Section: 01 TBA Instructor: Kasumi Yamamoto

COURSES IN JAPANESE (Div. I)

The department regularly offers four levels of language instruction in Modern Japanese, designed to enable the student to become proficient in aural comprehension, speaking, reading, and writing. Courses on Japanese literature in translation and film are also offered. The course numbering system for Japanese is sequential. Students move from Japanese 101–102 to 201, 202, 301, 302, 401, 402 and, if appropriate, 403, 404, 405 and 406. Independent study (Japanese 497, 498) may be offered for students who have completed 402 or the equivalent, depending on student needs and available resources. Students interested in pursuing independent study must contact the Coordinator of the Japanese Program one semester in advance and present a proposal to the professor with whom they wish to study by the first day of pre–registration week. Those students entering with proficiency in Japanese should see the Coordinator concerning placement. For the purpose of the distribution requirement, *all courses in Japanese are considered Division I unless otherwise noted.*

STUDY ABROAD

Students majoring in Japanese are encouraged to consider study in Japan at some point in their Williams career–during one or both semesters of their junior year, during the summer, or over Winter Study. It is important that students interested in any of these options consult carefully with the department and the Dean's Office starting at an early date.

JAPN 101(F) Elementary Japanese (D)
An introduction to modern spoken and written Japanese, the course aims to instill proficiency in Japanese by developing four necessary skills of speaking, listening, reading, and writing to successfully interact with native speakers. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Audio, video and computer—assisted learning materials 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. This is an EDI course. Throughout the course we will address issues of how cultural difference inform and are informed by different linguistic contexts and practices.
Class Format: fact classes, three hours per week; act classes three hours per week **Requirements/Evaluation:** evaluation will be based on daily classroom performance, homework, quizzes, a midterm, and a final exam
Prerequisites: none **Enrollment Limit:** none **Expected Class Size:** 20
Extra Info: students registered for JAPN 101–102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (JAPN 101 and 102) are taken
Distributional Requirements: Division 1 Exploring Diversity
Fall 2014
LEC Section: 01 TR 11:20 12:35 Instructor: Kasumi Yamamoto
CON Section: 02 MWF 11:00 11:50 Instructor: Jinhwa Chang
CON Section: 03 MWF 12:00 12:50 Instructor: Jinhwa Chang

JAPN 102(S) Elementary Japanese (D)
An introduction to modern spoken and written Japanese, the course aims to instill proficiency in Japanese by developing four necessary skills of speaking, listening, reading, and writing to successfully interact with native speakers. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Audio, video and computer—assisted learning materials will be used to facilitate learning. 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.This is an EDI course. Throughout the course we will address issues of how cultural difference inform and are informed by different linguistic contexts and practices.
Class Format: fact classes, three hours per week; act classes three hours per week **Requirements/Evaluation:** evaluation will be based on daily classroom performance, homework, quizzes, a midterm, and a final exam
Prerequisites: JAPN 101 **Enrollment Limit:** none **Expected Class Size:** 20
Extra Info: students registered for JAPN 101–102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (JAPN 101 and 102) are taken
Distributional Requirements: Division 1 Exploring Diversity
Spring 2015
LEC Section: 01 TR 11:20 12:35 Instructor: Kasumi Yamamoto
CON Section: 02 MWF 11:00 11:50 Instructor: Jinhwa Chang
CON Section: 03 MWF 12:00 12:50 Instructor: Jinhwa Chang

JAPN 130 Intro. to Linguistic Analysis
This course examines the nature of human language and its structural patterns. Students will be introduced to linguistic methods for analyzing speech sounds (phonetics and phonology), word and sentence structures (morphology and syntax) and meaning (semantics) through data/problem sets of various languages, including English and Asian languages, such as Japanese and Chinese. The methods will be further used to analyze linguistic phenomena in cross–linguistic, historical and social contexts, and can be applied to languages of students' interest.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on class discussions/exercises, assignments, and exams
Prerequisites: none; no previous knowledge of linguistics or of foreign languages is required; knowledge of Asian languages is beneficial; open to all students **Enrollment Limit:** 25 **Expected Class Size:** 25
Enrollment Preferences: first–year students and sophomores
Distributional Requirements: Division 1 **Other Attributes:** COGS Interdepartmental Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Sayaka Abe

JAPN 131(S) Introduction to Japanese Linguistics
This course is an introduction to the basic ideas and methodology of linguistics. We learn how to formally analyze the patterns of speech sounds (phonetics and phonology), word formation (morphology), sentence structures (syntax), and meanings (semantics and pragmatics). Other topics, such as first language acquisition and language variations, may be discussed as needed. Although we use Japanese as the primary target data throughout the course, we occasionally look at data from other languages for further application of linguistic methodology and for the better understanding of cross–linguistic variations and underlying universality across languages. Classes are conducted in English.
Class Format: lecture
Requirements: class discussion, reading assignments (as preparation for class), written assignments (exercises), mid–term and final exam
Prerequisites: no background knowledge of Japanese or linguistics is required; open to all students who are interested in Japanese language or language in general **Enrollment Limit:** 25 **Expected Class Size:** 25
Distributional Requirements:
Division 1 **Enrollment Preferences:** First–year and sophomore

Spring 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Ai Kubota

JAPN 201(F) Intermediate Japanese (D)
This course is a continuation of First–Year Japanese 101–102, further developing the four skills of speaking, listening, reading, and writing. The same general methodology will be used. Upon completing the course, students will have been introduced to most of the major structural patterns of contemporary Japanese and will be able to read simple expository prose. This is an EDI course.
Throughout the course we will address issues of how cultural difference inform and are informed by different linguistic contexts and practices.
Class Format: fact classes, three hours per week; act classes three hours per week **Requirements/Evaluation:** evaluation will be based on daily performance, homework, quizzes, a midterm, and a final exam
Prerequisites: JAPN 101–102 or permission of instructor **Enrollment Limit:** none **Expected Class Size:** 10
Distributional Requirements: Division 1 Exploring Diversity
Fall 2014
LEC Section: 01 TR 09:55 11:10 Instructor: Kasumi Yamamoto
CON Section: 02 MWF 10:00 10:50 Instructor: Ai Kubota
CON Section: 03 MWF 09:00 09:50 Instructor: Ai Kubota

JAPN 202(S) Intermediate Japanese (D)
This course is a continuation of First–Year Japanese 101–102, further developing the four skills of speaking, listening, reading, and writing. The same general methodology will be used. Upon completing the course, students will have been introduced to most of the major structural patterns of contemporary Japanese and will be able to read simple expository prose. This is an EDI course. Throughout the course we will address issues of how cultural difference inform and are informed by different linguistic contexts and practices.
Class Format: fact classes, three hours per week; act classes three hours per week **Requirements/Evaluation:** evaluation will be based on daily performance, homework, quizzes, a midterm, and a final exam
Prerequisites: JAPN 201 or permission of instructor **Enrollment Limit:** none **Expected Class Size:** 10
Distributional Requirements: Division 1 Exploring Diversity
Spring 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Kasumi Yamamoto
CON Section: 02 MWF 10:00 10:50 Instructor: Ai Kubota

JAPN 217(S) Early Modern Japan Crosslistings: HIST 217/JAPN 217/ASST 217
The ascension of powerful warlords in the late 1500s brought to an end a century of constant warfare and laid the foundation for the Tokugawa bakufu, the military government headed by the Tokugawa shogun that would rule Japan for almost three hundred years. This course will introduce students to the extraordinary changes of the years between the establishment of the Tokugawa bakufu in 1603 and its collapse in 1868, an era characterized by relative peace and stability, periods of economic growth as well as stagnation, the development of cities and towns, the flourishing of urban culture, and the decline of the samurai. We will focus on the political and social history of early modern Japan, including topics such as the establishment of the Tokugawa order, the nature of the political system, economic growth and urbanization, the legal order, popular culture, rural life, gender and sexuality, class and status, religion, and the fall of the Tokugawa bakufu. Assigned materials will include government documents, intellectual treatises, autobiographies, literature, and films.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, response papers, two short papers (5 pages), and a final paper (10 pages) or self–scheduled final exam
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 25–30
Distributional Requirements: Division 2 **Other Attributes:** HIST Group B Electives – Asia
HIST Group G Electives – Premodern
Spring 2015
LEC Section: 01 TR 08:30 09:45 Instructor: Eiko Siniawer

JAPN 218 Modern Japan Crosslistings: HIST 218/JAPN 218/ASST 218

A stunning revolution, the construction and collapse of an empire, the waging of wars, devastating defeat and occupation by a foreign power, and postwar economic rollercoaster have marked Japan's modern experience. This course will explore how various Japanese from politicians and intellectuals to factory workers and urban youth have understood, instigated, and lived the upheavals of the past century and a half. We will ask why a modernizing revolution emerged out of the ashes of the early modern order; how Japan's encounters with "the West" have shaped the country's political and cultural life; what democracy and its failures have wrought; how world war was experienced and what legacies it left in its wake; how national identity has been constructed and reconstructed; and how postwar Japan has struggled with the successes and costs of affluence. Materials will include anthropological studies, government documents, intellectual tracts, fiction, films, and oral histories.
Class Format: lecture/discussion **Requirements/Evaluation:** class participation, response papers, two short papers (5 pages), and a self–scheduled final exam or research paper
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 30
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 **Other Attributes:** HIST Group B Electives – Asia
INST East Asian Studies Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Eiko Siniawer

JAPN 219 Japanese Culture and History from Courtiers to Samurai and Beyond (D) Crosslistings: HIST 219/COMP 229/ASST 219/JAPN 219
This course will introduce students to the history, literature, and artistic culture of premodern Japan, from the time of the first recorded histories in the 800s through the abolition of the samurai class in the late 1800s. We will focus on the politics and aesthetic culture of the ruling elites in each period, from the heyday of the imperial court through the rise and eventual decline of the samurai warrior and the growth of Edo (Tokyo), with its new mode of early modern government and new forms of literature, theater, and art. Team taught by faculty from History and Comparative Literature, the course will examine historical texts alongside works drawn from literature, visual culture, and performing arts, and will ask students to consider how these different kinds of texts can shed light on one another. What is the difference between reading history and reading literature, or is it even meaningful to distinguish the two? By critically engaging in various kinds of textual analysis, this EDI course not only considers the relationship between politics, culture, and society in premodern Japan but also explores how we can attempt to know and understand different times and places. Primary texts will include court diaries, war tales, and fiction; laws and edicts; essays and autobiographies; noh, kabuki, and puppet theater; and tea ceremony, visual art, and architecture. Students should register under the prefix specific to the Division in which they want to receive credit.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, response assignments, quizzes, one short paper (approximately seven pages), and a final exam
Prerequisites: none; open to all **Enrollment Limit:** none **Expected Class Size:** 30 **Enrollment Preferences:** students majoring or considering a major in a related field
Distribution Notes: meets Division 2 requirement if registration is under HIST or ASST; meets Division 1 requirement if registration is under COMP or JAPN
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group B Electives – Asia
HIST Group G Electives – Premodern
Not Offered Academic Year 2014–2015
LEC Instructor: Eiko Siniawer

JAPN 231 Survey of Linguistic Diversity: Meaning, Context and Communication Crosslistings: JAPN 231/ANTH 231
This course explores ways in which human experiences, including vision, space, emotion and interpersonal awareness are encoded similarly or differently between Western and Asian languages. The course centers around two core areas of linguistics, semantics (study of meaning) and pragmatics (study of meaning in context and use), which are discussed from cognitive, cultural and social perspectives. Discussion topics include: grammar and cognition, lexicon and culture, conceptual metaphor, honorific systems, communicative strategies, and theories of politeness. Lectures and in–class activities will primarily focus on two typologically distant languages, English and Japanese, for comparison. Reading materials may include data from other languages as well, and students may work on languages of their interest for selected assignments.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on class discussions/exercises, assignments and exams
Prerequisites: none; no previous knowledge of linguistics or of foreign languages is required; knowledge of Asian languages is beneficial; open to all **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** first–years and sophomore
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
LEC

JAPN 254 Beauty, Danger, and the End of the World in Japanese Literature Crosslistings: COMP 264/JAPN 254
From the endemic warfare of the medieval era to the atomic bombing and the violent explosion of technology in the last century, the end of the world is an idea which has occupied a central place in almost every generation of Japanese literature. Paradoxically, the spectacle of destruction has given birth to some of the most beautiful, most moving, and most powerfully thrilling literature in the Japanese tradition. Texts may be drawn from medieval war narratives like *The Tale of the Heike*; World War II fiction and films by Ibuse Masuji, Imamura Shôhei, and Ichikawa Kon; fantasy and science fiction novels by Abe Kôbô, Murakami Haruki and Murakami Ryû; and apocalyptic comics and animation by Oshii Mamoru, Ôtomo Katsuhiro, and others. *The class and the readings are in English; no familiarity with Japanese language or culture is required.*
Class Format: lecture/discussion **Requirements/Evaluation:** in–class exam, ungraded creative project, and a few short response assignments, plus two 5– to 7–page papers emphasizing original, creative readings of the literary texts
Prerequisites: none; open to all **Enrollment Limit:** none **Expected Class Size:** 15
Distributional Requirements: Division 1 **Other Attributes:** INST East Asian Studies Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Christopher Bolton

JAPN 255(F) Love and Death in Modern Japanese Literature (D) Crosslistings: COMP 255/JAPN 255
One thing that surprises many first–time readers of modern Japanese fiction is its striking similarity to Western fiction. But equally surprising are the intriguing differences that lie concealed within that sameness. This course investigates Japanese culture and compares it with our own by reading Japanese fiction about two universal human experiences—love and death—and asking what inflections Japanese writers give these ideas in their work. The course begins with tales of doomed lovers that were popular in the eighteenth–century kabuki and puppet theaters, and that still feature prominently in Japanese popular culture, from comics to TV dramas. From there we move on to novels and films that examine a range of other relationships between love and death, including parental love and sacrifice, martyrdom and love of country, sex and the occult, and romance at an advanced age. We will read novels and short stories by canonical modern authors like Tanizaki, Kawabata, and Mishima as well as more contemporary fiction by writers like Murakami Haruki; we will also look at some visual literature, including puppet theater, comics, animation, and Japanese New Wave film. *The class and the readings are in English.*
Class Format: seminar/lecture/discussion **Requirements/Evaluation:** in–class exam, ungraded creative project, and two short papers (5–7 pages each) emphasizing original, creative, and convincing readings of the class texts
Prerequisites: none; no familiarity with Japanese language or culture is required **Enrollment Limit:** none **Expected Class Size:** 15
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: INST East Asian Studies Electives
Fall 2014
SEM Section: 01 MR 02:35 03:50 Instructor: Christopher Bolton

JAPN 256 Confession and Deception in Japanese Literature Crosslistings: COMP 266/JAPN 256
Situated at the origins of Japanese literature are the beautiful and revealing diaries of ladies in waiting at the tenth–and eleventh–century court. Yet one of the most famous of these women turned out to be a man. For the next thousand years, Japanese literary tradition would place a premium on confessional writing, but the distortions and concealments of these narrators (and the authors hiding behind them) would always prove at least as interesting as the revelations. This course examines several centuries of Japanese literature to ask whether you can ever put your true self into writing; along the way I will ask you what you reveal, conceal, discover, or reinvent about yourself when you write about literature for a class like this. Texts will range from classical and medieval court literature by Sei Shônagon and Lady Nijô, through autobiographical and confessional novels by Sôseki, Tanizaki, Mishima, and Abe Kôbô, to documentary and subculture films like *The New God* and *Kamikaze Girls*.
The class and the readings are in English; no familiarity with Japanese language or culture is required.
Class Format: seminar **Requirements/Evaluation:** attendance and participation, 2 or 3 short response assignments, one test, two 5–page papers, and an ungraded creative project
Prerequisites: none; no familiarity with Japanese language or culture is required **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** given to students majoring or considering a major in Comparative Literature
Distributional Requirements: Division 1 **Other Attributes:** INST East Asian Studies Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Christopher Bolton

JAPN 258 Japanese Film Crosslistings: COMP 258/JAPN 258
An introduction to Japanese film organized around major directors. The course will cover early masters like Ozu, Mizoguchi, and Kurosawa; New Wave directors of the 1960s and 1970s; and a few contemporary figures like Kitano "Beat" Takeshi. We will also consider popular genres like swordplay films, J–Horror, and anime, focusing on some directors whose work seems to borrow equally from genre film and the artistic avant– garde. *All texts are translated or subtitled in English.*
Class Format: lecture **Requirements/Evaluation:** regular attendance in class and at some evening screenings, weekly film viewing and readings in film theory and criticism, and several short response assignments, plus two 5–6 page papers and one test
Prerequisites: none **Enrollment Limit:** 45 **Expected Class Size:** 20 **Enrollment Preferences:** given to students majoring or considering a major in Comparative Literature
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
LEC Instructor: Christopher Bolton

JAPN 270 Japanese Art and Culture (D) Crosslistings: ARTH 270/JAPN 270
This course is a survey of traditional Japanese painting, sculpture, architecture, woodblock prints, and 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. Course highlights include the transmission of Buddhism and its art to Japan; Zen Buddhism and its art (dry gardens; temples; and tea ceremony related art forms) in the context of samurai culture; the sex industry and kabuki theater, their art, and censorship; and the Western influences on Japanese art and culture and vice versa, (Japanese woodblock prints' impact on Impressionist and Post–Impressionist paintings, for example).
As an EDI course, this course also helps acquire skills in cultural critique, especially when considering the interconnectedness between Japan and other cultures, both Eastern and Western, throughout its history.
Class Format: lecture **Requirements/Evaluation:** three 30– to 40–minute quizzes, two short papers, film screening, class attendance
Prerequisites: none **Enrollment Limit:** 35
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ARTH pre–1400 Courses
ARTH pre–1800 Courses
ARTH Middle East, Asia and Africa Courses
ASST Interdepartmental Electives
INST East Asian Studies Electives
Not Offered Academic Year 2014–2015

LEC Instructor: Ju–Yu Jang

JAPN 271 Transitional Japanese Literature into the Twentieth Century Crosslistings: JAPN 271/COMP 269
After more than two centuries of National Seclusion, Japan's modern era began suddenly in the middle of the nineteenth century, with the unexpected arrival of Commodore Perry, the destabilization of the 250–year old shogunal government, and the violent restoration of Imperial rule. Rapid and radical changes followed in every aspect of society, from fashion to philosophy. This course will explore how such changes have been expressed through literature, film and performance. We will trace how the authors of literary and other artistic works perceived, integrated and at times rejected experiences of the new and the foreign. *All readings and discussions will be in English.*
Class Format: lecure/discussion **Requirements/Evaluation:** evaluation will be based on active class participation, presentations, written journals, two short and one longer paper
Prerequisites: none; open to all **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** majors first and then seniors and juniors
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: Shinko Kagaya

JAPN 274T(S) Confronting Japan (W) Crosslistings: JAPN 274/COMP 274
This tutorial looks into confrontations, within Japan and across its borders, how such confrontations are perceived, handled and narrated, and what they tell us about Japanese society. Through literature and other media, we will probe domestic issues, such as bullying, suicide, reclusion and gender inequality, and international issues, related to Japan's shifting role within East Asia. Discussions will untangle the conflicting perspectives, and elaborate the thoughts and feelings of the various contestants. All readings and discussions will be in English. Some course materials will also be available in Japanese, for those interested. As this tutorial actively explores diversity of human thought, and the contexts that create such diversity, this is an EDI course.
Class Format: tutorial **Requirements/Evaluation:** 4– to 5–page papers and 2–page critiques (in alternating weeks), and one final report at the culmination of the course
Prerequisites: sophomore standing or higher **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Japanese majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Spring 2015
TUT Section: T1 TBA Instructor: Shinko Kagaya

JAPN 276 Premodern Japanese Literature and Performance Crosslistings: JAPN 276/COMP 278
Some of Japan's performance traditions, which developed in different historical settings, have survived to this day and continue to coexist and compete for the attention of audiences both domestically and abroad. This course examines the Japanese literature of three major periods in Japan's history, focusing on how literary and performance traditions have been interrelated in the unfolding of Japanese literary history. We will begin by looking into the Heian period (794–1185), when the work of female authors occupied center stage and some of the canonical texts of the Japanese literary and cultural tradition were born. Next we will consider the medieval period (1185–1600), which saw the rise of the samurai class and the consequent shift in the domain of artistic creation. Then we will look at the Edo period (1600–1867), when a new bourgeois culture flourished and audiences were greatly transformed. We will also explore the continuing force of premodern literary traditions in contemporary performing arts. *All readings and discussions will be in English.*
Class Format: lecture/discussion **Requirements/Evaluation:** active class participation, presentations, written journals, two essay questions, one paper, and attendance of live performance events
Prerequisites: none; open to all **Enrollment Limit:** 15 **Expected Class Size:** 15
Distributional Requirements: Division 1 **Other Attributes:** INST East Asian Studies Electives
PERF Interdepartmental Electives
Not Offered Academic Year 2014–2015
LEC

JAPN 301(F) Upper–Intermediate Japanese (D)
This course is a continuation of Japanese 201 and 202. –Students will, further develop the four skills of speaking, listening, reading, and writing, while consolidating the foundations built in Elementary and Intermediate Japanese. The same general methodology will be used. In this course, students begin to emphasize vocabulary building through the study of situationally oriented materials stressing communicative competence. The reading of expository prose in both semi–authentic and authentic materials of intermediate difficulty will also receive some extensive attention. This is an EDI course. In addition to involving immersion in a classroom Japanese environment, much of our focus will be on the ways that various cultural issues are perceived and addressed differently (and, in many instances, in similar ways) in Japan and the US.
Class Format: three 75–minute classes **Requirements/Evaluation:** evaluation will be based on daily performance, homework, quizzes, a midterm, and a final exam
Prerequisites: JAPN 202 or permission of instructor **Enrollment Limit:** none **Expected Class Size:** 10
Distributional Requirements: Division 1 Exploring Diversity
Fall 2014
LEC Section: 01 MWF 08:30 09:45 Instructor: Jinhwa Chang

JAPN 302(S) Upper–Intermediate Japanese (D)
This course is a continuation of Japanese 201 and 202. –Students will, further develop the four skills of speaking, listening, reading, and writing, while consolidating the foundations built in Elementary and Intermediate Japanese. The same general methodology will be used. In this course, students begin to emphasize vocabulary building through the study of situationally oriented materials stressing communicative competence. The reading of expository prose in both semi–authentic and authentic materials of intermediate difficulty will also receive some extensive attention. This is an EDI course. In addition to involving immersion in a classroom Japanese environment, much of our focus will be on the ways that various cultural issues are perceived and addressed differently (and, in many instances, in similar ways) in Japan and the US.
Class Format: three 75–minute classes **Requirements/Evaluation:** evaluation will be based on daily performance, homework, quizzes, a midterm, and a final exam
Prerequisites: JAPN 301 or permission of instructor **Enrollment Limit:** none **Expected Class Size:** 10
Distributional Requirements: Division 1 Exploring Diversity
Spring 2015
LEC Section: 01 MWF 08:30 09:45 Instructor: Jinhwa Chang

JAPN 321 History of U.S.–Japan Relations (D) Crosslistings: HIST 321/JAPN 321/ASST 321
An unabating tension between conflict and cooperation has been an undercurrent of U.S.–Japan relations in the past 150 years, at times erupting into clashes reaching the scale of world war and at times allowing for measured collaboration. We will explore the U.S.–Japan relationship from the perspectives of both countries with a focus on how culture, domestic concerns, economic and political aims, international contexts, and race have helped shape its course and nature. This course will fulfill the requirements of the Exploring Diversity Initiative by examining not just the diplomatic relationship between the U.S. and Japan, but also how various types of interactions have influenced the dynamics of power between these two countries and have shaped the ways in which each country has understood and portrayed the other. Topics will include early U.S.–Japan encounters; the rise of both countries as imperial powers; the road to, and experience of, World War II; the politics and social history of the postwar American occupation of Japan; the U.S.–Japan security alliance; trade relations; and popular culture. Contemporary topics will also be discussed.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, response papers, two short papers (5 pages), and a self–scheduled final exam or research paper
Prerequisites: none; open to first–year students with instructors permission **Enrollment Limit:** 25 **Expected Class Size:** 25
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group B Electives – Asia
HIST Group F Electives – U.S. + Canada
INST East Asian Studies Electives
MAST Interdepartmental Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Eiko Siniawer

JAPN 390 The 1930s in Comparative Perspective: Germany, Italy, and Japan (D) Crosslistings: HIST 390/ASST 390/JAPN 390
How did Germany, Italy, and Japan deal with the economic, political, and social crises of the 1930s? In what ways did each of these three countries navigate the economic depression, challenges to democracy, and ascendance of totalitarianism that marked this pivotal and transformative decade? This course will take a transnational approach to such questions, examining various aspects of the politics, economy, society, and culture of the 1930s in Germany, Italy, and Japan. It will explore the origins and rise of Italian fascism, German National Socialism, and Japanese militarism; the political cultures of charisma, violence, terror, collaboration, and resistance; racism and anti–Semitism; and fascist aesthetics. We will also consider how these phenomena shaped, and were shaped by, the nature of everyday life in this decade with particular attention to issues of religion, family, and gender. To conclude the semester, we will discuss how the 1930s have been remembered, and whether we can speak of fascisms at work in the present day. This course will fulfill the requirements of the Exploring Diversity Initiative by comparing how global frustrations and challenges played out both similarly and differently in Germany, Italy, and Japan; and how these countries that would become the axis powers negotiated their particular encounters with fascism.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, response papers, two short papers (5 pages), and a final paper
Prerequisites: none; open to first–year students with instructor's permission **Enrollment Limit:** 25 **Expected Class Size:** 20–25
Distribution Notes: meets Division 2 requirement if registration is under HIST or ASST; meets Division 1 requirement if registration is under JAPN
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group B Electives – Asia
HIST Group C Electives – Europe and Russia
Not Offered Academic Year 2014–2015
LEC Instructor: Eiko Siniawer

JAPN 401(F) Advanced Japanese (D)
A continuation of Japanese 301 and 302, developing speaking, listening, reading, and writing skills in the discussion of social issues in contemporary Japan. Topics may vary according to the level of the students. This is an EDI course. In addition to involving immersion in a Japanese environment, much of our focus will be on the ways that various cultural issues are perceived and addressed differently (and, in many instances, in similar ways) in Japan and the US.
Class Format: three 75–minute classes **Requirements/Evaluation:** evaluation will be based on daily performance, homework, quizzes, a midterm, and a final exam
Prerequisites: JAPN 302 or permission of instructor **Enrollment Limit:** none **Expected Class Size:** 8
Distributional Requirements: Division 1 Exploring Diversity
Fall 2014
LEC Section: 01 TWF 01:10 02:15 Instructor: Ai Kubota

JAPN 402(S) Advanced Japanese (D)
A continuation of Japanese 301 and 302, developing speaking, listening, reading, and writing skills in the discussion of social issues in contemporary Japan. Topics may vary according to the level of the students. This is an EDI course. In addition to involving immersion in a Japanese environment, much of our focus will be on the ways that various cultural issues are perceived and addressed differently (and, in many instances, in similar ways) in Japan and the US.

Class Format: three 75–minute classes **Requirements/Evaluation:** evaluation will be based on daily performance, homework, quizzes, a midterm, and a final exam
Prerequisites: JAPN 401 or permission of instructor **Enrollment Limit:** none **Expected Class Size:** 8
Distributional Requirements: Division 1 Exploring Diversity
Spring 2015
LEC Section: 01 TWF 01:00 02:15 Instructor: Ai Kubota

JAPN 403 Advanced Seminar in Japanese I (D)
This course provides advanced training in listening, speaking, reading and writing Japanese, making use of materials such as newspapers, magazine articles, television broadcasts, and on–line materials that focus on current issues in Japan. This is an EDI course. In addition to involving immersion in a classroom Japanese environment, much of our focus will be on the ways that various cultural issues are perceived and addressed differently (and, in many instances, in similar ways) in Japan and the US.
Class Format: three hours per week **Requirements/Evaluation:** evaluation will be based on classroom performance, homework, quizzes, a midterm and a final exam
Prerequisites: JAPN 402 or permission of instructor **Enrollment Limit:** none **Expected Class Size:** 5
Distributional Requirements: Division 1 Exploring Diversity
Not Offered Academic Year 2014–2015
SEM

JAPN 404 Advanced Seminar in Japanese II (D)
This course is designed for advanced Japanese language students. The goal is for students to be able to carry on extended discourse—such as a discussion, a speech, or an interview—in a culturally appropriate manner; to read authentic materials such as newspapers, magazine articles and literary works with ease; and to make presentations and write research papers on issues of interest. The course will focus on current social, cultural, educational, and political issues in Japan. This course, which is conducted entirely in Japanese, has the EDI designation since students are immersed in a Japanese language environment and the course materials will involve critical thinking and discussion of two diverse cultures, Japan and the U.S.
Class Format: three hours per week **Requirements/Evaluation:** evaluation will be based on daily classroom performance, homework, quizzes, and projects
Prerequisites: JAPN 403 or permission of instructor **Enrollment Limit:** none **Expected Class Size:** 5
Distributional Requirements: Division 1 Exploring Diversity
Not Offered Academic Year 2014–2015
SEM

JAPN 405 Thematic Reading and Writing in Japanese I (D)
This course is designed for the advanced students of Japanese who want to develop their reading and writing skills intensively. Students will be exposed to various genres of readings on the themes of modern and pre–modern Japanese society in contrast to those of the U.S. Research and writing skills will be developed in conjunction with student projects. This course also aims to develop a high level of speaking proficiency through discussion and narrative discourse. This is an EDI course because students are immersed in a Japanese environment in class and will learn how to express their ideas and opinions using Japanese discourse patterns both in texts and dialogues. This requires reflective thinking over different cultural perspectives between Japan and the U.S. or whatever cultural heritage each student may have.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on daily preparation and in–class performance, a weekly journal, and a final research paper
Prerequisites: any one of JAPN 400–level courses or permission of instructor; open to all **Enrollment Limit:** 5 **Expected Class Size:** 5 **Enrollment Preferences:** Preference given to majors first and then seniors and juniors
Distributional Requirements: Division 1 Exploring Diversity
Not Offered Academic Year 2014–2015
SEM

JAPN 406 Thematic Reading and Writing in Japanese II (D)
This course is designed for the advanced students of Japanese who want to develop their reading and writing skills intensively. Students will be exposed to various genres of readings on the themes of modern and pre–modern Japanese society in contrast to those of the U.S. Research and writing skills will be developed in conjunction with student projects. This course also aims to develop a high level of speaking proficiency through discussion and narrative discourse. This is an EDI course because students are immersed in a Japanese environment in class and will learn how to express their ideas and opinions using Japanese discourse patterns both in texts and dialogues. This requires reflective thinking over different cultural perspectives between Japan and the U.S. or whatever cultural heritage each student may have.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on daily preparation and in–class performance, a weekly journal, and a final research paper
Prerequisites: any one of JAPN 400–level courses or permission of instructor; open to all **Enrollment Limit:** 5 **Expected Class Size:** 5 **Enrollment Preferences:** majors first and then seniors and juniors
Distributional Requirements: Division 1 Exploring Diversity
Not Offered Academic Year 2014–2015
SEM

JAPN 486T The Pacific War in Japanese Historical Memory (W) Crosslistings: HIST 486/JAPN 486/ASST 486
Almost seven decades after Japan's surrender, the enduring question of how to remember the Pacific War continues to provoke controversy both within Japan and between Japan, South Korea, and China. This tutorial will explore how this difficult past has been remembered in postwar Japan, and how and why these memories have changed from 1945 to the present. Our focus will be on certain sites of memory—museums, shrines, literature, textbooks, and films—and how they have expressed and shaped memories of various aspects of the war from the atomic bombings of Hiroshima and Nagasaki to military comfort women and the Nanking massacre. Key issues include how various Japanese have tried to make sense of death and personal sacrifice in the name of a lost war; the implications of Japan's unique position as both perpetrator of wartime atrocities and victim of atomic bombings; the relationship between memory and nationalism; and what it means to come to terms with pasts contested both within and between countries.
Class Format: tutorial; students will meet with the instructor in pairs for an hour each week; a student either will write and present orally a 5– to 7–page essay on the assigned readings or be responsible for offering an oral critique of the work of their partner; **Requirements/Evaluation:** students will be evaluated on these essays and critiques, and there will be a final paper (12–15 pages) on the themes of the course
Prerequisites: none; open to all **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** History and Asian Studies majors, and then to students who have taken courses in History or Asian Studies
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group B Electives – Asia
Not Offered Academic Year 2014–2015
TUT Instructor: Eiko Siniawer

JAPN 493(F) Senior Thesis: Japanese
Japanese senior thesis.
Class Format: independent study
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 1
Fall 2014
HON Section: 01 TBA Instructor: Kasumi Yamamoto

JAPN 494(S) Senior Thesis: Japanese
Japanese senior thesis.
Class Format: independent study
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 1
Spring 2015
HON Section: 01 TBA Instructor: Kasumi Yamamoto

JAPN 497(F) Independent Study: Japanese
Japanese independent study. For students who have completed Japanese 402 or the equivalent.
Class Format: independent study
Distributional Requirements: Division 1
Fall 2014
IND Section: 01 TBA Instructor: Kasumi Yamamoto

JAPN 498(S) Independent Study: Japanese
Japanese independent study. For students who have completed Japanese 402 or the equivalent.
Class Format: independent study
Distributional Requirements: Division 1
Spring 2015
IND Section: 01 TBA Instructor: Kasumi Yamamoto

ASTRONOMY (Div. III)

Chair, Professor KAREN B. KWITTER

Professors: KWITTER, PASACHOFF. Observatory Supervisor/Lecturer: SOUZA.

How long will the Sun shine? How do we discover Earth–like planets among the many circling other stars? How did the universe begin and how has it evolved over its 13.7 billion year history? Astronomy is the science that asks and tries to answer questions like these. We have come a long way toward understanding what makes the sky appear as it does and how the Universe behaves. The Astronomy Department offers courses for anyone who is interested in learning about the Universe, and who would like to be able to follow new astronomical discoveries as they are made. All courses in Astronomy satisfy the Division III requirement. The Astrophysics major (administered jointly with the Physics Department) and the Astronomy major are described below.

The beginning astronomy courses are offered on two levels. Astronomy 101, 102, 104, and 330–range courses are intended primarily for non–science majors and have no prerequisite. Astronomy 111 is designed for students with some exposure to physics. It has a prerequisite of one year of high school physics or permission of the instructor, and a co–requisite of Mathematics 140 or equivalent background in calculus.

Most of the astronomy courses take advantage of our observational and computational facilities including a 24–inch computer–controlled telescope with sensitive electronic detectors, and our own computer network for image processing and data analysis. The Astronomy Department homepage can be found at web.williams.edu/astronomy.

ASTROPHYSICS MAJOR

The Astrophysics major is designed for students who want a rigorous introduction to the field, including not only those who plan graduate study in astronomy, astrophysics, or a closely related area, but also those interested in a wide variety of careers. Astrophysics 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, English, 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 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 140 or 150 or 151 in the fall. Students with very good background placing them out of Physics 142 *and* out of Mathematics 140 may choose to take Physics 201 and Mathematics 150 or 151 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; those 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 Astronomical Observing, Image Processing, and Analysis
Physics 302 Statistical Physics
Physics 402T Applications of Quantum Mechanics
Physics 405T Electromagnetic Theory
Physics 411T Classical Mechanics
Physics 418 Gravity

Physics 131 Particles and Waves
or Physics 141 Particles and Waves—Enriched
or equivalent placement

Physics 142 Foundations of Modern Physics
or Physics 151 Seminar on Modern Physics

Physics 201 Electricity and Magnetism
Physics 202 Waves and Optics
Physics/Mathematics 210 Mathematical Methods for Scientists
Physics 301 Introductory Quantum Physics

Mathematics 150 Multivariable Calculus
or Mathematics 151 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 140 and/or 150 or 151 taken elsewhere, but at least 8 courses in astronomy, physics, and mathematics must be taken at Williams. There are some aspects of astrophysics that are closely related to chemistry or geosciences. In recognition of this relation, certain advanced courses in those departments can be accepted for credit toward the Astrophysics major on a two–for–one basis. It is not possible to double major in Astrophysics and Physics.

THE DEGREE WITH HONORS IN ASTROPHYSICS

The honors degree in Astrophysics will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy or Physics. There are no specific grade requirements (other than College–wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astrophysics 493) and the winter study project (Astrophysics 031). At the end of the winter study period, the departments will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

The departments will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a winter study project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisors or the department chairs as early as possible.

ASTRONOMY MAJOR

The Astronomy major is designed for students with an interest in learning about many aspects of modern astronomy, but who do not choose to take the advanced physics and math 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 140 (if necessary) in the fall. Students who might place out of physics courses should read the section on placement under Physics.

MAJOR REQUIREMENTS FOR ASTRONOMY

Astronomy 111 Introduction to Astrophysics

or Astronomy 101 Stars: From Suns to Black Holes
and either Astronomy 102 The Solar System—Our Planetary Home
or Astronomy 104 The Milky Way Galaxy and the Universe Beyond

Two 200–level Astronomy courses (or additional 400–level Astronomy courses as substitutes)

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 140 Calculus II
Mathematics 150 Multivariable Calculus

or Mathematics 151 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 150 or 151 taken elsewhere. There are some aspects of astronomy that are closely related to chemistry or geosciences. In recognition of this, certain advanced courses in those departments can be accepted for credit toward the Astronomy major.

THE DEGREE WITH HONORS IN ASTRONOMY

The honors degree in Astronomy will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy. There are no specific grade requirements (other than College–wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astronomy 493) and the winter study project (Astronomy 031). At the end of the winter study period, the department will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

The department will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a winter study project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisors or the department chair as early as possible.

STUDY AWAY

You can find general study away guidelines for Astronomy/Astrophysics here.

ASPH 493(F) Senior Research: 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.
Class Format: independent study
Prerequisites: permission of the department
Distributional Requirements: Division 3
Fall 2014
HON Section: 01 TBA Instructor: Karen Kwitter

ASPH 494(S) Senior Research: 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.
Class Format: independent study
Prerequisites: permission of the department
Distributional Requirements: Division 3
Spring 2015
HON Section: 01 TBA Instructor: Karen Kwitter

ASPH 497(F) Independent Study: Astrophysics
Astrophysics independent study.
Class Format: independent study
Distributional Requirements: Division 3
Fall 2014
IND Section: 01 TBA Instructor: Karen Kwitter

ASPH 498(S) Independent Study: Astrophysics
Astrophysics independent study.
Class Format: independent study
Distributional Requirements: Division 3
Spring 2015
IND Section: 01 TBA Instructor: Karen Kwitter

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 Kepler mission to discover extrasolar planets, the new generation of 8– and 10–meter mountaintop telescopes, results from them, and their even–larger planned successors of 30–meter–diameter equivalents; 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 supermassive black holes lurk at the center of galaxies and quasars. We will discuss the discovery of planets around stars other than the Sun. We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of and on the same level as Astronomy 102 (solar system) and 104 (galaxies and cosmology), and students who have taken those courses are welcome.
Observing sessions will include use of the 24–inch telescope and other telescopes for nighttime observations of stars, star clusters, planets and their moons, nebulae, and galaxies, as well as use of other telescopes for daytime observations of the Sun.
Class Format: lecture (three hours per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration **Requirements/Evaluation:** evaluation will be based on two hour tests, a final exam, an observing portfolio, and laboratory reports
Prerequisites: none **Enrollment Limit:** 48 **Expected Class Size:** 48
Dept. Notes: non–major course
Extra Info: to be eligible for the Gaudino grade, which stipulates "intellectual presence", a student must demonstrate commitment to engaging the course material in all its aspects: lectures, reading, labs, observing, homework and exams
Distributional Requirements: Division 3
Fall 2014
LEC Section: 01 TR 09:55 11:10 Instructor: Jay Pasachoff
LAB Section: 02 T 01:00 02:30 Instructor: Steven Souza
LAB Section: 03 T 02:30 04:00 Instructor: Steven Souza
LAB Section: 04 W 01:00 02:30 Instructor: Steven Souza
LAB Section: 05 W 02:30 04:00 Instructor: Steven Souza

ASTR 102 Our Solar System and Others
What makes Earth different from all the other planets? What has NASA's Curiosity on Mars found about Mars's past running water and suitability for life? What is Pluto? Will asteroids or comets collide with the Earth again? What is a solar eclipse like? Astronomy 102, a non–major, general introduction to the part of contemporary astronomy that comprises the study of the solar system, will provide answers to these questions and more. We will cover the historical development of humanity's understanding of the solar system, examining contributions by Aristotle, Ptolemy, Copernicus, Galileo, Newton, Einstein, and others. We will discuss the discovery of over 2000 exoplanets around stars other than the Sun. The course gives special attention to exciting discoveries of the past few years by space probes and by the Hubble Space Telescope and the Kepler mission. We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of, and on the same level as Astronomy 101 (stars and stellar evolution) and 104 (galaxies and cosmology), and students who have taken those courses are welcome.
Observing sessions will include use of the 24–inch telescope and other telescopes for nighttime observations of stars, star clusters, planets and their moons, nebulae, and galaxies, as well as use of other telescopes for daytime observations of the Sun.
Class Format: lecture (three hours per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration **Requirements/Evaluation:** evaluation will be based on two hour tests, a final exam, an observing portfolio, and laboratory reports
Prerequisites: none **Enrollment Limit:** 48 **Expected Class Size:** 48
Dept. Notes: non–major course
Extra Info: to be eligible for the Gaudino grade, which stipulates "intellectual presence," a student must demonstrate commitment to engaging the course material in all its aspects: lectures, reading, labs, observing, homework, and exams
Distributional Requirements: Division 3 *Not Offered Academic Year 2014–2015*
LEC Instructor: Jay Pasachoff

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 the Milky Way Galaxy was determined to be only one of countless "island universes" in space. A host of technological advances is enabling us to understand even more clearly our place in the universe and how the universe began. For example, the Hubble Space Telescope, the Herschel Space Observatory, and the Chandra X–ray Observatory bring clearer images and cover a wider range of the spectrum than has ever been obtainable before; they are speeding up progress on determining the past and future of the Universe. They are confirming and enlarging our understanding of the Big Bang. In addition, the Wilkinson Microwave Anisotropy Probe and Planck spacecraft's study of the early Universe and large–scale mapping programs such as the Sloan Digital Sky Survey are giving clues into how the Universe's currently observed structure arose. Astronomy 104, a non–major, general introduction to part of contemporary astronomy comprising the study of galaxies and the Universe, explores the answers to questions like: What is the Milky Way?; Why are quasars so luminous?; Is the Universe made largely of "dark matter" and "dark energy"?; What determines the ultimate fate of the Universe? How have studies of Cepheid variables and distant supernovae with the Hubble Space Telescope determine that the Universe is 13.8 billion years old and indicated that the Universe's

expansion is accelerating. We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of, and on the same level as Astronomy 101 and 102, and students who have taken those courses are welcome.
Observing sessions will include use of the 24–inch telescope and other telescopes for nighttime observations of stars, star clusters, planets and their moons, nebulae, and galaxies, as well as daytime observations of the Sun.
Observing sessions will include use of the 24–inch 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.
Class Format: lecture (three hours per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration **Requirements/Evaluation:** evaluation will be based on two hour tests, a final exam, an observing portfolio, and laboratory reports
Prerequisites: none; not open to students who have taken or are taking ASTR 330 **Enrollment Limit:** 48 **Expected Class Size:** 48
Dept. Notes: non–major course
Extra Info: to be eligible for the Gaudino grade, which stipulates "intellectual presence," a student must demonstrate commitment to engaging the course material in all its aspects: lectures, reading, labs, observing, homework, and exams
Distributional Requirements: Division 3
Spring 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Jay Pasachoff
LAB Section: 02 T 01:00 02:30 Instructor: Steven Souza
LAB Section: 03 T 02:30 04:00 Instructor: Steven Souza
LAB Section: 04 W 01:00 02:30 Instructor: Steven Souza
LAB Section: 05 W 02:30 04:00 Instructor: Steven Souza

ASTR 111(F) Introduction to Astrophysics (Q)
How do stars work? This course answers that question from start to finish. In this course we undertake 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 radiation laws and stellar spectra, astronomical instrumentation, physical characteristics of the Sun and other stars, star formation and evolution, nucleosynthesis, white dwarfs and planetary nebulae, pulsars and neutron stars, supernovae, relativity, and black holes. Observing sessions include use of the 24–inch and other telescopes for observations of stars, nebulae, planets and galaxies, as well as daytime observations of the Sun.
Class Format: lecture/discussion, observing sessions, and five labs per semester **Requirements/Evaluation:** evaluation will be based on weekly problem sets, two hour tests, a final exam, lab reports, and an observing portfolio
Prerequisites: a year of high school Physics, or concurrent college Physics, or permission of instructor, and MATH 140 or equivalent **Enrollment Limit:** 28 **Expected Class Size:** 20
Extra Info: to be eligible for the Gaudino grade, which stipulates "intellectual presence," a student must demonstrate commitment to engaging the course material in all its aspects: lectures, reading, quizzes, observing, homework, and exams
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Fall 2014
LEC Section: 01 TR 11:20 12:35 Instructor: Karen Kwitter
LAB Section: 02 M 01:00 04:00 Instructor: Steven Souza
LAB Section: 03 R 01:00 04:00 Instructor: Steven Souza

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.
Class Format: tutorial **Requirements/Evaluation:** 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: ASTR 111 or BIOL 101–102, CHEM 101–102, or GEOS 101 or equivalent science preparation.; instructor's permission required **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** if overenrolled, preference given to students who have had ASTR 111
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Writing Intensive
Fall 2014
TUT Section: T1 TBA Instructor: Karen Kwitter

ASTR 211 Astronomical Data Acquisition and Analysis (Q)
This course will introduce techniques for obtaining and analyzing astronomical data. We will begin by learning about practical observation planning and move on to discussion of CCD detectors, signal statistics, digital data reduction, and image processing. We will make use of data we obtain with our 24–inch telescope, as well as data from other optical ground–based observatories and archives. We also learn about and work with data from space–based non–optical observatories such as the Chandra X–Ray Observatory the Spitzer Space Telescope (infrared).
Class Format: lecture/discussion plus computer work and observing **Requirements/Evaluation:** evaluation will be based on weekly problem sets, an hour exam and an observing project
Prerequisites: MATH 150 or 151 (formerly 105 or 106); prior experience with Unix is helpful, but not required **Enrollment Limit:** 10 **Expected Class Size:** 6
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015
LEC Instructor: Karen Kwitter

ASTR 221(S) Compact Stellar Remnants: White Dwarfs, Neutron Stars and Black Holes (Q) Crosslistings: ASTR 221/ASTR 421
As stars end their varied lives they each end up as a dense, compact remnant. In this course we will study the final stages of stellar evolution and concentrate on the basic properties of the three possible remnant states: white dwarf, neutron star and black hole. We will study radio and X–ray pulsars, which represent observed manifestations of some compact objects. In addition, we will discuss the observations confirming the existence of black holes. Finally, we will explore the extreme conditions existing near neutron stars and black holes and discuss their astrophysical consequences.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on classroom participation, homework assignments, a midterm exam and final exam.
Prerequisites: if taken under ASTR 221:PHYS 142 or 151 and Mathematics 105 or 106; if taken under ASTR 421: Physics 201 & permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** if overenrolled, preference will be given to Astronomy and Astrophysics majors
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Spring 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Marek Demianski

ASTR 330 The Nature of the Universe
This course is a journey through space and time from the first 10^{–43} seconds to the ultimate fate of the Universe billions of years in the future. Topics include inflation, conditions during the first three minutes, creation of the elements, stellar and giant black holes, the Big Bang and its remnant cosmic background radiation, relativity, galaxies and quasars, the large scale structure of the Universe. We will explore current ideas about the future of the Universe, in particular the acceleration of the Universe's expansion, and its implications for the end of time.
Class Format: lecture/discussion, three hours per week **Requirements/Evaluation:** evaluation will be based on two hour tests, a small observing portfolio, occasional quizzes, and a final exam
Prerequisites: none; open only to juniors and seniors; closed to students who have taken or are taking ASTR 104, and closed to ASTR, ASPH, or PHYS majors **Enrollment Limit:** 48 **Expected Class Size:** 48
Dept. Notes: non–major course; course in the 33X sequence are meant as general education courses for students in all majors
Extra Info: to be eligible for the Gaudino grade, which stipulates "intellectual presence," a student must demonstrate commitment to engaging the course material in all its aspects: lectures, reading, quizzes, homework, observing, and exams
Distributional Requirements: Division 3 *Not Offered Academic Year 2014–2015*
LEC Instructor: Karen Kwitter

ASTR 336 Science, Pseudoscience, and the Two Cultures (W) Crosslistings: ASTR 336/HSCI 336
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. We will discuss the current global–cliamte–change deniers and their effects on policy. We consider such topics as GM (genetically modified) foods, the safety and regulation of dietary supplements, and the validity of government and other recommendations relevant to the roles of dietary salt and fat in health. We consider the search for extraterrestrial intelligence (SETI) and reports of UFO's and aliens. We consider the possible effects that superstitious beliefs have on the general public's cooperation in vaccination programs and other consequences of superstition. We also consider the recently increased range of dramas that are based on scientific themes, such as Tom Stoppard's *Arcadia* and Michael Frayn's *Copenhagen*.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on biweekly 5–page papers, participation in discussions, and a 15–page final paper
Prerequisites: none **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** juniors and seniors and to those with backgrounds in science, history of science, or philosophy.
Dept. Notes: non–major course; does not count toward ASPH, ASTR or PHYS major
Distribution Notes: meets Division 3 requirement if registration is under ASTR; meets Division 2 requirement if registration is under HSCI
Distributional Requirements: Division 3 Writing Intensive
Other Attributes: SCST Elective Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Jay Pasachoff

ASTR 340(S) Great Astronomers and Their Original Publications (W) Crosslistings: ASTR 340/HSCI 340/LEAD 340
In this academic year of the study of the book, honoring the new library and the expansion of the Chapin Library of Rare Books, we study many of the greatest names in the history of astronomy, consider their biographies, assess their leadership roles in advancing science, and examine and handle their first–edition books and other publications. Our study includes the original books published as follows: 16th–century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre–telescopic observations); 17th–century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; *Dialogo*, 1632), Johannes Kepler (laws of planetary motion, 1609, 1619), Johannes Hevelius and Elisabeth Hevelius (atlases of stars and of the Moon, 1647 and 1687), Isaac Newton (laws of universal gravitation and of motion, 1687);

18th–century, Edmond Halley (*Miscellanea curiosa*, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (*Atlas Coelestis*, 1729); William Herschel and Caroline Herschel (1781, 1798). In more recent centuries, the original works are articles: 20th–century: Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne–Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); Vera Rubin (dark matter, 1970s); Jocelyn Bell (pulsar discovery, 1968); 21st–century: Wendy Freedman (Universe's expansion rate, 2000s). We will also read biographies and recent novels dealing with some of the above astronomers. With the collaboration of the librarians, we will visit not only the Chapin Library of Rare Books but also the rare–book library at the Clark Art Institute to see its works of astronomical interest.
Class Format: seminar **Requirements/Evaluation:** class participation, two 5–page intermediate papers, and a final 15–page paper **Enrollment Limit:** 15 **Enrollment Preferences:** if over enrolled, preference by written paragraph of explanation of why student wants to take the course
Extra Info: not available for the Gaudino option
Distributional Requirements: Division 3 Writing Intensive
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Jay Pasachoff

ASTR 402 Between the Stars: The Interstellar Medium (Q)
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 is observing–intensive. Throughout the semester students will 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.
Class Format: discussion/seminar, plus computer work and observing projects **Requirements/Evaluation:** evaluation will be based on homework, class presentations/problem–solving, and observing projects
Prerequisites: PHYS 201 **Enrollment Limit:** 10 **Expected Class Size:** 8
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015
SEM Instructor: Karen Kwitter

ASTR 410 Compact Stellar Remnants: White Dwarfs, Neutron Stars and Black Holes
A star is a very interesting, very complicated physical object. Properties of stars and their evolutionary paths depend on an intricate interplay of different physical phenomena with gravity, nuclear interactions, radiation processes and even quantum and relativistic effects playing important roles. Using basic physics we will construct simple models of stars and discuss their evolution, concentrating on the key physical processes that play the dominant role at different evolutionary stages. We will discuss late stages of stellar evolution and concentrate on the basic properties of three possible remnants: white dwarfs, neutron stars and black holes. Radio and X–ray pulsars, supernovae including Type Ia and Gamma Ray Bursts will be discussed as well as observational confirmation of existence of black holes. We will explore extreme conditions existing near neutron stars and black holes and discuss their astrophysical consequences.
Class Format: lecture/discussion, three hours per week **Requirements/Evaluation:** evaluation will be based on classroom participation, homework assignments, a midterm exam and a final exam
Prerequisites: PHYS 201 **Enrollment Limit:** 19 **Expected Class Size:** 12
Distributional Requirements: Division 3 *Not Offered Academic Year 2014–2015*
LEC Instructor: Marek Demianski

ASTR 412T(F) Solar Physics (W)
We study all aspects of the Sun, our nearest star. We discuss the interior, including the neutrino experiment and helioseismology, the photosphere, the chromosphere, the corona, and the solar wind. We discuss the Sun as an example of stars in general. We discuss both theoretical aspects and observational techniques, including work at recent total solar eclipses. We discuss results from current spacecraft, including the Solar and Heliospheric Observatory (SOHO), the Solar Dynamics Observatory, and Hinode (Sunrise), as well as additional Total Solar Irradiance measurements from ACRIMSAT and SORCE. We also discuss our data analysis of recent transits of Mercury across the face of the Sun and the 2004 and 2012 transits of Venus across the face of the Sun as observed from Earth, the first such transits of Venus since 1882, as well as our work in observing transits of Venus from Jupiter with the Hubble Space Telescope and from Saturn with Cassini.
Class Format: tutorial; students will meet weekly with the professor in groups of two or three to discuss readings and present short papers **Requirements/Evaluation:** evaluation will be based on four 5–page papers, discussions, and presentations; students will be expected to improve their writing throughout the course, with the aid of careful editing by and comments from the professor
Prerequisites: ASTR 111 (or ASTR 101 and either 102 or 104 with permission of instructor) and a 200–level PHYS or ASTR course **Enrollment Limit:** 12 **Expected Class Size:** 10
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Writing Intensive
Fall 2014
TUT Section: T1 TBA Instructor: Jay Pasachoff

ASTR 420(S) Observational Cosmology: Observing and Modeling the Universe (Q)
Recent astronomical observations have revealed that the universe contains large amounts of dark matter (most probably consisting of undetected yet very–weakly–interacting particles) and dark energy (a strange kind of uniformly–distributed energy that creates negative pressure causing accelerated expansion of the universe), while ordinary radiating matter (stars, galaxies and clouds of gas) is only a minor addition. In this course we will discuss the most important observations that lead us to these conclusions. We will start by studying and classifying galaxies. Eighty years ago Hubble discovered that the universe is expanding and 20 years later Gamow proposed the Big Bang model of the evolution of the universe. We will discuss observational data that support the Big Bang model, concentrating on the microwave background radiation and its properties, along with the process of primordial nucleosynthesis. Recent observational data indicate that at a very early stage of evolution the universe passed through a phase of very rapid exponential expansion called "inflation." We will develop and discuss the Standard Cosmological Model that describes the evolution of the universe from the Big Bang to its present state. In particular we will discuss the early phases of radiation–dominated evolution and the late process of structure formation. Finally we will concentrate on the observations indicating that the universe is now dominated by dark matter and dark energy.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on classroom participation, homework assignments, a midterm exam and a final exam
Prerequisites: PHYS 201 or permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 12 **Enrollment Preferences:** if overenrolled, preference will be given to Astronomy and Astrophysics majors
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Spring 2015
LEC Section: 01 TF 01:10 02:25 Instructor: Marek Demianski

ASTR 421(S) Compact Stellar Remnants: White Dwarfs, Neutron Stars and Black Holes (Q) Crosslistings: ASTR 221/ASTR 421
As stars end their varied lives they each end up as a dense, compact remnant. In this course we will study the final stages of stellar evolution and concentrate on the basic properties of the three possible remnant states: white dwarf, neutron star and black hole. We will study radio and X–ray pulsars, which represent observed manifestations of some compact objects. In addition, we will discuss the observations confirming the existence of black holes. Finally, we will explore the extreme conditions existing near neutron stars and black holes and discuss their astrophysical consequences.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on classroom participation, homework assignments, a midterm exam and final exam.
Prerequisites: if taken under ASTR 221:PHYS 142 or 151 and Mathematics 105 or 106; if taken under ASTR 421: Physics 201 & permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 10
Enrollment Preferences: if overenrolled, preference will be given to Astronomy and Astrophysics majors
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Spring 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Marek Demianski

ASTR 493(F) Senior Research: 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.
Class Format: independent study
Prerequisites: permission of the department
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 3
Fall 2014
HON Section: 01 TBA Instructor: Karen Kwitter

ASTR 494(S) Senior Research: 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.
Class Format: independent study
Prerequisites: permission of the department
Distributional Requirements: Division 3
Spring 2015
HON Section: 01 TBA Instructor: Karen Kwitter

ASTR 497(F) Independent Study: Astronomy
Astronomy independent study.
Class Format: independent study
Distributional Requirements: Division 3
Fall 2014
IND Section: 01 TBA Instructor: Karen Kwitter

ASTR 498(S) Independent Study: Astronomy
Astronomy independent study.
Class Format: independent study
Distributional Requirements: Division 3
Spring 2015
IND Section: 01 TBA Instructor: Karen Kwitter

ASTR 499(F,S) Physics and Astronomy Colloquium Crosslistings: PHYS 499/ASTR 499
Physics and Astronomy researchers from around the country come to explain their research. Students of Physics and Astronomy at any level are welcome. This is not a for–credit course. Registration is not necessary to attend.
Class Format: colloquium **Requirements/Evaluation:** not a for–credit course
Prerequisites: none **Enrollment Limit:** none
Extra Info: registration not necessary to attend
Distributional Requirements:
Non–divisional
Fall 2014
LEC Section: 01 F 02:35 03:50 Instructor: Kevin Jones
Spring 2015
LEC Section: 01 F 02:35 03:50 Instructor: Kevin Jones

BIOCHEMISTRY AND MOLECULAR BIOLOGY (Div. III)

Chair, Professor AMY GEHRING

Advisory Committee: Professors: ALTSCHULER, KAPLAN***, LOVETT**, D. LYNCH***, SAVAGE, SWOAP. Associate Professors: BANTA, GEHRING, TING. Assistant Professors: BLAIR, D. CARONE, A. ENGEL, LEBESTKY*, MAROJA, TAUROG. Visiting Assistant Professor: B. CARONE.

Biochemistry and molecular biology are dynamic fields that lie at the forefront of science. Through elucidation of the structure and function of biologically important molecules (such as nucleic acids, lipids, proteins, and carbohydrates) these disciplines have provided important insights and advances in the fields of molecular engineering (recombinant DNA technology, "intelligent" drug design, "in vitro evolution"), genomics and proteomics, signal transduction, immunology, developmental biology, and evolution.

The Biochemistry and Molecular Biology Program is designed to provide students with an opportunity to explore living systems in molecular terms. Biochemistry and molecular biology are at the interface between the chemical and biological methods of looking at nature; therefore, the program draws heavily from these disciplines. While chemistry is concerned with the relationship between molecular structure and reactions, and biology focuses on cells and organisms, biochemistry and molecular biology probe the details of the structures and interactions of molecules in living systems in order to provide the foundation for a better understanding of biological molecules both individually and as members of more complex structures.

PROGRAM

While aspects of biochemistry and molecular biology can be very diverse, a common set of chemical and biological principles underlie the more advanced topics. With this in mind, the program has been structured to provide the necessary background in chemistry and biology and the opportunity to study the many facets of the modern areas of the biochemical sciences. Students interested in the Biochemistry and Molecular Biology Program should plan their course selection carefully. Since it is expected that Biochemistry 321 and 322 would be taken in the junior year, students are advised to take the prerequisites for those courses in both chemistry and biology during their first two years at Williams. While the program is open to all students, it is expected that it will appeal primarily to majors in biology and chemistry because of the number of courses required in those fields. In addition to taking the required courses, students planning to complete the Biochemistry and Molecular Biology Program are strongly encouraged to elect courses in mathematics and physics.

The following interdepartmental courses serve as the core of the Biochemistry and Molecular Biology Program. BIMO 321 and 322 provide a comprehensive introduction to biochemistry. BIMO 401, the capstone course for the concentration, provides students the opportunity to examine the current scientific literature in a wide variety of BIMO–related research areas.

To complete the concentration in Biochemistry and Molecular Biology, a student must complete all of the required courses listed below, take at least one elective in biology and one elective in chemistry from the list below, and attend at least eight Biology and/or Chemistry Department colloquia. Since the Chemistry Department counts two biology courses and the Biology Department counts two chemistry courses toward the majors (each of which can be completed with only eight other courses), a student majoring in either chemistry or biology would have to take only two or three additional courses to complete the program.

Required Courses

BIMO 321/BIOL 321/CHEM 321 Biochemistry I: Structure and Function of Biological Molecules
BIMO 322/BIOL 322/CHEM 322 Biochemistry II: Metabolism
BIMO 401 Topics in Biochemistry and Molecular Biology
BIOL 101 The Cell
BIOL 102 The Organism
BIOL 202 Genetics
CHEM 151 Introductory Concepts of Chemistry *or*
CHEM 153 Introductory Concepts of Chemistry: Advanced Section *or*
CHEM 155 Principles of Modern Chemistry
CHEM 156 Organic Chemistry: Introductory Level
CHEM 251 Organic Chemistry: Intermediate Level
CHEM 256 Advanced Chemical Concepts *(not required if CHEM 155 was taken)*

Students can check with the program chair to see if other courses not listed here might count as electives.

Elective Courses

BIOL 301 Developmental Biology
BIOL 306 Cellular Regulatory Mechanisms
BIOL 308 Integrative Plant Biology: Fundamentals and New Frontiers
BIOL 310/NSCI 310 Neural Development and Plasticity
BIOL 313 Immunology
BIOL 315 Microbiology: Diversity, Cellular Physiology, and Interactions
BIOL 319/MATH 319/CHEM 319/PHYS 319/CSCI 319 Integrative Bioinformatics, Genomics, and Proteomics Lab
BIOL 406 Dynamics of Membrane Systems
BIOL 408 RNA Worlds
BIOL 414 Life at Extremes: Molecular Mechanisms
BIOL 416 Epigenetics
BIOL 418 From Signal Transduction to Cancer
BIOL 426T Frontiers in Muscle Physiology: Controversies
BIOL 430T Genome Sciences: At the Cutting Edge
CHEM 324 Enzyme Kinetics and Reaction Mechanisms
CHEM 326 Chemical Biology: Discoveries at the Interface
CHEM 341/ENVI 341 Toxicology and Cancer
CHEM 342 Synthetic Organic Chemistry
CHEM 343 Medicinal Chemistry
CHEM 344 Physical Organic Chemistry
CHEM 348 Polymer Chemistry
CHEM 364/ENVI 364 Instrumental Methods of Analysis
CHEM 366 Physical Chemistry: Thermodynamics
CHEM 367 Biophysical Chemistry

Colloquium Requirement

Concentrators must attend at least eight Biology and/or Chemistry Department colloquia. The Biology and Chemistry Departments hold colloquia on Friday afternoons during the fall and spring semesters. Scientists from other academic or research institutions are invited to present their research to students and faculty. There are approximately a dozen colloquia offered each semester among which BIMO concentrators may choose. Attendance at the honors student research presentations and the Biology/BIMO Alumni Reunion poster session also count toward the colloquium requirement. Concentrators may receive credit for colloquia attended during any of their semesters at Williams College.

BIMO 321(F) Biochemistry I: Structure and Function of Biological Molecules (Q) Crosslistings: BIMO 321/BIOL 321/CHEM 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 catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands–on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.
Class Format: lecture, three hours per week; laboratory, four hours per week **Requirements/Evaluation:** evaluation is based on midterm exams, a final exam, problem sets and performance in the laboratories including lab reports

Prerequisites: BIOL 101 and CHEM 251/255 and CHEM 155/256 **Enrollment Limit:** 64 **Expected Class Size:** 60 **Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators
Dept. Notes: does not satisfy the distribution requirement in the major
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Related Courses
BIMO Required Courses
Fall 2014
LEC Section: 01 MWF 10:00 10:50 Instructor: Rebecca Taurog
LAB Section: 02 M 01:00 05:00 Instructor: Rebecca Taurog
LAB Section: 03 W 01:00 05:00 Instructor: Lawrence Kaplan
LAB Section: 04 T 01:00 05:00 Instructor: Rebecca Taurog
LAB Section: 05 R 01:00 05:00 Instructor: Lawrence Kaplan

BIMO 322(S) Biochemistry II: Metabolism (Q) Crosslistings: BIMO 322/BIOL 322/CHEM 322
This lecture course provides an in–depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.
Class Format: lecture, three hours per week; laboratory, three hours per week **Requirements/Evaluation:** evaluation is based on several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of the data generated
Prerequisites: BIOL 101 and CHEM 251/255 **Enrollment Limit:** 64 **Expected Class Size:** 64 **Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators
Dept. Notes: does not satisfy the distribution requirement in the major
Extra Info: not available for the Gaudino option
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Related Courses
BIMO Required Courses
Spring 2015
LEC Section: 01 MWF 10:00 10:50 Instructor: Alex Engel
LAB Section: 02 T 01:00 04:00 Instructor: Alex Engel
LAB Section: 03 W 01:00 04:00 Instructor: Alex Engel
LAB Section: 04 R 01:00 04:00 Instructor: Benjamin Carone

BIMO 401(S) Topics in Biochemistry and Molecular Biology (W)
This seminar course involves a critical reading, analysis, and discussion of papers from the current biochemistry and molecular biology literature. Specific topics vary from year to year but are chosen to illustrate the importance of a wide range of both biological and chemical approaches to addressing important questions in the biochemical and molecular biological fields. To facilitate discussion, students will prepare written critiques analyzing the data and conclusions of the chosen literature.
Class Format: seminar, three hours per week **Requirements/Evaluation:** evaluation will be based on class presentations and discussions, frequent short papers, and a final paper
Prerequisites: BIOL 202 and BIMO 321 **Enrollment Limit:** 12 **Expected Class Size:** 8 **Enrollment Preferences:** those completing the BIMO program; open to others with permission of instructor
Distributional Requirements: Division 3 Writing Intensive
Other Attributes: BIMO Required Courses
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Amy Gehring

BIOINFORMATICS, GENOMICS, AND PROTEOMICS

Advisory Committee: Professors: AALBERTS, ALTSCHULER, BAILEY, R. DE VEAUX, J. EDWARDS, KAPLAN, LOVETT, D. LYNCH, RAYMOND, SAVAGE. Associate Professors: BANTA, DEVADOSS, GEHRING, MORALES, TING. Senior Lecturer: D. C. SMITH. Assistant Professors: MAROJA, SNOW.

Bioinformatics, genomics, and proteomics are rapidly advancing fields that integrate the tools and knowledge from biology, chemistry, computer science, mathematics, physics, and statistics in research at the intersection of the biological and informational sciences. Inspired by the enormous amount of biological data that are being generated from the sequencing of genomes, these new fields will help us pose and answer biological questions that have long been considered too complex to address. Research in genomics, proteomics, and bioinformatics will also significantly impact society affecting medicine, culture, economics, and politics.

The Bioinformatics, Genomics, and Proteomics curriculum involves faculty from the biology, chemistry, computer science, mathematics/statistics, and physics departments and was designed to provide students with an understanding of these revolutionary new areas of investigation. The introductory level courses, Computation and biology and Statistics for Biologists are accessible to all students interested in gaining familiarity with the power of genomic analysis. Students interested in graduate work in bioinformatics, genomics, and proteomics should take the core courses and five of the recommended courses. Interested students are also encouraged to participate in independent research with members of the advisory faculty as they explore the development of these new fields.

Core course:

BIOL 319/MATH 319/CHEM 319/PHYS 319/CSCI 319 Integrative Bioinformatics, Genomics, and Proteomics Lab

Recommended courses (in addition to the core course):
BIOL 202 Genetics
BIOL 305 Evolution
BIOL 430 Genome Sciences: At the Cutting Edge
CSCI 134 Introduction to Computer Science
CSCI 136 Data Structures and Advanced Programming
CSCI 256 Algorithm Design and Analysis
PHYS 315/CSCI 315/INTR 315 Computational Biology
STAT 101 Elementary Statistics and Data Analysis
STAT 201 Statistics and Data Analysis

Related courses:
BIMO 321/BIOL 321/CHEM 321 Biochemistry I: Structure and Function of Biological Molecules
BIMO 322/BIOL 322/CHEM 322 Biochemistry II: Metabolism
CHEM 111 Fighting Disease: The Evolution and Operation of Human Medicines
MATH 337 Phylogenetics
PHYS 302 Stat Mechanics & Thermodynamics
STAT 231 Statistical Design of Experiments

BIOLOGY (Div. III)

Professors: ALTSCHULER*, ART, J. EDWARDS**, D. LYNCH**, SAVAGE, SWOAP, WILLIAMS, . Associate Professors: BANTA, MORALES, TING. Senior Lecturer: D. C. SMITH*. Assistant Professors: CARONE, D., ENGEL, LEBESTKY*, MAROJA, CARTER. Visiting Assistant Professor: CARONE, B.. Professor of Marine Science for the Williams–Mystic Program: CARLTON. Lecturer: DEAN, MACINTIRE.

The Biology curriculum has been designed to provide students with a broad base for understanding principles governing life processes at all levels, from biochemistry and cell biology to physiology to ecology and behavior. Courses emphasize fundamentals common to all sub–disciplines including the coupling of structure to function, the transfer of energy in living systems, communication, and the molding of diversity by the evolutionary process. In upper–level courses and in independent and honors research, students have the opportunity to investigate areas at the frontiers of modern biology.

Although the Biology major is specifically designed to provide a balanced curriculum in the broader context of the liberal arts, it is also excellent preparation for graduate studies in the life sciences and in the health professions.

MAJOR REQUIREMENTS

In order to make the major accessible to students with diverse interests, required courses are kept to a minimum. The Biology major is satisfied by nine courses, as follows:

Biology 101 The Cell
Biology 102 The Organism
Biology 202 Genetics
Any two 300–level courses, each of which must have a laboratory associated with it
Any one 400–level course other than 493–494

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

NOTE: Independent study courses and AMS 311 (Same as Biology 231) do not fulfill the 300–level or 400–level course requirements. WIOX 316, *Biology: Evolution*, in the Williams Oxford Program qualifies for major credit at the 200–level.

Distribution Requirement

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

COURSE SELECTION AND PLACEMENT

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

Students interested in biology, whether or not they intend to major in it, are encouraged to take Biology 101, 102. It is also possible, with permission of the instructor, to take Biology 203 Ecology, Biology 204 Animal Behavior and Biology 220 Field Botany without prerequisite. Other 100–level biology courses are designed specifically for students who do not intend to take additional upper–level courses in biology. All of these courses satisfy the Division III distribution requirement.

Beginning students should normally enroll in Biology 101 and 102. Students with unusually strong backgrounds in biology, such as those with outstanding performance on the College Board Biology Advanced Placement Test, may be permitted to elect a sophomore–level course in lieu of Biology 101 and/or Biology 102 upon successful completion of a departmental qualifying exam, administered during First Days.

COURSES RELATED TO THE BIOLOGY MAJOR

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

BIOCHEMISTRY AND MOLECULAR BIOLOGY

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

BIOINFORMATICS, GENOMICS AND PROTEOMICS

Students interested in Bioinformatics, Genomics and Proteomics (BiGP) should consult the general statement under Bioinformatics, Genomics and Proteomics. Biology majors interested in this field are strongly encouraged to enroll in Integrative Bioinformatics, Genomics, and Proteomics (Biology 319).

NEUROSCIENCE

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

ENVIRONMENTAL STUDIES

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

THE DEGREE WITH HONORS IN BIOLOGY

In order to be recommended for the degree with honors, a Biology major is normally expected to have completed the equivalent of two semesters and a winter study (031) of independent research culminating in a thesis which demonstrates outstanding achievement of an original and innovative nature. Although the presentation of a thesis and associated oral presentation in the fall and poster defense in the spring are required for consideration for a degree with honors, their completion should not be interpreted as a guarantee of a degree with honors. The principal considerations in admitting a student to the program of independent honors research will be mastery of fundamental material and skills, ability to pursue independent study successfully, and demonstrated interest and motivation. Students interested in participating in the honors program should consult with the department early in the spring semester of the junior year; approval must be received before spring registration in the junior year. The number of Biology Department faculty available to mentor research students and the number of students each can accommodate in her/his lab vary from year to year. Although the department will make every effort to provide an opportunity for students to conduct Honors research, you should be aware that it may not be possible to assign all applicants to a laboratory.

The minimum course requirements for a degree with honors in Biology are Biology 101, Biology 102, Biology 202, two 300–level biology courses (each of which must have a laboratory associated with it), one 400–level biology course, Biology 493, Biology 494, WSP 031, and any other two courses in biology (or any other one course and two semesters of Organic Chemistry). Note: A student who has a double major cannot count any course twice. For example, if a student is a Biology and Chemistry major, Organic Chemistry can only be counted in one of the two majors.

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. In general, thesis students who start during WSP or spring semester of their junior year are working on a project that requires winter or spring field work. 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.

STUDY ABROAD

Students planning on majoring in Biology are strongly advised to take Biology 202 before going abroad, since Biology 202 is required for the major and a prerequisite for many upper–level courses; a Genetics course taken while studying away cannot substitute for Biology 202. Biology majors studying abroad may receive credit toward the major for at most two 200–level electives; the departmental distribution requirement can be satisfied through an appropriate course taken during study abroad. Students should meet with the Department Chair to discuss study abroad options. You can find general study away guidelines for Biology here.

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 Chair.

Students wishing to satisfy prerequisites for courses offered by the Biology Department with courses taken at other institutions should consult, in person, with a member of the Biology Department, prior to registering for the course that requires a prerequisite. Such consultations will include a review of the course syllabi and the transcripts of the relevant previous college work, and students should bring these materials with them.

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. Only one research course (i.e., BIOL 297, BIOL 298, BIOL 493, or BIOL 494) may be counted towards the major requirements.

BIOL 101(F) The Cell

This course provides an introduction to cellular and molecular aspects of modern biology. It explains the development of cell structure and function as a consequence of evolutionary processes, and it stresses the dynamic properties of living systems. Topics considered include biological molecules and enzyme action, membrane structure and function, energy exchange and design of metabolic systems, expression of genetic information, cell signalling, cell trafficking, the cell cycle, and cancer. In addition to textbook and laboratory assignments, articles from the recent biological literature will be assigned and discussed.

Class Format: Lecture, 3 hours per week; laboratory and discussion, 3 hours per week **Requirements/Evaluation:** evaluation will be based on hour tests, a final exam, lab reports, discussion assignments, and discussion participation

Prerequisites: none **Enrollment Limit:** 48/Lecture **Expected Class Size:** 192 **Enrollment Preferences:** first year students

Dept. Notes: satisfies the distribution requirement for the Biology major

Extra Info: not available for the Gaudino option

Distributional Requirements: Division 3 **Other Attributes:** BIMO Required Courses

MTSC Related Courses

NSCI Required Courses

Fall 2014

LEC Section: A1 TR 09:55 11:10 Instructor: Steven Swoap
LEC Section: A2 TR 08:30 09:45 Instructor: Steven Swoap
LAB Section: A3 M 01:00 04:00 Instructor: Jenna MacIntire
LAB Section: A4 T 01:00 04:00 Instructor: Alex Engel
LAB Section: A5 W 01:00 04:00 Instructor: Jenna MacIntire
LAB Section: A6 R 01:00 04:00 Instructor: Derek Dean
LEC Section: B1 MWF 10:00 10:50 Instructor: Daniel Lynch
LEC Section: B2 MWF 11:00 11:50 Instructor: Daniel Lynch
LAB Section: B3 M 01:00 04:00 Instructor: Benjamin Carone
LAB Section: B4 T 01:00 04:00 Instructor: Benjamin Carone
LAB Section: B5 W 01:00 04:00 Instructor: Benjamin Carone
LAB Section: B6 R 01:00 04:00 Instructor: Benjamin Carone

BIOL 102(S) The Organism

This course focuses upon the developmental and evolutionary processes that have given rise to a wide diversity of multicellular organisms. We consider many levels of biological organization, from molecular and cellular to individuals and populations. Topics include meiosis and sexual reproduction, animal and plant development, evolutionary mechanisms, and speciation, with examples from the three main groups of multicellular organisms (animals, plants, and fungi). Readings are drawn from a variety of sources, including the recent biological literature.
Class Format: lecture/discussion/laboratory, six hours per week **Requirements/Evaluation:** evaluation will be based on hour tests, a final exam, three lab reports, and problem sets **Enrollment Limit:** none **Expected Class Size:** 152
Distributional Requirements: Division 3 **Other Attributes:** BIMO Required Courses
ENVS Group EB–B Electives
Spring 2015
LEC Section: A1 TR 09:55 11:10 Instructor: Robert Savage
LAB Section: A2 M 01:00 04:00 Instructor: Derek Dean
LAB Section: A3 T 01:00 04:00 Instructor: Derek Dean
LAB Section: A4 W 01:00 04:00 Instructor: Derek Dean
LAB Section: A5 R 01:00 04:00 Instructor: Derek Dean
LEC Section: B1 MWF 11:00 11:50 Instructor: Manuel Morales
LAB Section: B2 M 01:00 04:00 Instructor: Janis Bravo
LAB Section: B3 T 01:00 04:00 Instructor: Robert Savage
LAB Section: B4 W 01:00 04:00 Instructor: Manuel Morales
LAB Section: B5 R 01:00 04:00 Instructor: Janis Bravo

BIOL 132 The Human Genome
An ambitious plan was launched in 1988 to determine the DNA sequence of the human genome. That project was "completed" in 2001—but that was really only the beginning. Sequencing of additional genomes goes on, but, more importantly, scientists and society are putting considerable effort into trying to understand what all those A's, G's, C's, and T's mean. Lectures will acquaint students with the fundamentals of human DNA research and its applications in the fields of medicine, human evolution, and biotechnology. The implications of this research for individuals and for society as a whole will be addressed in readings and discussions.
Class Format: lecture 3 hours per week; discussion one hour every other week **Requirements/Evaluation:** based on three exams, discussion participation and one short paper
Prerequisites: none; open to students who have not taken BIOL 202 **Enrollment Limit:** 60 **Expected Class Size:** 60 **Enrollment Preferences:** seniors, then juniors, then sophomores, then first years
Dept. Notes: does not satisfy the distribution requirement for the Biology major
Distributional Requirements: Division 3 **Other Attributes:** PHLH Biomedical Determinants of Health
Not Offered Academic Year 2014–2015
LEC Instructor: Marsha Altschuler

BIOL 133(S) Biology of Exercise and Nutrition
This class, intended for the non–scientist, focuses on the impact of exercise and nutrition on the human body. We will discuss topics such as how different types of training influence exercise performance; the changes that occur in the cardiovascular system during an exercise routine; the inherent limits of the body to perform aerobic and anaerobic tasks; and the long–term health consequences of a lifetime of activity of inactivity. We will also examine how nutrition and metabolism affect body composition. For example, we will rigorously and scientifically scrutinize the use of "fad" diets as a means to lose weight.
Class Format: lecture 3 hours per week **Requirements/Evaluation:** evaluation will be based on exams and lab notebook and class participation
Prerequisites: none **Enrollment Limit:** 120 **Expected Class Size:** 120 **Enrollment Preferences:** seniors, juniors, sophomores, then first–year students
Dept. Notes: does not satisfy the distribution requirement for the Biology major
Distributional Requirements: Division 3 **Other Attributes:** INST Global Health Studies Electives
PHLH Biomedical Determinants of Health
Spring 2015
LEC Section: 01 TR 08:30 09:45 Instructor: Steven Swoap
LAB Section: 02 M 01:00 04:00 Instructor: Jenna MacIntire
LAB Section: 03 T 01:00 04:00
LAB Section: 04 W 01:00 04:00
LAB Section: 05 R 01:00 04:00

BIOL 134 The Tropics: Biology and Social Issues (D) Crosslistings: BIOL 134/ENVI 134
Intended for the non–scientist, this course explores the biological dimensions of social issues in tropical societies, and focuses on specifically on the peoples and cultures of tropical regions in Africa, Asia, Latin America, Oceanea, 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.
This course fulfills the EDI requirement. Through lectures, debates and readings, students confront social issues in the tropics from the perspective of biologist. This builds a framework for lifelong exploration of human diversity.
Class Format: lecture/debate, three hours per week **Requirements/Evaluation:** evaluation will be based on two hour exams, a short paper, panel preparation, and a final exam
Prerequisites: none **Enrollment Limit:** 60 **Expected Class Size:** 60 **Enrollment Preferences:** preference given to seniors, juniors, sophomores, and first–year students— in that order
Dept. Notes: does not count for major credit in Biology; does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3 Exploring Diversity
Other Attributes: ENVI Natural World Electives
ENVS Group EB–B Electives
INST African Studies Electives
PHLH Biomedical Determinants of Health
SCST Elective Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Joan Edwards

BIOL 136 Studying Human Genetic Diversity: Individuals, Populations, and 'Races'—Dangerous Biology (D)
Scientists are rapidly acquiring DNA sequence information on thousands of individuals from a wide variety of human populations. This information can be used to illuminate human history and evolution. It can also be used in the field of medicine to develop new drugs and as a first step toward tailoring treatments to match individuals' genomes. This information can also create new ethical and social dilemmas. Do such studies support or refute the idea of a biological basis for 'race'? Can the data be used to justify societal inequities? Do the data have any use outside of scientific circles? Through reading scientific articles we'll explore genome sequencing data to determine the types of DNA differences that exist among humans. We'll examine the data in the light of human population history (migration, population bottlenecks, selection) to understand how these variations come about. Throughout we'll discuss the implications of these studies for individuals and for society. In particular we'll critique the use of such information in guiding policy and practice in areas such as genetic screening and eugenics, ancestry testing, 'race–based' medicine, forensics.
As an EDI course, we'll examine issues of power and privilege in shaping practice and policy associated with these genetic initiatives, such as in deciding what populations to study, in administering informed consent, and in addressing health disparities.
Class Format: seminar **Requirements/Evaluation:** one exam, one short paper (4–6 pages), final paper (10–12 pages); class participation
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** juniors, sophomores, seniors, first–years; not open to students who have taken BIOL 202 or BIOL132
Distributional Requirements: Division 3 Exploring Diversity
Other Attributes: PHLH Biomedical Determinants of Health
Not Offered Academic Year 2014–2015
SEM

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 in areas of biology ranging from evolution to medicine. The laboratory part of the course provides an experimental introduction to modern genetic analysis. Laboratory experiments include linkage analysis, bacterial transformation with plasmids and DNA restriction mapping.
Class Format: lecture/laboratory, six hours per week **Requirements/Evaluation:** evaluation will be based on biweekly problem sets, weekly laboratory exercises and laboratory reports, and examinations
Prerequisites: BIOL 101 and 102 **Enrollment Limit:** none **Expected Class Size:** 84
Dept. Notes: satisfies the distribution requirement in the Biology major.
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Recommended Courses
BIMO Required Courses
Fall 2014
LEC Section: 01 MWF 11:00 11:50 Instructor: Luana Maroja
LAB Section: 02 M 01:00 04:00 Instructor: Derek Dean
LAB Section: 03 T 01:00 04:00 Instructor: Derek Dean
LAB Section: 04 W 01:00 04:00 Instructor: Derek Dean
LAB Section: 05 R 01:00 04:00 Instructor: Dawn Carone

BIOL 203(F) Ecology (Q) Crosslistings: BIOL 203/ENVI 203
This course combines lectures with field and indoor laboratory exercises to explore factors that determine the distribution and abundance of plants and animals in natural systems. The course begins with an overall view of global patterns and then builds from the population to the ecosystem level. An emphasis is given to basic ecological principles and relates them to current environmental issues. Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow).
Class Format: lecture/laboratory, six hours per week **Requirements/Evaluation:** evaluation will be based on problem sets, lab reports, hour exams, and a final exam
Prerequisites: BIOL 101 and 102, or ENVI 101 or 102, or permission of instructor **Enrollment Limit:** none **Expected Class Size:** 35

Dept. Notes: it is a required course for the majors in Environmental Policy & Environmental Science and Environmental Studies concentration; satisfies the distribution requirement in the Biology major
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: ENVI Core Courses
ENVP Core Courses
ENVS Core Courses
Fall 2014
LEC Section: 01 MWF 10:00 10:50 Instructor: Joan Edwards
LAB Section: 02 M 01:00 04:00 Instructor: Joan Edwards
LAB Section: 03 T 01:00 04:00 Instructor: Joan Edwards

BIOL 204(S) Animal Behavior Crosslistings: BIOL 204/NSCI 204
Making sense of what we see while watching animals closely is both an enthralling pastime and a discipline that draws on many aspects of biology. Explanations can be found on many levels: evolutionary theory tells us why certain patterns have come to exist, molecular biology can help us understand how those patterns are implemented, neuroscience gives insights as to how the world appears to the behaving animal, endocrinology provides information on how suites of behaviors are regulated. The first part of the course focuses upon how descriptive studies provide the basis for formulating questions about behavior as well as the statistical methods used to evaluate the answers to these questions. We then consider the behavior of individuals, both as it is mediated by biological mechanisms and as it appears from an evolutionary perspective. The second half of the course is primarily concerned with the behaviors of groups of animals from a wide variety of vertebrate and invertebrate species, concentrating upon the stimuli, responses, and internal mechanisms that maintain social systems and on the selection pressures that drive animals toward a particular social system.
Class Format: lecture/laboratory, six hours per week **Requirements/Evaluation:** evaluation will be based on examinations, lab reports, and a research paper
Prerequisites: BIOL 102, or PSYC 101, or permission of instructor **Enrollment Limit:** 32 **Expected Class Size:** 32 **Enrollment Preferences:** Biology majors and Neuroscience concentrators
Dept. Notes: satisfies the distribution requirement in the Biology major
Distributional Requirements: Division 3 **Other Attributes:** COGS Related Courses
NSCI Group A Electives
Spring 2015
LEC Section: 01 MWF 08:30 09:45 Instructor: Heather Williams
LAB Section: 02 M 01:00 03:40 Instructor: Heather Williams
LAB Section: 03 W 01:00 04:00 Instructor: Heather Williams

BIOL 205(S) Physiology
This lecture–based course examines principles, patterns, and mechanisms of biological function from the level of cells and tissues to the whole organism. The themes of the course include structure and function, mechanisms of regulation, control and integration, and adaptation to the environment. Examples of these themes are taken from a wide variety of organisms with a focus on vertebrates. Laboratories provide practical's experience in measurement and experimental elucidation of physiological phenomena and functional analysis of gross structure. **Requirements/Evaluation:** evaluation will be based on hour exams, laboratory practical, laboratory reports, and a final exam
Prerequisites: BIOL 101 and 102; open to first–year students with permission of the Biology department **Enrollment Limit:** 60 **Expected Class Size:** 60 **Enrollment Preferences:** seniors, then juniors, then sophomores
Dept. Notes: satisfies the distribution requirement in the Biology major
Distributional Requirements: Division 3
Spring 2015
LEC Section: 01 MWF 09:00 09:50 Instructor: Matt Carter
LAB Section: 02 T 01:00 04:00 Instructor: Jenna MacIntire
LAB Section: 03 W 01:00 04:00 Instructor: Jenna MacIntire
LAB Section: 04 R 01:00 04:00 Instructor: Matt Carter

BIOL 209T Animal Communication (W) Crosslistings: BIOL 209/NSCI 209
Animal communication systems come in as many varieties as the species that use them. What they have in common are a sender that encodes information into a physical signal and a receiver that senses the signal, extracts the information, and adjusts its subsequent behavior accordingly. This tutorial will consider all aspects of communication, using different animal systems to explore different aspects of the biology of signaling. Topics will include the use of syntax to carry meaning in chickadee calls, the "piracy" of signaling system by fireflies, statements of identity and affiliation in the form of toothed whales' signature whistles, long–distance chemical attractants that allow male moths to find the object of their desire, and cultural evolution within learned signaling systems.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on five 5–page papers, five short response papers, & the student's effectiveness in tutorial presentations.
Prerequisites: BIOL 101 and BIOL212/PSYC212/NSCI201; open to sophomores, juniors, and seniors **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Biology majors and senior Neuroscience concentrators who need a Biology elective to complete the concentration
Dept. Notes: satisfies the distribution requirement in the Biology major
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Writing Intensive
Other Attributes: COGS Related Courses
NSCI Group A Electives
Not Offered Academic Year 2014–2015
TUT Instructor: Heather Williams

BIOL 211(S) Paleobiology Crosslistings: GEOS 212/BIOL 211
The fossil record is a direct window into the history of life on Earth and contains a wealth of information on evolution, biodiversity, and climate change. This course investigates the record of ancient life forms, from single–celled algae to snails to dinosaurs. In addition to the intellectual discovery of fossils as organic relics and the ways in which fossils have been used to support conflicting views on nature, geologic time, and evolution, we will cover a range of topics central to modern paleobiology. These include: how the fossil record informs our understanding of evolutionary processes including speciation; the causes and consequences of mass extinctions; how fossils help us tell time and reconstruct the Earth's climactic and tectonic history; statistical analysis of the fossil record to reconstruct biodiversity through time; analysis of fossil morphology to recreate the biomechanics of extinct organisms; and using fossil communities to reconstruct past ecosystems. Laboratory exercises will take advantage of Williams' superb fossil collections as well as published datasets to provide a broad understanding of fossils and the methods we use to study the history of life on Earth. We will also view a diversity of fossils in their geologic and paleo–environmental context on our field trip to Eastern New York.
Class Format: lecture/laboratory; field trip to the the Paleozoic of New York State **Requirements/Evaluation:** evaluation will be based on lab assignments, short quizzes and writing assignments, and a final exam
Prerequisites: any 100–level GEOS course or BIOL 102, 203 or 205 **Enrollment Limit:** 15 **Expected Class Size:** 12 **Enrollment Preferences:** sophomores and juniors
Dept. Notes: does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3 **Other Attributes:** GEOS Earth Surface Processes + Life Courses
MAST Interdepartmental Electives
Spring 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Phoebe Cohen
LAB Section: 02 W 01:00 04:00 Instructor: Phoebe Cohen

BIOL 212(F) Neuroscience Crosslistings: NSCI 201/BIOL 212/PSYC 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, consciousness and clinical disorders such as schizophrenia, spinal cord inury, Parkinson's disease, and addiction. The laboratory focuses on current topics in neuroscience.
Class Format: lecture, three hours a week; laboratory, every other week **Requirements/Evaluation:** evaluation will be based on a lab practical, lab reports, two hour exams and a final exam
Prerequisites: PSYC 101 or BIOL 101; open to first–year students with permission of instructor **Enrollment Limit:** 72 **Expected Class Size:** 72 **Enrollment Preferences:** sophomores and Biology and Psychology majors
Dept. Notes: does not satisfy the distribution requirement in the Biology major
Extra Info: not available for the Gaudino option
Distributional Requirements: Division 3 **Other Attributes:** COGS Interdepartmental Electives
NSCI Required Courses
PSYC 200–level Group A Courses
Fall 2014
LEC Section: 01 TR 08:30 09:45 Instructor: Heather Williams and Lauren Williamson
LAB Section: 02 M 01:00 04:00 Instructor: Martha Marvin
LAB Section: 03 T 01:00 04:00 Instructor: Martha Marvin
LAB Section: 04 W 01:00 04:00 Instructor: Martha Marvin

BIOL 214 Mathematical Modeling of Ecological Systems (Q) Crosslistings: MATH 310/BIOL 214
Mathematical models are extensively used to understand biological phenomena. In this course we will study how differential and difference equations can be used to model various ecological systems ranging from predator–prey interactions to infectious disease dynamics. We will explore how to formulate these models, and methods for analyzing these systems including local and global stability analysis will be introduced.
Class Format: lecture **Requirements/Evaluation:** homework, quizzes, projects and exams
Prerequisites: MATH 209/210 or permission of instructor **Enrollment Limit:** 50 **Expected Class Size:** 25 **Enrollment Preferences:** students with backgrounds in both math and biology
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: ENVI Natural World Electives
ENVS Group EB–A Electives
ENVS Methods Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Julie Blackwood

BIOL 218T DNA, Life, and Everything (W)
Since the molecular biology revolution of the 1960s, a view of biology has developed which regards living organisms as predictable products of their encoded DNA programs. A motto for this philosophy and scientific approach could be "To know my DNA is to know me." In this tutorial we'll examine the power and the limitations of DNA analysis and manipulation for understanding life. Students will read and discuss scientific

articles that deal with creating artificial life (the field of synthetic biology), environmental DNA sampling (to deduce community structure; to discover new, uncultured species), human genome diversity surveys (to discover the basis for human phenotypic variation and human evolutionary history), comparative genomics to address evolutionary questions (ex., chimps and Neanderthals compared to humans), and resurrecting extinct organisms.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on 5 papers (4–5 pages each) and on in–class performance as a presenter or challenger
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** junior, seniors, then sophomores
Dept. Notes: does not satisfy the distribution requirement in the Biology major
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Writing Intensive
Not Offered Academic Year 2014–2015
TUT Instructor: Marsha Altschuler

BIOL 219T(S) Dangerous Exposures: Environment, Immunity, and Infectious Disease (W)
Global reports of emerging infectious diseases and old diseases with new pathogenic properties incite fears for personal safety as well as national security. The specter of a contagious pandemic has captured the public imagination through the mass news media, movies, and even popular on–line and board games. In this tutorial course, we will explore the ecology and evolution of several recently emergent diseases such as SARS, Ebola hemorrhagic fever, and AIDS. Topics to be considered include transmission dynamics, epidemiological modeling of vaccination strategies, and wildlife reservoirs that contribute to human virus exposure. We will examine progress in preventing the parasitic diseases malaria and sleeping sickness in Africa and why these diseases have proven so refractory. We will also discuss the science behind the recent development of the vaccine against the human papillomavirus, which causes cervical cancer, and the intriguing and highly unusual transmissible cancers in dogs and Tasmanian devils. Finally, we will think about the contributions of inadequate diagnostic capacities world–wide and broader issues of resource shortages in driving the global emergence of drug resistance in tuberculosis and other diseases. One common theme in each of these case studies will be the interplay between the host immune response and the evolution of the pathogen. Although the primary focus of the course is on biology rather than policy, each week's readings will have implications for public health and/or conservation biology.
Class Format: tutorial **Requirements/Evaluation:** five 4– to 5–page papers; tutorial presentations, & the student's progress towards intellectual independence and creativity as a presenter and a respondent
Prerequisites: BIOL 101 and 102 **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** sophomores, students interested in public health
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Writing Intensive
Other Attributes: PHLH Biomedical Determinants of Health
Spring 2015
TUT Section: T1 R 11:20 12:35 Instructor: Lois Banta

BIOL 220(F) Field Botany and Plant Natural History Crosslistings: BIOL 220/ENVI 220
This field–lecture course covers the evolutionary and ecological relationships among plant groups represented in our local and regional flora. Lectures focus on the evolution of the land plants, the most recent and revolutionary developments in plant systemics and phylogeny, and characteristics of plant families and cultural and economic uses of plants, native species. The labs cover field identification, natural history, and ecology of local species.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on exams, field quizzes, field notebook and a class project
Prerequisites: none **Enrollment Limit:** 40 **Expected Class Size:** 25 **Enrollment Preferences:** seniors, Biology majors, and Environmental Studies majors & concentrators
Dept. Notes: satisfies the distribution requirement in the Biology major
Distributional Requirements: Division 3 **Other Attributes:** ENVI Natural World Electives
ENVS Group EB–B Electives
EXPE Experiential Education Courses
PHLH Nutrition and Food Security
Fall 2014
LEC Section: 01 MWF 09:00 09:50 Instructor: Henry Art
LAB Section: 02 T 01:00 04:00 Instructor: Henry Art
LAB Section: 03 W 01:00 04:00 Instructor: Henry Art

BIOL 231(F,S) Marine Ecology Crosslistings: MAST 311/BIOL 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.
Class Format: lecture/laboratory, including coastal and near–shore field trips, 10 days offshore, and a laboratory or field research project **Requirements/Evaluation:** two tests, a research project, and a presentation
Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor
Extra Info: offered only at Mystic Seaport
Distributional Requirements: Division 3 **Other Attributes:** ENVI Natural World Electives
ENVS Group EB–A Electives
EXPE Experiential Education Courses
Fall 2014
LEC Section: 01 TBA Instructor: James Carlton
Spring 2015
LEC Section: 01 TBA Instructor: James Carlton

BIOL 297(F) Independent Study: Biology
Biology 200–level independent study. Each student carries out independent field or laboratory research under the supervision of a member of the department.
Class Format: independent study
Distributional Requirements: Division 3
Fall 2014
IND Section: 01 TBA Instructor: Steven Swoap

BIOL 298(S) Independent Study: Biology
Biology 200–level independent study. Each student carries out independent field or laboratory research under the supervision of a member of the department.
Class Format: independent study
Distributional Requirements: Division 3
Spring 2015
IND Section: 01 TBA Instructor: Steven Swoap

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.
Class Format: lecture/discussion/laboratory, six hours per week **Requirements/Evaluation:** evaluation will be based on hour exams, short papers, and a final exam
Prerequisites: BIOL 202 or permission of instructor **Enrollment Limit:** 24 **Expected Class Size:** 15 **Enrollment Preferences:** Biology majors
Dept. Notes: does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3 **Other Attributes:** BIMO Interdepartmental Electives
Fall 2014
LEC Section: 01 TR 09:55 11:10 Instructor: Robert Savage
LAB Section: 02 T 01:00 04:00 Instructor: Robert Savage
LAB Section: 03 W 01:00 04:00 Instructor: Robert Savage

BIOL 302 Communities and Ecosystems (Q) Crosslistings: BIOL 302/ENVI 312
An advanced ecology course that examines how organisms interact with each other and with abiotic factors. This course emphasizes phenomena that emerge in complex ecological systems, building on the fundamental concepts of population biology, community ecology, and ecosystem science. Lectures and workshops explore how communities and ecosystems are defined, and how theoretical, comparative, and experimental approaches are used to elucidate their structure and function. Field laboratories emphasize hypothesis–oriented experiments, some of which will continue with laboratory analyses; field trips introduce the diversity of natural communities and ecosystems of the region. There will be one all–day field trip to Mt. Greylock State Reservation. Extensive use will be made of the 75–year database of the Hopkins Memorial Forest. Students will engage in self–designed term project.
Class Format: lecture/laboratory, six hours a week **Requirements/Evaluation:** evaluation will be based on lab reports, a midterm exam, a term project presentation, and a final project paper
Prerequisites: BIOL/ENVI 203 or 220 **Enrollment Limit:** 28 **Expected Class Size:** 24 **Enrollment Preferences:** Biology majors and Environmental Studies majors and concentrators
Dept. Notes: satisfies the distribution requirement in the Biology major
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: ENVI Natural World Electives
ENVS Group EB–A Electives
EXPE Experiential Education Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Henry Art

BIOL 304 Neurobiology Crosslistings: BIOL 304/NSCI 304
This course is concerned with understanding the biology of the nervous system, focusing primarily on the cellular bases of neuronal function. Lectures will cover such topics as nerve resting and action potentials, ion channels, neurotransmitters and synapses, and the neural correlates of behavior in organisms with simple nervous systems. Reading original research papers and discussing them constitutes an important part of the

course. Some of the topics that may be covered include: transmitter release mechanisms, ion permeation through channels, plasticity in the nervous system, and various clinical disorders. Laboratories are designed to introduce the students to modern techniques in neurobiology including extracellular and intracellular recording, histochemistry, and immunohistochemistry.
Class Format: lecture/laboratory, six hours per week **Requirements/Evaluation:** evaluation will be based on class participation, laboratory notebooks and posters, two hour exams and a final exam
Prerequisites: BIOL 205 or BIOL 212 **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** Biology majors and Neuroscience concentrators
Dept. Notes: does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3 **Other Attributes:** BIMO Interdepartmental Electives
NSCI Group A Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Steven Zottoli

BIOL 305(S) Evolution (Q)
This course offers a critical analysis of contemporary concepts in biological evolution. We focus on the relation of evolutionary mechanisms (e.g., selection, drift, and migration) to long term evolutionary patterns (e.g., evolutionary innovations, origin of major groups, and the emergence of diversity). Topics include micro–evolutionary models, natural selection and adaptation, sexual selection, speciation, the inference of evolutionary history among others.
Class Format: lecture/discussion/laboratory, six hours per week **Requirements/Evaluation:** evaluation will be based on independent research project, problem sets, participation in discussions and exams
Prerequisites: BIOL 202 **Enrollment Limit:** 24 **Expected Class Size:** 24 **Enrollment Preferences:** Biology majors
Dept. Notes: satisfies the distribution requirement in the Biology major
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Recommended Courses
COGS Related Courses
ENVS Group EB–A Electives
Spring 2015
LEC Section: 01 MWF 09:00 09:50 Instructor: Luana Maroja
LAB Section: 02 W 01:00 04:00 Instructor: Luana Maroja
LAB Section: 03 R 01:00 04:00 Instructor: Luana Maroja

BIOL 306(S) Cellular Regulatory Mechanisms
This course explores the regulation of cellular function and gene expression from a perspective that integrates current paradigms in molecular genetics, intracellular trafficking, genomics, and synthetic biology. Topics include: the roles of protein modifications/interactions and lipids in signal transduction, transcriptional and post–transcriptional control, chromosome instability, cellular degradation pathways, epigenetic mechanisms including gene silencing, programmed cell death, and the appropriation of organelle transport pathways by HIV. A central feature of the course will be discussion of articles from the primary literature, with an emphasis on the molecular bases for a variety of human pathologies such as cancer and aging. The laboratory will consist of a semester–long project that incorporates recombinant DNA techniques, quantitative PCR analysis of transcriptional patterns, bioinformatics, and fluorescence–based approaches.
Class Format: lecture/discussion/laboratory **Requirements/Evaluation:** evaluation will be based on three take–home tests, in–class discussion of papers, laboratory notebook/report, an independent lab research project, and a research paper
Prerequisites: BIOL 202 **Enrollment Limit:** 24 **Expected Class Size:** 22 **Enrollment Preferences:** Biology majors; not open to first–year students
Dept. Notes: does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3 **Other Attributes:** BIMO Interdepartmental Electives
Spring 2015
LEC Section: 01 MWF 11:00 11:50 Instructor: Dawn Carone
LAB Section: 02 M 01:00 04:00 Instructor: Dawn Carone
LAB Section: 03 T 01:00 04:00 Instructor: Dawn Carone

BIOL 308(S) Integrative Plant Biology: Fundamentals and New Frontiers
Plants are one of the most successful groups of organisms on Earth and have a profound impact on all life. Successful use of plants in addressing global problems and understanding their role in natural ecosystems depends on fundamental knowledge of the molecular mechanisms by which they grow, develop, and respond to their environment. This course will examine the molecular physiology of plants using an integrative approach that considers plants as dynamic, functional units in their environment. Major emphasis will be on understanding fundamental plant processes, such as photosynthesis, growth and development, water transport, hormone physiology, and flowering, from the molecular to the organismal level. Environmental effects on these processes will be addressed in topics including photomorphogenesis, stress physiology, mineral nutrition, and plant–microbe interactions. Discussions of original research papers will examine the mechanisms plants use to perform these processes and explore advances in the genetic engineering of plants for agricultural, environmental, and medical purposes. Laboratory activities stress modern approaches and techniques used in investigating plant physiological processes.
Class Format: lecture/discussion/laboratory, six hours per week **Requirements/Evaluation:** evaluation will be based on lab reports, a term paper, and exams
Prerequisites: BIOL 202 **Enrollment Limit:** 24 **Expected Class Size:** 12 **Enrollment Preferences:** Biology majors
Dept. Notes: satisfies the distribution requirement in the Biology major
Distributional Requirements: Division 3 **Other Attributes:** BIMO Interdepartmental Electives
ENVS Group EB–A Electives
PHLH Nutrition and Food Security
Spring 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Claire Ting
LAB Section: 02 T 01:00 03:40 Instructor: Claire Ting
LAB Section: 03 W 01:00 03:40 Instructor: Claire Ting

BIOL 310 Neural Development and Plasticity Crosslistings: BIOL 310/NSCI 310
Development can be seen as a tradeoff between genetically–determined processes and environmental stimuli. The tension between these two inputs is particularly apparent in the developing nervous system, where many events must be predetermined, and where plasticity, or altered outcomes in response to environmental conditions, is also essential. Plasticity is reduced as development and differentiation proceed, and the potential for regeneration after injury or disease in adults is limited; however some exceptions to this rule exist, and recent data suggest that the nervous system is not hard–wired as previously thought. In this course we will discuss the mechanisms governing nervous system development, from relatively simple nervous systems such as that of the fruitfly, to the more complicated nervous systems of humans, examining the roles played by genetically specified programs and non–genetic influences.
Class Format: lecture **Requirements/Evaluation:** exams
Prerequisites: BIOL 212/PSYC 212/NSCI 201 and BIOL 202 (or permission of instructor) **Enrollment Limit:** 24 **Expected Class Size:** 24 **Enrollment Preferences:** Biology majors; Neuroscience concentrators; Psych majors
Dept. Notes: does not satisfy the distribution requirement in the Biology major
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 **Other Attributes:** BIMO Interdepartmental Electives
NSCI Group A Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Tim Lebestky

BIOL 311(F) Neural Systems and Circuits Crosslistings: BIOL 311/NSCI 311
This course will examine the functional organization of the vertebrate brain, emphasizing both neuroanatomy and neurophysiology. How do specific populations of neurons and their connections analyze sensory information, form perceptions of the external and internal environment, make cognitive decisions, and execute movements? How does the brain produce feelings of reward/motivation and aversion/pain? How does the brain regulate homeostatic functions such as sleep, food intake, and thirst? We will explore these questions using a holistic, integrative approach, considering molecular/cellular mechanisms, physiological characterizations of neurons, and connectivity among brain systems. Laboratory sessions will provide experience in examining macroscopic and microscopic neural structures, as well as performing experiments to elucidate the structure and function of neural systems using classical and cutting–edge techniques.
Class Format: lecture/lab, six hours per week **Requirements/Evaluation:** class participation, laboratory notebooks and posters, hour exams and a final exam
Prerequisites: NSCI 201 or BIOL 205 **Enrollment Limit:** 24 **Expected Class Size:** 24 **Enrollment Preferences:** Biology majors and Neuroscience concentrators
Dept. Notes: does not fulfill the distribution requirement in the major
Distributional Requirements: Division 3 **Other Attributes:** NSCI Group A Electives
Fall 2014
LEC Section: 01 MWF 09:00 09:50 Instructor: Matt Carter
LAB Section: 02 M 01:00 04:00 Instructor: Matt Carter
LAB Section: 03 T 01:00 04:00 Instructor: Matt Carter

BIOL 313 Immunology
The rapidly evolving field of immunology examines the complex network of interacting molecules and cells that function to recognize and respond to agents foreign to the individual. In this course, we will focus on the biochemical mechanisms that act to regulate the development and function of the immune system and how alterations in different system components can cause disease. Textbook readings will be supplemented with current literature.
Class Format: lectures, three hours a week; laboratory, three hours a week **Requirements/Evaluation:** evaluation will be based on exams, laboratory reports, and a research paper
Prerequisites: BIOL 202 **Enrollment Limit:** 24 **Expected Class Size:** 24 **Enrollment Preferences:** senior and then to junior Biology majors
Dept. Notes: does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3 **Other Attributes:** BIMO Interdepartmental Electives
INST Global Health Studies Electives
PHLH Biomedical Determinants of Health
Not Offered Academic Year 2014–2015
LEC Instructor: Alex Engel

BIOL 315(F) Microbiology: Diversity, Cellular Physiology, and Interactions
Bioterrorism and the alarming spread of antibiotic resistant bacteria are but two of the reasons for the resurgence of interest in the biology of microorganisms. This course will examine microbes from the perspectives of cell structure and function, genomics, and evolution. A central theme will be the adaptation of bacteria as they evolve to fill specific ecological niches, with an emphasis on microbe:host interactions that lead to

pathogenesis. We will consider communication among bacteria as well as between bacteria and their environment. Topics include: microbial development, population dynamics, bioremediation, plant and animal defenses against infection, and bacterial strategies to subvert the immune system. In the lab, major projects will focus on horizontal gene transfer, metagenomics, and the isolation and characterization of bacteria from natural environments. Students will also use flow cytometry to investigate fundamental aspects of the mammalian immune system. The lab experience will culminate in multi–week independent investigations. Readings will be supplemented by articles from the primary literature.
Class Format: lectures, three hours a week; laboratory, three hours a week **Requirements/Evaluation:** evaluation will be based on three exams, a lab report, and a poster presentation or term paper
Prerequisites: BIOL 202 **Enrollment Limit:** 24 **Expected Class Size:** 24 **Enrollment Preferences:** senior and then to junior Biology majors
Dept. Notes: does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3 **Other Attributes:** BIMO Interdepartmental Electives
ENVS Group EB–A Electives
INST Global Health Studies Electives
PHLH Biomedical Determinants of Health
Fall 2014
LEC Section: 01 MWF 09:00 09:50 Instructor: Anne Farewell
LAB Section: 02 M 01:00 04:00 Instructor: Anne Farewell
LAB Section: 03 R 01:00 04:00 Instructor: Anne Farewell

BIOL 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Q) Crosslistings: BIOL 319/MATH 319/CHEM 319/PHYS 319/CSCI 319
What can computational biology teach us about cancer? In this capstone experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet–lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever–growing gene and protein data–sets can provide key insights into human disease. In this course, we will take advantage of one well–studied system, the highly conserved Ras–related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, phylogenetics, and recombinant DNA techniques to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through–put approaches to investigate genes involved in the MAPK signal transduction pathway in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation–state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data–mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry will be used to study networks of interacting proteins in colon tumor cells.
Class Format: two afternoons of lab, with one hour of lecture, per week **Requirements/Evaluation:** lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal
Prerequisites: BIOL 202; or; students who have not taken BIOL 202 but have taken BIOL 101/AP Biology and CSCI 315 or PHYS 315 or CSCI 106, may enroll with permission of instructor; No prior computer programming experience is required **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** seniors, then juniors/sophomores
Dept. Notes: does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Core Courses
BIMO Interdepartmental Electives
Fall 2014
LEC Section: 01 W 12:25 01:10 Instructor: Lois Banta
LAB Section: 02 WR 01:15 04:00 Instructor: Lois Banta

BIOL 321(F) Biochemistry I: Structure and Function of Biological Molecules (Q) Crosslistings: BIMO 321/BIOL 321/CHEM 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 catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands–on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.
Class Format: lecture, three hours per week; laboratory, four hours per week **Requirements/Evaluation:** evaluation is based on midterm exams, a final exam, problem sets and performance in the laboratories including lab reports
Prerequisites: BIOL 101 and CHEM 251/255 and CHEM 155/256 **Enrollment Limit:** 48 **Expected Class Size:** 48 **Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators
Dept. Notes: does not satisfy the distribution requirement in the major
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Related Courses
BIMO Required Courses
Fall 2014
LEC Section: 01 MWF 10:00 10:50 Instructor: Rebecca Taurog
LAB Section: 02 M 01:00 05:00 Instructor: Rebecca Taurog
LAB Section: 03 W 01:00 05:00 Instructor: Rebecca Taurog
LAB Section: 04 T 01:00 05:00 Instructor: Rebecca Taurog
LAB Section: 05 R 01:00 05:00 Instructor: Rebecca Taurog

BIOL 322(S) Biochemistry II: Metabolism (Q) Crosslistings: BIMO 322/BIOL 322/CHEM 322
This lecture course provides an in–depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.
Class Format: lecture, three hours per week; laboratory, three hours per week **Requirements/Evaluation:** evaluation is based on several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of the data generated
Prerequisites: BIOL 101 and CHEM 251/255 **Enrollment Limit:** 64 **Expected Class Size:** 64 **Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators
Dept. Notes: does not satisfy the distribution requirement in the major
Extra Info: not available for the Gaudino option
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Related Courses
BIMO Required Courses
Spring 2015
LEC Section: 01 MWF 10:00 10:50 Instructor: Alex Engel
LAB Section: 02 T 01:00 04:00 Instructor: Alex Engel
LAB Section: 03 W 01:00 04:00 Instructor: Alex Engel
LAB Section: 04 R 01:00 04:00 Instructor: Benjamin Carone

BIOL 405T(F) Sociobiology (W)
Sociobiology, or the study of social behavior, has challenged the limits of evolutionary theory since Darwin described the non–reproducing castes among social insects (i.e., eusociality) as "one special difficulty." Inclusive fitness theory and Hamilton's rule—that an altruistic act can evolve where the benefit to related individuals exceeds the cost to the actor—potentially resolves Darwin's paradox. Nevertheless, explanations including delayed fitness benefits and ecological constraints have been suggested as alternatives to inclusive fitness theory. Moreover, the theoretical justification for inclusive fitness theory has recently been vigorously challenged. This course will use readings from the primary literature to examine the evidence for inclusive fitness as a potential explanation for topics including the evolution of helping behavior, eusociality and its relationship to extraordinary sex ratios, and spiteful behavior. Other topics that we will cover include the evolution of deceit and self deception.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on five (4–5–page) papers; tutorial presentations, & the student's effectiveness as a critic
Prerequisites: BIOL 202 and either BIOL/ENVI 203 or 204 or 302 or 305 or permission of instructor; open to juniors and seniors **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** senior Biology majors who have not taken a 400–level course
Dept. Notes: Satisfies distribution requirement in the major
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Writing Intensive
Fall 2014
TUT Section: T1 TBA Instructor: Manuel Morales

BIOL 406(F) Dynamics of Internal Membrane Systems
Eukaryotic cells build and maintain a diverse set of internal membrane compartments, such as the endoplasmic reticulum, the Golgi compartment, and lysosomes, which exist as parts of an interconnected and dynamic membrane system. Each of these membrane compartments has unique functions despite a high rate of exchange between the different organelles. This course will mechanistically examine how the identity of organelles is achieved via highly regulated membrane trafficking events and investigate the importance of membrane trafficking in specialized biological processes including neurotransmission, glucose homeostasis, and immune cell killing. We will read classic and current primary literature articles and discuss the essentail techniques, experimental design, and models of cell biology.
Class Format: seminar **Requirements/Evaluation:** discussion, three hours per week; evaluation will be based on class participation and 4 three page papers
Prerequisites: BIOL 202 **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** open to juniors and seniors with preference given to senior biology majors who have not taken a 400–level course, then to juniors
Distribution Notes: does not satisfy distribution requirement in the major
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 3
Fall 2014
SEM Section: 01 TR 09:55 11:10 Instructor: Alex Engel

BIOL 407 Neurobiology of Emotion **Crosslistings:** BIOL 407/NSCI 347
Emotion is influenced and governed by a number of neural circuits and substrates, and emotional states can be influenced by experience, memory, cognition, and many external stimuli. We will read and discuss articles about mammalian neuroanatomy associated with emotion as defined by classic lesion studies, pharmacology, electrophysiology, fMRI imaging, knockout mouse studies, as well as new opti–genetic methods for investigating neural circuit function in order to gain an understanding of the central circuits and neurotransmitter systems that are implicated in emotional processing and mood disorders.
Class Format: lecture, three hours per week **Requirements/Evaluation:** evaluation will be based on class participation and several short papers
Prerequisites: BIOL 202 and 212; open to juniors and seniors **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** senior Biology majors who have not taken a 400–level Biology course; then to eligible NSCI concentrators
Dept. Notes: does not satisfy the distribution requirement in the Biology major
Extra Info: not available for the Gaudino option
Distributional Requirements: Division 3 **Other Attributes:** BIMO Interdepartmental Electives
NSCI Group A Electives
Not Offered Academic Year 2014–2015
SEM

BIOL 408(F) RNA Worlds
Ribonucleic acids (RNAs) serve as genomes, catalysts, messengers, adaptors, regulators, structural components, and evolutionary substrates. Non–coding RNAs such as microRNAs, ribozymes, and small interfering RNAs control a diverse range of biological processes including plant and animal development, translation, epigenetic chromosome silencing, and cancer. This course explores recently discovered non–coding RNAs and considers evidence for their mechanisms of action. Through extensive reading of primary literature, we will analyze experimental investigations that reveal our current understanding of the functions and evolution of non–coding RNAs in all three domains of life.
Class Format: discussion, three hours per week **Requirements/Evaluation:** evaluation will be based on class participation and several short papers
Prerequisites: BIOL 202; open to juniors and seniors **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** senior Biology majors who have not taken a 400–level course & BIMO concentrators
Dept. Notes: does not satisfy the distribution requirement in the Biology major
Extra Info: not available for the Gaudino option
Distributional Requirements: Division 3 **Other Attributes:** BIMO Interdepartmental Electives
Fall 2014
SEM Section: 01 TR 11:20 12:35 Instructor: Dawn Carone

BIOL 414(F) Life at Extremes: Molecular Mechanisms
All organisms face variability in their environments, and the molecular and cellular responses to stresses induced by environmental change often illuminate otherwise hidden facets of normal physiology. Moreover, many organisms have evolved unique molecular mechanisms, such as novel cellular compounds or macromolecular structural modifications, which contribute to their ability to survive continuous exposure to extreme conditions, such as high temperatures or low pH. This course will examine how chaperonins, proteases, and heat– and cold–shock proteins are regulated in response to changes in the external environment. We will then consider how these and other molecular mechanisms function to stabilize DNA and proteins– and, ultimately, cells and organisms. Other extreme environments, such as hydrothermal vents on the ocean floor, snow fields, hypersaline lakes, the intertidal zone, and acid springs provide further examples of cellular and molecular responses to extreme conditions. Biotechnological applications of these molecular mechanisms in areas such as protein engineering will also be considered. Class discussions will focus upon readings from the primary literature.
Class Format: discussion, three hours per week **Requirements/Evaluation:** evaluation will be based on class participation and several short papers
Prerequisites: BIOL 202; open to juniors and seniors **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** senior Biology majors who have not taken a 400–level course; then juniors
Dept. Notes: does not satisfy the distribution requirement in the Biology major
Extra Info: not available for the Gaudino option
Distributional Requirements: Division 3 **Other Attributes:** BIMO Interdepartmental Electives
MAST Interdepartmental Electives
Fall 2014
SEM Section: 01 TR 09:55 11:10 Instructor: Claire Ting
SEM Section: 02 TR 11:20 12:35 Instructor: Claire Ting

BIOL 416(S) Epigenetics
After decades of studies emphasizing the role of DNA in heredity, scientists are now turning their attention from genetics to a variety of heritable phenomena that fall under the heading of epigenetics, heritable changes that do not result from an alteration in DNA sequence. Research reveals that stable changes in cell function can result from, for example, stable changes in protein conformation, protein modification, DNA methylation, or the location of a molecule within the cell. Using readings from the primary literature, we will explore the epigenetic nature and molecular mechanisms underlying a diverse array of phenomena such as prion propagation, genetic imprinting, dosage compensation, transvection, centromere formation, vernalization, and programmed genome rearrangements. The significance of epigenetic processes for development, evolution, and human health will be discussed.
Class Format: discussion, three hours per week **Requirements/Evaluation:** evaluation will be based on class participation and several short papers
Prerequisites: BIOL 202; open to juniors and seniors **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** senior Biology majors who have not taken a 400–level course, then to juniors
Dept. Notes: does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3 **Other Attributes:** BIMO Interdepartmental Electives
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Benjamin Carone

BIOL 418 Signal Transduction to Cancer
Division of normal cells is a highly regulated process based on input from both intrinsic and extrinsic signals. The cell's response to its environment affects all aspects of cell behavior: proliferation, death, differentiation and migration. The goal of the course is to understand the molecular mechanisms of signal transduction that guide normal cell behavior and how disruptions in this process can lead to cancer. We will focus on the Hedgehog–Gli signaling pathway that is activated in 30% of all known cancers. Genetic studies will serve as an introduction to the components of the pathway, followed by an examination of the molecular mechanisms of signal reception, transduction of intracellular information, scaffolding and transcriptional targets. The final section of the course will investigate how high throughput screens, medicinal chemistry studies and mouse models are used to identify small molecular inhibitors of pathway components. We will consider the effectiveness of these inhibitors in pharmacological studies, clinical trials and potential cancer treatments.
Class Format: seminar **Requirements/Evaluation:** four papers
Prerequisites: BIOL 202 or permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** seniors and then junior
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 3 *Not Offered Academic Year 2014–2015*
SEM Instructor: Robert Savage

BIOL 422(S) Ecology of Sustainable Agriculture **Crosslistings:** BIOL 422/ENVI 422
A seminar / field course investigating patterns, processes, and concepts of stability in human–dominated, food production ecosystems. As a capstone course, the course will draw upon the experiences that students have had in biology and environmental studies courses. Topics will include: the relationships among diversity, ecosystem function, sustainability, resilience, and stability of food production and distribution systems, nutrient pools and processing in human–dominated ecosystems. Two extensive field trips will be taken to agricultural operations in the region. Each student will present a seminar on a topic requiring extensive reading of primary resources and is responsible for leading the discussion that ensues. Reading question paper assignments will be due prior to the seminar. Criticism paper assignments will be made at approximately bi–weekly intervals and due two days after the seminar to which they relate.
Class Format: seminar, two 75 minute sessions per week **Requirements/Evaluation:** evaluation will be based on writing assignments, seminar presentation, and course participation
Prerequisites: BIOL/ENVI 203 or BIOL 302 or permission of instructor **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** open to juniors and seniors
Dept. Notes: Satisfies the distribution requirement in the major; the ENVS biology track; the Natural World distributional requirement of the Environmental Studies program
Distributional Requirements: Division 3 **Other Attributes:** ENVI Natural World Electives
ENVS Group EB–A Electives
PHLH Nutrition and Food Security
Spring 2015
SEM Section: 01 MWF 08:30 09:45 Instructor: Henry Art

BIOL 424T Conservation Biology (W) Crosslistings: BIOL 424/ENVI 424
This tutorial examines the application of population genetics, population ecology, community ecology, and systematic to the conservation of biological diversity. While the focus of this tutorial is on biological rather than social, legal, or political issues underlying conservation decisions, the context is to develop science–based recommendations that can inform policy. Topics include extinction, the genetics of small populations, habitat fragmentation, the impact of invasive species, restoration ecology, design of reserves and conservation strategies.
Format; tutorial/field trip, one to three hours per week. Requirements: evaluation will be based on 5 writing assignments, tutorial presentation, performance in the role of paper critic, and course participation.
Class Format: tutorial/field trip, one to three hours per week **Requirements/Evaluation:** based on 5 writing assignments, tutorial presentation, performance in the role of paper critic, & course participation
Prerequisites: BIOL/ENVI 203 or BIOL 302 or 305 or permission of instructor; open to juniors and seniors **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Biology majors who have not taken a 400–level course; then to senior Environmental Studies majors or concentrators
Dept. Notes: satisfies the distribution requirement in the Biology major
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Writing Intensive
Other Attributes: ENVI Natural World Electives
Not Offered Academic Year 2014–2015
TUT Instructor: Joan Edwards

BIOL 426T Frontiers in Muscle Physiology: Controversies (W)
While an active muscle produces force, contraction of muscle is far from the only function of this intriguing organ system. Muscle plays a major role in metabolic regulation of organisms, acts as a glucose storage facility, regulates blood pressure in mammals, and produces numerous hormones. The mechanism for contractile activity varies not only among different organisms, but also among different muscles within the same organism. Controversies, disagreements, and arguments pervade the muscle biology literature perhaps because of the integrative nature of the science. In this tutorial course, we will utilize molecular, physiological, comparative, and evolutionary aspects of muscle biology to address current controversies of this dynamic tissue. Some questions that will be addressed include: 1) Lactic acid generated by skeletal muscle is / is not involved with fatigue at high exercise intensity, 2) Satellite cells are / are not obligatory for skeletal muscle hypertrophy, 3) Do mammals possess the same "stretch activation" of skeletal muscle as seen in insect flight muscle?, 4) Are smooth and skeletal muscles from the same lineage of cells, or do they represent convergent evolution on the tissue level?

After an initial group meeting, students meet weekly with a tutorial partner and the instructor for an hour each week. Every other week at this tutorial meeting, students present a written and oral critical analysis of the assigned research articles. Students not making a presentation question and critique the work of their colleague.
Class Format: tutorial meeting one hour a week **Requirements/Evaluation:** evaluation is based on five tutorial papers of four pages each, five critiques, tutorial presentations, and general participation
Prerequisites: BIOL 205 **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Biology majors who have not had a 400–level biology course
Dept. Notes: does not satisfy the distribution requirement in the Biology major
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 3 Writing Intensive
Other Attributes: BIMO Interdepartmental Electives
Not Offered Academic Year 2014–2015
TUT

BIOL 430T Genome Sciences: At the Cutting Edge (W)
Research in genomics has integrated and revolutionized the field of biology, including areas of medicine, plant biology, microbiology, and evolutionary biology. Moreover, recent developments in "metagenomics" (genomic studies of entire communities of microorganisms in natural environments, such as the mammalian gut and the deep sea) and "metatranscriptomics" (studies of genome wide changes in expression and mRNA levels in natural communities of organisms) have generated unprecedented knowledge about the genomic potential of a community and the in situ biological activity of different ecological niches. In this course we will explore how research in these and related areas, including proteomics, have advanced our fundamental understanding of (1) organisms in the three domains of life, and their interactions and evolutionary relationships; (2) biological systems and environments, such as the human body, extreme environments, and the oceans; (3) strategies for solving global challenges in medicine, agriculture, energy resources, and environmental sciences. During the course, students will meet each week for one hour with a tutorial partner and the instructor. Every other week, students will present a written and oral critical analysis of the assigned research articles. On alternate weeks, students will question/critique the work of their colleague.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on five (4–5 page) papers, tutorial presentations, and the student's effectiveness as a critic
Prerequisites: BIOL 202 **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** open to juniors and seniors; senior Biology majors who have not taken a 400–level course
Dept. Notes: BIMO, BIGP; does not satisfy the distribution requirement in the Biology major
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Writing Intensive
Other Attributes: BGNP Recommended Courses
BIMO Interdepartmental Electives
Not Offered Academic Year 2014–2015
TUT Instructor: Claire Ting

BIOL 493(F) Senior Thesis Research: Biology
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. The number of Biology Department faculty available to mentor research students and the number of students each can accommodate in her/his lab vary from year to year. Although the department will make every effort to provide an opportunity for students to conduct Honors research, you should be aware that it may not be possible to assign all applicants to a laboratory.
Class Format: independent study
Dept. Notes: Senior majors and concentrators are required to participate in Biology Colloquium, which are scheduled for most Fridays at 1:10pm
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 3
Fall 2014
HON Section: 01 TBA Instructor: Steven Swoap

BIOL 494(S) Senior Thesis Research: Biology
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. The number of Biology Department faculty available to mentor research students and the number of students each can accommodate in her/his lab vary from year to year. Although the department will make every effort to provide an opportunity for students to conduct Honors research, you should be aware that it may not be possible to assign all applicants to a laboratory.
Class Format: independent study
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 3
Spring 2015
HON Section: 01 TBA Instructor: Steven Swoap

BIOL 499 Biology Colloquium
Scientists from around the country who are on the cutting edge of biological research come to talk about their work. Students of Biology at any level are welcome.
Class Format: lecture
Extra Info: this is not a for–credit course; registration is not necessary to attend
Distributional Requirements:
Non–divisional
Not Offered Academic Year 2014–2015
LEC Instructor: Steven Swoap

CHEMISTRY (Div. III)

Chair, Professor THOMAS E. SMITH

Professors: BINGEMANN*, KAPLAN***, LOVETT**, PARK*, PEACOCK–LÓPEZ, RICHARDSON, T. SMITH, THOMAN. Associate Professors: GEHRING, C. GOH***, S. GOH***. Assistant Professors: BLAIR, TAUROG. Visiting Assistant Professor: BARBER. Senior Lecturer Emerita: SKINNER. Lecturers: MACINTIRE, TRURAN. Lab Instructor: L. STRAUCH.

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. The Chemistry major provides excellent preparation for graduate study in chemistry, biochemistry, chemical engineering, environmental science, materials science, medicine, and the medical sciences.

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.

All students begin their study in the department with either Chemistry 151, 153, or 155. Placement at the introductory level is based upon performance on the departmental placement test results and consultation with the chair; results of the College Board Advanced Placement Test or the International Baccalaureate Exam are also taken into account. The first year is completed with Chemistry 156. In the second year at the introductory level, students take Chemistry 251 (or 255) and Chemistry 256 (those students who complete 155 are exempted from 256). Completion of a Chemistry major requires either nine semester chemistry courses or eight semester chemistry courses plus two approved courses from among the following: Biology 101; Computer Science 134; Mathematics 130, 140, 150, 151; Physics 131, 141; or any courses in these departments for which the approved courses are prerequisites. CHEM 155 counts for two courses toward the major, but a single course toward graduation credit. Starting at the 300 level, at least three of the courses taken must have a laboratory component, and at least one must be selected from Chemistry 361, 366, 364, or 367. (The specific course elected, in consultation with the chair or major advisor, will depend on the student's future plans.) In addition, the department has a number of "Independent Research Courses" which, while they do not count toward completion of the major, provide a unique opportunity to pursue an independent research project under the direction of a faculty member.

Required Courses

First Year:
Fall: 151,153 or 155 Introductory Chemistry
Spring: 156 Organic Chemistry: Introductory Level

Second Year:
Fall: 251 (or 255) Organic Chemistry: Intermediate Level
Spring: 256 Advanced Chemical Concepts (or 300–level if completed 155)

Elective Courses

319 Integrative Bioinformatics, Genomics, and Proteomics Lab
321 Biochemistry I–Structure and Function of Biological Molecules
322 Biochemistry II–Metabolism
324 Enzyme Kinetics and Reaction Mechanisms

326 Chemical Biology: Discoveries at the Interface
335 Inorganic/Organometallic Chemistry
336 Materials Chemistry
341 Toxicology and Cancer
342 Synthetic Organic Chemistry
343 Medicinal Chemistry
344T Physical Organic Chemistry
348 Polymer Chemistry
361 Quantum Chemistry and Chemical Dynamics
364 Instrumental Methods of Analysis
366 Thermodynamics and Statistical Mechanics
367 Biophysical Chemistry
368T Computational Chemistry and Molecular Spectroscopy

Independent Research Courses

393–W31–394 Junior Research and Thesis
397, 398 Independent Study, for Juniors
493–W31–494 Senior Research and Thesis
497, 498 Independent Study, for Seniors

For the purpose of assisting students in selecting a program consistent with their interests and possible continuation of their studies at the graduate level, 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 326, Chemistry 341, Chemistry 364, Chemistry 367. Students interested in biochemistry should consult with Professors Blair, Gehring, Kaplan, Lovett, or Taurog.

Organic Chemistry: Chemistry 341, Chemistry 342, Chemistry 343, Chemistry 344T, Chemistry 348, Chemistry 364, Chemistry 361, Chemistry 366. Students interested in organic chemistry should consult with Professors Blair, S. Goh, Richardson, or Smith.

Physical and Inorganic Chemistry: Chemistry 335, Chemistry 336, Chemistry 361, Chemistry 364, Chemistry 366, Chemistry 368T. Students interested in physical chemistry should consult with Professors Bingemann, Peacock–López, or Thoman. Students interested in inorganic chemistry should consult with Professor C. Goh or Park. Students interested in materials science should consult with Professors C. Goh or Park.

While any accepted route through the major would permit a student to proceed to graduate study in chemistry, four electives should be considered a minimum, and at least a semester of research is strongly recommended.

The department's curriculum is approved 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: 151 (153 or 155), 156, 251 (255), 256, 321, 335, 364, 361 (366 or 367) and at least 4 courses (two of which must have a laboratory component) from our remaining upper level electives: 319, 322, 324, 326, 336, 341, 342, 343, 344T, 348, 361, 366, 367, 368T, 493, 494, 497, 498, BIMO 401. In addition, students are strongly encouraged (though not required) to pursue independent research in some form. Students completing these requirement can be designated Certified A.C.S. Majors.

BIOCHEMISTRY AND MOLECULAR BIOLOGY (BIMO)

Students interested in Biochemistry and Molecular Biology should consult with the general statement under the Biochemistry and Molecular Biology Program (BIMO) in the Courses of Instruction. Students interested in completing the BIMO program are also encouraged to complete the biochemistry courses within the chemistry major by taking 321, 322, 324, and 367 in addition to the first and second year required courses.

BIOINFORMATICS, GENOMICS, AND PROTEOMICS (BiGP)

Students interested in Bioinformatics, Genomics, and Proteomics should consult the general statement under Bioinformatics, Genomics, and Proteomics in the Courses of Instruction. Students interested in these areas are also encouraged to complete the biochemistry courses within the chemistry major by taking 319, 321, 322, 324 and 367 in addition to the first and second year required courses.

MATERIALS SCIENCE

Students interested in Materials Science are encouraged to elect courses from the Materials Science program offered jointly with the Physics Department, and should consult that listing.

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 outlined 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 at least a B– average in all chemistry courses or the permission of the chair. At the end of the first semester of the senior year, 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 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

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 divisional distribution requirement.

STUDY ABROAD

Students who wish to complete a chemistry major (or chemistry requirements for pre–medical study) as well as to study abroad during their junior year are encouraged to begin taking chemistry in their first semester at Williams, and should consult with members of the department as early as possible. You can find general study away guidelines for Chemistry here.

CHEM 113 Chemistry and Crime: From Sherlock Holmes to Modern Forensic Science

In this course, designed for students who do not plan to major in the natural sciences, we use a case–oriented approach to explore selected topics of forensic science. These include: (1) the scientific and technological foundation for the examination of physical, chemical, and biological items of evidence, and (2) the scope of expert qualifications and testimony, the legal status of scientific techniques, and the admissibility of the results in evidence. The analysis of trace evidence, including glass, soil, gunpowder residues and bullet fragments, and inorganic and heavy metal poisons are discussed through an understanding of the basic concepts of chemistry and analytical chemistry. Forensic toxicology and pharmacology are applied to the analysis of alcohol, poisons, and drugs based upon the principles of organic chemistry and biochemistry. The characterization of blood and other body fluids necessitate an understanding of serology and molecular genetics. The cases which stimulate the exploration of these areas include: the John and Robert Kennedy assassinations, the Jeffrey MacDonald case (*Fatal Vision*), the Wayne Williams case, the deaths of celebrities Marilyn Monroe, John Belushi, and Janis Joplin, the authenticity of the Shroud of Turin, the Lindberg baby kidnapping, the Tylenol poisonings, and the identity of Anastasia.

An interactive laboratory program provides an appreciation of scientific experimentation in general and the work of a crime lab in particular. It includes an analysis of evidence collected at various crime scenes and provides an opportunity to learn forensic techniques such as chromatography (for ink, drug, and fire accelerant analysis), spectroscopy (for alcohol and drug analysis), and electrophoresis (for DNA fingerprinting).

Class Format: lecture, three hours per week; laboratory, four hours per week **Requirements/Evaluation:** evaluation is based on problem sets and/or quizzes, hour tests, a final exam, and laboratory performance **Prerequisites:** none; designed for the non–science major who does not intend to pursue a career in the natural sciences; not open to students who have taken CHEM 151, 153, 155, 156/251, or 256 **Enrollment Limit:** 30 **Expected Class Size:** 30 **Enrollment Preferences:** seniors and juniors

Distributional Requirements: Division 3 **Other Attributes:** JLST Enactment/Applications in Institutions
SCST Elective Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Lawrence Kaplan

CHEM 115 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 three decades into the AIDS pandemic and the World Health Organization estimates that there are more than 34 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 look at how HIV–1 interacts with the human immune system and discuss prospects for developing an effective HIV vaccine.
Class Format: lecture, three hours per week **Requirements/Evaluation:** evaluation is based on problem sets, a midterm, quizzes, a final exam, and a paper/discussion
Prerequisites: none; designed for the non–science major who does not intend to pursue a career in the natural sciences **Enrollment Limit:** 60 **Expected Class Size:** 60
Distributional Requirements: Division 3 **Other Attributes:** INST Global Health Studies Electives
PHLH Biomedical Determinants of Health
Not Offered Academic Year 2014–2015
LEC Instructor: Amy Gehring

CHEM 116(S) Chemistry and Physics of Cooking (Q)
Cooking is a creative and artistic process, but it is based on fundamental chemical and physical principles. In this course, which is intended for students who do not plan to major in the natural sciences, we explore these scientific principles and their application to the kitchen. We draw on edible examples such as chemical bonding and intermolecular forces (salting, emulsification, and spherification), acid–base chemistry (leavening, making jam, and macaroni and cheese), kinetics and thermodynamics (cooking styles and times), states of matter (carbonation, ices, foams, and gels), types of chemical reactions (baking bread, grilling vegetables, tenderizing meat), and energy transfer (kitchen equipment and gadgets). The kitchen is a laboratory—in the classroom, we carry out experiments to demonstrate and to test these scientific concepts. This course also considers the science behind contemporary ideas in cooking known as "modernist cuisine" and/or "molecular gastronomy". Bon appetit!
Class Format: lecture **Requirements/Evaluation:** weekly quizzes and problem sets, two exams, and a paper
Prerequisites: none, but students who have not taken high school chemistry should consult the instructor **Enrollment Limit:** 70 **Expected Class Size:** 70 **Enrollment Preferences:** seniors and juniors
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Spring 2015
LEC Section: 01 MWF 11:00 12:15 Instructor: John Thoman

CHEM 118 Macromolecules: The Chemistry of Really Big Things
As true today as it was in 1967 when "The Graduate" was released, "There's a great future in plastics. Think about it." Plastics are but one type of polymer, also known as macromolecules, which are really long chains of repeating structural units. From synthetic to natural macromolecules, we encounter polymers everywhere and every day. Where would we be without Telfon®, nylon, or the Frisbee®? This course introduces the basics of polymer synthesis and discusses how structure defines function, beginning with chemical bonding and materials properties. We will explore how polymers can be used in a variety of applications: textiles, fuel cells, food science, and tissue engineering to name a few. This course is designed for the non–science major who does not intend to pursue a career in the natural sciences.
Class Format: lecture three hours per week **Requirements/Evaluation:** evaluation is based on problem sets and/or quizzes, a midterm, a final exam, and a final project
Prerequisites: none, but high school–level preparation in chemistry is recommended; students who have not taken high school chemistry should contact the instructor before enrolling; not open to students who have taken CHEM 156 **Enrollment Limit:** 40 **Expected Class Size:** 30 **Enrollment Preferences:** non–science majors
Distributional Requirements: Division 3 *Not Offered Academic Year 2014–2015*
LEC

CHEM 151(F) Introductory Concepts of Chemistry (Q)
This course provides a general introduction to chemistry for those students who have had at most one year of chemistry at the high school level. The course presents an overview of chemical concepts. Principal topics include introductions to the nature of atoms and molecules, stoichiometry, solubility rules and equilibria, gas laws, chemical equilibrium, acid–base reactions, periodic relationships, chemical bonding, molecular structure, intermolecular forces, oxidation–reduction reactions, and related applications. Laboratory work comprises a system of qualitative analysis and quantitative techniques. The course provides preparation for further study of organic chemistry, biochemistry, physical and inorganic chemistry and is intended for 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.
Class Format: lecture, three hours per week; laboratory, four hours per week **Requirements/Evaluation:** evaluation is based on frequent electronic and quantitative weekly problem set assignments, laboratory work and reports, quizzes, one hour test, and a final exam
Prerequisites: all students planning to enroll are required to take the online Chemistry Placement Test by June 23. Students with a strong background in chemistry from high school are directed to CHEM 153 or 155
Enrollment Limit: none **Expected Class Size:** 100
Dept. Notes: CHEM 151 may be taken concurrently with MATH 102—see under Mathematics; CHEM 151 or its equivalent is prerequisite to CHEM 156; one of CHEM 151 or 153 or 155 required for the BIMO concentration
Extra Info: information about the Chemistry Placement Test can be found at http://chemistry.williams.edu/placement/
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BIMO Required Courses
ENVS Group EC–A Electives
Fall 2014
LEC Section: 01 MWF 09:00 09:50 Instructor: Christopher Goh
LAB Section: 02 M 01:00 05:00 Instructor: Christopher Goh
LAB Section: 03 T 01:00 05:00 Instructor: Jennifer MacIntire
LAB Section: 04 W 01:00 05:00 Instructor: Laura Strauch
LAB Section: 05 R 01:00 05:00 Instructor: Jennifer MacIntire
LAB Section: 06 T 08:00 12:00 Instructor: Laura Strauch
LAB Section: 07 M 07:00 11:00 Instructor: Jennifer MacIntire
LAB Section: 08 F 01:00 05:00 Instructor: Laura Strauch

CHEM 153(F) Introductory Concepts of Chemistry: Advanced Section (Q)
This course furthers the foundation in chemistry for students who have had one year or more of chemistry at the high school level. Familiarity with stoichiometry, basic concepts of equilibria, and the model of an atom is expected. Principal topics for this course 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, qualitative and quantitative chemical analysis, and molecular modeling. The course is of interest to students who anticipate professional study in chemistry, related sciences, or one of the health professions, as well as to those who want to explore the fundamental ideas of chemistry as part of their general education.
Class Format: lecture, three hours per week; laboratory, four hours per week **Requirements/Evaluation:** evaluation is based on quantitative weekly problem set assignments, laboratory work and reports, hour tests, and a final exam
Prerequisites: students are required to take the online Chemistry Placement Test by June 23 and to meet with a faculty member during First Days **Enrollment Limit:** none **Expected Class Size:** 36
Dept. Notes: one of CHEM 151 or 153 or 155 required for the BIMO concentration
Extra Info: information about the Chemistry Placement Test can be found at http://chemistry.williams.edu/placement/
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BIMO Required Courses
ENVS Group EC–A Electives
Fall 2014
LEC Section: 01 MWF 09:00 09:50 Instructor: Amy Gehring
LAB Section: 02 W 01:00 05:00 Instructor: Amy Gehring
LAB Section: 03 R 01:00 05:00 Instructor: Amy Gehring
LAB Section: 04 F 01:00 05:00 Instructor: Anne Skinner

CHEM 155(F) Principles of Modern Chemistry (Q)
This course is intended for students with strong preparation in secondary school chemistry, for example through advanced placement courses (or equivalent) and laboratory experience. 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, materials chemistry, qualitative analysis, and molecular modeling. This course is of interest for students who are anticipating professional study in chemistry, related sciences, or one of the health professions, as well as for students who want to explore the fundamental ideas of chemistry as part of their general education.
Class Format: lecture, three hours per week; laboratory, four hours per week **Requirements/Evaluation:** evaluation is based on quantitative weekly problem set assignments, laboratory work and reports, hour tests, and a final exam
Prerequisites: students are required to take the online Chemistry Placement Test by June 23 and to meet with a faculty member during First Days **Enrollment Limit:** none **Expected Class Size:** 36 **Enrollment Preferences:** none
Dept. Notes: one of CHEM 151 or 153 or 155 required for the BIMO concentration
Extra Info: information about the Chemistry Placement Test can be found at http://chemistry.williams.edu/placement/
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BIMO Required Courses
ENVS Group EC–A Electives
ENVS Group EC–B Electives
MTSC Related Courses
Fall 2014
LEC Section: 01 MWF 08:00 08:50 Instructor: Enrique Peacock–Lopez
LAB Section: 02 M 01:00 05:00 Instructor: Enrique Peacock–Lopez
LAB Section: 03 T 01:00 05:00 Instructor: Laura Strauch

LAB Section: 04 M 07:00 11:00 Instructor: Enrique Peacock–Lopez

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.
Class Format: lecture, three hours per week; laboratory, four hours per week **Requirements/Evaluation:** evaluation will be based on quantitative problem sets, laboratory performance, including written lab reports, three midterm exams, and a final exam
Prerequisites: CHEM 151 or 153 or 155 or placement exam or permission of instructor **Enrollment Limit:** 16 per lab **Expected Class Size:** 120
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BIMO Required Courses
ENVS Group EC–B Electives
MTSC Related Courses
Spring 2015
LEC Section: 01 MWF 09:00 09:50 Instructor: David Richardson
LAB Section: 02 M 01:00 05:00
LAB Section: 03 T 01:00 05:00
LAB Section: 04 W 01:00 05:00
LAB Section: 05 R 01:00 05:00
LAB Section: 06 T 08:00 12:00
LAB Section: 07 M 07:00 11:00
LAB Section: 08 M 01:00 05:00
LAB Section: 09 W 01:00 05:00

CHEM 251(F) Organic Chemistry: Intermediate Level
This course is a continuation of Chemistry 156 and it concludes the systematic study of the common classes of organic compounds with emphasis on theories of structure and reactivity. Specific topics include radical chemistry, an introduction to mass spectrometry and ultraviolet spectroscopy, the theory and chemical reactivity of conjugated and aromatic systems, the concepts of kinetic and thermodynamic control, an extensive treatment of the chemistry of the carbonyl group, alcohols, ethers, polyfunctional compounds, the concept of selectivity, the fundamentals of organic synthesis, an introduction to carbohydrates, carboxylic acids and derivatives, acyl substitution reactions, amines, and an introduction to amino acids, peptides, and proteins. The coordinated laboratory work includes application of the techniques learned in the introductory level laboratory, along with new functional group analyses, to the separation and identification of several unknown samples. Skills in analyzing NMR, IR, and MS data are practiced and further refined.
Class Format: lecture, three hours per week; laboratory, four hours per week **Requirements/Evaluation:** evaluation is based on midterm exams, problem sets, laboratory performance, including written lab reports, and a final exam
Prerequisites: CHEM 156 or permission of instructor **Enrollment Limit:** 16 per lab **Expected Class Size:** 100
Distributional Requirements: Division 3 **Other Attributes:** BIMO Required Courses
ENVS Group EC–B Electives
MTSC Related Courses
Fall 2014
LEC Section: 01 MWF 10:00 10:50 Instructor: Jimmy Blair
LAB Section: 02 M 01:00 05:00 Instructor: Jimmy Blair
LAB Section: 03 T 01:00 05:00 Instructor: George Truran
LAB Section: 04 W 01:00 05:00 Instructor: Jimmy Blair
LAB Section: 05 R 01:00 05:00 Instructor: Brooke Blair
LAB Section: 06 T 08:00 12:00 Instructor: David Richardson
LAB Section: 07 M 07:00 11:00 Instructor: Thomas Smith
LAB Section: 08 M 01:00 05:00 Instructor: George Truran

CHEM 255(F) Organic Chemistry: Intermediate Level—Special Laboratory Section
This course is a continuation of CHEM 156 and contains the same material as CHEM 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 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 about the previous week's experimental results. Students are drawn from CHEM 156 with placement based upon student selection and nomination by the CHEM 156 instructor. Participants attend their regular CHEM 251 lecture but attend the special laboratory section instead of a CHEM 251 laboratory section.
Class Format: lecture, three hours per week; laboratory, four hours per week; weekly one–hour discussion **Requirements/Evaluation:** evaluation is based on the requirements for the CHEM 251 lecture and performance in this special laboratory section including written laboratory reports and participation in discussions
Prerequisites: permission of instructor is required **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** sophomores
Dept. Notes: course was developed under a grant from the Ford Foundation
Distributional Requirements: Division 3 **Other Attributes:** ENVS Group EC–B Electives
MTSC Related Courses
Fall 2014
LEC Section: 01 MWF 10:00 10:50 Instructor: Jimmy Blair
LAB Section: 02 R 01:00 05:00 Instructor: Sarah Goh

CHEM 256(S) Advanced Chemical Concepts
This course treats an array of topics in modern chemistry, emphasizing broad concepts that connect and weave through the various subdisciplines of the field—biochemistry, inorganic chemistry, organic chemistry, and physical chemistry. It provides necessary background in chemical science for students who are planning advanced study or a career in chemistry, biological science, geoscience, environmental science, or a health profession. Topics include coordination complexes, thermodynamics, electrochemistry, kinetics, and nuclear chemistry. Laboratory work includes experiments involving synthesis, characterization, and reactivity studies of coordination and organic complexes, spectroscopic analyses, thermodynamics, electrochemistry, kinetics, and nuclear chemistry.
Class Format: lecture, three hours per week; laboratory, four hours per week **Requirements/Evaluation:** evaluation is based on homework assignments, laboratory work, hour tests, and a final exam
Prerequisites: CHEM 251/255, or permission of instructor **Enrollment Limit:** none **Expected Class Size:** 100
Dept. Notes: for the BIMO concentration, CHEM 256 not required if CHEM 155 was taken
Distributional Requirements: Division 3 **Other Attributes:** BIMO Required Courses
ENVS Group EC–B Electives
MTSC Related Courses
Spring 2015
LEC Section: 01 MWF 10:00 10:50 Instructor: Charles Lovett
LAB Section: 02 M 01:00 05:00
LAB Section: 03 T 01:00 05:00
LAB Section: 04 W 01:00 05:00
LAB Section: 05 R 01:00 05:00
LAB Section: 06 T 08:00 12:00
LAB Section: 07 M 07:00 11:00

CHEM 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Q) Crosslistings: BIOL 319/MATH 319/CHEM 319/PHYS 319/CSCI 319
What can computational biology teach us about cancer? In this capstone experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet–lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever–growing gene and protein data–sets can provide key insights into human disease. In this course, we will take advantage of one well–studied system, the highly conserved Ras–related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, phylogenetics, and recombinant DNA techniques to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through–put approaches to investigate genes involved in the MAPK signal transduction pathway in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation–state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data–mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry will be used to study networks of interacting proteins in colon tumor cells.
Class Format: two afternoons of lab, with one hour of lecture, per week **Requirements/Evaluation:** lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal
Prerequisites: BIOL 202; or; students who have not taken BIOL 202 but have taken BIOL 101/AP Biology and CSCI 315 or PHYS 315 or CSCI 106, may enroll with permission of instructor; No prior computer programming experience is required **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** seniors, then juniors/sophomores
Dept. Notes: does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Core Courses
BIMO Interdepartmental Electives
Fall 2014
LEC Section: 01 W 12:25 01:10 Instructor: Lois Banta
LAB Section: 02 WR 01:15 04:00 Instructor: Lois Banta

CHEM 321(F) Biochemistry I: Structure and Function of Biological Molecules (Q) Crosslistings: BIMO 321/BIOL 321/CHEM 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 catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands–on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.
Class Format: lecture, three hours per week; laboratory, four hours per week **Requirements/Evaluation:** evaluation is based on midterm exams, a final exam, problem sets and performance in the laboratories including lab reports
Prerequisites: BIOL 101 and CHEM 251/255 and CHEM 155/256 **Enrollment Limit:** 48 **Expected Class Size:** 48 **Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators
Dept. Notes: does not satisfy the distribution requirement in the major
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Related Courses
BIMO Required Courses
Fall 2014
LEC Section: 01 MWF 10:00 10:50 Instructor: Rebecca Taurog
LAB Section: 02 M 01:00 05:00 Instructor: Rebecca Taurog
LAB Section: 03 W 01:00 05:00 Instructor: Lawrence Kaplan
LAB Section: 04 T 01:00 05:00 Instructor: Rebecca Taurog
LAB Section: 05 R 01:00 05:00 Instructor: Lawrence Kaplan

CHEM 322(S) Biochemistry II: Metabolism (Q) Crosslistings: BIMO 322/BIOL 322/CHEM 322
This lecture course provides an in–depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.
Class Format: lecture, three hours per week; laboratory, three hours per week **Requirements/Evaluation:** evaluation is based on several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of the data generated
Prerequisites: BIOL 101 and CHEM 251/255 **Enrollment Limit:** 64 **Expected Class Size:** 64 **Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators
Dept. Notes: does not satisfy the distribution requirement in the major
Extra Info: not available for the Gaudino option
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Related Courses
BIMO Required Courses
Spring 2015
LEC Section: 01 MWF 10:00 10:50 Instructor: Alex Engel
LAB Section: 02 T 01:00 04:00 Instructor: Alex Engel
LAB Section: 03 W 01:00 04:00 Instructor: Alex Engel
LAB Section: 04 R 01:00 04:00 Instructor: Benjamin Carone

CHEM 324(S) Enzyme Kinetics and Reaction Mechanisms
Enzymes are complex biological molecules capable of catalyzing chemical reactions with very high efficiency, stereo–selectivity and specificity. The study of enzymatically–catalyzed reactions gives insight into the study of organic reaction mechanisms in general, and into the topic of catalysis especially. This course explores the methods and frameworks for determining enzymatic reaction mechanisms. These methods are based on a firm foundation of organic reaction mechanisms and chemical kinetics. We will investigate the major types of biochemical reactions, focusing on their catalytic mechanisms and how those mechanisms can be elucidated. We will lay the foundation for this mechanistic consideration with discussion of transition state theory, structure–reactivity relationships, steady state and pre–steady kinetics, use of isotopes, genetic modification, and other tools for probing enzymatic reactions. We will also examine the catalytic roles of a variety of vitamins and cofactors.
Class Format: lecture, three hours per week **Requirements/Evaluation:** evaluation is based on problem sets, quizzes, midterm exams, a paper, and a final exam
Prerequisites: CHEM/BIOL/BIMO 321 or permission of instructor **Enrollment Limit:** none **Expected Class Size:** 10
Distributional Requirements: Division 3 **Other Attributes:** BIMO Interdepartmental Electives
Spring 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Rebecca Taurog

CHEM 326 Chemical Biology: Discoveries at the Interface
Complex biological behavior is driven by the chemistry of biological molecules including secondary messengers, lipids, proteins, and nucleic acids. Chemists and biologists have recognized that manipulating the chemistry of these systems affords a powerful method to regulate and study cellular activity. The burgeoning field of chemical biology encompasses these efforts. This course introduces the tools of chemical biology, focusing on how small chemical molecules directed at biological systems facilitate answering important questions in biology. Building upon this foundation of chemical and biological techniques, this course will study current applications of these techniques through case studies of recent discoveries. Topics covered include bioconjugation, chemical genetics, extending the genetic code, activity–based probes, and fragment–based drug discovery.
Class Format: lecture, three hours per week **Requirements/Evaluation:** evaluation is based on class participation, several short papers, and a final research paper
Prerequisites: CHEM/BIOL/BIMO 321 **Enrollment Limit:** 19 **Expected Class Size:** 16
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 3 **Other Attributes:** BIMO Interdepartmental Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Jimmy Blair

CHEM 335(S) Inorganic/Organometallic Chemistry
This course addresses fundamental aspects in the chemistry of transition metals and main group elements that are relevant to a variety of important areas, including applications in organic synthetic transformations, medicine, and industrial and biological catalysis. The course introduces concepts of symmetry and group theory, and applies them in a systematic approach to the study of the structure, bonding, and spectroscopy of coordination and inorganic compounds. The course also covers selected inorganic and organometallic reactions, their mechanisms and roles in catalysis, and bioinorganic chemistry. Primary literature and review articles are used to discuss recent developments and applications in the field.
Class Format: lecture, three hours per week; laboratory, four hours per week **Requirements/Evaluation:** evaluation is based on problem sets, exams, and an independent project
Prerequisites: CHEM 155 or 256 and 251/255 **Enrollment Limit:** 16 **Expected Class Size:** 16
Distributional Requirements: Division 3 **Other Attributes:** MTSC Related Courses
Spring 2015
LEC Section: 01 TR 08:30 09:45 Instructor: Patrick Barber
LAB Section: 02 R 01:00 05:00 Instructor: Patrick Barber

CHEM 336 Materials Chemistry
Materials Science focuses on the study of bulk physical properties such as hardness, electrical conductivity, optical behavior, and elasticity. Materials chemists bridge the gap between traditional synthetic chemists and materials scientists, by working to understand the relationships between bulk physical properties, length scale (mesoscale, nanoscale), and molecular structure. This course will cover a variety of different types of materials and their properties including solids (insulators, semiconductors, conductors, superconductors, magnetic materials), soft materials (polymers, gels, liquid crystals), nanoscale structures, and organic electronics. We'll examine some of the latest developments in materials chemistry, including new strategies for the synthesis and preparation of materials on different length scales, as well as a variety of potential applications of emerging technologies. Laboratory work will include analysis of thermal properties, optical properties, force curves, as well as the preparation and measurement of mesoscale and nanoscale structures and their properties.
Class Format: lecture, three hours per week **Requirements/Evaluation:** evaluation is based on problem sets, reviews of research articles, hour exams, and a final exam
Prerequisites: CHEM 155 or 256 and 251/255 **Enrollment Limit:** 16 **Expected Class Size:** 16
Distributional Requirements: Division 3 **Other Attributes:** MTSC Core Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Lee Park

CHEM 341(F) Toxicology and Cancer Crosslistings: CHEM 341/ENVI 341
What is a poison and what makes it poisonous? Paracelcus commented in 1537: "What is not a poison? All things are poisons (and nothing is without poison). The dose alone keeps a thing from being a poison." Is the picture really this bleak; is modern technology–based society truly swimming in a sea of toxic materials? How are the nature and severity of toxicity established, measured and expressed? Do all toxic materials exert their effect in the same manner, or can materials be poisonous in a variety of different ways? Are the safety levels set by regulatory agencies low enough for a range of common toxic materials, such as mercury, lead, and certain pesticides? How are poisons metabolized and how do they lead to the development of cancer? What is cancer and what does it take to cause it? What biochemical defense mechanisms exist to counteract the effects of poisons?This course attempts to answer these questions by surveying the fundamentals of modern chemical toxicology and the induction and progression of cancer. Topics will range from description and quantitation of the toxic response, including risk assessment, to the basic mechanisms underlying toxicity, mutagenesis, carcinogenesis, and DNA repair.
Class Format: lecture, three hours per week **Requirements/Evaluation:** evaluation is based on two hour tests, a class presentation and paper, participation in discussion sessions, a self–exploration of the current toxicological literature, and a final exam
Prerequisites: CHEM 156; may be taken concurrently with CHEM 251/255; a basic understanding of organic chemistry **Enrollment Limit:** 30 **Expected Class Size:** 24
Dept. Notes: this course is required for the Chemistry track through the Environmental Science major and satisfies the Natural World requirement for the Environmental studies concentration
Distributional Requirements: Division 3 **Other Attributes:** BIMO Interdepartmental Electives
ENVI Natural World Electives
ENVS Group EB–A Electives
ENVS Group EC–B Electives
INST Global Health Studies Electives
PHLH Biomedical Determinants of Health
Fall 2014

LEC Section: 01 MWF 11:00 12:15 Instructor: David Richardson

CHEM 342(S) Synthetic Organic Chemistry (W)
The origins of organic chemistry are to be found in the chemistry of living things and the emphasis of this course is on the chemistry of naturally–occurring compounds. This course presents the logic and practice of chemical total synthesis while stressing the structures, properties and preparations of terpenes, polyketides and alkaloids. Modern synthetic reactions are surveyed with an emphasis on the stereochemical and mechanistic themes that underlie them. To meet the requirements for the semester's final project, each student chooses an article from the recent synthetic literature and then analyzes the logic and strategy involved in the published work in a final paper. A summary of this paper is also presented to the class in a short seminar. Laboratory sessions introduce students to techniques for synthesis and purification of natural products and their synthetic precursors.
Class Format: lecture, three hours per week; laboratory, four hours per week **Requirements/Evaluation:** evaluation is based on problem sets, midterm exams, laboratory work, a final project, and class participation
Prerequisites: CHEM 251/255 **Enrollment Limit:** 12 **Expected Class Size:** 12
Distributional Requirements: Division 3 Writing Intensive
Other Attributes: BIMO Interdepartmental Electives
Spring 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Thomas Smith
LAB Section: 02 M 01:00 05:00 Instructor: Thomas Smith

CHEM 343(F) Medicinal Chemistry
This course explores the design, development, and function of pharmaceuticals. Fundamental concepts of organic chemistry are extended to the study of pharmacodynamics—the interactions between drugs and their targets that elicit a biological effect—and pharmacokinetics–the study of how the body absorbs, distributes, metabolizes, and eliminates drugs. The path of drug development is traced from discovery of an initial lead, through optimization of structure, to patenting and production. Mechanisms by which drugs target cell membranes, nucleic acids, and proteins are discussed. Drug interactions with enzyme and receptor targets are studied extensively. Specific drug classes selected for detailed analysis may include opiate analgesics, aspirin and other NSAIDs, antibacterial agents, cholinergic & adrenergic agents, CNS agents, as well as antiviral, antiulcer, and anticholesterol drugs.
Class Format: lecture, three hours per week **Requirements/Evaluation:** evaluation is based on problem sets, midterm exams, class participation, and a final project
Prerequisites: CHEM 251 & BIOL 101 or permission of instructor; not open to students who have taken CHEM 111 or CHEM 112 **Enrollment Limit:** 36 **Expected Class Size:** 24
Distributional Requirements: Division 3 **Other Attributes:** BIMO Interdepartmental Electives
PHLH Biomedical Determinants of Health
Fall 2014
LEC Section: 01 TR 09:55 11:10 Instructor: Thomas Smith

CHEM 344T Physical Organic Chemistry
This course extends the background derived from previous chemistry courses to the understanding of organic reaction mechanisms. Correlations between structure and reactivity are examined in terms of kinetic and thermodynamic parameters including: solvent effects, isotope effects, stereochemical specificity, linear free energy relationships, acid/base theory, delocalized bonding, and aromaticity. For the first 7 weeks, the class meets once a week for an introductory lecture. A second tutorial meeting between the instructor and 2 other students occurs early the following week, for example during the laboratory time period. During this time, students work through and present solutions to an assigned problem set. For the remaining 5 weeks, students execute a self–designed set of laboratory experiments that revolve around physical organic methods. Students present and critique results each week (in the hour time slot). The experiments culminate in a final paper.
Class Format: tutorial, 90 minutes per week; lecture, one hour per week; laboratory, four hours per week **Requirements/Evaluation:** evaluation is based on problem sets, participation, laboratory work, and a final laboratory paper
Prerequisites: CHEM 251/255 **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Chemistry majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 **Other Attributes:** BIMO Interdepartmental Electives
Not Offered Academic Year 2014–2015
TUT Instructor: Sarah Goh

CHEM 348 Polymer Chemistry
From synthetic to natural macromolecules, we encounter polymers everywhere and everyday. This course explores the multitude of synthetic techniques available and discusses how structure defines function. Topics include condensation and chain (anionic, cationic, radical) polymerizations, dendrimers, controlling molecular weight, ring opening, and biopolymer syntheses. Fundamentals of composition and physical properties of polymers, and methods of characterization are also covered. Laboratory experiments give students hands on experience in polymer synthesis and characterization, with opportunities for exploration of advanced structures and applications.
Class Format: lecture, one hour per week; laboratory, four hours per week **Requirements/Evaluation:** evaluation is based on problem sets, participation, two exams, laboratory, and a final paper
Prerequisites: CHEM 251/255 **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** Chemistry majors
Distributional Requirements: Division 3 **Other Attributes:** BIMO Interdepartmental Electives
MTSC Related Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Sarah Goh

CHEM 361(F) Quantum Chemistry and Chemical Dynamics
This course provides an introduction to quantum mechanics which serves as the basis for understanding atomic and molecular structure as well as spectroscopic methods. This leads to a discussion of chemical kinetics and molecular reaction dynamics in the gas phase and in solution.Computational chemistry methods are used to illustrate chemical concepts, to interpret experimental data, and to extend hypotheses. Applications of these principles are chosen from contemporary research fields, including polymer chemistry, photochemistry, atmospheric chemistry, 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.
Class Format: lecture, three hours per week; laboratory, four hours per week **Requirements/Evaluation:** evaluation is based on class participation, problem sets, exams,laboratory work, and an independent project.
Prerequisites: CHEM 155 or 256 **Enrollment Limit:** none **Expected Class Size:** 12
Distributional Requirements: Division 3 **Other Attributes:** MTSC Related Courses
Fall 2014
LEC Section: 01 MWF 09:00 09:50 Instructor: John Thoman
LAB Section: 02 W 01:00 05:00 Instructor: John Thoman

CHEM 364(F) Instrumental Methods of Analysis Crosslistings: CHEM 364/ENVI 364
This course provides the student an understanding of the applicability of current laboratory instrumentation both to the elucidation of fundamental chemical phenomena and to the measurement of certain atomic and molecular parameters. Experimental methods, including absorption and emission spectroscopy in the x–ray, ultraviolet, visible, infrared, microwave, and radio frequency regions, chromatography, electrochemistry, mass spectrometry, magnetic resonance, and thermal methods are discussed, with examples drawn from the current literature. The analytical chemical techniques developed in this course are useful in a wide variety of scientific areas. The course also covers new developments in instrumental methods and advances in the approaches used to address modern analytical questions.
Class Format: lecture, three hours per week; laboratory, four hours per week **Requirements/Evaluation:** evaluation is based on class participation, problem sets, oral presentation and discussion of selected topics, laboratory work, and an independent project
Prerequisites: CHEM 155 or 256 and 251/255; may be taken concurrently with CHEM 256 with permission of instructor **Enrollment Limit:** 18 **Expected Class Size:** 8
Distributional Requirements: Division 3 **Other Attributes:** BIMO Interdepartmental Electives
ENVI Natural World Electives
ENVS Group EB–A Electives
ENVS Methods Courses
MTSC Related Courses
Fall 2014
LEC Section: 01 TR 08:30 09:45 Instructor: Patrick Barber
LAB Section: 02 T 01:00 05:00 Instructor: Patrick Barber
LAB Section: 03 M 01:00 05:00 Instructor: John Thoman
LAB Section: 04 W 01:00 05:00 Instructor: Patrick Barber

CHEM 366(S) Thermodyamics and Statistical Mechanics
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, heat, work, and chemical potential within the framework of classical and statistical thermodynamics. The principles developed are applied to a variety of problems: chemical reactions, phase changes, energy technology, industrial processes, and environmental science. Laboratory experiments provide quantitative and practical demonstrations of the theory of real and ideal systems studied in class.
Class Format: lecture, three hours per week; laboratory, four hours per week; discussion, one hour per week **Requirements/Evaluation:** evaluation is based on class participation, oral presentations, problem sets, laboratory work, and an independent project.
Prerequisites: CHEM 155 or 256, and basic knowledge of applied integral and differential calculus **Enrollment Limit:** none **Expected Class Size:** 12
Distributional Requirements: Division 3 **Other Attributes:** BIMO Interdepartmental Electives
MTSC Related Courses
Spring 2015
LEC Section: 01 MWF 11:00 12:15 Instructor: Enrique Peacock–Lopez
LAB Section: 02 W 01:00 05:00 Instructor: Enrique Peacock–Lopez

CHEM 367(S) Biophysical Chemistry
This course is designed to provide a working knowledge of basic physical chemistry to students primarily interested in the biochemical, biological, or medical professions. Topics of physical chemistry are presented from the viewpoint of their application to biochemical problems. Three major areas of biophysical chemistry are discussed: 1) the conformation of biological macromolecules and the forces that stabilize them; 2) techniques for the study of biological structure and function including spectroscopic, hydrodynamic, electrophoretic, and chromatographic; 3) the behavior of biological macromolecules including ligand interaction and conformational transitions.
Class Format: lecture, three hours per week; laboratory, four hours per week **Requirements/Evaluation:** evaluation is based on problem sets and/or quizzes, laboratory work, hour tests, and a final exam

Prerequisites: CHEM 155 or 256 and 251/255, and MATH 140 (formerly 104) or equivalent **Enrollment Limit:** none **Expected Class Size:** 25 **Enrollment Preferences:** junior and senior Chemistry majors
Distributional Requirements: Division 3 **Other Attributes:** BIMO Interdepartmental Electives
Spring 2015
LEC Section: 01 MWF 11:00 11:50 Instructor: Jimmy Blair
LAB Section: 02 T 01:00 05:00 Instructor: Jimmy Blair
LAB Section: 03 R 01:00 05:00 Instructor: Jimmy Blair

CHEM 368T(S) Computational Chemistry and Molecular Spectroscopy
This course provides an introduction to the principles of computational quantum mechanics and their application to problems of chemical interest such as chemical bonding, chemical reactivity, and molecular spectroscopy. Emphasis is placed upon modern electronic structure calculations, their fundamentals, practical considerations, interpretation, and applications to current research questions. Under guidance in the laboratory session and through independent work, students will use computational methods to explore assigned weekly research problems. The research results will be presented to and discussed with the tutorial partner at the end of each week.
Class Format: tutorial, meeting time to be determined **Requirements/Evaluation:** evaluation is based on tutorial participation, presentations, and submitted papers
Prerequisites: CHEM 361 or equivalent background in Physics **Enrollment Limit:** none **Expected Class Size:** 5
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3
Spring 2015
TUT Section: T1 TBA Instructor: Enrique Peacock–Lopez

CHEM 393(F) Junior Research and Thesis: Chemistry
Chemistry junior research and thesis.
Class Format: independent study
Distributional Requirements: Division 3
Fall 2014
IND Section: 01 TBA Instructor: Thomas Smith

CHEM 394(S) Junior Research and Thesis: Chemistry
Chemistry junior research and thesis.
Class Format: independent study
Distributional Requirements: Division 3
Spring 2015
IND Section: 01 TBA Instructor: Thomas Smith

CHEM 397(F) Independent Study, for Juniors: Chemistry
Chemistry independent study for juniors.
Class Format: independent study
Distributional Requirements: Division 3
Fall 2014
IND Section: 01 TBA Instructor: Thomas Smith

CHEM 398(S) Independent Study, for Juniors: Chemistry
Chemistry independent study for juniors.
Class Format: independent study
Distributional Requirements: Division 3
Spring 2015
IND Section: 01 TBA Instructor: Thomas Smith

CHEM 493(F) 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.
Class Format: independent study
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 3
Fall 2014
HON Section: 01 TBA Instructor: Thomas Smith

CHEM 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.
Class Format: independent study
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 3
Spring 2015
HON Section: 01 TBA Instructor: Thomas Smith

CHEM 497(F) Independent Study, for Seniors: Chemistry
Chemistry 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.
Class Format: independent study
Distributional Requirements: Division 3
Fall 2014
IND Section: 01 TBA Instructor: Thomas Smith

CHEM 498(S) Independent Study, for Seniors: Chemistry
Chemistry 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.
Class Format: independent study
Distributional Requirements: Division 3
Spring 2015
IND Section: 01 TBA Instructor: Thomas Smith

CLASSICS (Div. I)

Chair, Professor EDAN DEKEL

Professors: CHRISTENSEN, HOPPIN***. Associate Professors: DEKEL, WILCOX. Assistant Professor: RUBIN. Visiting Assistant Professor: LOVELL.

The course offerings in Classics enable students to explore the ancient Greek, Roman, and Greco–Roman worlds from various perspectives, including literature, history, archaeology, art, philosophy, and religion. 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; Latin 302 and the 400–level language courses are seminars that 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 surveys and more specialized study of the classical 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 that 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; 3) Participation in the Senior Colloquium.

Classical Civilization: (1) Either Classics 101 or 102 and one of Classics 222, 223, or 224; (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; 4) Participation in the Senior Colloquium.

A number of courses from other departments are cross–listed with Classics and may be elected for the major, for instance, ArtH 213 *Greek Art and Myth*, Philosophy 201 *Greek Philosophy*, and Religion 210 *Reading Jesus, Writing Gospels*. Appropriate courses that are not cross–listed may also count toward the major with the approval of the Chair of Classics. Examples of such courses, which vary from year to year, are Art History 105 *Picturing God in the Middle Ages*, Religion/Jewish Studies 201 *The Hebrew Bible*, Religion 212 *The Development of Christianity*, and Political Science 231 *Ancient Political Thought*.

Senior Colloquium: Senior majors are required to enroll in CLAS 499 in both semesters. The topics and activities of this colloquium, which normally meets every other week for an hour, vary according to the interests of the participants. Junior majors are also encouraged to participate.

THE DEGREE WITH HONORS IN CLASSICS

Students who wish to be considered for the degree with honors will normally prepare a thesis or pursue appropriate independent study in one semester and winter study of their senior year. The thesis or independent study offers students the opportunity to work in depth on a topic of their choosing and to apply and develop the techniques and critical methods with which they have become acquainted during their regular course work. It may also include relevant work with members of other departments. In order to write a thesis, students normally must have a minimum GPA of 3.3 in their major courses and must submit a thesis proposal before the end of the spring semester of their junior year that earns departmental approval. To be awarded the degree with honors in Classics, the student is required to have taken a minimum of ten semester courses in the department (not including the thesis or independent study) and to have demonstrated original or superior ability in studies in the field both through course work and through the thesis or equivalent independent study.

COURSE NUMBERING SYSTEM

Language Courses: The numbering of courses through the 300 level reflects the prerequisites involved. The only prerequisite for any 400–level course is Greek 201 or Latin 302, or equivalent language preparation. 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. Students may enter the rotation at any point.

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 these courses do not assume prior experience in Classics or a cross–listed field.

STUDY ABROAD

We strongly encourage Classics majors to study abroad in their junior year, at programs in Italy (especially the semester–length program at the Intercollegiate Center for Classical Studies in Rome), at programs in Greece (especially the College Year in Athens, which students need only attend for one semester), and in the Williams at Oxford Program. Our majors have also had excellent Classics experiences in other study–abroad programs in Italy and Greece and at various universities in Europe and the United Kingdom. In addition, we encourage students to take advantage of opportunities available in the summer: study abroad programs in Italy and Greece, archaeological digs, or even carefully planned individual travel to sites in Greece, Italy or other areas of the ancient Greco–Roman world. When the college cannot do so, the department may be able to provide some financial support for summer study abroad. The department's faculty are always available to advise students, the chair has materials to share, and students can visit the department's website for information and links to helpful sites. You can find general study away guidelines for Classics here.

CLASSICS COURSES

CLAS 101 The Trojan War (W) Crosslistings: CLAS 101/COMP 107

The Trojan War may or may not have taken place near the end of the Bronze Age (c1100), but it certainly provided poets, visual artists, historians, philosophers, and many others in archaic and classical Greece (750–320) with a rich discourse for engaging questions about gender, exchange, desire, loss, and remembrance, and about friendship, marriage, family, army, city–state and religious cult. This discourse of "The Trojan War" attained a remarkable coherence yet also thrived on substantial variations and changes over the 300–400 years of Greek literature we will explore, a dynamic of change and continuity that has persisted through the more than two millenia of subsequent Greek, Roman, Western, and non–Western participation in this discourse.

More than half of the course will be devoted to the Homeric *Iliad* and *Odyssey*; we will also read brief selections from lyric poetry (e.g. Archilochus, Sappho of Lesbos), some selections from the historians Herodotus and Thucydides, and several tragedies (e.g. Aeschylus' *Oresteia*, Sophocles' *Ajax*, Euripides' *Trojan Women*). We may briefly consider a few short selections from other ancient Greek and Roman authors and/or one or two modern poets. We will also watch several films, e.g. *Troy*, *Oh Brother, Where Art Thou?Gods and Monsters*, *Fight Club*, *In the Bedroom,*, *Grand Illusion*.

Class Format: lecture and discussion **Requirements/Evaluation:** evaluation will be based on a series of short papers involving close textual analysis, two 5–page papers, and contributions to class discussion
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** majors in Classics and Comparative Literature, with attention also given to assuring a balance of class years and majors
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: MAST Interdepartmental Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Meredith Hoppin

CLAS 102(F) Roman Literature: Foundations and Empire Crosslistings: CLAS 102/COMP 108

In the first book of Vergil's *Aeneid*, the god Jupiter prophesies the foundation and the greatness of Rome: "I place no limits on their fortunes and no time; I grant them empire without end." Yet elsewhere in this epic account of Rome's origins, this promise of unlimited power for the descendants of Romulus seems to be seriously abridged. Some readers have seen, not only in the *Aeneid* but throughout classical Roman literature, a persistent tendency to inscribe the decay and disintegration of Roman power into the very works that proclaim and celebrate Roman preeminence. This course explores the ancient Romans' own interpretations of their past, their present, and their destiny: the humble beginnings of their city, its rise to supreme world power, and premonitions of its decline. Related topics for our consideration will include Roman constructions of gender, the location and expression of virtue in the public and private spheres, the connections and conflicts between moral probity and political success, the exercise of individual power versus action on behalf of the commonwealth, the absorption of foreign customs and peoples into Rome, the management of literal and imaginary frontiers, and other anxieties of empire. We will read selections and complete works by a wide variety of Roman authors, including Cicero, Catullus, Caesar, Vergil, Sallust, Horace, Ovid, Seneca, and Tacitus. *All readings will be in translation.*

Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on short written assignments, midterm and final exams with essays, and contributions to class discussion
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** first–year students and sophomores and majors in Classics and Comparative Literature
Distributional Requirements: Division 1
Fall 2014
LEC Section: 01 MR 01:10 02:25 Instructor: Amanda Wilcox

CLAS 200(F) History of the Book Crosslistings: CLAS 200/ASST 200/HIST 392/REL 260/COMP 280

From ancient clay tablets, bamboo strips, and papyrus rolls to modern hardbacks, paperbacks, and e–readers, no object has so broadly and deeply represented the capacity for humans to create, preserve, and transmit knowledge, information, and ideas as the book. Books have been worshiped and condemned, circulated and censored, collected and destroyed. From works of art to ephemeral trash, they have been public and private, sacred and profane, magical and commonplace. Likewise, notions of the book have influenced every subsequent form of communication and transmission, whether we are browsing film and song "libraries" or "scrolling" down "pages" on the web. This course will explore aspects of the material, social, cultural, and intellectual history of the book, from the invention of the earliest writing systems through the modern development of digital media. Our inquiry will span the globe and the millennia, but we will pay special attention to the ancient and medieval Chinese, Greek, and Latin traditions and their enduring influence in the modern world. Topics will include orality and literacy, manuscript production, the invention and spread of printing, typography, reading culture, notions of authorship, libraries and collections, censorship, and the digital book. Through a variety of readings, hands–on exercises, and interactions with our abundant library resources, we will investigate how the changing form and function of the book interact across its long and diverse history. *All readings are in translation.*

Class Format: seminar **Requirements/Evaluation:** class participation, short written assignments, and a final project
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** none
Dept. Notes: meets Division 1 requirement if registration is under CLAS or COMP ; meets Division 2 requirement if registration is under ASST, HIST or REL
Distributional Requirements: Division 1 **Other Attributes:** HIST Group G Electives – Premodern
Fall 2014
SEM Section: 01 TF 01:10 02:25 W 01:10 02:00 Instructor: Edan Dekel and Christopher Nugent

CLAS 203(F) History of Ancient Greek Philosophy Crosslistings: PHIL 201/CLAS 203

Very few people believe that everything is water, that we knew everything before birth, that philosophers ought to rule the state, or that some people are natural slaves. Why then should we spend our time studying people who in addition to having these surprising beliefs have been dead for 2500 years? First of all, Greek thinkers, especially Plato and Aristotle, radically shaped the trajectory of western thought in every area of philosophy. No one can have an adequate understanding of western intellectual history without some familiarity with the Greeks, and we might think that an understanding of our intellectual history can deepen our understanding of our own situation. More importantly, many of the thinkers that we will read in this class are simply excellent philosophers, and it is worthwhile for anyone interested in philosophical problems to read treatments of these problems by excellent philosophers. We will begin the course by looking briefly at some of the Presocratic philosophers active in the Mediterranean world of the seventh through fifth centuries BCE, and some of the sophists active in the fifth century. We will then turn to several of Plato's dialogues, examining Plato's portrayal of Socrates and his development of a new and profoundly powerful philosophical conception. We will then read some of Aristotle's works on metaphysics, epistemology and ethics, considering some of the ways Aristotle's thought responds to that of predecessors.

Class Format: lecture/discussion **Requirements/Evaluation:** short papers, possibly supplemented by one or more exams
Prerequisites: none; open to first–year students **Enrollment Limit:** none **Expected Class Size:** 20–40
Dept. Notes: Required course for Philosophy majors
Distribution Notes: meets Division 1 requirement if registration is under CLAS; meets Division 2 requirement if registration is under PHIL
Distributional Requirements: Division 2
Fall 2014
LEC Section: 01 MWF 09:00 09:50 Instructor: Keith McPartland

CLAS 205 Ancient Wisdom Literature Crosslistings: REL 205/CLAS 205/COMP 217/JWST 205

The Biblical books of Proverbs, Ecclesiastes, and Job are often grouped together under the Hebrew category of *hokhmah*, 'wisdom.' Although these books are very different in content, they can all be interpreted as meditations on ethical and practical philosophy. In this way, they represent the Hebrew Bible's canonical embrace of a widespread Near Eastern literary phenomenon. From the instructional literature of Egypt and Mesopotamia to Greek didactic poetry and fables, ancient Mediterranean cultures offer a wide range of texts that engage the issues of personal behavior, leadership, and justice. Starting with the central wisdom books of

the Hebrew Bible and moving through relevant material from the Apocrypha, New Testament, and the Egyptian and Babylonian traditions, this course will examine the literature of wisdom throughout the ancient world with an eye toward understanding its various social, political, and philosophical contexts. We will then consider the Greek wisdom tradition in such texts as Hesiod's *Works and Days*, Aesop's fables, and fragments from the pre–Socratic philosophers. Finally, we will explore the influence of these ancient sources on later expressions of wisdom in medieval European literature, as well as more recent examples such as Benjamin Franklin's *Poor Richard's Almanack*. *All readings are in translation.*
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, short written assignments, and two longer papers
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19
Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under CLAS or COMP
Distributional Requirements: Division 2 **Other Attributes:** JWST Core Electives
REL Jewish Tradition Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Edan Dekel

CLAS 207(F) From Adam to Noah: Literary Imagination and the Primeval History in Genesis Crosslistings: REL 207/COMP 250/JWST 207/CLAS 207
How long did Adam and Eve live in the Garden of Eden? What was the mark of Cain? Why did Enoch not die? Who was Noah's wife? How did Giants survive the Flood? These are only a few of the fascinating questions that ancient readers and interpreters of the Book of Genesis asked and attempted to answer. The first ten chapters of Genesis present a tantalizingly brief narrative account of the earliest history of humankind. The text moves swiftly from the Creation to the Flood and its immediate aftermath, but this masterful economy of style leaves many details unexplained. This course will explore the rich and varied literary traditions associated with the primeval history in the Genesis. Through a close reading of ancient noncanonical sources such as the Book of Enoch, Jubilees, and the Life of Adam and Eve, as well as Jewish traditions represented in Josephus, Philo, and Rabbinic literature and other accounts presented in early Christian and Gnostic texts, we will investigate the ways in which the elliptical style of Genesis generated a massive body of ancient folklore, creative exegesis, and explicit literary re–imagining of the early history of humankind. We will then turn to several continuations of these variant traditions in medieval and early modern literature, with particular attention to the extensive material on the figures of Cain and Noah. *All readings are in translation.*
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on class participation and several writing assignments
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** students who have already taken a course in Biblical literature
Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP or CLAS
Extra Info: core course for COMP
Distributional Requirements: Division 2 **Other Attributes:** ARAB Arabic Studies Electives
JWST Core Electives
REL Jewish Tradition Courses
Fall 2014
LEC Section: 01 TR 09:55 11:10 Instructor: Edan Dekel

CLAS 208(S) Ancient Greek Religion Crosslistings: CLAS 208/REL 208
This course explores the nature and evolution of ancient Greek religion from the Bronze Age (1200s BCE) to the rise of Christianity, with a focus on ritual and cultic practices in their cultural and historical context. We will draw on the rich evidence provided by literary and documentary texts, and also take into account archaeological evidence, including works of art such as sculpture and vase painting. We will pay special attention to ritual in civic and political life, and its role in expressing and forming individual and group identity. We will also examine the intersection of religion and literature by reading works that describe or depict cultic practice, or that were composed for performance in ritual contexts. Readings include Homer's *Iliad*, Hesiod's *Theogony*, Euripides' *Bacchae*, Aristophanes' *Women at the Thesmophoria*, and selections from the *Homeric Hymns* and Pindar's *Odes*.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on several short papers, a midterm, a final research paper, and class participation
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** majors and potential majors in Classics and Religion
Distribution Notes: meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under CLAS
Distributional Requirements: Division 1
Spring 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Christopher Lovell

CLAS 210(F) The New Testament: Purpose, History and Method (W) Crosslistings: REL 210/CLAS 210/COMP 213
The New Testament is the most important collection of documents in the Christian religion. This course offers overviews and discussions of the origin and purpose of the writings, their influence throughout history, and the development of methods of readings of the texts. We start with the origin of the writings before they became collected into the New Testament, and ask: what forms of writings (genres) in Greco–Roman culture were available to the authors of the new scriptures, and how they were used for the purpose of shaping faith in Jesus Christ and creating communities? Why just these scriptures were included, and not others, for instance, the Gospel of Thomas, is another much discussed question. The impact of the New Testament writings upon society is a problematic history; for instance, they have been used to support negative attitudes to Jews, women and homosexuals. This raises the issue of how to read the New Testament. There are many different ways of reading the New Testament; perhaps the most common way to read it is as Scripture, important for one's religious faith. In this course, however, we will focus on scholarly and academic readings of the New Testament. But they, too, have gone through many changes, influenced by contemporary methods, e.g. historical–critical ones in the 19th and into 20th century, more recently, by literary, feminist and post–colonial readings. Through extensive readings of New Testament writings in their cultural and historical context, documentations of their use in history, and recent theories of interpretation, the aim is to gain an independent position on the New Testament as a historical and religious document.
Class Format: lecture/discussion **Requirements/Evaluation:** one class presentation; three 3–page papers, one 5– to 7–page paper, and a final paper (15 pages)
Prerequisites: none; open to all classes **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** sophomores
Distribution Notes: meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under CLAS or COMP
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: REL Christian Tradition Courses
Fall 2014
SEM Section: 01 TR 11:20 12:35 Instructor: Halvor Moxnes

CLAS 213 Greek Art and Myth Crosslistings: ARTH 213/CLAS 213
Classical myth provides rich subject matter for painters and sculptors throughout the history of western art. This course investigates the earliest representation of myth in Greek art of the seventh through the first centuries B.C.E. Sophisticated narratives involving gods and heroes first appear in a variety forms and contexts. Myth informs the visual culture of the Greeks on many levels, from paintings on vases used in domestic contexts to the marble sculpture that decorated the monumental temples of great sanctuaries throughout the Greek world. The purpose of the course is two–fold: to familiarize students with the subjects and narratives of Greek myths and the underlying belief system that, in part, produced them, and also provide a comprehensive outline of developments in Greek art in the first millenium B.C.E. Of special interest will be the techniques developed by artists for representing narratives visually, as well as the conceptual issues that underlie certain myths, such as sacrifice, war, marriage, coming of age, specific festivals, and the relationships between men and women, and those between mortals and immortals. Reading will include ancient literature in translation (Hesiod, Homer, Sappho, Aischylos, Sophokles, Euripides and Apollodorus) as well as secondary literature by contemporary authors that provides insights into the religious, social and historical developments that influenced artists in their choices of subject matter and style.
Class Format: lecture **Requirements/Evaluation:** two short papers, quiz, hour test, final exam, required fieldtrip to The Metropolitan Museum in New York
Prerequisites: none **Enrollment Limit:** 45 **Expected Class Size:** 45
Distributional Requirements: Division 1 **Other Attributes:** ARTH pre–1400 Courses
ARTH pre–1800 Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Elizabeth McGowan

CLAS 216 Body of Evidence: Greek Sculpture and the Human Figure Crosslistings: ARTH 216/CLAS 216
From the beginnings of Greek sculpture in the eighth century B.C.E. until the end of the Hellenistic period in the first century B.C.E., the human figure remained the most prominent choice of subject for Greek artists. Introductory classes will cover sculpture in the Neolithic and Bronze Ages but the goal of this course is to study Greek sculpture in the first millennium B.C.E. with emphasis on ancient Greek attitudes toward the body. We will consider the function, surroundings and reception of male and female figures, both human and divine, from athletic, religious and funerary contexts, and look at dedications of individual figures as well as the complex mythological narratives found on Greek temples. Reading material includes ancient literature in translation as well as contemporary critical essays.
Class Format: lecture **Requirements/Evaluation:** two short papers, midterm, final exam
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 25
Distributional Requirements: Division 1 **Other Attributes:** ARTH pre–1400 Courses
ARTH pre–1800 Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Elizabeth McGowan

CLAS 218 Gnosis, Gnostics, Gnosticism (W) Crosslistings: REL 218/COMP 218/CLAS 218/HIST 331
What is gnosis and Gnosticism? Who were the Gnostics? Salvation by knowledge, arch–heresy, an eternal source of mystical insights and experiences, secret esoteric teachings available only to a few. All these and more have been claims made about gnosis, Gnostics, and Gnosticism. This course will introduce you to the key ancient texts and ideas associated with Gnostics as well as to the debates over and claims made about Gnosticism in modern times. We shall explore neoplatonic, Jewish, and Christian thought, as well as modern spiritualism and esotericism. We shall also ask about how ancient Gnostics relate to later religious groups such as the Knights Templar and modern Theosophists. Readings include: Nag Hammadi writings in English, Irenaeus, *Against All Heresies*; David Brakke, *The Gnostics*; Elaine Pagels, *The Gnostic Gospels*; Karen King, *What is Gnosticism*? and *The Secret Revelation of John*.
Class Format: lecture/discussion **Requirements/Evaluation:** periodic reflection papers, 2 textual analysis papers, 2 historiographical analysis papers, and a final paper that entails a revision and expansion of an earlier paper
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** students with prior coursework in biblical or other ancient literature or history
Distribution Notes: meets Division 2 requirement if registration is under REL or HIST; meets Division 1 requirement if registration is under CLAS or COMP
Distributional Requirements: Division 2 Writing Intensive
Not Offered Academic Year 2014–2015
LEC Instructor: Denise Buell

CLAS 222 Greek History Crosslistings: CLAS 222/HIST 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.
Class Format: lecture/discussion; the class will meet once a week for a lecture, and will divide into two discussion sections for the second meeting of the week **Requirements/Evaluation:** evaluation will be based on contributions to class discussions, a midterm, a final exam, and a medium–length paper
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 40
Distribution Notes: meets Division 2 requirement if registration is under HIST; meets Division 1 requirement if registration is under CLAS
Distributional Requirements: Division 2 **Other Attributes:** HIST Group C Electives – Europe and Russia
HIST Group G Electives – Premodern
Not Offered Academic Year 2014–2015
LEC Instructor: Kerry Christensen

CLAS 223(S) Roman History Crosslistings: CLAS 223/HIST 223
The study of Roman history involves questions central to the development of Western institutions, religion, and modes of thought. Scholars have looked to Rome both for actual antecedents of European cultural development and for paradigmatic scenes illustrating what they felt were cultural universals. Yet Roman history also encompasses the most far–reaching experience of diverse cultures, beliefs, and practices known in the Western tradition until perhaps contemporary times. A close analysis of Roman history on its own terms shows the complex and fascinating results of an ambitious, self–confident nation's encounter both with unexpected events and crises at home, and with other peoples. As this course addresses the history of Rome from its mythologized beginnings through the reign of the emperor Constantine, it will place special emphasis on the impressive Roman ability to turn the unexpected into a rich source of cultural development, as well as the complex tendency later to interpret such *ad hoc* responses as predestined and inevitable. The Romans also provide a vivid portrait of the relationship between power and self–confidence on the one hand, and violence and ultimate disregard for dissent and difference on the other. Readings for this course will concentrate on a wide variety of original sources, and there will be a strong emphasis on the problems of historical interpretation.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on weekly brief in–class response papers, one 8– to 10–page paper, a midterm, and a final exam
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 40
Distribution Notes: meets Division 2 requirement if registration is under HIST; meets Division 1 requirement if registration is under CLAS
Distributional Requirements: Division 1 **Other Attributes:** HIST Group C Electives – Europe and Russia
HIST Group G Electives – Premodern
Spring 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Kerry Christensen

CLAS 224 Roman Archaeology and Material Culture Crosslistings: CLAS 224/HIST 224/ANTH 235/ARTH 235
This course examines the development of Roman archaeology and material culture from the early Iron Age, ca. 1000 BCE, to the end of the reign of Constantine in 337 CE. The primary goal of the course is to help students understand the social and historical context in which Roman material culture was created and used. We will consider a variety of evidence from across the empire, including monumental and domestic architecture, wall painting, mosaics, sculpture, coins and inscriptions. Special emphasis will be placed on the city of Rome; however, we will also look at other important urban centers, such as Pompeii, Aphrodisias and Lepcis Magna. Roman art and architecture were not the product of any single people or culture, but rather the hybrid synthesis of complex cultural negotiations between the Romans and their colonial subjects (i.e., Greeks, Jews, Celts, etc.). Class discussions will focus on issues related to gender, ethnicity and cultural identity in the Roman Empire. For example, we will explore what it meant to be "Roman" in terms of language, ethnicity and cultural institutions. We will also discuss how Roman elites used material culture to convey political messages and social status in the imperial hierarchy, as well as the legacy of Roman art and architecture in the modern world.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on classroom performance, quizzes, one 8– to 10–page paper, a midterm, and a final exam
Prerequisites: none **Enrollment Limit:** 40 **Expected Class Size:** 30 **Enrollment Preferences:** majors or prospective majors in Classics, History, Art History, and Anthropology
Distribution Notes: meets Division 1 requirement if registration is under CLAS or ARTH; meets Division 2 requirement if registration is under HIST or ANTH
Distributional Requirements: Division 1 **Other Attributes:** HIST Group C Electives – Europe and Russia
HIST Group G Electives – Premodern
Not Offered Academic Year 2014–2015
LEC Instructor: Benjamin Rubin

CLAS 226T The Ancient Novel (W) Crosslistings: CLAS 226/COMP 226
In this course we read and closely analyze long works of fiction composed in the ancient Mediterranean between the first century BCE and the fourth century CE. To call these ancient works "novels" might be misleading, if our definition depended on the historical conditions that fostered the emergence of the modern novel (e.g., industrialization and widespread literacy). On another definition, however, the novel is that genre which, more than any other, devours and incorporates other genres. Judged by this standard, the works we will deal with in this course are quintessentially novels. They afford new perspectives on the diverse, cosmopolitan culture of the Hellenistic and late antique Mediterranean world in which they were originally written and read. Replete with spectacular tales of true love, death, danger, miracles, stunts, conversions, triumphant recognitions and happily–ever–after reconciliations, they access other classical genres such as history, tragedy, and epic by means of parody, allusion, and homage.
Class Format: tutorial **Requirements/Evaluation:** alternating papers and critiques
Prerequisites: none; not open to students who took this course as CLAS 105/COMP 113 **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** sophomores and first–years intending to major in Classics, Comparative Literature, English, or another literature
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Not Offered Academic Year 2014–2015
TUT Instructor: Amanda Wilcox

CLAS 241T(S) Sex and Gender in Ancient Greece and Rome (D) (W) Crosslistings: CLAS 241/COMP 241/WGSS 241
In the ancient Mediterranean world, sexuality and gender shaped a broad range of attitudes and actions. These categories created and reinforced difference in virtually every aspect of life, from the household to the political arena. This course examines the diverse discourses and practices around sexuality and gender in the cultures of ancient Greece and Rome, while also dismantling false assumptions about the continuity of the "classical" past with our own contemporary norms and values. We will carefully analyze, contextualize, and compare a variety of texts, including selections from tragedy and comedy (Euripides, Terence), epic (Homer, Ovid) and lyric poetry (Sappho, Catullus), novels, epitaphs, and early saints' lives, in order to gain a deeper and more complex understanding of how gender and sexuality were expressed, experienced, and regulated in Greece and Rome. Our emphasis will be on ancient texts, but selections from contemporary criticism and theory will enrich the methodological framework through which we approach those primary sources. The course fulfills the EDI requirement by providing sufficient context for students to make independent investigations of how literary and religious texts and practices engaged with political and social institutions to maintain different life courses and different systems of reckoning for the value of men's lives, women's lives, and the lives of individuals who didn't fit easily into either category. Additionally, the course will promote students' capacity to critically evaluate two past cultures that have long been important sources for intellectual and cultural traditions in the West, and which are still invoked today, sometimes misleadingly, to explain or justify positions and practices of privilege or oppression.
Class Format: tutorial **Requirements/Evaluation:** five to six weekly tutorial papers, five to six responses, a midterm self–evaluation and conference with instructor, a mid–length final paper (approximately eight pages) consisting of a revision and expansion of a previously written paper
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** majors or intended majors in Classics, WGSS, and Comparative Literature
Dept. Notes: meets Division 1 requirement if registration is under CLAS or COMP; meets Division 2 requirement if registration is under WGSS
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Spring 2015
TUT Section: T1 TBA Instructor: Amanda Wilcox

CLAS 248(S) Greek Art and the Gods Crosslistings: ARTH 238/CLAS 248/REL 216
In the *Iliad*, when the god Apollo is visualized, it is as a man, angry in his heart, coming down from the peaks of Olympos, bow and quiver on his shoulders, the arrows clanging as the god moves, "like the coming of night," to bring dogs, horses, and men to their deaths. By the end of the Classical period, one statue of the archer god depicted him as a boy teasing a lizard. In this course, we will examine the development of the images the Greek gods and goddesses, from their superhuman engagement in the heroic world of epic, to their sometimes sublime artistic presence, complex religious function, and transformation into metaphors in aesthetic and philosophical thought. The course will cover the basic stylistic, iconographical, narrative, and ritual aspects of the gods and goddesses in ancient Greek culture. The course will address in detail influential artistic monuments, literary forms, and social phenomena, including the sculptures of Olympia and the Parthenon; divine corporeality in poetry; the theology of mortal–immortal relations; the cultural functions of visual representations of gods, and the continued interest in the gods long after the end of antiquity. Readings assignments will include selections from Homer, Hesiod, Sappho, Aischylos, Euripides, Plato, Walter Burkert, Jean–Pierre Vernant, Nikolaus Himmelmann, Erika Simon, and Friedrich Nietzsche.
Class Format: lecture and discussion **Requirements/Evaluation:** midterm exam, final exam, final paper
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 30 **Enrollment Preferences:** preference will be given to pre–registered Art–History majors needing to fulfill the pre–1400 requirement; otherwise, the course is open to any interested student
Dept. Notes: satisfies the pre–1400 requirement
Distribution Notes: meets Division 1 requirement if registration is under ARTH and CLAS; meets Division 2 requirement if registration is under REL
Distributional Requirements: Division 1 **Other Attributes:** ARTH pre–1400 Courses
Spring 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Guy Hedreen

CLAS 258(F) Divine Kingship in the Ancient Mediterranean Crosslistings: CLAS 258/ANTH 258/HIST 394/REL 213
What is the relationship between politics and religion? How do kings legitimate their rule? Why did the ancient Greeks and Romans worship their emperors as gods? This course examines the origins and development of divine kingship in the ancient Mediterranean from its earliest beginnings in Pharaonic Egypt to the reign of the Christian Roman Emperors in the fourth century CE. We will address the various symbolic strategies employed by ancient kings to project their own divinity. These include portraiture, panegyric poetry, ritual processions, royal autobiography and monumental architecture, e.g., the Great Pyramids in Egypt and the Pantheon in Rome. We will also study the reception of royal art and ideology among the king's subjects. Special attention will be paid to the role of the Roman emperor–cult in shaping social, political and religious identity in the Roman Empire.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on classroom performance, quizzes, one 8– to 10–page paper, a midterm and a final exam
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 20 **Enrollment Preferences:** majors or prospective majors in Classics, Anthropology, Art History, and History
Distribution Notes: meets Division 1 requirement if registration is under CLAS; meets Division 2 requirement if registration is under ANTH, HIST or REL
Distributional Requirements: Division 1 **Other Attributes:** HIST Group G Electives – Premodern
LEAD Facets or Domains of Leadership
Fall 2014
LEC Section: 01 TR 11:20 12:35 Instructor: Benjamin Rubin

CLAS 262 Performing Greece and Rome Crosslistings: CLAS 262/THEA 262/COMP 270

This course explores the fluidity of genres by focusing on tragedy and comedy. Each began as a grafted thing, a hybrid, a fusion of poetic, musical and dance genres previously developed for a variety of occasions outside the Theater of Dionysus. Fusion continued to energize both genres, and we will attend to its effects as we read several tragedies by Aeschylus, Sophocles, and Euripides and comedies by Aristophanes from fifth–century Athens; a comedy by Menander from the early post–Alexandrian Greek world; comedies by Plautus and Terence from republican Rome; and a tragedy by Seneca from the imperial Rome of Nero. We will also read short selections from (or read about) the genres out of which tragedy and comedy were created and re–created, and into which they sometimes made their own incursions (e.g., heroic epic, women's laments, choral and solo lyric poetry, wisdom poetry, oratory, philosophical texts, histories, mime, farce, various kinds of dance, music and visual arts). We will especially attend to the ways tragedy and comedy inflected one another. Critical readings, along with modern productions of ancient tragedies and comedies, will guide us as we consider all these generic exchanges in light of changing conditions and occasions of theatrical performance, other public spectacles shaping the expectations of theater audiences, and the development of writing and reading as modes of performance.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on participation in class, several very short essays, and two longer essays, one of which may be replaced by an original script, design project, musical composition, or live performance
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** if oversubscribed, preference given to majors or prospective majors in Classics, Theatre, Comparative Literature, English or an other literature, and to students engaged in performing or studio arts
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: Meredith Hoppin

CLAS 283(S) The Great Library of Alexandria: Collecting and Connoisseurship in the Ancient World Crosslistings: CLAS 283/COMP 293/HIST 325/ARTH 283
During the early third century BCE, the Ptolemaic kings of Egypt built the Great Library of Alexandria to serve as a repository for all human knowledge. Such an audacious project of collection has rarely been attempted either before or since. At its height, the Great Library was reputed to house over 700,000 books from across the Greek world, as well as many translations of texts originally written in Latin, Hebrew, Egyptian, and even Sanskrit. Attracted by the vast stores of knowledge, scholars, artists, and poets flocked to the Great Library to create one of the most vibrant intellectual communities the world has ever known. In this course, we will examine the development and influence of the Great Library and its sister institution, the Mouseion (or "Museum") from a variety of cultural and historical perspectives. We will begin by exploring the political motives of the Ptolemaic kings and their reception of earlier traditions of collecting in the Greek and Near Eastern worlds. We will then turn to the intellectual and artistic activity at the Library itself, with special attention to the development of notions of connoisseurship and canon across various disciplines. Although implicated in the Ptolemies' political agenda, the scholars living and working in the Great Library were granted extraordinary freedom to pursue new ideas that transformed literature, science, and the arts forever. Readings will include selections from Theocritus' *Idylls*, Apollonius' *Argonautica* and Eratothenes' *Geography*. Finally, we will examine the legacy of the Great Library from the Roman empire to the present day, focusing particularly on how the concept of a universal archive has shaped the collecting practices of everything from modern art museums and Google Books to such governmental entities as the NSA. *All readings are in translation*.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on classroom performance, three response papers, one 12– to 15–page paper, and a midterm exam
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 20 **Enrollment Preferences:** preference given to majors or prospective majors in Classics, History, and Comparative Literature
Dept. Notes: meets Division 1 requirement if registration is under CLAS or COMP; meets Division 2 requirement if registration is under HIST
Distributional Requirements: Division 1 **Other Attributes:** HIST Group C Electives – Europe and Russia
HIST Group G Electives – Premodern
Spring 2015
LEC Section: 01 TF 01:10 02:25 Instructor: Benjamin Rubin

CLAS 289T Socrates (W) Crosslistings: PHIL 289/CLAS 289
Socrates was executed in 399 BCE on the charges of impiety and corruption of the youth of Athens. Apparently he corrupted the youth by engaging with them in philosophy. In this class, we will attempt to carry on the noble tradition of corruption by philosophy. We will read works by three of Socrates' contemporaries: Aristophanes, Xenophon, and especially Plato. Through an examination of these works, we will try to get some feeling for what Socrates' controversial positions and his arguments for these positions may have been. While he never wrote any philosophical works of his own, Socrates is one of the most influential thinkers in the western tradition. His thought influenced the thought of subsequent generations of philosophers. In fact, Socrates seems to have been thought of as a kind of intellectual saint in the Hellenistic world. The stoics and skeptics both claimed a Socratic imprimatur for their own thought. Stoicism and skepticism, however, are wildly divergent schools of thought. How could proponents of each be claiming to follow in the footsteps of Socrates? We will read some representative works from each of these schools of thought to see how each approaches Socrates. If time permits, we may also look at how the figure of Socrates has been thought about in the works of more modern thinkers.
Class Format: tutorial **Requirements/Evaluation:** five tutorial papers and a final paper
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** first– and second–year students; some preference will be given to prospective Philosophy and Classics majors
Dept. Notes: meets History requirement only if registration is under PHIL
Distribution Notes: meets Division 1 requirement if registration is under CLAS; meets Division 2 requirement if registration is under PHIL
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL History Courses
Not Offered Academic Year 2014–2015
TUT Instructor: Keith McPartland

CLAS 306(F) The Good Life in Greek and Roman Ethics (W) Crosslistings: PHIL 306/CLAS 306
Most thoughtful human beings spend a good deal of time musing about how we ought to live and about what counts as a good life for a human being. The philosophers of ancient Greece and Rome were among the first thinkers to develop rigorous arguments in response to such musings. Much of the moral philosophy produced in Greece and Rome remains as relevant today as when it was written. In this course, we will examine some central texts in ancient Greek and Roman moral philosophy. We will begin by reading some of Plato's early dialogues and his Republic. We will then turn to Aristotle's Nicomachean Ethics. We will then examine writings in the Stoic and Epicurean traditions, as well as Cicero's *On the Ends of Good and Evil.* As we proceed through the course, we will look at the way in which each thinker characterizes happiness, virtue and the relation between the two. We will also pay close attention to the way in which each of these thinkers takes the practice of philosophy to play a key role in our realization of the good human life.
This course is part of the Williams College program at the Berkshire County Jail and House of Corrections and will be held at the jail. Transportation will be provided by the college. The class will be composed equally of Williams students and inmates, and one goal of the course will be to encourage students from different backgrounds to think together about issues of common human concern.
Class Format: seminar **Requirements/Evaluation:** several short response pieces. A final paper of 10–15 pages **Enrollment Limit:** 9 **Expected Class Size:** 9 **Enrollment Preferences:** juniors & seniors & students who can demonstrate an interest in the subject matter of the class; there will not be any preference purely on the basis of major; final selection for the course will be made on the basis of an interview with the instructor
Distribution Notes: meets Division 1 requirement if registration is under CLAS; meets Division 2 requirement if registration is under PHIL
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL History Courses
Fall 2014
SEM Section: 01 M 07:00 09:40 Instructor: Keith McPartland

CLAS 320T Enchantment and the Origins of Poetry (W) Crosslistings: CLAS 320/COMP 320/CLGR 410
Since the earliest period of Greek literature, poems have been intimately bound up in the notion of enchantment, or thelxis. The power of song to alter the mental and physical states of the audience and the world at large is intertwined with the wide variety of uses to which ancient magic was applied. Similarly, the idea of divine or supernatural inspiration can be interpreted as a reflexive enchantment that binds the poet to the transformative power of language. This tutorial course will explore the fundamental ways in which ancient Greek and Roman poetry, and its later offspring, are configured and understood as a kind of enchantment or incantation. By examining works that explicitly depict acts of enchantment as well as those that represent themselves as spells, dreams, charms, and curses, we will attempt to understand the structural and semantic relationships between song and magic across several genres. We will also consider the role of inspiration, enthusiasm, memory, truth, and falsehood in shaping both the poems themselves and discourses about poetry. Finally, we will investigate the reception and elaboration of these concepts in later European poetic traditions from the middle ages through modernity. Readings may include selections from Homer, Hesiod, Sappho, Pindar, Aeschylus, Euripides, Plato's *Ion* and *Phaedrus*, Theocritus, Virgil, Horace, Ovid, Roman love elegy, Old English charms, Old Norse poetry, Marlowe's *Dr. Faustus*, Shakespeare's A Winter's Tale, Coleridge, Shelley, Mallarmé, Valéry, T.S. Eliot, and various other poets and critics. *All works will be read in English translation, but students who have studied ancient Greek will be expected to read significant portions of the early material in the original.*
Class Format: tutorial **Requirements/Evaluation:** students will meet with instructor in pairs once a week; one 5– to 7–page paper every other week and critique of partners' papers in alternate weeks
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** preference given to majors in Classics and Comparative Literature
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Not Offered Academic Year 2014–2015
TUT Instructor: Edan Dekel

CLAS 323 Leadership, Government, and the Governed in Ancient Greece (W) Crosslistings: CLAS 323/LEAD 323/HIST 323
Visionary, opportunist, reformer, tyrant, demagogue, popular champion: concise characterization of influential leaders is often irresistible. But placing leaders in their much less easily encapsulated political, social, and religious contexts reveals them to be far more complicated and challenging subjects. Among the questions that will guide our study of Greek leadership: Was the transformative leader in a Greek city always an unexpected one, arising outside of the prevailing political and/or social systems? To what extent did the prevailing systems determine the nature of transformative as well as of normative leadership? How did various political and social norms contribute to legitimating particular kinds of leader? After studying such leaders as the "tyrants" who prevailed in many Greek cities of both the archaic and classical eras, then Athenian leaders like Solon, Cleisthenes, Cimon, Pericles, Cleon, and Demosthenes, and Spartans like Cleomenes, Leonidas, Brasidas, and Lysander, we will focus on Alexander the Great, whose unique accomplishments transformed every aspect of Greek belief about leadership, national boundaries, effective government, the role of the governed, and the legitimacy of power. Readings will include accounts of leadership and government by ancient Greek authors (e.g. Homer, Solon, Herodotus, Thucydides, Plato, Aristotle, Demosthenes, all in translation) and contemporary historians and political theorists.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on contributions to class discussions, three short papers (4–6 pages each), a midterm exam, and an oral presentation leading to a significant final paper (15–20 pages)
Prerequisites: none, but a background and/or interest in the ancient world, political systems, and/or Leadership Studies is preferred; open to first–year students with instructors permission **Enrollment Limit:** 19 **Expected Class Size:** 12
Distribution Notes: meets Division 2 requirement if registration is under HIST or LEAD; meets Division 1 requirement if registration is under CLAS
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group C Electives – Europe and Russia
HIST Group G Electives – Premodern
LEAD Facets or Domains of Leadership
Not Offered Academic Year 2014–2015
LEC Instructor: Kerry Christensen

CLAS 330 Plato (W) Crosslistings: PHIL 330/CLAS 330
Plato is one of the most important and influential thinkers in the history of the western tradition. His depiction of the trial and death of Socrates is one of the classics of western literature, and his views on ethics and politics continue to occupy a central place in our discussions 2400 years after they were written. It is, in fact, quite difficult to get through any course of study in the liberal arts without some familiarity with Plato.

Nevertheless, comparatively few people realize that the views we commonly think of as "Platonic" represent only one strand in Plato's thought. For example, we commonly attribute to Plato a theory of the Forms on the basis of his claims in the so–called "middle dialogues" (mainly Republic, Phaedo, and Symposium). However, in his philosophically more sophisticated and notoriously difficult later dialogues (such as the Parmenides, Philebus, Sophist and Statesman), Plato engages in radical criticism and revision of his earlier views. In this course, we will spend the first third of the semester attempting to understand the metaphysics and epistemology in Plato's middle dialogues. We will spend the balance of the semester coming to grips with Plato's arguments in the later dialogues. We will read several complete dialogues in translation, and will also read a wide variety of secondary source material.
Class Format: lecture/discussion; this class will be a roughly equal mixture of lectures, student presentations, and seminar discussion **Requirements/Evaluation:** students will be expected to prepare a seminar presentation, to write several focused short analytical pieces, and to write a 15– to 20–page term paper in multiple drafts
Prerequisites: PHIL 101, PHIL 102 or permission of instructor; a prior course in logic will be extremely helpful, but is not necessary **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** upper–level Philosophy and Classics majors
Distribution Notes: meets Division 2 requirement if registration is under PHIL; meets Division 1 requirement if registration is under CLAS
Distributional Requirements: Division 2 Writing Intensive
Not Offered Academic Year 2014–2015
LEC Instructor: Keith McPartland

CLAS 332 Aristotle's Metaphysics (W) Crosslistings: PHIL 332/CLAS 332
In this course we will study Aristotle's *Metaphysics* concentrating of books *gamma–theta*. Aristotle sets out to study being *qua* being, or what is insofar as it is. The thoughts that Aristotle expresses in these books were instrumental in setting an intellectual agenda that dominated western thought through the Middle Ages and provided the backdrop against which the modern philosophical tradition arose. Furthermore, many of the issues that Aristotle takes up in these books remain of central importance in contemporary philosophy. Our main goal in this course is to work our way through Aristotle's text which can be extremely daunting, and to reconstruct his central positions and his arguments for these positions. We will also read selections from the vast secondary literature on Aristotle's *Metaphysics*.
Class Format: seminar **Requirements/Evaluation:** discussion leadership, weekly short papers, term paper
Prerequisites: PHIL 201, CLAS 203 **Enrollment Limit:** 12 **Expected Class Size:** 8–10 **Enrollment Preferences:** Philosophy and Classics majors
Distribution Notes: meets Division 2 requirement if registration is under PHIL; meets Division 1 requirement if registration is under CLAS
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL History Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Keith McPartland

CLAS 334 Greek and Roman Ethics (W) Crosslistings: PHIL 334/CLAS 334
Most thoughtful human beings spend a good deal of time musing about how we ought to live. The philosophers of ancient Greece and Rome were among the first thinkers to develop rigorous arguments in response to such musings. While ancient scientific theories and the philosophical systems constructed in accordance with these theories might be of interest only to scholars of the ancient world, the moral philosophy produced in Greece and Rome remains as relevant today as it was when it was written. In this course, we will closely examine some central texts in ancient moral philosophy. We will begin by reading several of Plato's early dialogues and the entirety of his *Republic*. We will then turn to Aristotle's *Nicomachean Ethics*, as well as selections from his *Eudemian Ethics, Magna Moralia and Politics*. Finally we will examine some central texts in the Stoic and Epicurean traditions, as well as some of Cicero's contributions to moral philosophy. We will pay special attention to how different thinkers conceive of the nature of happiness, the nature of virtue, and the relation between the two. We will also spend a good deal of time thinking about the moral psychology of the thinkers we read.
Class Format: seminar **Requirements/Evaluation:** several short response pieces, two 10–page papers which will involve substantial revision in light of instructor feedback, active participation in seminar meetings
Prerequisites: PHIL 221 or permission of instructor **Enrollment Limit:** 15 **Expected Class Size:** 10–15 **Enrollment Preferences:** Philosophy and Classics majors
Distribution Notes: meets Division 2 requirement if registration is under PHIL; meets Division 1 requirement if registration is under CLAS
Distributional Requirements: Division 2 Writing Intensive
Not Offered Academic Year 2014–2015
SEM Instructor: Keith McPartland

CLAS 340 Roman Cities in the Near East (D) Crosslistings: CLAS 340/ANTH 240/HIST 340
The Near East under Roman rule was a zone of intense cultural contact and exchange. Major urban centers, like Ephesus and Alexandria, were home to a diverse array of Greeks, Romans, Jews, Egyptians and other Semitic peoples. Out of this cultural crucible emerged new movements in religion, science, and the arts which changed the face of the Roman Empire. This course examines the history and material culture of Roman cities in the Near East, from Pompey's annexation of Syria in 64 BCE to the Arab conquest in the 7th century CE. We will consider a variety of evidence, including sculpture, architecture and epigraphy, as well as textual sources, such as Josephus' *Jewish War*, *Acts of the Apostles* and Tacitus' *Histories*. Class discussion will focus on issues related to ethnicity and identity formation in the eastern Roman provinces. Possible topics include the Romanization of the Near East, the First Jewish Revolt, the formation of early Christianity, and the Roman wars with Sassanian Persia. This course fulfills the EDI requirement because it explores the interaction between peoples and cultures in the ancient Near East and their diverse responses to Roman imperialism.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on classroom performance, one 15–minute oral presentation, one 10– to 12–page paper, a midterm and a final exam.
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** preference given to majors or prospective majors in Classics, Anthropology, Art History, and History
Distribution Notes: meets Division 1 requirement if registration is under CLAS; meets Division 2 requirement if registration is under HIST or ANTH
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: HIST Group C Electives – Europe and Russia
HIST Group G Electives – Premodern
Not Offered Academic Year 2014–2015
SEM Instructor: Benjamin Rubin

CLAS 341(F) Envisioning Empire: Geography in the Graeco–Roman World (D) Crosslistings: CLAS 341/HIST 341/ARTH 239
During the first century BCE, successive civil wars divided the Roman Empire along ethnic, geographical and partisan lines. Octavian's victory at battle of Actium in 31 BCE officially brought an end to the Roman civil wars, but it did not in itself unify the empire. Out of this matrix of social fragmentation and uncertainty arose the geographical texts of the Augustan age. The genre of universal geography provided a convenient means to reconfigure identity boundaries in post–Actium world. By delineating stable borders between the peoples and provinces, geographical texts (whether written, sculptural or pictorial) literally mapped out identity boundaries and power relationships to create a new, unified image of the Roman Empire. This course examines the political and cosmological of implications geographical sources produced under the Roman Empire, including the *Res Gestae* of Augustus, Strabo's *Geography* and Tacitus' *Germania*. We will also look at maps and other visual representations of the Roman world, such as the personification groups depicted on the Roman imperial cult temples at Aphrodisias and Pisidian Antioch. Discussion will focus on such issues as the relationship between geography and ethnography and the differences between modern cartography and the geographical mapping techniques used in the ancient world.
Class Format: seminar/lecture/discussion **Requirements/Evaluation:** evaluation will be based on classroom performance; a midterm and one 12–15 page paper
Prerequisites: none **Enrollment Limit:** 25 **Enrollment Preferences:** majors or prospective majors in Classics, Anthropology, and History
Distribution Notes: meets Division 1 requirement if registration is under CLAS or ARTH; meets Division 2 requirement if registration is under HIST
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: HIST Group C Electives – Europe and Russia
HIST Group G Electives – Premodern
Fall 2014
SEM Section: 01 TF 01:10 02:25 Instructor: Benjamin Rubin

CLAS 485T(F) After Rome (W) Crosslistings: HIST 485/CLAS 485
What happened to the Western Roman Empire? Did barbarians destroy it, did internal weakness undermine it, or did its participants voluntarily set it aside in favor of new cultural, social and political ideas? How did the evaporation of imperial political and military structures change the cultural and religious fabric of Europe? And above all, what is it that divides the ancient from the medieval world? Few questions in European history have occupied historians as insistently as these, and yet for all the lengthy books, ponderous documentaries, and political polemics, we are no closer to a consensus view. This tutorial will approach these timeless questions, first, through a comparative survey of the post–Roman Mediterranean, considering North Africa, Spain, Italy, Gaul, and the Byzantine East in turn. We will consult key primary sources for each region, including tax records, laws, narrative histories, letters, religious texts and archeological finds, as they are variously available. This first–hand experience with the problems of post–Roman history will prepare us to engage with secondary scholarship on the late imperial and early medieval worlds. Alongside the classic catastrophist readings of post–Roman history, which see the centuries after 476 CE as a period of severe economic and social dislocation, we will explore more recent arguments that seek to circumvent the problem of Rome's fall by positing an era of economic, cultural and intellectual continuity from the fifth through the eighth centuries.
Class Format: tutorial **Requirements/Evaluation:** six essays (5–7 pages each) and six critiques, together with a longer, final essay (ca. 10 pages)
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** History majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group C Electives – Europe and Russia
HIST Group G Electives – Premodern
Fall 2014
TUT Section: T1 TBA Instructor: Eric Knibbs

CLAS 493(F) Senior Thesis: Classics
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.
Class Format: independent study
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 1
Fall 2014
HON Section: 01 TBA Instructor: Edan Dekel

CLAS 494(S) Senior Thesis: Classics
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.
Class Format: independent study
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 1
Spring 2015

HON Section: 01 TBA Instructor: Edan Dekel

CLAS 497(F) Independent Study: Classics
Classics independent study. Students with permission of the department may enroll for independent study on select topics not covered by current course offerings.
Class Format: independent study
Distributional Requirements: Division 1
Fall 2014
IND Section: 01 TBA Instructor: Edan Dekel

CLAS 498(S) Independent Study: Classics
Classics independent study. Students with permission of the department may enroll for independent study on select topics not covered by current course offerings.
Class Format: independent study
Distributional Requirements: Division 1
Spring 2015
IND Section: 01 TBA Instructor: Edan Dekel

CLAS 499(F,S) Senior Colloquium
This two–semester course is required for all senior Classics majors and usually meets four times each semester. Our activities vary from year to year but normally include presentations by seniors who are taking independent studies or writing Honors theses in Classics, as well as meetings with guest speakers and distinguished visiting professors.
Although required for the Classics major, this is a non–credit course and does not count toward the number of semester courses required for the Classics major or for graduation. Senior majors are expected to attend every colloquium unless excused in advance.
Class Format: colloquium
Extra Info: students must arrange their class schedules so that they can meet on Wednesdays between 12:15 and 1:10
Distributional Requirements:
Non–divisional
Fall 2014
LEC Section: 01 TBA Instructor: Edan Dekel
Spring 2015
LEC Section: 01 TBA Instructor: Edan Dekel

GREEK COURSES

CLGR 101(F) Introduction to Greek
This full–year, intensive course presents the fundamentals of Greek grammar, syntax, and vocabulary and introduces students, in the second semester, to works of the classical period (usually Xenophon and Euripides).
Class Format: recitation/discussion **Requirements/Evaluation:** evaluation will be based on frequent quizzes, tests, and a final exam
Prerequisites: none; designed for students who are beginning Greek or have studied less than two years of Greek in secondary school; students with some previous experience in Greek may want to enroll in CLGR 102 only (consult the department) **Enrollment Limit:** 15 **Expected Class Size:** 8–10
Extra Info: credit granted only if both semesters (CLGR 101 and 102) are taken
Distributional Requirements: Division 1
Fall 2014
LEC Section: 01 MWF 11:00 12:15 Instructor: Kerry Christensen

CLGR 102(S) Introduction to Greek
This full–year, intensive course presents the fundamentals of Greek grammar, syntax, and vocabulary and introduces students, in the second semester, to works of the classical period (usually Xenophon and Euripides).
Class Format: recitation/discussion **Requirements/Evaluation:** evaluation will be based on frequent quizzes, tests, and a final exam
Prerequisites: CLGR 101 or permission of the department **Enrollment Limit:** 15 **Expected Class Size:** 8–10
Extra Info: credit granted only if both semesters (CLGR 101 and 102) are taken
Distributional Requirements: Division 1
Spring 2015
LEC Section: 01 MWF 11:00 12:15 Instructor: Christopher Lovell

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.
Class Format: recitation/discussion **Requirements/Evaluation:** evaluation will be based on classroom participation, quizzes, tests, and a final exam
Prerequisites: CLGR 101–102 or two years of Greek in secondary school **Enrollment Limit:** 12 **Expected Class Size:** 5–10
Distributional Requirements: Division 1
Fall 2014
LEC Section: 01 MWF 09:00 09:50 Instructor: Christopher Lovell

CLGR 401 Homer: The Iliad
From the early archaic era through the classical and beyond, Homer's *Iliad* and *Odyssey* remained foundational in Greek discourse about community, leadership, war, heroism, family, friendship, loyalty, the gods, justice, and much more. Nearly all of subsequent Greek literature, both poetry and prose, developed out of a dialogue with these epics. In this course, we will read extensive selections from the *Iliad* in Greek and the entire epic in translation.
Class Format: seminar **Requirements/Evaluation:** class participation, short written exercises and/or oral reports, midterm and final exams, and a final paper
Prerequisites: CLGR 201 or permission of the instructor **Enrollment Limit:** 12 **Expected Class Size:** 5–6 **Enrollment Preferences:** majors in Classics, Comparative Literature, English and other literatures
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: Meredith Hoppin

CLGR 402 Homer: The Odyssey
From the early archaic era through the classical and beyond, Homer's *Iliad* and *Odyssey* remained foundational in Greek discourse about community, leadership, war, heroism, family, friendship, loyalty, the gods, justice, and much more. Nearly all of subsequent Greek literature, both poetry and prose, developed out of a dialogue with these epics. In this course, we will read extensive selections from the *Odyssey* in Greek and the entire epic in translation.
Class Format: seminar **Requirements/Evaluation:** class participation, short written assignments and/or oral reports, a midterm and final exams, and a final paper
Prerequisites: CLGR 201 or permission of the instructor **Enrollment Limit:** 12 **Expected Class Size:** 5–6 **Enrollment Preferences:** majors in Classics, Comparative Literature, English and other literatures
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: Edan Dekel

CLGR 403 Poetry and Revolution in Archaic Greece
The age of experiment, lyric poetry, tyranny, migration and discovery, and the personal voice: it takes many images to describe the profound changes in Greek society, thought, and self–expression that took place during the archaic era (roughly 800 BCE to the Persian invasion of 479 BCE). We will first read selections from the lyric poets (e.g. Archilochus and Sappho, Tyrtaeus and Solon), whose concise and expressive poems reflected contemporary culture in a way that the archaic epics did not. Their poems create for modern readers, as they did for the Greeks, a powerful sense of the poet's personal presence and engagement with his (or her) audience. A similar intimacy characterizes the writings of many of the pre–Socratics, from which we will next read selections. Confident in the ability of the human mind to understand both the human and the physical world, the pre–Socratics anticipated what came to be known as philosophy and natural science. We will then turn to other writers who spoke directly about the political upheavals of the archaic age, focussing on the tyrant narratives of Herodotus. Throughout the semester we will also consider such significant material changes in the archaic era as the development of monumental public sculpture, the evolution of the temple, and the undertaking of vast building programs, all of which transformed the visual scale of the Greek cities and their citizens' sense of self and community.
Class Format: recitation/discussion **Requirements/Evaluation:** evaluation will be based on daily translations and contributions to class discussion, several translation quizzes, an oral presentation, a final paper, and a final exam
Prerequisites: CLGR 201 or permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 5–6
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
LEC

CLGR 404(F) Tragedy
Tragedy was a hybrid genre invented in sixth–fifth century Athens, where tragic performances in the city's festival of the Greater Dionysia played a vital role in the democratic polis. This course will focus on reading in Greek a complete tragedy of Sophokles or Euripides; we will also read in translation several other tragedies, a satyr–play, and a comedy of Aristophanes. While focusing on questions of particular importance for the play we are reading in Greek, we will also situate that play in a larger context by exploring, for instance: aspects of the social and political situations in and for which fifth–century tragedies were first produced; the several performance genres out of which tragedy was created; developments in the physical characteristics of the theater and in elements of staging and performance; problems of representation particularly relevant to theatrical production and performance.
Class Format: seminar/recitation/discussion **Requirements/Evaluation:** evaluation will be based on contributions to class, several 1– to 2–page papers involving close textual analysis, perhaps a midterm exam, a final exam, and a final paper
Prerequisites: CLGR 201 or permission of the instructor **Enrollment Limit:** 12 **Expected Class Size:** 4–5
Distributional Requirements: Division 1
Fall 2014
SEM Section: 01 TF 02:35 03:50 Instructor: Meredith Hoppin

CLGR 405 Greek Lyric Poetry
This course will explore the development of Greek lyric poetry from the eighth to the fifth centuries BCE. Beginning with Archilochus, Sappho, and Alcaeus, and proceeding through such poets as Solon, Anacreon, Ibycus, and Theognis, we will examine the formal, social, and performative contexts of lyric, the influence of epic and choral poetry on the evolution of the genre, and the difficulties of evaluating a fragmentary corpus. Finally, we will explore the influence of political and economic changes in the early fifth century on the work of Simonides. The goal throughout is to investigate the structures, innovations, and problems of poetic self–expression in early Greek poetry.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, a midterm exam, a final paper, and a final exam
Prerequisites: CLGR 201 or permission of the instructor **Enrollment Limit:** 12 **Expected Class Size:** 5
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: Edan Dekel

CLGR 406T Coming of Age in the Polis (W) Crosslistings: CLGR 406/WGSS 406
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 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–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: tutorial **Requirements/Evaluation:** evaluation will be based on the translations, reports, and critiques presented in the tutorial sessions
Prerequisites: CLGR 201 or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 6–8
Distribution Notes: meets Division 1 requirement if registration is under CLGR; meets Division 2 requirement if registration is under WGSS
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Not Offered Academic Year 2014–2015
TUT Instructor: Meredith Hoppin

CLGR 407 Rhetoric and Democracy: the Greek Orators
The Greek orators of the 4th–century BCE have left us a rich and varied body of work. They were specialists in rhetoric and persuasive discourse, and in the deployment of the one to produce the other. They wrote forensic oratory intended to sway juries, often with little reference to the facts of the case; political speeches with which they argued policy before the Athenian Assembly and aspired to be the city's leaders; attack speeches which they hoped would destroy their rivals; and show pieces intended to dazzle the listener with their rhetorical brilliance. Political careers were launched not by the noble birth and military success that were so important in the previous century, but by high–profile prosecutions won by oratorical prowess. In their own words, the most influential orators of 4th–century Athens will instruct us in rhetoric, demonstrate the stylistic versatility of the Greek language, teach us about what Athenians in the 4th century cared about, reveal theories of human psychology, and persuade us of a thing or two. We will read selected speeches by Lysias, Aeschines, and Demosthenes, as well as portions of speeches by other orators such as Isocrates, Antiphon, and Dinarchus.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class translation and discussion, several short exercises, a midterm, a final paper, and a final translation exam
Prerequisites: CLGR 201 or permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 6–8
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
LEC Instructor: Kerry Christensen

CLGR 409 Plato
Plato's writing has exercised an incalculable influence on the development of subsequent philosophy and literature, but his dialogues are equally compelling when they are read independently of the works they have inspired. In this course we will read substantial selections from one or more of the so–called middle dialogues (*Symposium*, *Phaedo*, *Republic, Phaedrus*), in which a variety of speakers, including Socrates, ask and provisionally answer questions such as what are love, beauty, and justice, and how does the human soul in possession of these goods participate in the divine?
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, several short written assignments, a midterm and final exam, and a longer final paper
Prerequisites: CLGR 201 or permission of the instructor **Enrollment Limit:** 12 **Expected Class Size:** 5–6 **Enrollment Preferences:** if oversubscribed, preference given to majors in Classics, Philosophy, Comparative Literature, English or another literature
Extra Info: not available for the Gaudino option
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: Amanda Wilcox

CLGR 410T Enchantment and the Origins of Poetry (W) Crosslistings: CLAS 320/COMP 320/CLGR 410
Since the earliest period of Greek literature, poems have been intimately bound up in the notion of enchantment, or thelxis. The power of song to alter the mental and physical states of the audience and the world at large is intertwined with the wide variety of uses to which ancient magic was applied. Similarly, the idea of divine or supernatural inspiration can be interpreted as a reflexive enchantment that binds the poet to the transformative power of language. This tutorial course will explore the fundamental ways in which ancient Greek and Roman poetry, and its later offspring, are configured and understood as a kind of enchantment or incantation. By examining works that explicitly depict acts of enchantment as well as those that represent themselves as spells, dreams, charms, and curses, we will attempt to understand the structural and semantic relationships between song and magic across several genres. We will also consider the role of inspiration, enthusiasm, memory, truth, and falsehood in shaping both the poems themselves and discourses about poetry. Finally, we will investigate the reception and elaboration of these concepts in later European poetic traditions from the middle ages through modernity. Readings may include selections from Homer, Hesiod, Sappho, Pindar, Aeschylus, Euripides, Plato's *Ion* and *Phaedrus*, Theocritus, Virgil, Horace, Ovid, Roman love elegy, Old English charms, Old Norse poetry, Marlowe's *Dr. Faustus*, Shakespeare's A Winter's Tale, Coleridge, Shelley, Mallarmé, Valéry, T.S. Eliot, and various other poets and critics. *All works will be read in English translation, but students who have studied ancient Greek will be expected to read significant portions of the early material in the original.*
Class Format: tutorial **Requirements/Evaluation:** students will meet with instructor in pairs once a week; one 5– to 7–page paper every other week and critique of partners' papers in alternate weeks
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** preference given to majors in Classics and Comparative Literature
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Not Offered Academic Year 2014–2015
TUT Instructor: Edan Dekel

CLGR 412(S) Herodotus
This course will focus on the reading in Greek of Herodotus' Histories, his multivalent and deeply human account of how and why several hundred years of contact and conflict between the Greek city–states and non–Greek peoples to the east culminated in the Persian invasion of Greece. We will explore the ways in which his rich narrative style and intellectual landscape reflect the influence of Greek and near–eastern oral traditions, Ionian philosophical thought, Greek tragedy, and contemporary Athenian rhetoric and philosophy. We will also study his use of anthropological methods, ethnography, and geography in explaining human events. Among the many themes that permeate his work, we will pay special attention to the working of divine versus human justice, the mutability of human affairs, the nature of authority, the role of family, and the quest for wisdom.
Class Format: seminar **Requirements/Evaluation:** class participation, two short written assignments, a midterm exam, a final paper, and a final exam
Prerequisites: CLGR 201 or permission of the instructor **Enrollment Limit:** 12 **Expected Class Size:** 8 **Enrollment Preferences:** Classics majors
Distributional Requirements: Division 1
Spring 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Kerry Christensen

CLGR 413 Hellenistic Poetry
After the death of Alexander the Great in 323 BCE, a new cultural center emerged in the recently founded city of Alexandria in Egypt. From across the Greek–speaking world, intellectuals who were both scholars and poets flocked to Alexandria's Museion (the shrine to the Muses) and its renowned library to categorize and organize the literature of the past while creating new kinds of poetry and poetic ideals. This course surveys the poetry of Hellenistic period with a focus on the "big three" poets of the third century, Callimachus, Theocritus, and Apollonius of Rhodes, who were especially influential on later Latin poetry of the Republic and Augustan ages. As we read a variety of texts including epigrams, hymns, mimes, pastoral idylls, and selections from epic, we will pay close attention to issues of genre, the tension between tradition and innovation, and the cultural context of Greco–Egyptian Alexandria.
Class Format: seminar **Requirements/Evaluation:** based on class participation, shorter written exercises and/or oral reports, midterm and final exams, and a final paper
Prerequisites: CLGR 201 or permission of the instructor **Enrollment Limit:** 12 **Expected Class Size:** 5–7 **Enrollment Preferences:** Classics majors
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: Leanna Boychenko

LATIN COURSES

CLLA 101(F) 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 (e.g., 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).
Class Format: recitation/discussion **Requirements/Evaluation:** evaluation will be based on frequent quizzes, tests, classroom exercises, and a final exam
Prerequisites: none; this course is designed for the student with no previous preparation in Latin or with only a little Latin who wishes a refresher; students with some previous experience in Latin may want to enroll in CLLA 102 only (consult the department) **Enrollment Limit:** 15 **Expected Class Size:** 8–10
Extra Info: credit granted only if both semesters (CLLA 101 and 102) are taken
Distributional Requirements: Division 1
Fall 2014
LEC Section: 01 MWF 11:00 12:15 Instructor: Meredith Hoppin

CLLA 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 (e.g., 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).
Class Format: recitation/discussion **Requirements/Evaluation:** evaluation will be based on frequent quizzes, tests, classroom exercises, and a final exam
Prerequisites: CLLA 101 or permission of the department **Enrollment Limit:** 18 **Expected Class Size:** 10–12

Extra Info: credit granted only if both semesters (CLLA 101 and 102) are taken
Distributional Requirements: Division 1
Spring 2015
LEC Section: 01 MWF 11:00 12:15 Instructor: Benjamin Rubin

CLLA 201(F) Intermediate Latin: 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.
Class Format: recitation/discussion **Requirements/Evaluation:** evaluation will be based on classroom performance, quizzes, a midterm, and a final exam; occasional oral presentations or short essays may be required as well
Prerequisites: CLLA 101–102 or 3–4 years of Latin in secondary school; consult the department **Enrollment Limit:** 12 **Expected Class Size:** 6–10
Distributional Requirements: Division 1
Fall 2014
LEC Section: 01 MWF 10:00 10:50 Instructor: Amanda Wilcox

CLLA 302(S) Vergil's "Aeneid"
This course is a comprehensive introduction to Vergil's *Aeneid*. Students will develop their ability to read and translate the Latin text of the poem, while at the same time exploring the major interpretive issues surrounding the definitive Roman epic. Through a combination of close reading and large–scale analysis, we will investigate the poem's literary, social, and political dimensions with special attention to Vergil's consummate poetic craftsmanship.
Class Format: discussion/recitation **Requirements/Evaluation:** evaluation will be based on class participation, a midterm exam, a final paper, and a final exam
Prerequisites: CLLA 201 or permission of the instructor **Enrollment Limit:** 12 **Expected Class Size:** 10
Distributional Requirements: Division 1
Spring 2015
SEM Section: 01 TF 02:35 03:50 Instructor: Edan Dekel

CLLA 401 Plautus' Rome Made Visible
Augustus famously claimed to have found Rome a city of brick and left it a city of marble, but Rome had been a visually impressive city since the sixth century. Romans in every period and of every status experienced their lives with an intense sense of time and place in this gloriously multi–class, multi–ethnic, and multi–lingual city, filled with public spectacles that often competed with one another to map Rome and its history. We will explore Rome of the Middle Republic through selected fragments of Livius Andronicus, Naevius, Ennius, and the elder Cato, as well as some remains of much older Latin, but our chief guide will be Plautus' comedy, the *Aulularia* (circa 190). This play was produced after more than a century of temple–building, monument–erecting, cult–and–festival–creating, and story–promoting that would shape every subsequent version of Rome, in real space and time and in the imaginary. The *Aulularia* takes us into the heart of this loud, crowded and busy Rome — even though it purports to be set in Athens. In using this play as our guide to Rome, we will examine Romans' self–fashioning through a creative appropriation of "the other" which insists on maintaining a distance from that other, be it Greek or Sabine, female or eunuch, slave or plebeian.
Class Format: seminar **Requirements/Evaluation:** class preparation and participation, several short essays or oral presentations, a longer final paper, and midterm and final exams
Prerequisites: CLLA 302 or permission of the instructor **Enrollment Limit:** 12 **Expected Class Size:** 5–7 **Enrollment Preferences:** majors and prospective majors in Classics and Comparative Literature
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: Meredith Hoppin

CLLA 403 The Invention of Love: Catullus and the Roman Elegists
This course will explore the development of Latin love poetry in the first century BCE. Beginning with Catullus, we will examine the influence of Greek lyric poetry on the evolution of the genre as well as Roman attitudes toward love exhibited in other literature of the Late Republic. We will then turn to the full development of the elegiac form in the love poems of Propertius, Tibullus, and Sulpicia. Finally, we will explore the transformation of the genre in Ovid's *Amores*. The goal throughout is to investigate the conventions, innovations, and problems of expressing personal desire and longing amid the social and political upheaval of the transition from Republic to Principate.
Class Format: discussion/recitation **Requirements/Evaluation:** evaluation will be based on class participation, a midterm exam, a final paper, and a final exam
Prerequisites: CLLA 302 or permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 10–12 **Enrollment Preferences:** Classics majors
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
LEC Instructor: Edan Dekel

CLLA 405(F) Livy and Tacitus: Myth, Scandal, and Morality in Ancient Rome
Mythical stories of Rome's founding, which were formulated by many generations of Roman authors and public figures, served as a framework for these very thinkers to analyze and articulate Roman self–image in rich and creative ways; one who stands out among these figures is the Augustan historian Livy. The "second founding" of the Republic by Augustus, and the careers of his successors, in turn gave later Roman writers like Tacitus fresh inspiration for Roman self–imagining and self–analysis.
We will begin the semester in mythical Rome, reading selections from Book 1 of Livy's history which present figures like Aeneas, the Trojan refugee whose arrival in Italy was conceptually crucial to Rome's development and position in Italy and the Mediterranean; Romulus, by whom Rome was founded in an act of fratricide; the Sabine women, whose nobility prevented a deadly war between their fathers and their Roman kidnappers; and Lucretia, whose virtue and self–sacrifice led to the liberation of Rome from a decadent and violent monarchy and to the founding of the Roman Republic. We will examine how Livy deploys the storyteller's art to excite his readers' pathos, indignation, and sympathy; we will examine as well how Livy often filters his account of mythical Rome through the lens of his own time, thereby constructing Rome's past through the Augustan present.
Writing more than a century after Livy, Tacitus offers a different view of Augustus, and his account of the rude and dissolute Tiberius, the unscrupulous Livia, Rome's craven and dispirited senators, and the many scandals attached to the imperial family, figures a Rome once again suffering under a decadent monarchy. Tacitus's compressed, fastidious, inimitable prose is the vehicle for his stern yet often sardonic psychological insights, which subtly manage to combine moral judgment with prurient pleasure in the scandals of others.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on class preparation and participation, an 8– to 10–page paper, a midterm, and a final exam
Prerequisites: CLLA 302 or permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 6
Distributional Requirements: Division 1
Fall 2014
SEM Section: 01 MR 02:35 03:50 Instructor: Kerry Christensen

CLLA 406 Horace Odes 1–3
Nietzsche claimed that he never had an artistic delight comparable to his experience of reading a Horatian ode. Through close readings of selected odes in Books 1–3 we will seek to experience such delight for ourselves and to learn why, as Nietzsche put it, "what is here achieved is in certain languages not even to be hoped for." We will examine the relation between poetic landscapes, poetic programs and the poetry's exploration of subjects like love, friendship, youth and old age, death, politics, private morality; the poet's capacity to define himself by offering his own account of poetic traditions and his place in them; the variety of voices and perspectives within individual poems and throughout the collection; the demands thereby placed on the poet's audience and the power of the poetry to transform an audience equal to those demands. It is in terms of this transformational power of poetry that we will consider Horace's relationship to his contemporaries, particularly Vergil, his patron Maecenas, and Augustus. **Requirements/Evaluation:** evaluation will be based on contributions in the classroom, two 2– to 3–page papers (translation with comments), a short memorization assignment, perhaps a midterm, a final paper, and a final exam
Prerequisites: CLLA 302 or permission of instructor
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
LEC Instructor: Meredith Hoppin

CLLA 407 Caesar and Cicero
The one a brilliant strategist, the other preeminent in the courts, Caesar and Cicero were both master politicians whose ambitions for themselves and for their country brought them into bitter conflict. Their combined oeuvres provide compelling, detailed accounts of the events and personalities that ended the Roman republic and ushered in an era of prolonged civil war. Moreover, despite striking differences, their works can justifiably be claimed to be the twin summits of classical Latin prose. In this course we will read extensive selections from Caesar's commentarii (the *Bellum Gallicum* and *Bellum Civile*) and from Cicero's speeches and letters, aiming throughout at a better understanding of these authors' stylistic achievements as well as the pragmatic persuasive goals that drove their rhetoric.
Class Format: recitation/discussion **Requirements/Evaluation:** evaluation will be based on class participation, several short written assignments (such as article reviews), a midterm exam and essay of moderate length, plus a final exam and longer paper
Prerequisites: CLLA 302 or permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 6–9
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
LEC Instructor: Amanda Wilcox

CLLA 408 Roman Comedy
About fifteen years after the Romans' hard–fought victory over Hannibal and the Carthaginians in the devastating Second Punic War, Plautus presented to his Roman audience a new comedy, *Poenulus* (*The Little Carthaginian*). Surprisingly, Plautus' little Carthaginian seems to be the hero of the play. This course will engage the vexed questions surrounding the interpretation of this play and its many Carthaginian characters through a variety of approaches. We will consider how genre, the play's political, social, and religious contexts, and especially different aspects of performance might influence our understanding of the play. While focusing on the *Poenulus*, we will explore the textual and archaeological evidence for ancient dramatic performance, and we will read other plays by Plautus. Finally, we will consider the influence of Roman comedy on later comedic traditions, from commedia dell' arte to the modern musical and the sitcom.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation (including a brief dramatic performance), an article review, one paper of 8–10 pages, a midterm and a final exam
Prerequisites: CLLA 302 or permission of the instructor **Enrollment Limit:** 12 **Expected Class Size:** 8–10 **Enrollment Preferences:** if the course is oversubscribed, preference will be given to majors and potential majors in Classics and Comparative Literature
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: Erin Moodie

CLLA 409(S) Seneca and the Self
Through a close reading of selections from his *Dialogues*, *Epistulae Morales*, and a tragedy (probably *Medea*), this course will consider ethical and literary dimensions of self–fashioning, self–examination, and the conception of self in the Stoic philosophy of the younger Seneca. The focus of this course lies squarely in the first century CE, and on the analysis of Seneca's own texts. We will begin, however, with an introduction to the ethics of Roman Stoicism through the personae theory of Panaetius as recorded in Cicero's *De Officiis*. Moreover, we will read and discuss selections from some of Seneca's most famous and influential interpreters, including Montaigne and Foucault, in order to enrich our understanding of contemporary assessments of his work and to gain an appreciation of Seneca's considerable influence on later theorizations of selfhood.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, several short written and oral assignments, midterm and final exams, and a final paper

Prerequisites: CLLA 302 or permission of the instructor **Enrollment Limit:** 12 **Expected Class Size:** 5–10
Distributional Requirements: Division 1
Spring 2015
SEM Section: 01 TF 02:35 03:50 Instructor: Amanda Wilcox

CLLA 412 Roman Ethnography
This course explores the development of Roman ethnography from the Late Republic into the early Empire. We will begin by examining how Greek ethnographic accounts of the barbarian "Other" influenced Roman writers of the late Republic, and then move on to assess the impact of Roman imperial ideology on the further development of the genre. Roman ethnographers appealed to popular tropes and ethnic stereotypes that were easily intelligible to their Roman audience. As a result, their writings tell us far less about the foreign peoples and places they claim to describe than about the cultural and political aspirations of the Romans themselves. In addition to reading excerpts, in Latin, from Caesar's *De Bello Gallico*, Ovid's *Tristia*,, and Tacitus' *Agricola*, we also will read selections from Catullus, Pliny's *Natural History*, and the earliest Roman geographer, Pomponius Mela.
Class Format: seminar **Requirements/Evaluation:** class participation, a midterm exam, an 8– to 10–page final paper, and a final exam
Prerequisites: CLLA 302 or permission of the instructor **Enrollment Limit:** 12 **Expected Class Size:** 6–9 **Enrollment Preferences:** majors or prospective majors in Classics, History, Art History
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: Benjamin Rubin

CLLA 414 Vergil's Eclogues and Georgics
This course will explore the two major works of Vergil that precede the *Aeneid: the Eclogues*, a series of ten pastoral poems that range widely across personal, political, and mythological themes; and the *Georgics*, a longer didactic poem in four books that uses an agricultural framework to examine issues of life, death, power, suffering, and love. The goal throughout is to investigate the literary, political, and social dimensions of the poems with special attention to their relationship to earlier models, as well as their exquisite poetic craftsmanship
Class Format: seminar **Requirements/Evaluation:** class participation, a midterm exam, a final paper, and a final exam
Prerequisites: CLLA 302 or permission of the instructor **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** Classics majors
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: Edan Dekel

COGNITIVE SCIENCE (Div. II)

Chair, Professor JOSEPH CRUZ

Advisory Committee: Professors: CRUZ, DANYLUK, KIRBY, H. WILLIAMS***, ZAKI. Assistant Professor: KORNELL.

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 are 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 seminar.

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 participate in a senior seminar (COGS 493).

REQUIRED COURSES

COGS/PHIL/PSYC 222 Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science
COGS 493 Senior Seminar

ELECTIVES

Four electives are required, chosen from at least three prefixes, at most two of which can be at the 100 level.
CSCI 134 Introduction to Computer Science
CSCI 361/MATH 361 Theory of Computation
CSCI 373 Artificial Intelligence
CSCI 374 Machine Learning
JAPN 131 Intro. to Japanese Linguistics
NSCI 201/BIOL 212/PSYC 212 Neuroscience
PHIL 207 Contemporary Philosophy of Mind
PHIL 331 Contemporary Epistemology
PHIL 388 Consciousness
PSYC 221 Cognitive Psychology
PSYC 322 Concepts: Mind, Brain, and Culture
PSYC 324 Great Debates in Cognition
PSYC 326 Choice and Decision Making
PSYC 327 Cognition and Education
REL 288/PHIL 288 Embodiment and Consciousness: A Cross Cultural Exploration

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.

BIOL 204 Animal Behavior
BIOL 209/NSCI 209 Animal Communication
BIOL 305 Evolution
MATH 250 Linear Algebra
MATH 433 Mathematical Modeling and Control Theory
PHIL 209 Philosophy of Science
PSYC 201 Experimentation and Statistics
REL 307 Thinking Gods: Cognitive Theories of Religion
STAT 101 Elementary Statistics and Data Analysis
STAT 201 Statistics and Data Analysis
STAT 231 Statistical Design of Experiments

THE DEGREE WITH HONORS IN COGNITIVE SCIENCE

Formal admission to candidacy for honors will occur at the end of the fall semester of the senior year and will be based on promising performance in COGS 493. This program will consist of COGS W31–494(S), and will be supervised by members of the advisory committee from at least two departments. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors.

STUDY ABROAD

Students who wish to discuss plans for study abroad are invited to meet with any member of the Cognitive Science advisory committee. You can find general study away guidelines for Cognitive Science here.

COGS 222(F) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science Crosslistings: COGS 222/PHIL 222/PSYC 222
This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence.
Class Format: lecture/discussion **Requirements/Evaluation:** midterm and final exams, and self–paced weekly exercises
Prerequisites: PSYC 101 or any introduction to PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended **Enrollment Limit:** 25 **Expected Class Size:** 25
Enrollment Preferences: first– and second–year students
Dept. Notes: meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL
Distributional Requirements: Division 2 **Other Attributes:** PHIL Contemp Metaphysics & Epistemology Courses

PSYC 200–level Group A Courses
Fall 2014
LEC Section: 01 TR 11:20 12:35 Instructor: Joseph Cruz

COGS 493(F) Senior Seminar: Cognitive Science
The goal of the cognitive science senior seminar is threefold. Firstly, we will revisit the foundations of cognitive research by reading some of the classics that established cognitive science as a field in the middle of the 20th century. Secondly, we will engage current research trends in cognitive studies by looking at work published in the last five years on cognitive neuroscience, embodied cognition, dynamic systems theory, empirical approaches to consciousness, and situated robotics. In addition to attending to the specific empirical details of this latter work, we will also discuss how current research elaborates, expands, and sharpens early conceptions of the domain and methodology of cognitive science. Our final goal will be the preparation of individual research papers by members of the class. These will be on topics determined in collaboration with the instructor.
Students will be responsible for presentations on the assigned readings, and for the development of a final paper involving independent research.
Class Format: seminar or tutorial, depending on enrollment **Requirements/Evaluation:** several short assignments, final paper, attendance and participation
Prerequisites: permission of program chair
Dept. Notes: primarily intended for and required of senior cognitive science concentrators, but open to juniors and seniors with permission of instructor
Distributional Requirements: Division 2
Fall 2014
HON Section: 01 TBA Instructor: Joseph Cruz

COGS 494(S) Senior Thesis: Cognitive Science
The senior concentrator, having completed the senior seminar 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.
Class Format: independent study
Prerequisites: permission of program chair
Distributional Requirements: Division 2
Spring 2015
HON Section: 01 TBA Instructor: Joseph Cruz

COGS 497(F) Independent Study: Cognitive Science
Cognitive Science independent study.
Class Format: independent study
Prerequisites: permission of program chair
Distributional Requirements: Division 2
Fall 2014
IND Section: 01 TBA Instructor: Joseph Cruz

COGS 498(S) Independent Study: Cognitive Science
Cognitive Science independent study.
Class Format: independent study
Prerequisites: permission of program chair
Distributional Requirements: Division 2
Spring 2015
IND Section: 01 TBA Instructor: Joseph Cruz

COMPARATIVE LITERATURE (Div. I)

Chair, Associate Professor CHRISTOPHER NUGENT

Professors: BELL–VILLADA, CASSIDAY, DRUXES, S. FOX, FRENCH, KAGAYA**, NEWMAN***, ROUHI, VAN DE STADT. Associate Professors: C. BOLTON***, DEKEL, S. FOX, HOLZAPFEL, MARTIN, NUGENT, PIEPRZAK***, THORNE, WANG**. Assistant Professors: BRAGGS*, VARGAS. Visiting Assistant Professor: EQEIQ.

Students motivated by a desire to study literary art in the broadest sense of the term 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 across cultures, and through the exploration of literary and critical theory. 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 media, 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. 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 Program offers courses in literary theory that illuminate the study of texts of all sorts. Note: the English Department allows students to count one course with a COMP prefix as an elective within the English major.

Students majoring in comparative literature choose one of two tracks. Both tracks prepare students for a range of options after graduation, by developing analytical, interpretive, and evaluative skills and by allowing the student, within a framework of general requirements, to create a program of study primarily shaped by the student's own interests.

MAJOR

Track 1

This track within the Comparative Literature major combines the focused study of a single foreign–language literature with a wide–ranging exploration of literary forms across national, linguistic, and historical boundaries. Each student on this track 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 should choose 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 track 1 of the major:
Comparative Literature 110 Introduction to Comparative Literature *OR* Comparative Literature 111 The Nature of Narrative

Any three comparative literature core courses. A core course is any course that meets at least one of the following criteria: a) it must be genuinely comparative across cultures and/or b) it must primarily treat literary theory. The three core courses may be chosen from the offerings of the Program in Comparative Literature or from the offerings of other departments and programs, including, but not limited to, the foreign language programs and English, Religion, Africana Studies, Latino/Latina Studies, and Women's, Gender, and Sexuality Studies. Examples of core courses include the following (please be aware that this is not an exhaustive list; consult with a major advisor about which courses may count as cores):

COMP 117 Introduction to Cultural Theory
COMP 200 European Modernism—and its Discontents
COMP 205 The Book of Job and Joban Literature
COMP 223 Comparative Middle Eastern and Latin American Cultural Studies
COMP 242 Americans Abroad
COMP 243 Modern Women Writers and the City
COMP 259 Adultery in the Nineteenth–Century Novel
COMP 340 Literature and Psychoanalysis
COMP 345 Museums, Memorials, and Monuments: The Representation and Politics of Memory
COMP 380 Literary and Critical Theory in the Twentieth Century

Students should aim to complete core course requirements by the end of their junior year.

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 at the 300–level or above. Students should aim to acquire intermediate–level proficiency in their specialty language by the end of the sophomore year.

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.

Comparative Literature 401 Senior Seminar (variable topics)—*Students are expected to take the version of 401 offered in their senior year.*

With the permission of their advisor or the chair, students may also count appropriate courses in music or art toward major requirements. 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. At least one of the courses counted toward the major must be Writing Intensive.

Track 2

This track within the Comparative Literature major allows for a wide–ranging exploration of literary forms across national, linguistic, and historical boundaries. Students in this track are not required to choose a specialty language, although the serious study of literature in one or more foreign languages is strongly encouraged. Each student should choose 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 track 2 of the major:
Comparative Literature 111 The Nature of Narrative OR Comparative Literature 110 Introduction to Comparative Literature

Any four comparative literature core courses. A core course is any course that meets at least one of the following criteria: a) it must treat primarily literature and b) it must be genuinely comparative across cultures and/or primarily theoretical. The four core courses may be chosen from the offerings of the Program in Comparative Literature or from the offerings of other departments and programs, including , but not limited to, the foreign language programs and English, Religion, Africana Studies, Latino/Latina Studies, and Women's, Gender, and Sexuality Studies. See above under "Track 1" for some examples of core courses. (Please be aware that this is not an exhaustive list; consult with a major advisor about which courses may count as cores.) Students should aim to complete core course requirements by the end of their junior year.

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.

Comparative Literature 401 Senior Seminar (variable topics)—*Students are expected to take the version of 401 offered in their senior year.*

With the permission of their advisor or the chair, students may also count appropriate courses in music or art toward major requirements. 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. At least one of the courses counted toward the major must be Writing Intensive.

THE DEGREE WITH HONORS IN COMPARATIVE LITERATURE

Prerequisites

Honors candidates in Comparative Literature are required to have maintained a GPA of 3.5 in the major to qualify for submitting a thesis proposal. In addition, candidates must demonstrate a strong interest in a specific topic for which an appropriate faculty advisor will be available in the senior year.

Timing

Students wishing to pursue a thesis in Comparative Literature are strongly urged to secure an advisor by the end of the week after Spring Break in their junior year. By May 15th of their junior year, candidates must submit to the Program Advisory Committee a one– to two–page proposal and a preliminary bibliography. The Advisory Committee will inform candidates by June 1 whether they may proceed with the thesis and advise them about any changes that should be made in the focus or scope of the project. The summer before the senior year will be spent compiling a more detailed bibliography and preparing for the process of writing the thesis.

In their senior year, candidates will devote two semesters and the winter study period to their theses (493–W31–494). By the end of the Fall semester, students will normally have undertaken substantial research and produced the draft of at least the first half of the project. At this point students should also have a clear sense of the work remaining for completion of the thesis. In the course of the Fall semester, students will also have chosen and met with a second reader for the project, who will provide additional guidance and read the final thesis. By the end of Winter Study, students should have completed a draft of the entire project. At that time, the Comparative Literature Advisory Committee, together with the advisor, will determine whether the project may continue as an Honors Thesis, or whether its first portions (COMP 493–W) will be graded as Independent Studies.

The second semester of independent thesis work will be spent revising as necessary. The completed thesis in its final form will be due one week before the last day of classes. At the end of the Spring term, the student will make a public presentation of the final project, to which members of the Advisory Committee will be specially invited.

Characteristics of the Thesis, Evaluation, and Major Credit

The topic of the thesis must be comparative and/or theoretical. It is also possible to write a thesis that consists of an original translation of a significant text or texts; in this case, a theoretical apparatus must accompany the translation. The complete thesis must be at least 50 and at most 75 pages in length, excluding the bibliography.

The advisor will assign the grades for the thesis courses (COMP 493–W–494); the Advisory Committee will determine whether a candidate will receive Honors, Highest Honors, or no honors.

For students who pursue an honors thesis, the total number of courses required for the major–including the thesis course (COMP 493–W–494)–is 12, i.e., one of the thesis courses may substitute for one elective.

STUDY ABROAD

The Program in Comparative Literature strongly urges its students to study abroad. Students in track 1 should seriously consider study abroad in a country where their specialty language is spoken; they will likely be able to complete some of the specialty language courses required for the major during study abroad. But all students can benefit from study abroad; literature courses from abroad are often candidates for credit as major electives. You can find general study away guidelines for Comparative Literature here.

COMP 104 Critical Approaches to Theatre and Performance (D) Crosslistings: THEA 104/COMP 104
This introductory critical survey course will explore a variety of theatre and performance traditions from around the globe, from antiquity to the present day. Through close analysis of select texts and performance practices in a seminar format, the course will consider what role theatre plays in the establishment and growth of culture, politics, and aesthetics. Topics may include: Ancient Greek theatre, Classical Indian performance, Renaissance English theatre, Japanese Noh and Kabuki, popular American traditions, modern European theatre, and postmodern performance. Films and other media will be utilized when relevant. Regular in–class visits to the Williams College Museum of Art will occur, as well. This course meets the criteria of the Exploring Diversity Initiative as it engages in a cross–cultural investigation of performance and explores how theatre is deeply embedded in power relations.
Class Format: seminar **Requirements/Evaluation:** 5 structured writing&creative assignments based on thematic elements of the course, as well as a final "Company" performance; in–class participation, writing, & discussion
Prerequisites: none **Enrollment Limit:** 18 **Expected Class Size:** 14 **Enrollment Preferences:** Theater majors and Comparative Literature majors
Dept. Notes: this course is a requirement for and is suggested as an introduction to the major in Theatre
Extra Info: participation in all LABS; all students enrolled in the course are also required to attend the departmental theatre productions
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: PERF Interdepartmental Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Amy Holzapfel

COMP 107 The Trojan War (W) Crosslistings: CLAS 101/COMP 107
The Trojan War may or may not have taken place near the end of the Bronze Age (c1100), but it certainly provided poets, visual artists, historians, philosophers, and many others in archaic and classical Greece (750–320) with a rich discourse for engaging questions about gender, exchange, desire, loss, and remembrance, and about friendship, marriage, family, army, city–state and religious cult. This discourse of "The Trojan War" attained a remarkable coherence yet also thrived on substantial variations and changes over the 300–400 years of Greek literature we will explore, a dynamic of change and continuity that has persisted through the more than two millenia of subsequent Greek, Roman, Western, and non–Western participation in this discourse.
More than half of the course will be devoted to the Homeric *Iliad* and *Odyssey*; we will also read brief selections from lyric poetry (e.g. Archilochus, Sappho of Lesbos), some selections from the historians Herodotus and Thucydides, and several tragedies (e.g. Aeschylus' *Oresteia*, Sophocles' *Ajax*, Euripides' *Trojan Women*). We may briefly consider a few short selections from other ancient Greek and Roman authors and/or one or two modern poets. We will also watch several films, e.g. *Troy*, *Oh Brother, Where Art Thou?Gods and Monsters*, *Fight Club*, *In the Bedroom,*, *Grand Illusion*.
Class Format: lecture and discussion **Requirements/Evaluation:** evaluation will be based on a series of short papers involving close textual analysis, two 5–page papers, and contributions to class discussion
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** majors in Classics and Comparative Literature, with attention also given to assuring a balance of class years and majors
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: MAST Interdepartmental Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Meredith Hoppin

COMP 108(F) Roman Literature: Foundations and Empire Crosslistings: CLAS 102/COMP 108
In the first book of Vergil's *Aeneid*, the god Jupiter prophesies the foundation and the greatness of Rome: "I place no limits on their fortunes and no time; I grant them empire without end." Yet elsewhere in this epic account of Rome's origins, this promise of unlimited power for the descendants of Romulus seems to be seriously abridged. Some readers have seen, not only in the *Aeneid* but throughout classical Roman literature, a persistent tendency to inscribe the decay and disintegration of Roman power into the very works that proclaim and celebrate Roman preeminence. This course explores the ancient Romans' own interpretations of their past, their present, and their destiny: the humble beginnings of their city, its rise to supreme world power, and premonitions of its decline. Related topics for our consideration will include Roman constructions of gender, the location and expression of virtue in the public and private spheres, the connections and conflicts between moral probity and political success, the exercise of individual power versus action on behalf of the commonwealth, the absorption of foreign customs and peoples into Rome, the management of literal and imaginary frontiers, and other anxieties of empire. We will read selections and complete works by a wide variety of Roman authors, including Cicero, Catullus, Caesar, Vergil, Sallust, Horace, Ovid, Seneca, and Tacitus. *All readings will be in translation.*
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on short written assignments, midterm and final exams with essays, and contributions to class discussion

Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** first–year students and sophomores and majors in Classics and Comparative Literature
Distributional Requirements: Division 1
Fall 2014
LEC Section: 01 MR 01:10 02:25 Instructor: Amanda Wilcox

COMP 110(S) Introduction to Comparative Literature Crosslistings: COMP 110/ENGL 241
Comparative literature involves reading and analyzing literature that represents different times, movements, cultures, and media. In this class, we will study English translations of texts from eras spanning the ancient to the contemporary; literary movements including Sentimentalism, Realism, and Modernism; national traditions arising in Western and Eastern Europe, Asia, and Latin America; and media including prose fiction, the graphic novel, and film. Throughout the course, we will consider what it means to think about all these different works as literary texts. To help with this, we will also read selections of literary theory that defines literature and its goal in abstract or philosophical terms. Assignments will focus on close reading of relatively short texts by authors such as Cervantes, Goethe, Kleist, Wilde, Chekhov, Woolf, Gogol, Kafka, Mishima, and Satrapi. *All readings will be in English.*
Class Format: lecture with some discussion **Requirements/Evaluation:** regular attendance, participation, three 1–page response papers, two 5–page papers, and a final take–home exam
Prerequisites: none **Enrollment Limit:** 40 **Expected Class Size:** 35 **Enrollment Preferences:** students considering a major in Comparative Literature
Distributional Requirements: Division 1
Spring 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Julie Cassiday

COMP 111(F) The Nature of Narrative (W) Crosslistings: COMP 111/ENGL 120
This course examines the nature and workings of narrative using texts drawn from a wide range of different traditions, media, and genres. Readings may include Greek and Chinese classics (Homer, *Xiyouji*), 19th–century French, German, and Russian novels (Flaubert, Kleist, Lermontov), 20th–century Latin American fiction (Marquez), and contemporary American graphic narrative and film (Bechdel, Mamet). We will also read some short works of literary theory from around the world to help us broaden our idea of what literature can be and do
. *All readings in English.*
Class Format: seminar **Requirements/Evaluation:** regular attendance, ungraded creative project, several short response assignments, two 4– to 5–page papers, and one paper rewrite
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** students considering a major in Comparative Literature
Distributional Requirements: Division 1 Writing Intensive
Fall 2014
SEM Section: 01 TF 02:35 03:50 Instructor: Christopher Bolton

COMP 115(S) Rumble in the Jungle: Major Postcolonial Writers and Movements (D) (W) Crosslistings: ENGL 115/COMP 115
The antagonism between the "West and the rest" has been a defining feature of modern history, especially during the struggles of the colonies to establish themselves as independent nations at the turn of the twentieth century. While armies and politicians were busy using the blunt tools of violence and political rabble–rousing to advance one side or another, many artists and writers challenged the simplistic oppositions that made cultures out to be at odds with one another by giving voice to complex identities and histories. An Irishman channels the ghost of a kidnapped Renaissance geographer from Africa; a Bangladeshi woman dreams the arrival of a Pterodactyl in modern–day India; amateur Algerian actors star in one of the century's most well regarded films depicting the fall of French colonialism—our works will take us around the world, and stretch us across multiple histories of colonialism and its aftermaths. We will watch narrative and documentary cinema, look at visual art, and read poetry, fiction, essays, and philosophy, and consider how these media and genres work as forms of thoughtful resistance as well as creative expression. Key authors will include W.B. Yeats, Franz Fanon, Aimé Césaire, V.S. Naipaul, Ngugi wa Thiong'o, and Mahasweta Devi. In asking students to think broadly and comparatively about discourses of otherness and their impact on artistic, philosophical, and other cultural production, this course will contribute to the college's Exploring Diversity Initiative.
Class Format: seminar **Requirements/Evaluation:** class participation, presentation, four short position papers (3 pp, with one revision), and a longer project (6–8 pp) on one of the course's core authors
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first–year students who have not taken or placed out of a 100–level ENGL course
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: ASAM Related Courses
Spring 2015
SEM Section: 01 TR 08:30 09:45 Instructor: Anjuli Raza Kolb

COMP 117(F) Introduction to Cultural Theory (W) Crosslistings: ENGL 117/COMP 117
This course has a clear purpose. If you had signed up for a course in biology, you would know that you were about to embark on the systematic study of living organisms. If you were registered for a course on the American Civil War, you would know that there had been an armed conflict between the northern and southern states in the 1860s. But if you decide you want to study "culture," what exactly is it that you are studying? The aim of this course is not to come up with handy and reassuring definitions for this word, but to show you why it is so hard to come up with such definitions. People fight about what the word "culture" means, and our main business will be to get an overview of that conceptual brawl. We will pay special attention to the conflict between those thinkers who see culture as a realm of freedom or equality or independence or critical thought and those thinkers who see culture as a special form of bondage, a prison without walls. The course will be organized around short theoretical readings by authors ranging from Matthew Arnold to Constance Penley, but we will also, in order to put our new ideas to the test, watch several films (*Ferris Bueller's Day Off, Silence of the Lambs, The Lord of the Rings*) and listen to a lot of rock & roll. Why do you think culture matters? Once you stop to pose that question, there's no turning back.
Class Format: discussion/seminar **Requirements/Evaluation:** five short papers totaling about 20 pages, class attendance and participation
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first–year students who have not taken or placed out of a 100–level ENGL course
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives
Fall 2014
SEM Section: 01 TF 01:10 02:25 Instructor: Christian Thorne

COMP 151(F) Introduction to Theatre (D) Crosslistings: THEA 101/COMP 151
This introductory course serves as a general gateway to the study of Theatre. The course investigates principal areas of Theatre practice, including the Play and Playwright, Actor, Director, Designer, Audience, and Company. Through lectures, class discussions, performance practice, and hands–on laboratory sessions, students will encounter dramatic texts and theatrical contexts from a variety of traditions around the globe. Dramatists covered may include: Sophocles, Shakespeare, Zeami, Molière, Chekhov, Beckett, and Parks. Students are expected to complete reading and writing assignments, as well as to participate in practical projects in the labs. This course is open to all and welcomes non–Theatre majors. For students interested in the Theatre major, this course fulfills a primary requirement and should be taken during one's first or second year. This course meets the Exploring Diversity distinction because it engages in both a comparative and empathetic study of a broad range of theatrical cultures, examining their unique histories and appreciating their diverse artistries.
Class Format: lecture **Requirements/Evaluation:** three short papers; in–class writing; mid–term Company studio presentation; final Company performance and portfolio
Prerequisites: none **Enrollment Limit:** none **Expected Class Size:** 30 **Enrollment Preferences:** none
Distributional Requirements: Division 1 Exploring Diversity
Fall 2014
LEC Section: 01 MR 01:10 02:25 Instructor: Amy Holzapfel
LAB Section: 02 T 02:35 03:50 Instructor: Amy Holzapfel

COMP 156 Thirteen Ways of Looking at Jazz (D) (W) Crosslistings: AFR 156/COMP 156/AMST 156/ENGL 223
Taking its title from the Wallace Stevens poem, "Thirteen Ways of Looking at a Blackbird," which interprets the blackbird in different ways, this course similarly explores a more complex, multi–layered perspective on jazz, from jazz and American democracy to jazz in visual art. Accordingly, the course introduces students to several genres, including historical documents, cultural criticism, music, literature, film, photography and art. The course does not draw on a musicological method but rather a socio–cultural analysis of the concept, music and its effect—so students are not required to have any prior musical knowledge or ability. In this writing intensive course, students will write short close analyses of multiple types of media, ultimately building up to an argumentative essay. This EDI course explores the musical expressions of the culturally diverse peoples of African descent in the New World, as well as the myriad ways in which representations of jazz signify on institutional power, reaffirm dominant U.S. and/or European hierarchies of race, gender and class, and signal inequality in order to contest it.
Class Format: lecture **Requirements/Evaluation:** class participation, 1 quiz, weekly 2–page response essays in course journal, 2 4–page close analyses, 1 oral presentation/performance with 2–page critical report, and 1 6– to 8–page argumentative essay, totaling slightly over 20 pages of written work
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** none
Distribution Notes: Meets Division 2 requirement if registration is under AFR and AMST; meets Division 1 requirement if registration is under COMP or ENGL
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AFR Core Electives
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
LEC Instructor: Rashida Braggs

COMP 172 Myth in Music (W) Crosslistings: MUS 172/COMP 172
Orpheus, Prometheus, Faust, and Don Juan—these figures have captured the imagination of writers, artists, and composers throughout history. This course explores how prominent myths of western civilization have found expression in a broad variety of musical works, e.g., operas by Claudio Monteverdi, Wolfgang Amadeus Mozart, Jacques Offenbach, and Richard Wagner; songs by Franz Schubert, Hugo Wolf, Ricky Ian Gordon, and Adam Guettel; ballets by Ludwig van Beethoven and Igor Stravinsky; symphonic poems by Franz Liszt, Richard Strauss and Alexander Scriabin; Broadway musicals by Richard Adler and Randy Newman; and mixed–media projects by Rinde Eckert. Our inquiry will lead us to ponder an array of questions: Why have certain myths proven especially appealing to composers? What accounts for these myths' musical longevity? How have myths been adapted to different musical genres and styles, and for what purposes? How do the works reflect the historical cultures in which they originated? How have they engaged with different social, political, artistic, and intellectual concerns?
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, three 6–8page papers (with revisions), and a final presentation
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** students with a demonstrated interest in literature or music
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: MUS Group A Electives

COMP 200 European Modernism—and Its Discontents

What is/was Modernism? An artistic movement? A new dynamic and sensibility? A transformative response to changed conditions? All these and more? This course will attempt to deal with such issues via examination of certain key works spanning the years 1850–1930. Topics to be considered: the rise of industrial capitalism and the literary market, advances in science and technology, urban alienation and social conflict, anti–"bourgeois" stances, the displacement of religion, the fragmented self, the proliferation of multiple perspectives, the breaks with the past and privileging of the present, and the horrors of war. To be studied: poetry by Baudelaire, Yeats, and Neruda; prose fiction by Dostoevsky, Kafka, Proust, Joyce, and Woolf; drama by Beckett; Futurist and Surrealist manifestoes; German Expressionist films; and theoretical writings by Marx, Freud, Nietzsche, Ortega y Gasset, and Benjamin. In addition, select portions of Bell–Villada's *Art for Art's Sake and Literary Life* and Peter Gay's *Modernism* will serve as general background to the course. *All readings in English.*
Class Format: lecture/discussion **Requirements/Evaluation:** class participation, brief weekly journals, one class presentation, three 6–page papers, a mid–term, and a final
Prerequisites: none; first–year students must consult with the instructor before registering for this course **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** students considering a major in Comparative Literature
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
LEC Instructor: Gene Bell–Villada

COMP 201 The Hebrew Bible Crosslistings: REL 201/COMP 201/JWST 201
The Hebrew Bible is perhaps the single most influential work in the history of Western philosophy, literature, and art. But the overwhelming presence of the text in nearly every aspect of modern culture often obscures the sheer brilliance of its narrative technique as well as the complex interplay between law, history, prophecy, and poetry. This course offers a comprehensive introduction to the literary, historical, and theological aspects of the Hebrew Bible with an eye towards developing a sophisticated understanding of the text in its ancient context. Through the close reading of substantial portions of the Hebrew Scripture in translation and the application of various modern critical approaches to culture and literature, students will explore fundamental questions about the social, ritual, and philosophical history of ancient Israel, as well as the fundamental power of storytelling that has resonated across two millennia.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, short written assignments, and two to three longer papers
Prerequisites: none **Enrollment Limit:** 40 **Expected Class Size:** 40 **Enrollment Preferences:** Jewish Studies concentrators, Religion and Comparative Literature majors
Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2 **Other Attributes:** ARAB Arabic Studies Electives
JWST Gateway Courses
REL Jewish Tradition Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Edan Dekel

COMP 202(F) Modern Drama Crosslistings: ENGL 202/THEA 229/COMP 202
An introduction to major plays and key movements in European and American theatre since the late nineteenth century. Our focus will be on close reading, with attention also to questions of performance and production. Plays to be discussed will likely include: Ibsen, *Hedda Gabler*; Wilde, *The Importance of Being Earnest*; Chekhov, *The Cherry Orchard*; Pirandello, *Six Characters in Search of an Author*; Brecht, *Mother Courage*; Miller, *Death of a Salesman*; Beckett, *Endgame*; Hansberry, *A Raisin in the Sun*; Pinter, *Betrayal*; Churchill, *Cloud Nine*; Stoppard, *Arcadia*.
Class Format: lecture **Requirements/Evaluation:** two 5–page papers; regular journal responses; a final exam; and active participation in class discussions
Prerequisites: none **Enrollment Limit:** 18 **Expected Class Size:** 18 **Enrollment Preferences:** English and Theatre majors
Dept. Notes: satisfies the THEA 248 requirement for Theatre Major
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 **Other Attributes:** ENGL Literary Histories C
Fall 2014
SEM Section: 01 TR 11:20 12:35 Instructor: James Pethica

COMP 203 Nineteenth–Century Russian Literature in Translation Crosslistings: RUSS 203/COMP 203
Whereas 18th–century Russian literature was largely derivative and imitative, 19th–century Russian literature —literature of The Golden Age— developed into a distinct national literature. It acquired its own style, developed along its own trajectory, and engaged with local social and political topics. This course will offer a survey of major works of Russian 19th–century fiction from Pushkin, the "father" of modern Russian literature, through Dostoevsky, Tolstoy, and Chekhov. Primary materials will be supplemented by readings in cultural and intellectual history (Chaadaev, Belinsky, Herzen, Pisarev, and Dobrolyubov) to help us better understand the milieu in which 19th–century Russian literature developed. The course will consist of short introductory lectures and discussions devoted to analyzing stylistic, cultural, and ideological idiosyncrasies of our primary texts. In addition to examining each author's distinctive style and contribution to Russian and world literature, we will explore a number of critical themes that have come to define the 19th–century Russian intellectual discourse: the rise of the Russian Empire and its encounter with East and West; the haunting duality of Russian urban and rural life; and the role of the Russian nobility and intelligentsia in Russia's cultural and socio–political transformation.
Class Format: lecture/discussion **Requirements/Evaluation:** requirements will include a short term paper, a midterm, and a final
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 12 **Enrollment Preferences:** Russian or Comp
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 **Other Attributes:** INST Russian + Eurasian Studies Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Yuliya Ladygina

COMP 204(S) From Revolution to Perestroika Crosslistings: RUSS 204/COMP 204
Whether despite or precisely because of the enormous historical and political turbulence in twentieth–century Russia, the intensity of its cultural life was equally unprecedented. Over the past century, Russian literature went through a number of major stages that defined its poetics and ideology: the Silver Age and its decline; the Revolution, the Civil War and the rise of Socialist Realism; the Second World War; the Thaw and de–Stalinization; another wave of tightening of the regime during the stagnation period; the dissident movement and the Cold War; and finally, the dissolution of the Soviet empire and the rise of Russian post–modern and post–Soviet aesthetics. As we discuss these and other topics of twentieth–century Russian culture, we will explore a broad array of genres, including poetry, short fiction, non–fiction, the novel, theater, and film. Our readings will include works by Block, Babel, Bulgakov, Olesha, Zamyatin, Ahmatova, Shalamov, Erofeev, Petrushevskaya, Pelevin, and other representative authors.
All readings and discussions will be in English.
Class Format: seminar **Requirements/Evaluation:** participation (25%); blog posts (20%); midterm (15); term paper (20%); final exam (20%)
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 12 **Enrollment Preferences:** Russian majors
Distributional Requirements: Division 1 **Other Attributes:** INST Russian + Eurasian Studies Electives
Spring 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Yuliya Ladygina

COMP 205(S) The Latin–American Novel in Translation Crosslistings: RLSP 205/COMP 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 attention. Among the texts to be discussed: Borges, *Labyrinths*; Cortázar, *Blow–up* and *Hopscotch*; Lispector, *the Hour of the Star* lesser works by Fuentes and Puig; and by Nobel Prize–winner Gabriel García Márquez, *One Hundred Years of Solitude*.
Class Format: lecture **Requirements/Evaluation:** class participation, two brief papers, a midterm, and a final exam
Prerequisites: none **Enrollment Limit:** 22 **Expected Class Size:** 22
Dept. Notes: does not carry credit for the Spanish major or the certificate
Distributional Requirements: Division 1 **Other Attributes:** INST Latin American Studies Electives
Spring 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Gene Bell–Villada

COMP 206 The Book of Job and Joban Literature (W) Crosslistings: REL 206/COMP 206/JWST 206
The Book of Job has often been described as the most philosophical book of the Hebrew Bible. The story of one man's struggle to understand the cause of his suffering and his relationship to God represents the finest flowering of the Near Eastern wisdom literature tradition. Through its exploration of fundamental issues concerning human suffering, fate and divinity, and the nature of philosophical self–examination, Job has served as a touchstone for the entire history of existential literature. At the same time, the sheer poetic force of the story has inspired some of the greatest artistic and literary meditations in the Western tradition. This course will engage in a close reading of the Book of Job in its full cultural, religious, and historical context with special attention to its literary, philosophical, and psychological dimensions. We will then proceed to investigate key modern works in several genres that involve Joban motifs, themes, and text both explicitly and implicitly. These texts will include Franz Kafka's *The Trial*, Archibald MacLeish's *J.B.*, Robert Frost's "Masque of Reason," Carl Jung's *Answer to Job*, and William Blake's *Illustrations to the Book of Job*. *All readings are in translation.*
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on class participation, weekly short written assignments, and two longer papers
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19
Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JWST Core Electives
REL Jewish Tradition Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Edan Dekel

COMP 207T Tolstoy: The Major Novels (W) Crosslistings: RUSS 210/COMP 207
This tutorial will focus on Lev Tolstoy's four novelistic masterpiece—*War and Peace*, *Anna Karenina*, *Resurrection*, and *Hadji Murat*—placing them in their appropriate historical, social, and philosophical context. For each week of class, students will read a significant portion of a novel by Tolstoy, as well as a selection of secondary literature taken from those works that inspired the author, reactions that arose at the time of the novel's publication, and scholarship that seeks to explain the power and enduring significance of these novels. Students will meet with the professor in pairs, with one student writing a five–page paper for each class session and the other student providing a critique of the paper. *For those students without Russian language skills, all works will be read in English translation. For those students who have completed at least three years of college–level Russian, all primary readings, a significant portion of secondary readings, discussion, and writing assignments will be completed in Russian.*
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on completion of weekly reading and writing assignments and active discussion during tutorial sessions
Prerequisites: for students taking the tutorial in ENGL: none; for students taking the tutorial in RUSS: either RUSS 252 or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Russian, Comparative Literature, and Literary Studies majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Not Offered Academic Year 2014–2015
TUT Instructor: Julie Cassiday

COMP 209 Dolls, Puppets and Automatons
Since their origin, humans have always made anthropomorphic representations, first in the form of idols, fetishes, or statues for religious worship, later in the shape of puppets, dolls, or automatons for their entertainment qualities. And yet, these objects have always played multiple roles in human society; modernity in particular shows a great interest paired with great ambivalence towards dolls, puppets, and automatons, regarded both as uncanny *Doppelgänger* or threatening machines. In order to comprehend the scope of our modern fascination with these figures, we will explore their haunting presence in literary texts by ETA Hoffmann, Theodor Storm, Villiers de L'Isle Adam, Felisberto Hernandez, discuss theoretical texts by Sigmund Freud and Heinrich von Kleist, look at paintings by Oskar Kokoschka, George Grosz and look at photographs by Hans Bellmer, watch a ballet by Kurt Joos and films by Fritz Lang and Ridley Scott, and watch a fashion show by Alexander McQueen.
Conducted in English.
Class Format: seminar **Requirements/Evaluation:** active class participation, one oral presentation, two 7–page papers
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** Comparative Literature majors, or those considering a major in Comparative Literature
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: Christophe Kone

COMP 210(S) Latina/o Language Politics: Hybrid Voices (D) Crosslistings: LATS 240/AMST 240/COMP 210
In this course we will focus on issues of language and identity in the contemporary linguistic practices and literary production of various Latina/o communities. We will ask: How are cultural values and material conditions expressed through Latina/o language and literature? How does Latina/o identity challenge traditional notions of the relationship between language, culture, and nation? In what ways might Latina/o literary and linguistic practices serve as tools for social change? Building on an overview of common linguistic phenomena such as code–switching (popularly known as "Spanglish") and Latina/o English, we will also examine bilingual education, recent linguistic legislation, and the English Only movement. Throughout the course we will survey texts culled from a variety of literary genres, including theatre, autobiography, novels, and poetry by writers such as Sandra Cisneros, Junot Díaz, Martín Espada, Víctor Hernández Cruz, Dolores Prida, Richard Rodríguez, and Michele Serros, among others. Both directly and/or indirectly, these texts address Latina/o language politics, as well as the broader themes of power, community, ethno–racial identity, gender, sexuality, class, and hybridity.
Class Format: seminar **Requirements/Evaluation:** participation, two essays, final take–home examination
Prerequisites: none **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** Latina/o Studies concentrators, American Studies majors, Comparative Literature majors by seniority
Distribution Notes: meets Division 2 requirement if registration is under LATS or AMST; meets Division 1 requirement if registration is under COMP
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
LATS Core Electives
Spring 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Maria Elena Cepeda

COMP 211(F) Introduction to Latina/o Literatures (D) Crosslistings: LATS 208/AMST 207/COMP 211
This discussion course serves as an introduction; the reading list is not meant to be exhaustive or comprehensive, but will rather provide a sampling or range of texts for students to engage. We will explore a number of readings across different genres (the novel, play, poem, short story, graphic novel). Students will endeavor to understand how each author defines Latinidad. What characterizes Latina/os for each of these writers and how do their works articulate the historical conditions out of which they emerge? How is Latina/o literature marked by notions of language, nationality, gender, sexuality, class, race, politics, form, and genre? The readings will provide both a survey of general ideas in the study of Latina/o literatures as well as specific case studies and historical examples from which we will extrapolate about the larger field. Readings include works by Tómas Rivera, Cristina García, Cristy C. Road, Oscar Zeta Acosta, Junot Díaz, Alisa Valdes–Rodriguez, and more. This course fulfills the Exploring Diversity Initiative requirements as it offers students a comparative study of cultures and societies by examining the U.S. racial project of constructing a Latina/o people out of various peoples. Additional attention is given, under the rubric of power and privilege, to the specific economic and political institutions that structure Latina/o cultural production.
Class Format: lecture **Requirements/Evaluation:** students will be evaluated based on weekly online discussion forum posts, two short papers, a midterm exam, a final comprehensive project, as well as classroom participation
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 20 **Enrollment Preferences:** LATS concentrators, AMST and Comp Lit majors
Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under AMST or LATS
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: LATS Core Electives
Fall 2014
LEC Section: 01 TR 09:55 11:10 Instructor: Jesús Hernández

COMP 212 Nordic Lights: Literary and Cultural Diversity in Modern Scandinavia (D) Crosslistings: COMP 212/WGSS 200
Mythologized as the land of the aurora borealis and the midnight sun, Scandinavia's five distinct nations—Iceland, Norway, Sweden, Denmark, and Finland—are often mistakenly associated with blond–haired and blue–eyed uniformity. Modern Scandinavia, however, is a place of great social and cultural diversity. From medieval Viking sagas to contemporary Nordic rap, the Scandinavian literary tradition is rich in tales of global exploration, childhood imagination, sexual revolution, and multicultural confrontation. Through readings of nineteenth–century drama, twentieth–century novels, and twenty–first century cinema, we will investigate a wide range of issues on class, ethnicity, and identity, including the indigenous reindeer–herding Sami people, Danish colonialism and the Greenlandic Inuit, Norwegian collaboration and resistance during World War II, and Nordic emigration (to North America) and immigration (from Africa, Asia, Latin America, and the Middle East). Discussion will also focus on Scandinavia's leadership in gender equality and sexual liberation, Scandinavian political isolation and integration (into both the UN and the EU), and the global effects of Nordic pop (ABBA to Bjork), glamour (Greta Garbo to Helena Christensen), technology (Volvo to Nokia), and design (IKEA to H&M). Readings to include works by Henrik Ibsen, August Strindberg, Hans Christian Andersen, Karen Blixen, Astrid Lindgren, Halldór Laxness, Reidar Jönsson, and Peter Hoeg. Films to include works by Ingmar Bergman, Lasse Hallström, Bille August, Colin Nutley, Lukas Moodysson, Josef Fares, Tomas Alfredson and Tomas Vinterberg. *All readings and discussions in English.*
Class Format: seminar **Requirements/Evaluation:** active participation, two short papers, an oral presentation, and a final paper
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** Comparative Literature and Women's, Gender and Sexuality Studies majors and those with compelling justification for admission
Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: WGSS Racial Sexual + Cultural Diversity Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Brian Martin

COMP 213(F) The New Testament: Purpose, History and Method (W) Crosslistings: REL 210/CLAS 210/COMP 213
The New Testament is the most important collection of documents in the Christian religion. This course offers overviews and discussions of the origin and purpose of the writings, their influence throughout history, and the development of methods of readings of the texts. We start with the origin of the writings before they became collected into the New Testament, and ask: what forms of writings (genres) in Greco–Roman culture were available to the authors of the new scriptures, and how they were used for the purpose of shaping faith in Jesus Christ and creating communities? Why just these scriptures were included, and not others, for instance, the Gospel of Thomas, is another much discussed question. The impact of the New Testament writings upon society is a problematic history; for instance, they have been used to support negative attitudes to Jews, women and homosexuals. This raises the issue of how to read the New Testament. There are many different ways of reading the New Testament; perhaps the most common way to read it is as Scripture, important for one's religious faith. In this course, however, we will focus on scholarly and academic readings of the New Testament. But they, too, have gone through many changes, influenced by contemporary methods, e.g. historical–critical ones in the 19th and into 20th century, more recently, by literary, feminist and post–colonial readings. Through extensive readings of New Testament writings in their cultural and historical context, documentations of their use in history, and recent theories of interpretation, the aim is to gain an independent position on the New Testament as a historical and religious document.
Class Format: lecture/discussion **Requirements/Evaluation:** one class presentation; three 3–page papers, one 5– to 7–page paper, and a final paper (15 pages)
Prerequisites: none; open to all classes **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** sophomores
Distribution Notes: meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under CLAS or COMP
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: REL Christian Tradition Courses
Fall 2014
SEM Section: 01 TR 11:20 12:35 Instructor: Halvor Moxnes

COMP 214(S) Moses: Stranger in a Strange Land Crosslistings: REL 202/JWST 202/COMP 214
As chieftain, priest, prophet, and lawgiver all in one, Moses occupies the central place in the history of Israelite and Jewish leaders. However, he is a somewhat unlikely candidate for such an important role. He is God's chosen leader among the enslaved Israelites, but he is raised as an Egyptian prince. He is a spokesman for his people, but he is slow of speech. He is the lawgiver and first judge of his nation, yet he is quick–tempered and impatient. The story of the most revered figure in the Jewish tradition, who nevertheless remains an outsider to the very end, has fascinated commentators and inspired countless artistic and literary interpretations. This course will engage in a close study of the figure of Moses by examining the biblical narrative of his life and career from Exodus through Deuteronomy with an eye towards understanding the complex and often contradictory portrait of this self–described "stranger in a strange land." We will also examine some of the ancient legendary and folkloric accounts about Moses, as well as philosophical and allegorical treatments in Hellenistic Jewish, early Christian, and Muslim biographies. We will then proceed to investigate key modern reconfigurations and critiques of Moses in several genres, which may include renaissance visual depictions, literary works by Sigmund Freud, George Eliot, Thomas Mann, and Zora Neale Hurston, and even musical and cinematic renditions. *All readings are in translation.*
Class Format: seminar **Requirements/Evaluation:** class participation, short written assignments, and two or three longer papers
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** students who have already taken a course in biblical literature
Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2 **Other Attributes:** ARAB Arabic Studies Electives
JWST Core Electives
Spring 2015
SEM Section: 01 TR 09:55 11:10 Instructor: Edan Dekel

COMP 215(S) Experimental Asian American Writing Crosslistings: AMST 215/ENGL 217/COMP 215
Asian American literature did not begin in the 1980s with Amy Tan's *The Joy Luck Club*. Nor has the writing primarily been confined to autobiographical accounts of generational conflict, divided identities, and glimpses of Chinatown families. Asian American literature in English began with poetry in the late nineteenth century, and has encompassed a variety of aesthetic styles across the last century—from Modernism to New York School poetry to protest poetry to digital poetics. This course will explore Asian American writings that have pushed formal (and political) boundaries in the past 100+ years, with a particular focus on avant–garde writers working today. We will look at such authors as Jose Garcia Villa, Chuang Hua, Wong May, Theresa H., Cha, John Yau, Mei–mei Berssenbrugge, Tan Lin, Prageeta Sharma, Bhanu Kapil, and Tao Lin.
Class Format: seminar **Requirements/Evaluation:** papers (6–8 pp. and 10–12 pp.) plus in–class presentation, brief response papers, and class participation
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** if the course is over–enrolled, preference will be given to American Studies majors
Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under COMP or ENGL

Distributional Requirements: Division 2 **Other Attributes:** AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
ASAM Core Courses
Spring 2015
SEM Section: 01 M 07:00 09:40 Instructor: Dorothy Wang

COMP 217 Ancient Wisdom Literature Crosslistings: REL 205/CLAS 205/COMP 217/JWST 205
The Biblical books of Proverbs, Ecclesiastes, and Job are often grouped together under the Hebrew category of *hokhmah*, 'wisdom.' Although these books are very different in content, they can all be interpreted as meditations on ethical and practical philosophy. In this way, they represent the Hebrew Bible's canonical embrace of a widespread Near Eastern literary phenomenon. From the instructional literature of Egypt and Mesopotamia to Greek didactic poetry and fables, ancient Mediterranean cultures offer a wide range of texts that engage the issues of personal behavior, leadership, and justice. Starting with the central wisdom books of the Hebrew Bible and moving through relevant material from the Apocrypha, New Testament, and the Egyptian and Babylonian traditions, this course will examine the literature of wisdom throughout the ancient world with an eye toward understanding its various social, political, and philosophical contexts. We will then consider the Greek wisdom tradition in such texts as Hesiod's *Works and Days*, Aesop's fables, and fragments from the pre–Socratic philosophers. Finally, we will explore the influence of these ancient sources on later expressions of wisdom in medieval European literature, as well as more recent examples such as Benjamin Franklin's *Poor Richard's Almanack*. *All readings are in translation.*
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, short written assignments, and two longer papers
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19
Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under CLAS or COMP
Distributional Requirements: Division 2 **Other Attributes:** JWST Core Electives
REL Jewish Tradition Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Edan Dekel

COMP 218 Gnosis, Gnostics, Gnosticism (W) Crosslistings: REL 218/COMP 218/CLAS 218/HIST 331
What is gnosis and Gnosticism? Who were the Gnostics? Salvation by knowledge, arch–heresy, an eternal source of mystical insights and experiences, secret esoteric teachings available only to a few. All these and more have been claims made about gnosis, Gnostics, and Gnosticism. This course will introduce you to the key ancient texts and ideas associated with Gnostics as well as to the debates over and claims made about Gnosticism in modern times. We shall explore neoplatonic, Jewish, and Christian thought, as well as modern spiritualism and esotericism. We shall also ask about how ancient Gnostics relate to later religious groups such as the Knights Templar and modern Theosophists. Readings include: Nag Hammadi writings in English, Irenaeus, *Against All Heresies*; David Brakke, *The Gnostics*; Elaine Pagels, *The Gnostic Gospels*; Karen King, *What is Gnosticism*? and *The Secret Revelation of John*.
Class Format: lecture/discussion **Requirements/Evaluation:** periodic reflection papers, 2 textual analysis papers, 2 historiographical analysis papers, and a final paper that entails a revision and expansion of an earlier paper
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** students with prior coursework in biblical or other ancient literature or history
Distribution Notes: meets Division 2 requirement if registration is under REL or HIST; meets Division 1 requirement if registration is under CLAS or COMP
Distributional Requirements: Division 2 Writing Intensive
Not Offered Academic Year 2014–2015
LEC Instructor: Denise Buell

COMP 221(S) The Feature Film Crosslistings: ENGL 204/COMP 221
An introduction to film analysis, focusing on features produced by Hollywood studios from the 1930s to the present. Course will consist of a mixture of lectures and a substantial amount of class discussion, in which active participation will be expected. Our emphasis will be on film genres, and on the formal properties of film as a medium for telling stories. Students will be required to attend screenings of one and sometimes two films weekly, by directors including Welles, Hitchcock, Coppola, and Scott. Critical readings will be assigned.
Class Format: seminar **Requirements/Evaluation:** one 5–page paper, a midterm, and a final exam
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam; not open to students who have taken English 203 **Enrollment Limit:** 40 **Expected Class Size:** 40 **Enrollment Preferences:** sophomores and current English majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 **Other Attributes:** ENGL Literary Histories C
Spring 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Bernard Rhie

COMP 222(S) Detective Fiction (W)
Despite the genre's comparative youth, detective fiction has proven unusually adaptable and stunningly prolific. In the less than 200 years since its birth, detective fiction has traveled to virtually every region of the globe and into countless languages, found a home in both high art and popular culture, penetrated media including print, cinema, the internet, and the iPhone app, and spawned subgenres as sundry and specific as the police procedural, cooking detective fiction, medieval monk detective fiction, and lesbian detective fiction. This class seeks to understand the genre's explosion in the wake of Edgar Allan Poe's seminal stories by surveying the diverse material that falls within its capacious generic boundaries, as well as work by those who theorize detective fiction. In addition to reading classics by Poe, Arthur Conan Doyle, and Agatha Christie, we will read detective fiction from outside the Anglo–American world, discover what separates men from women detectives, explore both Hollywood and television's fascination with the detective, and see what happens when the detective gets self–consciously conceptual in works by writers such as Jorge Luis Borges and Paul Auster. *All readings will be in English.*
Class Format: seminar **Requirements/Evaluation:** regular attendance, active participation in class discussions, three short papers of varying lengths, and a final paper of 10–12 pages
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** Comparative Literature majors and those planning to major in Comparative Literature
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Spring 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Julie Cassiday

COMP 223 Migrants at the Borders: Comparative Middle Eastern and Latin American Cultural Studies Crosslistings: ARAB 223/COMP 223
Why do the peoples and cultures of Latin America and the Middle East often elicit such passionate responses in the United States and Europe? Some feel threatened, while others are intrigued, but responses to these world regions are seldom neutral. Often seen as exotic and erotic, or as a danger to the way of life of Americans and Europeans, Islam, Arabs and Latin Americans are at the forefront of socio–political debates in the United States and Europe. The origins of this world–view are historical, but are also heavily influenced by contemporary immigration and international affairs. After characterizing Islam as the greatest contemporary threat to "Western" civilization in his infamous essay titled "The Clash of Civilizations," Samuel Huntington subsequently found it necessary to focus on Latinos as the most significant threat to American civilization. By examining literature and film from the Middle East and Latin America, and from these immigrant communities in the United States and Europe, we will go beyond superficial images and inflammatory rhetoric to explore the cultures behind the passions. Among other things, the texts of this course examine the ties between the Arab world and Latin America, and between these two regions and their neighbors to the north. At the heart of this course are the ideas of borders and margins. What does it mean to cross borders or to live on the margins of society? The borders we will discuss will be geographic borders, but also cultural borders that will permit the exploration of the territories between life and death, civilization and barbarism, wealth and poverty, war and peace and other dichotomies that some employ to classify the world but that rarely allow for human sensibilities and the subtle experiences of being. Our texts may include works by writers such as Alurista, Victor Hernandez Cruz, Gloria Anzaldua, Juan Rulfo, Clarice Lispector, Milton Hatoum, Taher Ben Jelloun, Mohamad Choukri, Mahmoud Darwish, Laila Lalami and Tayyib Saleh that treat the human condition at the borders/margins of society. Films may include *El Norte*, *La Mision*, *Pixote*,*Midaq Alley*, *City of God*,, *Battle of Algiers*, *My Beautiful Launderette*, *Crash*, *Hate* and *Head On*. There will also be a course reader that includes theoretical material on orientalism, tropicalism, nationalism and transnationalism. All readings are in English translation and films have English subtitles.
Class Format: lecture/discussion **Requirements/Evaluation:** active class participation, two 3– to 5–page papers and a final research paper (7–10 pages) or half hour oral exam
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15–20
Distributional Requirements: Division 1 **Other Attributes:** ARAB Arabic Studies Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Armando Vargas

COMP 224(S) The Cookbook Through History
More than a compilation of recipes and instructions, a cookbook is a means of cultural transmission. This course will read between the recipe lines, exploring cookbooks as important documents that reveal a surprising amount about history and society. As Arjun Appadurai has noted, cookbooks "tell unusual cultural tales, combining the sturdy pragmatic virtues of all manuals with the vicarious pleasures of the literature of the senses." We will begin by examining the cookbooks of antiquity for what they can tell us about social status, global trade, and the distribution of foodstuffs and wealth. Moving into the medieval period we will look at cookbooks–cum–medical texts and consider the importance of diet and nutritional advice. Many early modern cookbooks were also agricultural and household primers, so we will touch on garden and table design and also discuss how the recipes reflect the great shifts of the Columbian exchange.
The "receipt" books kept by many women were often their sole means of expression; these manuscripts will lead to discussions of gender and class. As we progress to the 19th century, we'll look at cookbooks intended to assimilate immigrant groups, as well as the cookbooks those groups published to keep their culinary traditions intact. We will see how nutrition becomes ever more prescriptive, as do "domestic science" and "home economics" as ways of validating women's kitchen labors. The 20th century brings a proliferation of culinary instruction in new forms, including artists' books, TV shows and videos.
Because cookbooks engage with issues still pertinent today—gender, race, immigration, global trade, national identity, health, and religious and cultural tensions—we will approach the books through many different disciplines, from culinary history to sociology and anthropology, to the visual arts, gender studies and nutrition. Students will actively use the rich collection of rare cookbooks in Chapin Library.
This will be part of "The Book Unbound" initiative.
Class Format: seminar **Requirements/Evaluation:** active class participation, 4 response papers, one 8– to 10–page research paper, 1 oral presentation and 2 class projects
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** students who have studied another language
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1
Spring 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Darra Goldstein

COMP 225 Traditional Chinese Poetry (D) (W) Crosslistings: CHIN 228/COMP 225
Poetry was the dominant form of literature in China for most of the pre–modern period. It could be used to justify the overthrow of dynasties or to court a beloved; Chinese poets sang about communing with the gods and about brewing ale, sometimes in the same poem. In this course we will read and discuss poems from the first 2000 years of the Chinese literary tradition. Some of the issues we will explore include the ways in which poems present the world and make arguments about it; how Chinese poets construct different notions of the self through their poems; and how poetry can give voice to conflicts between aesthetics and morality, between the self and the community, and between the state and other sources of social capital. We will also look at Chinese theories of literature and poetry and compare them with dominant Western models. This is an EDI course and we will be concerned throughout with differences in the way Chinese and other cultures thought about and utilized poetry. We will examine the implicit biases inherent in the ways Western scholars in particular have analyzed and translated Chinese poetry. All readings in English translation.

Class Format: lecture/discussion **Requirements/Evaluation:** numerous short response papers, two longer papers (1700–2300 words), and a final exam; participation in class discussions required
Prerequisites: none; no previous experience with poetry or Chinese required **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Chinese majors; open to all
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Not Offered Academic Year 2014–2015
LEC Instructor: Christopher Nugent

COMP 226T The Ancient Novel (W) Crosslistings: CLAS 226/COMP 226
In this course we read and closely analyze long works of fiction composed in the ancient Mediterranean between the first century BCE and the fourth century CE. To call these ancient works "novels" might be misleading, if our definition depended on the historical conditions that fostered the emergence of the modern novel (e.g., industrialization and widespread literacy). On another definition, however, the novel is that genre which, more than any other, devours and incorporates other genres. Judged by this standard, the works we will deal with in this course are quintessentially novels. They afford new perspectives on the diverse, cosmopolitan culture of the Hellenistic and late antique Mediterranean world in which they were originally written and read. Replete with spectacular tales of true love, death, danger, miracles, stunts, conversions, triumphant recognitions and happily–ever–after reconciliations, they access other classical genres such as history, tragedy, and epic by means of parody, allusion, and homage.
Class Format: tutorial **Requirements/Evaluation:** alternating papers and critiques
Prerequisites: none; not open to students who took this course as CLAS 105/COMP 113 **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** sophomores and first–years intending to major in Classics, Comparative Literature, English, or another literature
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Not Offered Academic Year 2014–2015
TUT Instructor: Amanda Wilcox

COMP 228 Modern Arabic Literature in Translation (D) (W) Crosslistings: ARAB 228/COMP 228
In this course we will study prominent texts and authors of the modern Arab world. The range of genres and themes of this literature is vast. In particular, we will analyze the debates around modernity and the importance given to social engagement in these texts. Our readings include works by authors that have received some notoriety outside of the Arab world such as Naguib Mahfouz, winner of the Nobel Prize for literature in 1988. We will also read the Iraqi poets Nazik al–Malaika and Badr Shakir al–Sayyab, the Palestinians Ghassan Kanafani and Mahmoud Darwish, and Tayyib Salih from the Sudan. Included in our readings are the famous autobiography by the Moroccan Muhammad Shukri as well as women's literature by Hanan al–Sheikh, Huda Barakat and Nawal Sadawi. All readings are in English. This literature course fulfils the requirements of the Exploring Diversity Initiative (EDI), as it engages the Arab world from a humanistic perspective that aims to promote cultural awareness. A fundamental goal of the course is to engage the diversity of approaches to sexuality, religion, gender and politics that are so prominent in contemporary literature from the Arab world.
Class Format: lecture/discussion **Requirements/Evaluation:** active and consistent class participation, two short paper (3–5 pages) and a final paper (5–7 pages)
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: ARAB Arabic Studies Electives
INST Middle Eastern Studies Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Armando Vargas

COMP 229 Japanese Culture and History from Courtiers to Samurai and Beyond (D) Crosslistings: HIST 219/COMP 229/ASST 219/JAPN 219
This course will introduce students to the history, literature, and artistic culture of premodern Japan, from the time of the first recorded histories in the 800s through the abolition of the samurai class in the late 1800s. We will focus on the politics and aesthetic culture of the ruling elites in each period, from the heyday of the imperial court through the rise and eventual decline of the samurai warrior and the growth of Edo (Tokyo), with its new mode of early modern government and new forms of literature, theater, and art. Team taught by faculty from History and Comparative Literature, the course will examine historical texts alongside works drawn from literature, visual culture, and performing arts, and will ask students to consider how these different kinds of texts can shed light on one another. What is the difference between reading history and reading literature, or is it even meaningful to distinguish the two? By critically engaging in various kinds of textual analysis, this EDI course not only considers the relationship between politics, culture, and society in premodern Japan but also explores how we can attempt to know and understand different times and places. Primary texts will include court diaries, war tales, and fiction; laws and edicts; essays and autobiographies; noh, kabuki, and puppet theater; and tea ceremony, visual art, and architecture. Students should register under the prefix specific to the Division in which they want to receive credit.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, response assignments, quizzes, one short paper (approximately seven pages), and a final exam
Prerequisites: none; open to all **Enrollment Limit:** none **Expected Class Size:** 30 **Enrollment Preferences:** students majoring or considering a major in a related field
Distribution Notes: meets Division 2 requirement if registration is under HIST or ASST; meets Division 1 requirement if registration is under COMP or JAPN
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group B Electives – Asia
HIST Group G Electives – Premodern
Not Offered Academic Year 2014–2015
LEC Instructor: Eiko Siniawer

COMP 231T Postmodernism (D) (W) Crosslistings: COMP 231/ENGL 266
In one definition, postmodernism in art and literature is what you get when you combine modernism's radical experimentation with pop culture's easy appeal. This term has been used to describe works from Andy Warhol's paintings of Campbell's soup cans and Jean Baudrillard's critical essays on Disneyland to Thomas Pynchon's paranoid novel about postal conspiracy, *The Crying of Lot 49*. Theorists of the postmodern have argued that it represents not only a radical change in aesthetic sensibilities, but a fundamentally new relationship between art, language, and society. In this tutorial, we will read some of the most important theoretical essays defining the postmodern (essays which themselves often embrace this playful and sometimes ironic style), and we will pair them with artistic texts that are said to illustrate the features of postmodernism. The latter will be mainly novels and short stories from various countries, but one feature of this theory is a flattening of the distinction between high and low culture as well as between the written and the visual, so we will also examine examples from architecture, visual art, and/or broader pop culture. Along the way will ask whether global theoretical paradigms like postmodernism can help us understand other cultures better (by locating them within a single universal system), or whether this approach conceals important cultural differences. Texts will include essays by Jean Baudrillard, Fredric Jameson, Jean–François Lyotard, and others; novels and short stories by writers like Don DeLillo, Jorge Luis Borges, Italo Calvino, and Murakami Haruki; painting and sculpture associated with Pop Art and Superflat; the architecture of Williamstown area museums; etc. Writing assignments will focus on reading the theoretical texts critically and applying their ideas to the artistic texts in creative and interesting ways. Open to sophomores as well as advanced students. Emphasis will be on understanding and engaging the criticism that we read, and comparing the critical and fictional texts creatively in a way that sheds light on both.
Class Format: tutorial; after an introductory lecture meeting, students will meet with the instructor in pairs for approximately an hour each week **Requirements/Evaluation:** a 5–page paper every other week (five in all); responses to their partners' papers in alternate weeks
Prerequisites: a 100–level literature course (COMP, ENGL, etc.) and sophomore standing or higher, or permission of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** students majoring in a discipline related to critical theory (or considering such a major) and those with a demonstrated interest in the material
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: ENGL Criticism Courses
Not Offered Academic Year 2014–2015
TUT Instructor: Christopher Bolton

COMP 232T(S) Reading and Writing the Body (W)
Am I a body, or do I have one? The western tradition of favoring our intellectual and spiritual experience over the physical has long informed, and indeed limited, our sense of self as human beings. While some writers maintain that the creative impulse is a gift of the muse and that it is rooted entirely in the mind or spirit, there are those for whom the human body, frequently their own, plays a central role, both in the process of creation and as a subject of artistic inquiry and contemplation. In their writing, these authors tell a very different tale with regard to the human experience, and it is focused on the primacy of the body. This course will consider the work of, among others, Maupassant, Kafka, Tanizaki, Tolstoy, Dinesen, Collodi, Babel, and Atwood in order to examine how writers from different cultural and aesthetic perspectives either present or use the body as a vehicle of expression. We will also consider other areas of study that are intimately related to the life of the body, such as asceticism, pathology, prostitution, and disability.
Class Format: tutorial; weekly sessions with the instructor and a fellow student **Requirements/Evaluation:** on alternate weeks students will either write and present a 5–page paper on the assigned readings or write and present a 2–page critique of a pre–circulated paper
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** first– and second–year students considering a major in Comparative Literature
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: PHLH Bioethics + Interpretations of Health
Spring 2015
TUT Section: T1 TBA Instructor: Janneke van de Stadt

COMP 233 Introduction to Classical Arabic Literature (W) Crosslistings: ARAB 233/COMP 233
In this course we will examine the rich, complex and diverse texts of Classical Arabic Literature. The readings include works that have achieved notoriety outside of the Arab world (such as the *Quran* and *One Thousand and One Nights*) as well as works by authors largely unknown outside of the Arab world but canonical in Arabic–language culture such as Imru al–Qays, al–Jahiz, al–Ma'arri, Abu Nuwas, al–Hallaj, al–Ghazali and al–Mutannabi. Women's literature in this course includes works by al–Khansa', known for her elegies, and by Wallada bint al–Mustakfi of Cordoba, who contributed to the courtly love poetry of both Europe and the Arab world. Topics for discussion include theological and philosophical queries, erotica, wine, bibliomania and avarice. Our primary texts represent such varied regions as the Arabian Peninsula, Egypt, Abbasid Baghdad, North Africa and Islamic Spain. Chronologically, the texts range from the sixth century CE to the fourteenth century. *All readings are in English.*
Class Format: lecture/discussion **Requirements/Evaluation:** consistent and pro–active class participation, two 3– to 5–page papers, a final 8– to 10–page paper, one short presentation and weekly 1– to 2–page reaction papers
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Comparative Literature majors and students with a background in Middle Eastern Studies
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ARAB Arabic Studies Electives
INST Middle Eastern Studies Electives
Not Offered Academic Year 2014–2015
LEC

COMP 236 Screens of Terror: Representations of War,Terror, and Terrorism in Western Films after 9/11 (D) (W) Crosslistings: COMP 236/INST 239
How has Hollywood contributed to "the war on terror?" What is the effect of the media on public opinion about this new kind of war? This course will seek to answer these questions through a critical examination of recent Western films with explicit portrayals of 9/11, acts of terrorism, terrorists, Arabs, Muslims, and western military and politicians. Using methods of literary analysis, we will examine such films as *Syriana*(2005), *United 93* (2006), *The Hurt Locker* (2009), *Avatar* (2009), and *Iron Man 3* (2013) among others to reflect on how experiences of war, terror, and terrorism have been recently represented on screen. We will also

investigate how Hollywood practices have been implemented in other world cinemas in the recent years. Among others, we will look into how the on–going Russo–Chechen conflict has been represented in Russian cinema before and after 9/11. Readings in film interpretation will range from early film theorists such as Eisenstein and Krakauer to contemporary literary critics such as Eagleton and Jameson. We will also review relevant cultural theory and criticism addressing questions of orientalism (Said and Shaheen) and the role of media in the construction of public opinion (Zizek, Baudrillard, and Chomsky). This EDI course will engage with questions of ethnic, religious, and national identity in the highly polarized post 9/11 landscape and ask students to (re)consider the tangled notions of perspective and representation. Students will also come away with techniques in film analysis, practice in writing reviews, and a deepened understanding of the relationship between society and film today.
Class Format: seminar **Requirements/Evaluation:** active class participation, frequent short writing assignments (3 pages), a final paper (3 pages), and an oral presentation
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Comparative Literature Major or International Studies concentration
Distribution Notes: Meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under INST
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Not Offered Academic Year 2014–2015
SEM Instructor: Yuliya Ladygina

COMP 238 Introduction to Ecocriticism: North–South Dialogues on Nature and Culture (D) Crosslistings: ENVI 239/COMP 238
This course will introduce students to the study of the relationship between literature and the environment, often referred to as 'ecocriticism,' through careful examination of Jean de Léry's 1577 *History of a Voyage to the Land of Brazil* and related texts. Léry's fascinating account of a yearlong stay among the 'cannibals' of Brazil gets at many of the themes and debates taken up by ecocritics today: How do political, economic, religious and philosophical factors influence individual and collective conceptions of 'nature' and its value? How do acts of reading and writing inform (or deform) our understanding of the 'natural' world? What is the role of aesthetics in environmental politics, and how can unspoken assumptions about race, gender, and cultural difference influence representations of global environmental issues like deforestation and global warming? Envi 239/Comp 238 fulfills the goals of the Exploring Diversity Initiative by contextualizing current questions of international environmental policy within the long history of colonialism, challenging students to think about cultural diversity as well as economic inequality as relevant to contemporary debates about the value and distribution of natural resources. In addition to Léry's *History*, we will also read landmarks of ecocritical theory by scholars including Lawrence Buell, William Cronon, Candace Slater and Jorge Marcone, as well as more recent literary interventions into environmental issues in the Americas.
Class Format: lecture/discussion **Requirements/Evaluation:** three 5– to 7–page essays and several shorter writing assignments
Prerequisites: none; **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** majors in Environmental Policy, Environmental Science and Comparative Literature majors, Environmental Studies concentrators; other students interested are welcome
Dept. Notes: satisfies the "Humanities, Arts and Social Sciences" requirement for the Environmental Studies concentration and theory/methods requirement for the "Society & Culture" track of the Environmental Policy major
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ENVI Humanities, Arts + Social Science Electives
ENVP SC Theory/Method Courses
LATS Countries of Origin + Transnationalism Elect

COMP 239(F) The Novel in Theory (W) Crosslistings: ENGL 240/COMP 239
In spite of its title, this is not a course about merely theoretical novels, unwritten or dreamily imagined works of fiction that never see the page. Rather, this course will be an introduction to the different ways that literary critics have attempted to give a literary genre as loose, baggy, miscellaneous, and altogether hard–to–pin down as the novel a theoretical framework, to understand how the genre developed and how it functions. For the first couple of centuries of its existence in Britain and America, the novel was considered too popular, too commercial and unserious, and not sufficiently stylistically accomplished to merit anything like its own dedicated criticism or theory. Even now, critics can have a hard time even agreeing upon what a novel is, much less what constitutes a theory of the novel. Henry James, for example, said a novel's only duty was "to be interesting," which, when you think about it, really casts a pretty broad and abstract generic net. Today, novel theory is legion. To only name a few, one can find theories of the novel that identify themselves as formalist, psychoanalytic, post–structuralist, Marxist, historical, and post–colonial, as well as accounts that emphasize sexuality and gender, for example, or the novel's trans–national development. Rather than try for an encyclopedic survey of either the novel or its theories, this course will use two or three novels as a means of testing out a range of representative works of novel theory. We will move back and forth from the theory of the novel to its practice in order to see how novel theory has developed over the past century, as well to see how the novel's own academic and popular fortunes relate to its theoretical accounts. Theorists are likely to include Henry James, Shklovsky, Benjamin, Lukacs, Barthes, Watt, McKeon, Jameson, D.A. Miller, Sedgwick, and Said. Novelists may include Austen, Dickens, George Eliot, or Henry James.
Class Format: seminar **Requirements/Evaluation:** 4–5 papers; regular, substantial, and intensive participation in class
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** sophomores and first–year students who have not yet taken an ENGL Gateway course
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ENGL Criticism Courses
ENGL 200–level Gateway Courses
ENGL Literary Histories B
Fall 2014
SEM Section: 01 TF 02:35 03:50 Instructor: Alison Case

COMP 240(S) Introduction to Literary Theory (W) Crosslistings: ENGL 230/COMP 240
This course introduces students to some of the most significant and compelling trends in modern criticism–such as gender theory, deconstruction, new historicism, and psychoanalytic criticism–in an applied, hands–on way. The course will consider a few primary texts from different eras–a Shakespeare play, a nineteenth–century novel, a contemporary film, for example–each in terms of a variety of theoretical approaches. Can *Othello* be read as a feminist text? A site of class struggle? A staging of the relationship between language and the unconscious? The course aims both to make familiar some of the critical methods students are likely to encounter in the field of literary studies these days, and to show how such methods can transform our understanding of a text, opening surprising possibilities even in familiar works. In the process, the course will also raise broader questions about the imperatives and usefulness of literary theory in relation to texts and worlds.
Class Format: seminar **Requirements/Evaluation:** frequent short papers totaling 20 pages
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first–year students, sophomores, English majors who have yet to take a Gateway, and potential Comparative Literature majors
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives
ENGL Criticism Courses
ENGL 200–level Gateway Courses
Spring 2015
SEM Section: 01 MW 11:00 12:15 Instructor: Christopher Pye

COMP 241T(S) Sex and Gender in Ancient Greece and Rome (D) (W) Crosslistings: CLAS 241/COMP 241/WGSS 241
In the ancient Mediterranean world, sexuality and gender shaped a broad range of attitudes and actions. These categories created and reinforced difference in virtually every aspect of life, from the household to the political arena. This course examines the diverse discourses and practices around sexuality and gender in the cultures of ancient Greece and Rome, while also dismantling false assumptions about the continuity of the "classical" past with our own contemporary norms and values. We will carefully analyze, contextualize, and compare a variety of texts, including selections from tragedy and comedy (Euripides, Terence), epic (Homer, Ovid) and lyric poetry (Sappho, Catullus), novels, epitaphs, and early saints' lives, in order to gain a deeper and more complex understanding of how gender and sexuality were expressed, experienced, and regulated in Greece and Rome. Our emphasis will be on ancient texts, but selections from contemporary criticism and theory will enrich the methodological framework through which we approach those primary sources. The course fulfills the EDI requirement by providing sufficient context for students to make independent investigations of how literary and religious texts and practices engaged with political and social institutions to maintain different life courses and different systems of reckoning for the value of men's lives, women's lives, and the lives of individuals who didn't fit easily into either category. Additionally, the course will promote students' capacity to critically evaluate two past cultures that have long been important sources for intellectual and cultural traditions in the West, and which are still invoked today, sometimes misleadingly, to explain or justify positions and practices of privilege or oppression.
Class Format: tutorial **Requirements/Evaluation:** five to six weekly tutorial papers, five to six responses, a midterm self–evaluation and conference with instructor, a mid–length final paper (approximately eight pages) consisting of a revision and expansion of a previously written paper
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** majors or intended majors in Classics, WGSS, and Comparative Literature
Dept. Notes: meets Division 1 requirement if registration is under CLAS or COMP; meets Division 2 requirement if registration is under WGSS
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Spring 2015
TUT Section: T1 TBA Instructor: Amanda Wilcox

COMP 242(S) Americans Abroad (D) (W) Crosslistings: COMP 242/ENGL 250/AMST 242
This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Readings will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war and peace. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? Authors may include: Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner.
Additional reading will be drawn from historical and critical works. *All readings will be in English.*
This comparative course fulfills the EDI requirement because it is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts.
Class Format: seminar **Requirements/Evaluation:** each student will give an in–class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences
Prerequisites: any literature course at Williams or permission of the instructor **Enrollment Limit:** 18 **Expected Class Size:** 18 **Enrollment Preferences:** students interested in, or returning from, study abroad; and/or students studying abroad at Williams
Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under AMST
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Soledad Fox

COMP 243 Modern Women Writers and the City (W) Crosslistings: COMP 243/WGSS 252
Ambivalence has always been a vital part of literary responses to city life. Whether they praise the city or blame it, women writers react to the urban environment in a significantly different way from men. While male writers have often emphasized alienation and strangeness, women writers have celebrated the mobility and public life of the city as liberating. We will look at issues of women's work, class politics, sexual freedom or

restriction, rituals of consumption, the conservation of memory by architecture, and community–building in cities like London, New York, Berlin, Paris. We will examine novels and short stories about the modern city by writers as diverse as Virginia Woolf, Gertrude Stein, Anzia Yezierska, Ann Petry, Jean Rhys, Marguerite Duras, Margaret Drabble Ntozake Shange, Verena Stefan and Jhumpa Lahiri and Edwidge Danticat. We will consider theoretical approaches to urban spaces by feminists (Beatriz Colomina, Elizabeth Wilson), architectural historians (Christine Boyer) and anthropologists and sociologists (Janet Abu–Lughod, David Sibley, Michael Sorkin). Several contemporary films will be discussed. *All readings in English.*
Class Format: seminar/discussion **Requirements/Evaluation:** two short papers of 3–5 pages, one of 5–7 pages, and one final paper of 8–10 pages
Prerequisites: COMP 111 or a 100–level ENGL course **Enrollment Limit:** 19 **Expected Class Size:** 19
Dept. Notes: formerly COMP 252
Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: INST – Urbanizing World Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Helga Druxes

COMP 244 The Experience of Sexuality: Gender & Sexuality in 20th–century American Memoirs (D) Crosslistings: WGSS 204/COMP 244
Focusing on first–person accounts of LGBTQ sexualities, this course examines how changing social and political realities have affected sexual desires and identities, and how individuals represent their experiences of these historical and conceptual shifts. How do these representations of sexuality challenge prevailing ideas about desire and identity? How do they navigate the gender limitations imposed by our language? How do other social identifications, such as race, ethnicity, class, and gender, shape these experiences of sexuality? We will read memoirs, autobiographies, and personal essays that reflect a range of LGBTQ identities and experiences, including works by Martin Duberman, Audre Lorde, Leslie Feinberg, Alison Bechdel, Reinaldo Arenas, Kate Bornstein, Gloria Anzaldùa, Samuel Delany, David Wojnarowicz, and Michelle Tea. These narratives will be accompanied by a variety of queer and feminist theories of sexuality, some of which interrogate the historical and conceptual limitations of "experience" and "identity." This course fulfills the requirements of the Exploring Diversity Initiative in that it investigates institutions of power and privilege as they have impacted LGBTQ communities, emphasizes empathetic understanding of gender and sexual diversity, and focuses on critical theorization of intersecting differences and identities.
Class Format: seminar **Requirements/Evaluation:** intensive reading; active class participation; two 5–page papers and final 10–page paper
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** WGSS majors
Distribution Notes: meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under COMP
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Exploring Diversity

COMP 245T(F) Black Asia: From King Kong to Kung Fu and Beyond (D) (W) Crosslistings: ENGL 246/AMST 246/COMP 245/AFR 246
In the popular intuition of contemporary US culture, blackness and Asianness are often imagined as diametrically opposed. Yet the Asia/Pacific region has been crucial to the development of modern black culture since long before a Hawaii–born, Jakarta– and Honolulu–raised memoirist named Barack Obama was elected as the first African American president. In this tutorial, we'll consider how blackness and Asianness came to be opposed to each other, while exploring the rich and complex history of African American interest in Asia and the Pacific that this obscures. Course materials will be drawn from over a century of critical and creative reflections on the subject, including novels, films, music, visual art, journalism, and scholarly writing. This tutorial fulfills the EDI requirement by examining how concepts of racial and cultural difference emerge from local and global histories of inequality and political contestation.
Class Format: tutorial **Requirements/Evaluation:** weekly papers/responses and discussion
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam; or consent of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** English majors and Africana Studies concentrators
Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AMST or AFR
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: ASAM Core Courses
ENGL Criticism Courses
ENGL Literary Histories C
Fall 2014
TUT Section: T1 TBA Instructor: Vincent Schleitwiler

COMP 246(S) Bloody Vampires: From Fiction to Film and Fashion (W) Crosslistings: COMP 246/ENGL 287
This course explores the figure of the vampire and seeks to explain the popular appeal such a fictive creature has been enjoying for over two centuries. What kind of fears and fantasies does it crystallize? And what kind of discourse about sexuality, death, and disease does it validate? What does its mere existence reveal about gender and ethnicity?
We will examine the emergence of the vampire in gothic literature of the late 18th and 19th centuries, its omnipresence in cinema in the 20th century and investigate its resurgence in 21st–century pop culture. In order to gain a deeper understanding of the figure of the vampire, we will read poems by August Bürger and Goethe, the first vampire story by John Polidori, novels by Sheridan LeFanu and Bram Stoker, and contemporary vampire fiction by Anne Rice and Stephenie Meyer. We will watch the films *Nosferatu* by Murnau and Herzog, *Dracula* by Browning and Coppola, the *Dance of Vampires* by Polanski, *The Hunger* by Scott, *Blade* by Norrington, *Twilight* by Hardwicke, and *Daybreakers* by Spierig, as well as episodes of the TV series *Buffy the Vampire Slayer*, *True Blood*, and *The Vampire Diaries*. We will also discuss music video clips by Lady Gaga and Marilyn Manson, and fashion shows by Alexander McQueen, John Galliano and Vivienne Westwood.
Class Format: seminar **Requirements/Evaluation:** three 5–page papers and a 10– to 12–page final rewrite
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** students majoring or considering a major in language or literature
Distributional Requirements: Division 1 Writing Intensive
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Christophe Kone

COMP 247T Gender, Sexuality and the Modern Stage (D) (W) Crosslistings: THEA 250/ENGL 253/WGSS 250/COMP 247
This interdisciplinary tutorial explores aspects of gender sexuality, performativity, and representations of the body in modern theatre and art. Close analysis of plays by dramatists –such as Sophie Treadwell, Lillian Hellman, Caryl Churchill, Milcha Sanchez–Scott, Ntozake Shange, Tony Kushner, Tim Miller, Naomi Iizuka, Paula Vogel, Suzan–Lori Parks, Tarell McCraney, and Sarah Kane – will occur alongside consideration of works by both artists and celebrities, such as Cindy Sherman, Karen Finley and Lady Gaga. Our approach to this varied material will be comparative and will be enriched by readings of select work by contemporary theorists, such as Judith Butler, bell hooks, Cherríe Moraga, Eve K. Sedgwick, and Donna Haraway. This course meets the criteria of the Exploring Diversity Initiative as it draws focus towards the diversity of race, class and ethnicity represented by the subjects of our study as well as towards the political power of theatre and performance.
Class Format: tutorial **Requirements/Evaluation:** students will meet with instructor in pairs for an hour each week; they will write a 5–7–page paper every other week (five in all), and comment on their partner's papers in alternate weeks
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** majors in Theatre, English or Women's, Gender and Sexuality Studies
Distribution Notes: meets Division 1 requirement if registration is under THEA, COMP or ENGL; meets Division 2 requirement if registration is under WGSS
Extra Info: emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response
may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: PERF Interdepartmental Electives
WGSS Theory Courses
Not Offered Academic Year 2014–2015
TUT Instructor: Amy Holzapfel

COMP 248 The Modern Theatre: Plays and Performance Crosslistings: THEA 248/COMP 248/ENGL 234
A survey of major trends in playwriting and performance practice from the late nineteenth century to the end of the twentieth. We will read major playwrights from a variety of national traditions, always considering their works in the context of evolutionary and revolutionary transformations of theatre practice. Artists and movements may include Realism and Naturalism (Stanislavsky, Antoine, Ibsen, Strindberg, Chekhov, Shaw), the Epic Theatre (Brecht, Piscator), The Theatre of Cruelty (Artaud), the "Absurd," (Beckett, Genet, Pinter) the collectivist avant–garde (Grotowski, Living Theatre, Open Theatre), and more recent playwriting.
Class Format: lecture/discussion format will focus on dialectical interplay between dramatic writing and trends in acting, directing, design, theatre architecture and the actor/audience relationship **Requirements/Evaluation:** active participation in class discussion, midterm exam, one major paper
Prerequisites: none **Enrollment Limit:** 18 **Expected Class Size:** 14 **Enrollment Preferences:** Theatre majors
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
LEC Instructor: Robert Baker–White

COMP 249(F) "Queering the Color Line": Queer Black and Latina/o Literature (D) Crosslistings: LATS 245/COMP 249
This class takes part of its title from Siobhan Somerville's critical study published in 2000, and takes its cues, as Somerville has, from W.E.B Dubois's statement in *The Souls of Black Folk* that "the problem in the Twentieth Century is the problem of the color line." Thus, in this course, we will ask: How have Black and Latina/o critics and writers developed, critiqued, and re–imagined queer literature and queer studies to address the complexities of racialization, as well as gender, sexuality, class, disability, and citizenship? This question, and our examination of the politics of self–identification and confessionary forms, will guide our discussions throughout the course. Texts may include works by James Baldwin, Rigoberto Gonzalez, Jackie Kay, Cherrie Moraga, Cristy Road, and Tatiana de la Tierra, in addition to selections from the anthologies *Black Queer Studies*, *Gay Latino Studies: A Critical Reader*, *This Bridge We Call Home: Radical Visions for Transformation*, and others that will be available in a course reader.
Class Format: seminar **Requirements/Evaluation:** students will be evaluated based on participation, short essays, and a final group presentation on the queering of contemporary pop culture
Prerequisites: none **Enrollment Limit:** 18 **Expected Class Size:** 16 **Enrollment Preferences:** LATS concentrators
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: LATS Core Electives
Fall 2014
SEM Section: 01 TR 11:20 12:35 Instructor: Alma Granado

COMP 250(F) From Adam to Noah: Literary Imagination and the Primeval History in Genesis Crosslistings: REL 207/COMP 250/JWST 207/CLAS 207
How long did Adam and Eve live in the Garden of Eden? What was the mark of Cain? Why did Enoch not die? Who was Noah's wife? How did Giants survive the Flood? These are only a few of the fascinating questions that ancient readers and interpreters of the Book of Genesis asked and attempted to answer. The first ten chapters of Genesis present a tantalizingly brief narrative account of the earliest history of humankind. The text moves swiftly from the Creation to the Flood and its immediate aftermath, but this masterful economy of style leaves many details unexplained. This course will explore the rich and varied literary traditions associated with the primeval history in the Genesis. Through a close reading of ancient noncanonical sources such as the Book of Enoch, Jubilees, and the Life of Adam and Eve, as well as Jewish traditions represented in Josephus, Philo, and Rabbinic literature and other accounts presented in early Christian and Gnostic texts, we will investigate the ways in which the elliptical style of Genesis generated a massive body of ancient

folklore, creative exegesis, and explicit literary re–imagining of the early history of humankind. We will then turn to several continuations of these variant traditions in medieval and early modern literature, with particular attention to the extensive material on the figures of Cain and Noah. *All readings are in translation.*
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on class participation and several writing assignments
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** students who have already taken a course in Biblical literature
Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP or CLAS
Extra Info: core course for COMP
Distributional Requirements: Division 2 **Other Attributes:** ARAB Arabic Studies Electives
JWST Core Electives
REL Jewish Tradition Courses
Fall 2014
LEC Section: 01 TR 09:55 11:10 Instructor: Edan Dekel

COMP 251 Popular Culture in the Arab World: Youth, Populism, and Politics Crosslistings: ARAB 251/COMP 251
Since the uprisings in the Arab world in 2011, much attention has been paid to the significant role of the "popular" in creating social and political transformations. The voice of the youth and "the street," in particular, emerged as massive sources and sites for political mobilization. But, are these categories identical? Does youth culture equal popular culture? This survey course is designed to provide students with an introduction to the different layers that constitute popular culture in the Arab world since the decolonization of Arab states in the 1950s. Questions that we will ask include: What constitutes "popular culture" in the Arab world? How is it different than folk culture, mass culture, or "high" culture? Who are the key players in the creation and dissemination of "popular" culture? Besides globalization, for example, what other social, political and economic dynamics engulf the definition of the "popular"? What are modes of self–fashioning and representation of Arab identity that characterize this culture? To answer these questions we will watch several documentaries about music, politics and youth in the Arab world. We will also read a selection of essays from anthropology, Arab culture studies, political science, and journalism to provide historical and critical context for the material discussed in class. Required graphic texts include Naji Al–Ali's *A Child in Palestine* and Majdi Shafi's *Metro: A Story of Cairo*.
Class Format: lecture **Requirements/Evaluation:** active class participation, several short response assignments (2–3 pages each), and final paper (5–7 pages)
Prerequisites: none **Enrollment Limit:** 40 **Expected Class Size:** 20 **Enrollment Preferences:** students majoring in or considering a major in Arabic Studies
Distributional Requirements: Division 1 **Other Attributes:** ARAB Arabic Studies Electives
INST Middle Eastern Studies Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Amal Eqeiq

COMP 252(F) Arab Women Memoirs: Writing Feminist History Crosslistings: ARAB 252/COMP 252/WGSS 251/HIST 309
This course reviews selected autobiographical writings by Arab women writers from the wave of independence in the 20th century to the contemporary Arab uprisings, passing through all the transformations that globalization and the technosphere have instigated. We will examine the role that first–voice narrative plays in shaping literature, history and thought, while providing a space to reclaim cultural, social and political agency. Focusing on the different articulations of self–representation, our discussion will address how these women reflect on the shifting discourses of identities, gender, nationalism, religion, feminism, sexuality, politics, borders and their histories. Questions we will address include: How did these memoirs contribute to the development of Arab feminist consciousness? In addition to the memoirs, we will look at women's blogs and watch films that focus on first–person narrative to discuss related topics, such as, visual testimonies, virtual political participation and feminist resistance in the technosphere. Required texts may include: Fadwa Tuqan (*A Mountainous Journey: An Autobiography*), Fatima Mernissi (*Dreams of Trespass: Tales of a Harem Girlhood*), Leila Ahmed (*A Border Passage: From Cairo to America—a Woman's Journey*), Fadia Faqir and Shirley Eber (*In the House of Silence: Autobiographical Essays by Arab Women Writers*), and Jumanah Haddad (*I Killed Scheherazade: Confessions of an Angry Arab Woman*), as well as critical essays and selections from autobiographical writings that reflect the diversity of Arab women in the Middle East and the diaspora.
Class Format: seminar **Requirements/Evaluation:** active class participation, several short response papers, three short papers (3–5 pages), and a final paper (7–10 pages)
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** none
Distribution Notes: meets Division 1 requirement if registration is under ARAB or COMP; meets Division 2 requirement if registration is under HIST or WGSS
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 **Other Attributes:** ARAB Arabic Studies Electives
INST Middle Eastern Studies Electives
Fall 2014
SEM Section: 01 MR 01:10 02:25 Instructor: Amal Eqeiq

COMP 253 Narratives of Placement and "Dis–placement" from the Global South (W) Crosslistings: COMP 253/ARAB 253
This seminar deals with the theme of placement and "dis–placement" in literature from different sites in the Global South in the late 20th century. Situating the question of placement and uprootedness within multiple historical and cultural contexts in different sites in the Southern hemisphere, the location of much of the "developing world," including the Middle East and North–Africa, Latin America, the Caribbean, the African Diaspora and the US–Mexico borderland, we will address the following questions: What distinguishes exile from Diaspora? What constitutes "dis–placement"? How do the experiences of up–rootedness and forced migration among Palestinian refugees and Mexican migrant workers (within Mexico and the US; with or without documents) inform our notion of home and belonging? How do the legacy of French colonialism in North Africa and the rise of globalization in Latin America, for example, shed light on the ongoing massive immigration of subjects from the Global South to the North? Our emphasis will be on working together to find avenues for expressing yourselves in writing and other media, such as creating your own blog entries about these topics. In addition to a course reader with selected stories, poems, and critical essays, readings will include: Benyamin's *Goat Days*, Aimé Césaire's *Return to My Native Land*, Ghassan Kanafani's *Men in the Sun*, Mamud Darwish's *Journal of an Ordinary Grief*, and Laila Lalami's *Hope & Other Dangerous Pursuits*.
Class Format: seminar **Requirements/Evaluation:** active class participation, several short response assignments (1–2 pages), one midterm paper (5–6 pages), and final paper (7– 10 pages)
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** students majoring in Comparative Literature
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ARAB Arabic Studies Electives
INST Borders, Exiles + Diaspora Studies Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Amal Eqeiq

COMP 254(S) U.S. Cuban Life–Writing: Nationalism, Narrative, and Exile (D) Crosslistings: LATS 254/AMST 255/COMP 254/ENGL 243
This course introduces students to the genres of life–writing that have become principal forms of artistic, social, and cultural expression amongst Cubans in the United States. Learning about several examples of life–writing including memoir, autobiography, testimonio, and the bildungsroman, students will question how literary form is linked not only to culture but also to the social, economic, and political conditions out of which authors and writings emerge. Common themes or narrative arcs across U.S. Cuban life–writing will be charted throughout the semester in order to understand the currency of particular stories of exile, displacement, and the American dream. The primary question of the course asks: how, and towards what ends, are the genres of life–writing utilized, adapted, and revised by those disavowed by the nation? Readings will include works by Eduardo Machado, Carlos Eire, Virgil Suarez, Gustavo Perez Firmat, Olga Karman, Evelio Grillo, Pablo Medina, Emilio Bejel, Mirta Ojita, and Emilio Estefan. This course works under the Exploring Diversity Initiative's theme of empathetic understanding allowing students to think through the experiences of exile, as well as the theme of power and privilege, examining how U.S. Cuban exile and writing about it has been structured by political, social, and economic institutions.
Class Format: lecture **Requirements/Evaluation:** students will be evaluated based on weekly journal writings, two short papers, a final comprehensive project, as well as classroom participation
Prerequisites: none **Enrollment Limit:** 30 **Enrollment Preferences:** LATS concentrators
Distribution Notes: meets Division 1 requirement if registration is under COMP and ENGL; meets Division 2 requirement if registration is under AMST or LATS
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: LATS Core Electives
Spring 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Jesús Hernández

COMP 255(F) Love and Death in Modern Japanese Literature (D) Crosslistings: COMP 255/JAPN 255
One thing that surprises many first–time readers of modern Japanese fiction is its striking similarity to Western fiction. But equally surprising are the intriguing differences that lie concealed within that sameness. This course investigates Japanese culture and compares it with our own by reading Japanese fiction about two universal human experiences—love and death—and asking what inflections Japanese writers give these ideas in their work. The course begins with tales of doomed lovers that were popular in the eighteenth–century kabuki and puppet theaters, and that still feature prominently in Japanese popular culture, from comics to TV dramas. From there we move on to novels and films that examine a range of other relationships between love and death, including parental love and sacrifice, martyrdom and love of country, sex and the occult, and romance at an advanced age. We will read novels and short stories by canonical modern authors like Tanizaki, Kawabata, and Mishima as well as more contemporary fiction by writers like Murakami Haruki; we will also look at some visual literature, including puppet theater, comics, animation, and Japanese New Wave film. *The class and the readings are in English.*
Class Format: seminar/lecture/discussion **Requirements/Evaluation:** in–class exam, ungraded creative project, and two short papers (5–7 pages each) emphasizing original, creative, and convincing readings of the class texts
Prerequisites: none; no familiarity with Japanese language or culture is required **Enrollment Limit:** none **Expected Class Size:** 15
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: INST East Asian Studies Electives
Fall 2014
SEM Section: 01 MR 02:35 03:50 Instructor: Christopher Bolton

COMP 256(S) Arab and Anglophone: Narratives Beyond Nation and Diaspora Crosslistings: ARAB 256/COMP 256/ENGL 284
This course takes a close look at contemporary Anglophone Arab writings. The objective is to familiarize students with major Arab writers, and/or writers of Arab descent who live in the Anglo–Saxon diaspora, especially the UK, North America and Australia. We will investigate the work of these writers with special attention to the history of Arab migration to these geographies, and the emergence of hyphenated Arab identities and literatures. At the heart of this course is a desire to not only shed light on what it means to be an Arab or an immigrant producing English literature, but also to understand the multiple ways in which we conceptualize and seek to define what transnational literature means. Texts for this course may include novels by the following writers: Rabih Alameddine (Lebanon/USA), Mohja Kahf (Syria/USA), Leila Aboulela (Sudan/UK), Hisham Matar (Libya/UK), and Randa Abdel–Fattah (Palestine–Egypt/Australia). There will also be a course reader that includes critical essays, poems, as well as a number of films and selections of music that shed light on the different articulations of being Arab and Anglophone.
Class Format: seminar **Requirements/Evaluation:** active class participation, 4 short response assignments (2–3 pages), and final paper (5–7 pages)
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** majors or prospective majors in Comparative Literature or Arabic Studies
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 **Other Attributes:** ARAB Arabic Studies Electives
INST Borders, Exiles + Diaspora Studies Electives
INST Middle Eastern Studies Electives

Spring 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Amal Eqeiq

COMP 257(S) Chekhov and His Time (W) Crosslistings: RUSS 256/COMP 257
Anton Chekhov's influence throughout the world is hard to overestimate: he has been credited with forever redefining the way people write stories and act in plays, and with conveying universal lessons about art to an international audience. At the same time, Chekhov is very much a product of his own time and place, turn–of–the–century Russia. This course will venture to reconcile the universal and the Russian Chekhov. The course will consist of three parts. We will begin by analyzing the development of Chekhov¿s short stories from the early 1880s to the late 1890s, examining not only how they work, but also what they have to tell us about living deeply and well. In the second part of the course, we will contextualize Chekhov in his own milieu, looking at how his literary works address the most discussed social and philosophical questions of his time. We will conclude the course with three of Chekhov's mature plays—*Seagull, Uncle Vanya,* and *The Cherry Orchard*—analyzing how the plays recycle the situations, characters, and language of Chekhov's earlier stories and assessing Chekhov's debt to and influence on the Russian theater of his time, especially his complex relationship with Stanislavsky. Assignments will combine traditional literary analysis with more creative interpretations. Students will write their own Chekhovian stories and perform one of Chekhov's short plays of their choice.
Class Format: seminar **Requirements/Evaluation:** participation (30%), Chekhovian story (20%), midterm (20%), final paper (30%)
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 12 **Enrollment Preferences:** Russian and Comparative Literature majors
Distributional Requirements: Division 1 Writing Intensive
Spring 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Yuliya Ladygina

COMP 258 Japanese Film Crosslistings: COMP 258/JAPN 258
An introduction to Japanese film organized around major directors. The course will cover early masters like Ozu, Mizoguchi, and Kurosawa; New Wave directors of the 1960s and 1970s; and a few contemporary figures like Kitano "Beat" Takeshi. We will also consider popular genres like swordplay films, J–Horror, and anime, focusing on some directors whose work seems to borrow equally from genre film and the artistic avant– garde. *All texts are translated or subtitled in English.*
Class Format: lecture **Requirements/Evaluation:** regular attendance in class and at some evening screenings, weekly film viewing and readings in film theory and criticism, and several short response assignments, plus two 5–6 page papers and one test
Prerequisites: none **Enrollment Limit:** 45 **Expected Class Size:** 20 **Enrollment Preferences:** given to students majoring or considering a major in Comparative Literature
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
LEC Instructor: Christopher Bolton

COMP 259T Adultery in the Nineteenth–Century Novel (W) Crosslistings: COMP 259/ENGL 261/WGSS 259
In this tutorial, we will read four novels written between 1850 and 1900, all of which focus on the figure of the adulteress: Gustave Flaubert's *Madame Bovary* (1856), Lev Tolstoy's *Anna Karenina* (1873–77), Leopoldo Alas y Ure&#241a's *La Regenta* (1884–85), and Theodor Fontane's *Effi Briest* (1894). For each week of class, students will read one of these primary texts, as well as a selection of secondary literature that will allow us to understand, over the course of the semester, how and why the adulteress played a key role in the cultural imagination of Europe during this time. *All works will be read in English translation.*
Class Format: tutorial; students will meet with the professor in pairs, with one student from each pair writing a 5–page paper for each class session **Requirements/Evaluation:** evaluation will be based on completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** students who have already taken at least one course devoted to literature at Williams
Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under WGSS
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ENGL Literary Histories B
Not Offered Academic Year 2014–2015
TUT Instructor: Julie Cassiday

COMP 260(S) Reading Reading: An Introduction to the Qur'an and Islam (W) Crosslistings: REL 230/COMP 260/ARAB 230
One of the two most consequential texts in human history, the Qur'an is more conscious of itself as text and the work of interpretation that is part of the life of a text. Because it is God's most important sign (and also because it is relatively short) millions have memorized it and the art of Qur'anic recitation is one of the supreme Islamic performing arts. Nevertheless it is primarily as a text that the Qur'an exists in itself and in the minds of Muslims. The text of the Qur'an will thus be the focus of this course, reading it extensively, intensively and repeatedly throughout the semester. We will attend to the structure and variety of styles and topics in the text and to the Qur'an's understanding of itself in relation to other forms of literary expression. We will place the form and content in the context of seventh century c.e. Arab society and attend to the life of the Prophet (PBUH) that provides one crucial framework to the text. Through the lens of *tafsir*, Qur'anic commentary, we will also use the text to give an initial survey of some of the main theological, philosophical, mystical and legal developments in the Islamic tradition. Finally we will explore some of the aspects of the place of the text in the life of Muslims, including the development of calligraphy and recitation.
Class Format: lecture/discussion **Requirements/Evaluation:** three essays (6–8 pages) based on class materials (at least one will have a revision process); students able to read the Arabic text may substitute work in a collateral reading group of the Qur'an in Arabic for one of the essays
Prerequisites: none; open to all **Enrollment Limit:** 19 **Expected Class Size:** 10
Distribution Notes: meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: ARAB Arabic Studies Electives
INST Middle Eastern Studies Electives
REL Islamic Tradition Courses
Spring 2015
LEC Section: 01 MR 01:10 02:25 Instructor: William Darrow

COMP 261(F) Comparative Postcolonial Narratives: Novels from the Arab World, Latin–America and the Caribbean (W) Crosslistings: COMP 261/ARAB 261
In this introductory course to the global postcolonial novel, we will examine novels in translation from the Arab world, Latin America and the Caribbean that are in conversation with each other. Through textual and formal analysis of selected novels in translation, we will ask questions concerning the legacy of the different forms of European colonialism in these distinct geographies. This course has two goals: First, to familiarize students with classical, canonical and popular Arabic, Latin American and Caribbean novels that deal with the history of European colonialism and/or its aftermath. Second, to introduce student to some of the critical trends and theoretical debates concerning the potential and limits of reading these novels as resistance and/or postcolonial literature. In addition to selected critical essays, the readings for this course may include novels by the following writers: Assia Djebar (Algeria), Gamal al–Ghitani (Egypt), Sahar Khalifah (Palestine), Tayyib Saleh (Sudan), Alejo Carpentier (Cuba), Rosario Castellanos (Mexico), Jamaica Kincaid (Antigua), and Gabriel García Marquez (Colombia).
Class Format: seminar **Requirements/Evaluation:** active class participation, three short papers (3–5 pages) and a final 7– to 10–page expansion and rewrite
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** majors or prospective majors in Comparative Literature or Arabic Studies
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ARAB Arabic Studies Electives
Fall 2014
SEM Section: 01 TR 11:20 12:35 Instructor: Amal Eqeiq

COMP 263T(F) Colonial Landscapes: Latin America's Contemporary Environmental Literature (D) (W) Crosslistings: RLSP 223/ENVI 223/COMP 263
"It is not by coincidence that our societies are both racist and anti–ecological," wrote the Chilean sociologist Fernando Mires in his now–classic study, *The Discourse of Nature*. This tutorial explores works of contemporary literature that implicitly and explicitly link Latin America's ongoing environmental crisis to the region's long and multi–layered history of colonialism: novels by Sylvia Iparraguirre (Argentina), Mayra Montero (Puerto Rico), Giaconda Belli (Nicaragua), Luis Sepúlveda (Chile); poetry by Homero Aridjis (México); essays by Octavio Paz (Mexico), Eduardo Viveiros de Castro (Brazil), and more. Representing a wide variety of geographies, literary styles and ideological perspectives, these writers nevertheless converge in challenging us to consider the effects of environmental crisis within structures of power that are radically unequal at the local, national, and global levels; and to recognize that consciousness of environmental vulnerability can prompt new forms of inclusion and community as well as exclusion. Topics to be explored also include the role of indigenous cosmologies in contemporary environmental politics, the place of urban ecologies within the environmental imaginary, and the ongoing debates among academic critics and others regarding the scope and methodologies of ecocriticism as an approach to Latin American literature.
Students have the option of tutorial in Spanish or in English; partners will be assigned accordingly. Each tutorial pair will meet with me for one hour during the week, during which time we will discuss a 5–page paper that one of the partners has submitted the night before. This adds up to a substantial amount of (reading and) writing for each student in the course, i.e., six 5–page essays over the course of the semester. This tutorial meets the goals of the Exploring Diversity Initiative by challenging students to position themselves, intellectually and imaginatively, in the space of those excluded from modernity's material benefits as they struggle to brace themselves against its catastrophic environmental effects.
Class Format: tutorial **Requirements/Evaluation:** each tutorial pair will meet with me for one hour during the week, during which time we will discuss a 5–page paper that one of the partners has submitted the night before
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** students majoring in Spanish or Environmental Studies
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: ENVI Humanities, Arts + Social Science Electives
Fall 2014
TUT Section: T1 TBA Instructor: Jennifer French

COMP 264 Beauty, Danger, and the End of the World in Japanese Literature Crosslistings: COMP 264/JAPN 254
From the endemic warfare of the medieval era to the atomic bombing and the violent explosion of technology in the last century, the end of the world is an idea which has occupied a central place in almost every generation of Japanese literature. Paradoxically, the spectacle of destruction has given birth to some of the most beautiful, most moving, and most powerfully thrilling literature in the Japanese tradition. Texts may be drawn from medieval war narratives like *The Tale of the Heike*; World War II fiction and films by Ibuse Masuji, Imamura Shôhei, and Ichikawa Kon; fantasy and science fiction novels by Abe Kôbô, Murakami Haruki and Murakami Ryû; and apocalyptic comics and animation by Oshii Mamoru, Ôtomo Katsuhiro, and others. *The class and the readings are in English; no familiarity with Japanese language or culture is required.*
Class Format: lecture/discussion **Requirements/Evaluation:** in–class exam, ungraded creative project, and a few short response assignments, plus two 5– to 7–page papers emphasizing original, creative readings of the literary texts
Prerequisites: none; open to all **Enrollment Limit:** none **Expected Class Size:** 15
Distributional Requirements: Division 1 **Other Attributes:** INST East Asian Studies Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Christopher Bolton

COMP 266 Confession and Deception in Japanese Literature Crosslistings: COMP 266/JAPN 256

Situated at the origins of Japanese literature are the beautiful and revealing diaries of ladies in waiting at the tenth–and eleventh–century court. Yet one of the most famous of these women turned out to be a man. For the next thousand years, Japanese literary tradition would place a premium on confessional writing, but the distortions and concealments of these narrators (and the authors hiding behind them) would always prove at least as interesting as the revelations. This course examines several centuries of Japanese literature to ask whether you can ever put your true self into writing; along the way I will ask you what you reveal, conceal, discover, or reinvent about yourself when you write about literature for a class like this. Texts will range from classical and medieval court literature by Sei Shônagon and Lady Nijô, through autobiographical and confessional novels by Sôseki, Tanizaki, Mishima, and Abe Kôbô, to documentary and subculture films like *The New God* and *Kamikaze Girls*.
The class and the readings are in English; no familiarity with Japanese language or culture is required.
Class Format: seminar **Requirements/Evaluation:** attendance and participation, 2 or 3 short response assignments, one test, two 5–page papers, and an ungraded creative project
Prerequisites: none; no familiarity with Japanese language or culture is required **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** given to students majoring or considering a major in Comparative Literature
Distributional Requirements: Division 1 **Other Attributes:** INST East Asian Studies Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Christopher Bolton

COMP 269 Transitional Japanese Literature into the Twentieth Century Crosslistings: JAPN 271/COMP 269
After more than two centuries of National Seclusion, Japan's modern era began suddenly in the middle of the nineteenth century, with the unexpected arrival of Commodore Perry, the destabilization of the 250–year old shogunal government, and the violent restoration of Imperial rule. Rapid and radical changes followed in every aspect of society, from fashion to philosophy. This course will explore how such changes have been expressed through literature, film and performance. We will trace how the authors of literary and other artistic works perceived, integrated and at times rejected experiences of the new and the foreign. *All readings and discussions will be in English.*
Class Format: lecure/discussion **Requirements/Evaluation:** evaluation will be based on active class participation, presentations, written journals, two short and one longer paper
Prerequisites: none; open to all **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** majors first and then seniors and juniors
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: Shinko Kagaya

COMP 270 Performing Greece and Rome Crosslistings: CLAS 262/THEA 262/COMP 270
This course explores the fluidity of genres by focusing on tragedy and comedy. Each began as a grafted thing, a hybrid, a fusion of poetic, musical and dance genres previously developed for a variety of occasions outside the Theater of Dionysus. Fusion continued to energize both genres, and we will attend to its effects as we read several tragedies by Aeschylus, Sophocles, and Euripides and comedies by Aristophanes from fifth–century Athens; a comedy by Menander from the early post–Alexandrian Greek world; comedies by Plautus and Terence from republican Rome; and a tragedy by Seneca from the imperial Rome of Nero. We will also read short selections from (or read about) the genres out of which tragedy and comedy were created and re–created, and into which they sometimes made their own incursions (e.g., heroic epic, women's laments, choral and solo lyric poetry, wisdom poetry, oratory, philosophical texts, histories, mime, farce, various kinds of dance, music and visual arts). We will especially attend to the ways tragedy and comedy inflected one another. Critical readings, along with modern productions of ancient tragedies and comedies, will guide us as we consider all these generic exchanges in light of changing conditions and occasions of theatrical performance, other public spectacles shaping the expectations of theater audiences, and the development of writing and reading as modes of performance.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on participation in class, several very short essays, and two longer essays, one of which may be replaced by an original script, design project, musical composition, or live performance
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** if oversubscribed, preference given to majors or prospective majors in Classics, Theatre, Comparative Literature, English or an other literature, and to students engaged in performing or studio arts
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: Meredith Hoppin

COMP 272T Father Abraham: The First Patriarch (W) Crosslistings: REL 270/JWST 270/COMP 272
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 multidisciplinary 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 monotheism, 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.
Class Format: tutorial; each student will write and present orally five 5– to 7–page essays every other week on the readings for the week; those not presenting an essay will be responsible for offering an oral critique of the work of their colleague. **Requirements/Evaluation:** in addition to weekly requirements, students will write a final 7– to 10–page essay; evaluation will be based on written work and critiques
Prerequisites: none; open to all **Enrollment Limit:** 10 **Expected Class Size:** 10
Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under REL or JWST
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JWST Elective Courses
REL Comparative Inquiry Courses
Not Offered Academic Year 2014–2015
TUT Instructor: William Darrow

COMP 274T(S) Confronting Japan (W) Crosslistings: JAPN 274/COMP 274
This tutorial looks into confrontations, within Japan and across its borders, how such confrontations are perceived, handled and narrated, and what they tell us about Japanese society. Through literature and other media, we will probe domestic issues, such as bullying, suicide, reclusion and gender inequality, and international issues, related to Japan's shifting role within East Asia. Discussions will untangle the conflicting perspectives, and elaborate the thoughts and feelings of the various contestants. All readings and discussions will be in English. Some course materials will also be available in Japanese, for those interested. As this tutorial actively explores diversity of human thought, and the contexts that create such diversity, this is an EDI course.
Class Format: tutorial **Requirements/Evaluation:** 4– to 5–page papers and 2–page critiques (in alternating weeks), and one final report at the culmination of the course
Prerequisites: sophomore standing or higher **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Japanese majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Spring 2015
TUT Section: T1 TBA Instructor: Shinko Kagaya

COMP 275T(S) Lying, Cheating, Stealing: Hidden Knowledge in American Drama (W) Crosslistings: THEA 275/COMP 275/ENGL 224
The Buddha is said to have identified three things that cannot stay hidden: the sun, the moon, and the truth. What's the secret? Who is lying? Who is quietly disregarding the rules? The revelation of hidden knowledge—what Aristotle called anagnorisis—lies at the base of what drama is, and how theatre functions. Theatre is lying as much as lying is theatre. So it should not be a surprise that playwrights often deliver plots and characters that pit playing against truth, and that oppose concealment and revelation as keys to dramatic action. But it should also not surprise that in the modern era, clarity in the dialectic of "truth and falsehood" has eroded as well. Relativity of honesty, contingency with regard to certain knowledge, "truthiness"—these too have a place in the modern theatre. This tutorial course will examine what lies hidden in American plays from the late nineteenth century to the early twenty–first. Beginning with excerpted critical and historical writings on secrecy and lying (*The Adventures of Pinocchio*, Machievelli's The Prince, Thomas Carlson's *Lying and Deception: Theory and Practice*, Sissela Bok's *Secrets*, Martin Jay's *The Virtues of Mendacity*, among others), we will proceed to a set of American plays from across a wide spectrum of playwrights, including Edward Albee, Suzan–Lori Parks, Sarah Ruhl, Sam Shepard, Eugene O'Neill, Arthur Miller, David Mamet, Amy Herzog, and others. Student papers will explore how hidden knowledge structures dramatic action, how different characters create and respond to untruths, and what can we learn in particular from *American* drama about a national relationship to honesty and its opposites.
Class Format: tutorial **Requirements/Evaluation:** weekly papers/response papers; weekly meeting with instructor and tutorial partner
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Theatre majors, English majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Spring 2015
TUT Section: T1 Cancelled

COMP 277 Dangerous Minds/Endangered Minds in the German Tradition Crosslistings: GERM 277/COMP 277
"When we are missing ourselves, we are missing everything." So spoke young Werther in Johann Wolfgang Goethe's groundbreaking novel from 1774. The *Sorrows of Young Werther* exploded into high Enlightenment Germany, with its emphasis on rationality, on universal human values and on optimism about the future, a bestseller that instead exposed the volatile inner world of an extraordinary individual. Throughout the nineteenth and twentieth centuries in Germany and Austria, profound interiority surfaced frequently to challenge—and even threaten—what was touted as the triumph of objective, scientific thought. At the same time, the writers and thinkers who explored the deepest recesses of the mind were beset by alienation and despair as they were drawn into inevitable conflict with dominant paradigms.
This course will examine literature and thought at the moments when the tectonic plates of reason and supposed unreason converge and collide most forcefully: around 1800 (Goethe, Kleist, and the Romantics), around 1900 (Nietzsche, Freud, Kafka, Hofmannsthal), the mid–twentieth century with its disastrous consequences (Hitler, Böll, Bachmann) and the end of the millennium (Roth, Jelinek). Some theoretical work (psychoanalytic theory, Adorno, Benjamin) will aid in the process of understanding the literature and philosophy we read. *All readings and discussion will be in English translation.*
Class Format: seminar **Requirements/Evaluation:** active class participation, several one–page papers, one 5–page paper and a final written and oral project
Prerequisites: one college–level literature course **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** actual or prospective Comparative Literature, Literary Studies, or German majors
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: Gail Newman

COMP 278 Premodern Japanese Literature and Performance Crosslistings: JAPN 276/COMP 278
Some of Japan's performance traditions, which developed in different historical settings, have survived to this day and continue to coexist and compete for the attention of audiences both domestically and abroad. This course examines the Japanese literature of three major periods in Japan's history, focusing on how literary and performance traditions have been interrelated in the unfolding of Japanese literary history. We will begin by looking into the Heian period (794–1185), when the work of female authors occupied center stage and some of the canonical texts of the Japanese literary and cultural tradition were born. Next we will consider the medieval period (1185–1600), which saw the rise of the samurai class and the consequent shift in the domain of artistic creation. Then we will look at the Edo period (1600–1867), when a new bourgeois culture flourished and audiences were greatly transformed. We will also explore the continuing force of premodern literary traditions in contemporary performing arts. *All readings and discussions will be in English.*
Class Format: lecture/discussion **Requirements/Evaluation:** active class participation, presentations, written journals, two essay questions, one paper, and attendance of live performance events

Prerequisites: none; open to all **Enrollment Limit:** 15 **Expected Class Size:** 15
Distributional Requirements: Division 1 **Other Attributes:** INST East Asian Studies Electives
PERF Interdepartmental Electives
Not Offered Academic Year 2014–2015
LEC

COMP 280(F) History of the Book Crosslistings: CLAS 200/ASST 200/HIST 392/REL 260/COMP 280
From ancient clay tablets, bamboo strips, and papyrus rolls to modern hardbacks, paperbacks, and e–readers, no object has so broadly and deeply represented the capacity for humans to create, preserve, and transmit knowledge, information, and ideas as the book. Books have been worshiped and condemned, circulated and censored, collected and destroyed. From works of art to ephemeral trash, they have been public and private, sacred and profane, magical and commonplace. Likewise, notions of the book have influenced every subsequent form of communication and transmission, whether we are browsing film and song "libraries" or "scrolling" down "pages" on the web. This course will explore aspects of the material, social, cultural, and intellectual history of the book, from the invention of the earliest writing systems through the modern development of digital media. Our inquiry will span the globe and the millennia, but we will pay special attention to the ancient and medieval Chinese, Greek, and Latin traditions and their enduring influence in the modern world. Topics will include orality and literacy, manuscript production, the invention and spread of printing, typography, reading culture, notions of authorship, libraries and collections, censorship, and the digital book. Through a variety of readings, hands–on exercises, and interactions with our abundant library resources, we will investigate how the changing form and function of the book interact across its long and diverse history. *All readings are in translation*.
Class Format: seminar **Requirements/Evaluation:** class participation, short written assignments, and a final project
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** none
Dept. Notes: meets Division 1 requirement if registration is under CLAS or COMP ; meets Division 2 requirement if registration is under ASST, HIST or REL
Distributional Requirements: Division 1 **Other Attributes:** HIST Group G Electives – Premodern
Fall 2014
SEM Section: 01 TF 01:10 02:25 W 01:10 02:00 Instructor: Edan Dekel and Christopher Nugent

COMP 283(F) Great Big Books (W) Crosslistings: ENGL 233/COMP 283
Some of the greatest novels are really, really long—so long that they are too seldom read and taught. This course takes time to enjoy the special pleasures of novels of epic scope: the opportunity to immerse oneself in a wide and teeming fictional world; to focus sustained attention on the changeable fortunes of characters and societies over a long span of time; to appreciate the detailed grounding of lives in their social environment and historical moment; to experience the leisurely and urgent rhythms, with their elaborate patterning of build–ups and climaxes, that are possible in such works. We will read but two novels, both preoccupied with the disruption and evolution of lives and loves at moments of historic upheaval: *War and Peace* (1869), Leo Tolstoy's epic of the Napoleonic Wars, and *Parade's End* (1924–28), Ford Madox Ford's modernist masterpiece about World War I and its traumatic impact on English social life. Set a century apart, the novels are distinguished by vivid and scrupulous representation of their respective wars, by their shrewd accounts of political and social pressures informing the crises, and by their insight into the struggles of those whose lives are engulfed in global crisis. Tolstoy's and Ford's approaches to fictional representation, however, provide intriguing contrasts: one favors the lucidity of classic realism, the other the challenges of modernist innovation; one deploys a single multiplot novel, the other a tetralogy of shorter novels developing a single plot. We will discuss the differing strategies and effects of these two approaches, as well as the more general difficulties of reading and interpreting long fiction.
Class Format: seminar **Requirements/Evaluation:** regular class participation and four 5–page papers
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first– and second–year students and English majors who have yet to take a Gateway course; then Comparative Literature majors and English majors who have taken a Gateway course
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ENGL 200–level Gateway Courses
ENGL Literary Histories B
Fall 2014
SEM Section: 01 TR 09:55 11:10 Instructor: Stephen Tifft

COMP 284 The Concept of *Bildung*: the Literature and Philosophy of Self–Discovery
This course traces the influential concept of *Bildung*, or self–discovery, through the literature and philosophy of Germany, England, France, and other traditions, from the Enlightenment to the present. At the time of the French Revolution and amid the general fervor for democratic self–rule that it represented, a handful of German philosophers asked themselves a simple and yet profound question: If modern individuals could free themselves from dogmatic belief and from the political and cultural institutions that such belief supported, what new aesthetic, social, and political forms could express and support this freedom, and how might these new forms be discovered and maintained? The famously untranslatable concept of *Bildung*, whose meaning spans notions of education, cultivation, self–discovery, and self–actualization, was a response to this question that would inform joint projects of scientific discovery, artistic self–expression, and political self–determination well beyond the borders of Germany, and to the present day. Through careful analysis of key texts from this tradition, students will explore how representations of *Bildung* reflect changing ideas about identity, agency, pleasure, knowledge, and power. Readings will include literary works by writers like Goethe, C. Brontë, Wordsworth, Flaubert, Wilde, Equiano, Fanon, and Coetzee, in combination with critical and philosophical texts by figures like Kant, Hegel, Nietzsche, and Freud.
Class Format: seminar **Requirements/Evaluation:** one 5– to 7–page and one 8– to 10–page paper, a few other short writing assignments, and one in–class presentation
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** students majoring or considering a major in Comparative Literature or a related discipline
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: Walter Johnston

COMP 293(S) The Great Library of Alexandria: Collecting and Connoisseurship in the Ancient World Crosslistings: CLAS 283/COMP 293/HIST 325/ARTH 283
During the early third century BCE, the Ptolemaic kings of Egypt built the Great Library of Alexandria to serve as a repository for all human knowledge. Such an audacious project of collection has rarely been attempted either before or since. At its height, the Great Library was reputed to house over 700,000 books from across the Greek world, as well as many translations of texts originally written in Latin, Hebrew, Egyptian, and even Sanskrit. Attracted by the vast stores of knowledge, scholars, artists, and poets flocked to the Great Library to create one of the most vibrant intellectual communities the world has ever known. In this course, we will examine the development and influence of the Great Library and its sister institution, the Mouseion (or "Museum") from a variety of cultural and historical perspectives. We will begin by exploring the political motives of the Ptolemaic kings and their reception of earlier traditions of collecting in the Greek and Near Eastern worlds. We will then turn to the intellectual and artistic activity at the Library itself, with special attention to the development of notions of connoisseurship and canon across various disciplines. Although implicated in the Ptolemies' political agenda, the scholars living and working in the Great Library were granted extraordinary freedom to pursue new ideas that transformed literature, science, and the arts forever. Readings will include selections from Theocritus' *Idylls*, Apollonius' *Argonautica* and Eratothenes' *Geography*. Finally, we will examine the legacy of the Great Library from the Roman empire to the present day, focusing particularly on how the concept of a universal archive has shaped the collecting practices of everything from modern art museums and Google Books to such governmental entities as the NSA. *All readings are in translation*.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on classroom performance, three response papers, one 12– to 15–page paper, and a midterm exam
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 20 **Enrollment Preferences:** preference given to majors or prospective majors in Classics, History, and Comparative Literature
Dept. Notes: meets Division 1 requirement if registration is under CLAS or COMP; meets Division 2 requirement if registration is under HIST
Distributional Requirements: Division 1 **Other Attributes:** HIST Group C Electives – Europe and Russia
HIST Group G Electives – Premodern
Spring 2015
LEC Section: 01 TF 01:10 02:25 Instructor: Benjamin Rubin

COMP 294T Philosophy and Narrative Fiction (W) Crosslistings: PHIL 294/COMP 294
What is it for a novel, a story, a play or a film to be a *philosophical* narrative? It is not enough for it merely to be *about* a character who happens to be a philosopher; nor is it just that philosophical positions are reviewed in the narrative, as in Gaarder's *Sophie's World*. Milan Kundera tried to answer this question by saying that a good philosophical novel does not serve philosophy but, on the contrary, tries to "get hold of a domain that (...) philosophy had kept for itself. There are metaphysical problems, problems of human existence, that philosophy has never known how to grasp in all their concreteness and that only the novel can seize." If Kundera is right, fictional narratives (such as novels) sometimes do the philosophical work that philosophy cannot do for itself. What kind of work is that, and how is it accomplished? Why can't argumentative prose—philosophers' preferred form of expression—clearly *say*, and moreover *prove*, what literature, theatre and film illustrate, show and display? One possible answer which we will examine is that, while many philosophers recognize that there are intimate connections between what we believe, feel and do, philosophical argumentation by its very nature appeals to belief alone; narrative art, by contrast, can simultaneously engage our reason, emotions, imagination and will, thus resulting not only in deepening our understanding, but also in transformation of the self.
To properly address a number of interrelated questions concerning philosophy *in* literature and film, and philosophical problems *of* meaning, interpretation and evaluation of narrative fiction, we will discuss both narrative works of art and theoretical approaches to their analysis. We will consider the ways in which narrative fiction presents and engages its audience in philosophical reflections on personal identity, nature of the self, interpersonal relationships, memory, time, human existence, freedom, and the meaning in life.
The works to be discussed and analyzed in the tutorial meetings will be by some of the following writers and directors: Kafka, Dostoyevsky, Sartre, de Beauvoir, Camus, Thomas Mann, Borges, Kundera, Ecco, Bergman, Tarkovsky, Resnais, Kurosawa, Bunuel and Kubrick. The theoretical aspect of the course will involve close readings of selected articles in contemporary philosophy of language, mind and action; in contemporary philosophy of literature and philosophy of film; and in contemporary narratology.
Class Format: tutorial **Requirements/Evaluation:** all students will attend Monday evening film screenings and discussions; tutorial pairs will meet with instructor for 1 hr a week; each student will write a 5–pg paper every 2nd week, and comment on the tutorial partner's paper on alternate weeks
Prerequisites: none; open to all **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** students who demonstrate strong commitment to the course; prospective majors in PHIL, COMP or LIT and to students especially interested in film
Dept. Notes: meets Value Theory requirement only if registration is under PHIL
Distribution Notes: meets Division 2 requirement if registration is under PHIL; meets Division 1 requirement if registration is under COMP
Extra Info: no final paper; in addition, there will be weekly Monday evening film screenings, followed by class discussion; attendance of the screenings is mandatory
may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL Contemporary Value Theory Courses
Not Offered Academic Year 2014–2015
TUT Instructor: Bojana Mladenovic

COMP 302T Latino Writing: Literature by U.S. Hispanics (W) Crosslistings: RLSP 306/COMP 302
Writing by U.S. Hispanics constitutes a new voice in American letters. In this tutorial, we will read and discuss work by U.S. Latinos and examine the social backgrounds to their texts. The experiences of immigration and assimilation, and the specific complexities of being both Hispanic and North American will be addressed. Authors to be studied: Jose Antonio Villarreal, Tomas Rivera, Richard Rodriguez, Sandra Cisneros, Rudolfo Anaya, Piri Thomas, Oscar Hijuelos, Cristina Garcia, Junot Diaz 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.
Class Format: tutorial **Requirements/Evaluation:** five short oral presentations/papers (about 20–25 minutes) and a final longer one (about 40–45 minutes)
Prerequisites: some previous course work in any literature beyond the 100 level is helpful; students selecting the Spanish option for credit toward the Spanish major must have taken at least one 200–level RLSP course or seek permission of the tutor **Enrollment Limit:** 10

Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
LATS Countries of Origin + Transnationalism Elect
Not Offered Academic Year 2014–2015
TUT Instructor: Gene Bell–Villada

COMP 303 Cities of the Anglophone Chinese Imagination (D) Crosslistings: AMST 305/ASST 305/COMP 303/ENGL 374
The current academic vogue for the "diasporic" and the "transnational" has shifted the emphasis away from viewing ethnic literatures solely, or primarily, as minority national literatures and towards reading them more "globally." Such a re–framing, while potentially exciting, raises new questions. For example, what exactly is shared by subjects in a given diaspora? Does the term "diaspora" necessarily invoke the specter of racial essentialism? What happens to concepts of of race, racialization and racism when one moves away from local and national politics? Is the idea of a diasporic subject much less vexing than the idea of a racially minoritized person? How important a role does the shared English language play in these diasporas? In this course, we will look at the works of a specific diasporic literary group, English–language writers of Chinese descent, living in England, former British settler colonies (the United States, Canada, Australia) and other sites in Asia formerly colonized by the British. We will consider how geographic sites function as material spaces and places of the imagination and how the English language is itself a material and imaginary space.
Class Format: discussion/seminar **Requirements/Evaluation:** evaluation will be based on one 5– to 7–page paper, one 8– to 10–page paper, short response papers, participation
Prerequisites: those taking this as an ENGL class must have previously taken a 100–level ENGL course **Enrollment Limit:** 17 **Expected Class Size:** 10 **Enrollment Preferences:** American Studies majors
Distribution Notes: meets Division 2 requirement if registration is under AMST or ASST; meets Division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Dorothy Wang

COMP 304(S) Queer of Color Critique: Race, Sex and Urban Life (D) Crosslistings: WGSS 306/AMST 306/AFR 306/LATS 306/COMP 304
This seminar is an introduction to queer of color critique, a field of scholarship that seeks to intervene in the predominantly white canon of queer studies. We will examine the history of this line of critique, beginning with Black and Chicana feminisms and extending into present day issues and activism highlighting intersectionality, exploring how and why QOCC became a necessary intervention into the then still emerging field of queer studies. Our texts include scholarly works as well as science fiction novels, plays, films, diaries, and graphic novels. Methodologically, we draw on many fields of study, including anthropology, literary studies, feminist studies, and ethnic studies. We focus primarily but by no means exclusively on US contexts, paying particular attention to the role that urban environments have served for queer communities of color. Topics include: feminisms of color, inter–racial desire and fetishization, orientalism and colonial fantasy, black queer science fiction, transgender subjectivities, and the political economy of sexual desire. A key feature of this course will also be the inclusion of numerous and diverse authors to appear on Skype or in person to answer questions about their work as we read it in class.
Class Format: discussion/lecture **Requirements/Evaluation:** mid–term essay, choice of final exam essay or 8–10 page research paper, responses to performance/special events
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** WGSS majors, students considering a WGSS major
Distribution Notes: meets Division 2 requirement if registration is under WGSS, AMST, AFR or LATS; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives
ASAM Related Courses
WGSS Racial Sexual + Cultural Diversity Courses
WGSS Theory Courses
Spring 2015
LEC Section: 01 TR 11:20 12:35 Instructor: Gregory Mitchell

COMP 305(F) Dostoevsky and His Age Crosslistings: RUSS 305/COMP 305
This course examines the life and works of Fyodor Dostoevsky in the context of Western intellectual history. Readings include Dostoevsky's highly influential novella *Notes from Underground*, his first major novel *Crime and Punishment*, and his masterpiece *The Brother Karamazov*. Over the course of the semester, we will discuss Dostoevsky's age and society, examining the larger trends and problems reflected in his works: the slums of St. Petersburg with their prostitutes, beggars, and moneylenders; widespread demands for social and political reform; psychological, philosophical, and religious debate. *All readings will be in English.*
Class Format: lecture/discussion **Requirements/Evaluation:** ability to complete lengthy reading assignments, class participation, three short papers, and final synthetic assignment
Prerequisites: none **Enrollment Limit:** none **Expected Class Size:** 20
Distributional Requirements: Division 1 **Other Attributes:** INST Russian + Eurasian Studies Electives
Fall 2014
LEC Section: 01 MR 02:35 03:50 Instructor: Julie Cassiday

COMP 306 Rise and Shine with Tolstoy Crosslistings: RUSS 306/COMP 306
This course will examine the life and works of the great Russian writer Lev Tolstoy in the context of Western intellectual history. Readings will include Tolstoy's two major novels, *War and Peace* and *Anna Karenina*, as well as a number of shorter works, such as *The Cossacks* and *The Death of Ivan Ilych*. We will also examine some of Tolstoy's aesthetic and didactic works. *All readings will be in English*.
Class Format: lecture/discussion **Requirements/Evaluation:** timely completion of all reading assignments, active class participation, three short papers, an oral presentation, and a final research project
Prerequisites: none **Enrollment Limit:** none **Expected Class Size:** 20
Distributional Requirements: Division 1 **Other Attributes:** INST Russian + Eurasian Studies Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Janneke van de Stadt

COMP 308 Everyday Life in Literature and Film Crosslistings: COMP 308/WGSS 309
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 made it 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 objects and commodities like the potato, the postcard, the car, clothes, housing, etc., will be analyzed. Fiction by Leo Tolstoy, Franz Kafka, Georges Perec, Manil Suri, Ha Jin, and Banana Yoshimoto. Films by Chantal Akerman, Pedro Almodovar, Benoit Jaquot, and Pierre Jeunet. Art projects that transform the everyday will also be discussed, including those of Sophie Calle, Mary Kelley, Mierle Laderman Ukeles, and Christine Hill. Short theoretical excerpts from Freud, Kracauer, Goffman, Lefebvre, de Beauvoir, Friedan, Debord, Foucault, and Bourdieu. *All works not originally in English will be read in English translation.*
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on two short oral reports on everyday objects and their history, two 3– to 5–page papers, and a 10– to 12–page final paper or creative project
Prerequisites: one 200–level literature course **Enrollment Limit:** 20 **Expected Class Size:** 10 **Enrollment Preferences:** students majoring in Comparative Literature
Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: Helga Druxes

COMP 309(F) Complexion Complexities: Colorism in Literature, Lyrics & Everyday Life Crosslistings: AFR 302/COMP 309
Often viewed as the "dirty laundry" of the Black American past, colorism, or skin color bias, is a pervasive force within modern global society. Although it is not a new issue, its impact is far reaching and continues to have damaging effects on people of color–especially members within the African Diaspora. From skin bleaching creams like "Whitenicious" to rap music's fetishization of light–skinned women, colorism is a very real and present issue affecting Black life. From the literary works of Wallace Thurman and Toni Morrison, to the lyrics of blues crooner Big Bill Broonzy and rapper Lil Wayne, we will analyze the many ways that the politics of color influence standards of beauty and attractiveness, perceptions of behavior and criminality, and economic attainment and stability.
Class Format: seminar **Requirements/Evaluation:** evaluation in this course will be based upon class participation, response papers, one 6– to 8–page paper, and a formal class presentation
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 20
Distributional Requirements: Division 2
Fall 2014
SEM Section: 01 MR 01:10 02:25 Instructor: VaNatta Ford

COMP 310T Storm and Stress and More (W) Crosslistings: GERM 310/COMP 310
The first half of the course will focus on the Sturm–und–Drang movement (1770–1785) that launched the literary careers of Goethe and Schiller; the second half will map the lasting influence of the movement's extremist aesthetic by considering a variety of works by authors, artists and filmmakers of the 19th and 20th centuries. We'll deal with themes like forbidden love, suicide, crime, war and revolution and with formal tendencies like poetic egotism, social realism, and radical expressionism. We'll read plays, poems, manifestos and stories by Goethe, Klinger and Schiller, and then move on to texts by Büchner, Nietzsche, Hauptmann, Wedekind, Kafka and Benn, paintings by Marc, Schmidt–Rottluff, Lohse–Wächtler and Kirchner, and films by Murnau, Lang and Herzog. All materials in German for those who take the course as GERM 310T; all materials in English for those who take it as COMP 310T.
Class Format: tutorial **Requirements/Evaluation:** five 4–page presentations and five 2–page response
Prerequisites: for GERM 310T, German 202 or the equivalent; for COMP 310T, at least one college–level course in literature **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** German majors and Comparative Literature majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Not Offered Academic Year 2014–2015
TUT Instructor: Bruce Kieffer

COMP 311 Experimental African American Poetry Crosslistings: AMST 307/COMP 311/AFR 301/ENGL 327
Contemporary African American poets in various cities and towns across the nation—from New York City, Providence, and Newark to Durham, Chicago, and Los Angeles—are currently producing a vibrant and thriving body of formally experimental work, yet this poetry is largely unknown to readers both within and outside the academy. Formally innovative African American poetry defamiliarizes what we normally expect of "black writing" and also pushes us to question our assumptions and presumptions about black identity, "identity politics," experimental writing (is the avant–garde implicitly raced?), formalism, socially "relevant" writing, the (false) dichotomy of form versus content, the black "community," digital poetics, and other issues of race and aesthetics.

This course will examine the work of living poets who range in age from 30's to 80's, including Amiri Baraka, Ed Roberson, Nate Mackey, Will Alexander, Harryette Mullen, Tyrone Williams, John Keene, Fred Moten, Erica Hunt, and Renee Gladman. We will also look at the work of some of their avant–garde predecessors in the twentieth century (such as Bob Kaufman, Gwendolyn Brooks, Norman Pritchard, Russell Atkins), as well as critical work by Mackey, Moten, and Aldon Nielsen, among others.
Class Format: seminar **Requirements/Evaluation:** two papers (6–8 pp., 8–10 pp.), short response papers, oral presentation, and class participation
Prerequisites: none, though at least one previous literature course preferred **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** American Studies majors
Distribution Notes: meets Division 2 requirement if registration is under AMST or AFR; meets Division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2 **Other Attributes:** AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
SEM Instructor: Dorothy Wang

COMP 312(F) Francographic Islands (D) Crosslistings: RLFR 312/COMP 312/AFR 312
Utopia, paradise, shipwreck, abandonment, exile, death. Man's fascination and obsession with the island as place of discovery, beauty and imprisonment stretches across the centuries. In this class, we will read French literary and imagined islands alongside islands constructed by Francophone Caribbean, Indian Ocean and non–Western writers in French. What does the island symbolize in individual, community, national, and imperial imaginations? And how does the island become an agent in discussions of gender, race, modernity and history? Readings will include works by Paul Gauguin, Pierre Loti, Aimé Césaire, Michel Tournier, Ananda Devi, Maryse Condé, Patrick Chamoiseau and Edouard Glissant. *Conducted in French*.
Class Format: seminar **Requirements/Evaluation:** active class participation, weekly response papers, midterm essay and final essay
Prerequisites: open to students who have taken a literature course in RLFR at Williams, or permission of instructor **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** French majors and certificate candidates, Comparative Literature majors, and Africana Studies concentrators
Distribution Notes: meets Division 1 requirement if registration is under RLFR or COMP; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1 Exploring Diversity
Fall 2014
SEM Section: 01 MR 02:35 03:50 Instructor: Katarzyna Pieprzak

COMP 313(S) Space Time Crosslistings: ENGL 312/COMP 313/AMST 326
Space Time explores conflicts over how these two dimensions were understood in the decades surrounding the 1969 landing on the Moon. For NASA and the government which supported it, the ability to fly men to outer space and return them safely was evidence for the power of a technocratic realism, in which time was linear, space homogenous, and stories ballistic in their trajectories. Simultaneously, however, Cold War geopolitics, rapid social change, and the creation of an electronic mass culture made such Newtonian realism seem an increasingly inadequate basis for representing the world. What kinds of language might prove able to express the experience of time, space, and speed opened up by a flight to the Moon?
Works studied will likely include Pynchon, *Gravity's Rainbow*; Wolfe, *The Right Stuff*; Mailer, *Of a Fire on the Moon*; as well as films, memoirs, and readings in cultural history and language theory.
Class Format: seminar **Requirements/Evaluation:** frequent ungraded exercises; two essays (one of eight and of twelve pages); regular attendance and vigorous participation
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** English majors; Comparative Literature majors; prospective English majors
Dept. Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AMST
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 **Other Attributes:** ENGL Criticism Courses
ENGL Literary Histories C
Spring 2015
SEM Section: 01 MWF 08:30 09:45 Instructor: Shawn Rosenheim

COMP 314T Enlightenment and its Discontents (W) Crosslistings: GERM 306/COMP 314
"Sapere Aude," declared Immanuel Kant in his essay "What is Enlightenment?" (1784): "Have the courage to make use of your own capacity to reason." Kant's exhortation sums up the mood of the high Enlightenment, a trend in Western thought that gave birth to most of the ideals that we still hold dear: the primacy and universality of reason, the autonomy of the individual, the educative and restorative powers of the nuclear family. Today we are confronted daily with the tensions and gaps hidden inside Enlightenment thinking; in fact, the fissures in the edifice of the Enlightenment were subtly present from the beginning. This course will trace the development of Enlightenment assumptions through German literature and theory. Our reading will move through several stations of the development of Enlightenment thinking, from its most fervent proponents (Kant, Lessing), through those who put it to a severe test (Kleist, Hoffmann, Büchner), to the outright subversion of its premises (Nietzsche, Freud, Kafka). Readings and discussion in German for those who know German, in English for those who do not.
Class Format: tutorial **Requirements/Evaluation:** 5–page papers or 2–page written commentaries every other week
Prerequisites: for German students, GERM 201 or the equivalent; for non–German students, one college literature course; not open to first–year students, except with permission of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** German and Comparative Literature students
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Not Offered Academic Year 2014–2015
TUT Instructor: Gail Newman

COMP 316(F) An American Family and "Reality" Television (W) Crosslistings: ARTH 310/WGSS 312/AMST 333/COMP 316
An American Family was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so–called "Reality TV." In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the "American dream." Documenting the family's life over the course of eight months, the series chronicled the dissolution of the Louds' marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television.
In this class, we will view the *An American Family* series in its entirety, research the program's historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 16– to 20–page research paper will be prepared in stages, including a 6– to 8–page midterm essay that will be revised and expanded over the course of the semester.
Class Format: seminar **Requirements/Evaluation:** class presentations, research assignments, and final 16– to 20–page research paper
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 14 **Enrollment Preferences:** junior majors, followed by senior majors
Distribution Notes: meets Division 1 requirement if registration is under ARTH or COMP; meets Division 2 requirement if registration is under AMST or WGSS
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Writing Intensive
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: C. Ondine Chavoya

COMP 318 Twentieth–Century Novel: From Adversity to Modernity Crosslistings: RLFR 318/COMP 318
In his futurist novel *Paris in the Twentieth Century* (1863), Jules Verne envisions an era of technological superiority, complete with hydrogen cars and high–speed trains, televisions and skyscrapers, computers and the internet. But in Verne's vision of modernity, technological sophistication gives way to intellectual stagnation and social indifference, in a world where poetry and literature have been abandoned in favor bureaucratic efficiency, mechanized surveillance, and the merciless pursuit of profit. To contest or confirm this dystopic vision, we will examine a broad range of twentieth–century novels and their focus on adversity, dignity, and modernity. In a century dominated by the devastation of two World Wars, the atrocities of colonial empire, and massive social and political transformation, the novel both documented and interrogated France's engagement with race and ethnicity, gender and sexuality, colonialism and immigration. Within this historical context, we will discuss the role of the novel in confronting war and disease, challenging poverty and greed, and exposing urban isolation and cultural alienation in twentieth–century France. Readings to include novels by Colette, Genet, Camus, Duras, Ernaux, Guibert, and Begag. Lectures to include discussions of Gide and Proust, Sartre and Beauvoir, Cixous and Foucault, Jelloun and Djébar. Films to include works by Fassbinder, Annaud, Lioret, Ducastel, Martineau, Téchiné, and Charef. *Conducted in French.*
Class Format: seminar **Requirements/Evaluation:** active class participation, two short papers, an oral presentation, and a final paper
Prerequisites: a 200–level course such as RLFR 201, 202, 203; or by placement test; or by permission of the instructor **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** French majors and certificate students; Comparative Literature majors; and those with compelling justification for admission; seniors returning from study abroad (in France or another Francophone country) are particularly welcome
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: Brian Martin

COMP 319 Black Migrations: African American Performance at Home and Abroad Crosslistings: AFR 317/COMP 319/DANC 317/ENGL 317/THEA 317/A
In this course, students will investigate, critique and define the concepts migration and diaspora with primary attention to the experiences of African Americans in the United States and Europe. Drawing on a broad definition of performance, students will explore everything from writing and painting to sports and dance to inquire how performance reflects, critiques and negotiates migratory experiences in the African diaspora. For example, how did musician Sidney Bechet's migration from New Orleans to Chicago to London influence the early jazz era? How did Katherine Dunham's dance performances in Germany help her shape a new black dance aesthetic? Why did writer James Baldwin go all the way to Switzerland to write his first novel on black, religious culture in Harlem? What drew actor/singer Paul Robeson to Russia, and why did the U.S. revoke his passport in response to his speeches abroad? These questions will lead students to investigate multiple migrations in the African diasporic experience and aid our exploration of the reasons for migration throughout history and geography.
Class Format: seminar/discussion **Requirements/Evaluation:** evaluation will be based upon class participation, one 5– to 7–page paper analyzing a performance/text, student–led class facilitation, final performance/ presentation
Prerequisites: none; open to all **Enrollment Limit:** 15 **Expected Class Size:** 10
Distribution Notes: meets Division 2 requirement if registration is under AFR or AMST; meets Division 1 requirement if registration is under COMP, DANC, ENGL or THEA
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
SEM Instructor: Rashida Braggs

COMP 320T Enchantment and the Origins of Poetry (W) Crosslistings: CLAS 320/COMP 320/CLGR 410
Since the earliest period of Greek literature, poems have been intimately bound up in the notion of enchantment, or thelxis. The power of song to alter the mental and physical states of the audience and the world at large is intertwined with the wide variety of uses to which ancient magic was applied. Similarly, the idea of divine or supernatural inspiration can be interpreted as a reflexive enchantment that binds the poet to the transformative power of language. This tutorial course will explore the fundamental ways in which ancient Greek and Roman poetry, and its later offspring, are configured and understood as a kind of enchantment or incantation. By examining works that explicitly depict acts of enchantment as well as those that represent themselves as spells, dreams, charms, and curses, we will attempt to understand the structural and semantic relationships between song and magic across several genres. We will also consider the role of inspiration, enthusiasm, memory, truth, and falsehood in shaping both the poems themselves and discourses about poetry. Finally, we will

investigate the reception and elaboration of these concepts in later European poetic traditions from the middle ages through modernity. Readings may include selections from Homer, Hesiod, Sappho, Pindar, Aeschylus, Euripides, Plato's *Ion* and *Phaedrus*, Theocritus, Virgil, Horace, Ovid, Roman love elegy, Old English charms, Old Norse poetry, Marlowe's *Dr. Faustus*, Shakespeare's A Winter's Tale, Coleridge, Shelley, Mallarmé, Valéry, T.S. Eliot, and various other poets and critics. *All works will be read in English translation, but students who have studied ancient Greek will be expected to read significant portions of the early material in the original.*
Class Format: tutorial **Requirements/Evaluation:** students will meet with instructor in pairs once a week; one 5– to 7–page paper every other week and critique of partners' papers in alternate weeks
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** preference given to majors in Classics and Comparative Literature
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Not Offered Academic Year 2014–2015
TUT Instructor: Edan Dekel

COMP 321 Groovin' the Written Word: The Role of Music in African American Literature Crosslistings: AFR 314/AMST 314/COMP 321/ENGL 314
In an interview with Paul Gilroy, Toni Morrison once said, "Music provides a key to the whole medley of Afro–American artistic practices." Morrison is not the only one who believes that music speaks to numerous aspects of the African American experience. From Sterling Brown and Zora Neale Hurston to John Edgar Wideman and Suzan Lori–Parks, many African American authors have drawn on music to take political stands, shape creative aesthetics, and articulate black identity. In this course, students will explore the work of these authors and more, investigating music's ability to represent and critique African American culture in their literature. Texts will cover a range of literary forms including poetry, plays, short stories and novels alongside theoretical and critical essays. Students will discuss such key issues as assimilation into mainstream culture, authenticity claims on black music, and music used as a tool for protest. Additionally, class assignments will include musical examples in spirituals/gospel, blues, jazz, and rock/rhythm and blues. While this class requires students to practice in–depth literary and performance analysis skills, students are not required to have technical musical knowledge.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based upon class participation, short weekly reading responses and/or listening assignments, one 6– to 8–page paper comparing two works, final group project (possibly producing a radio show/ podcast)
Prerequisites: none; open to all **Enrollment Limit:** 20 **Expected Class Size:** 15
Distribution Notes: meets Division 2 requirement if registration is under AFR or AMST; meets division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
LEC Instructor: Rashida Braggs

COMP 322 Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora Crosslistings: AFR 323/AMST 323/ARTH 223/COMP 322/ENGL 356
This course explores how the graphic novel has been an effective, provocative and at times controversial medium for representing racialized histories. Drawing on graphic novels such as Jeremy Love's *Bayou* and Ho Che Anderson's *King*: *A Comic Biography*, this course illustrates and critiques multiple ways the graphic novel commingles word and image to create more sensorial access into ethnic traumas, challenges and interventions in critical moments of resistance throughout history. Students will practice analyzing graphic novels and comic strips, with the help of critical essays, reviews and film; the chosen texts will center on Africana cultures, prompting students to consider how the graphic novel may act as a useful alternate history for marginalized peoples. During the course, students will keep a journal with images, themes and reflections and will use Comic Life software and ipads to create their own graphic short stories based on historical and/or autobiographical narratives.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based upon class participation, weekly written responses, student–led facilitation, one 3–page graphic analysis, one 6– to 8–page essay, and a final project (producing a graphic short story with Comic Life)
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** none
Dept. Notes: this course is part of the Gaudino Danger Initiative
Distribution Notes: meets division 2 requirement if registration is under AFR or AMST; meets division 1 requirement if registration is under ARTH, COMP or ENGL
Extra Info: not available to be taken Pass/Fail
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
SEM Instructor: Rashida Braggs

COMP 323T Reason, Unreason and Anti–Reason from the Enlightenment to the Third Reich (W) Crosslistings: GERM 323/COMP 323
From its inception in the eighteenth century, modern German art and thought have probed the nature of human reason. At every turn, the celebration of rationality as triumphing over the irrational has brought with it a resistance to the rational: Lessing's Enlightenment dramas find their counterpart in those of the *Sturm und Drang* movement; Kleist's preoccupation with reliable justice and predictable happiness can't hide an unblinking knowledge of life's randomness; Freud's search for ultimate knowledge is constantly shadowed by the unknowable; in the acts and "theories" of the Nazis, we see the ultimate horror of rationality reduced to rigid mechanics, in the service of the unthinkable. The course will involve reading closely and writing intensively about texts by, among others, Lessing, Goethe, Kleist, Büchner, Nietzsche, Freud, Kafka, and the Nazi propagandists.
Offered in English or German: Reading, discussion and writing will be in German for German–speakers, in English for non–German speakers.
Class Format: tutorial **Requirements/Evaluation:** two seminar meetings with the entire group; five 5–page papers, five 2–page critiques of the partner's papers
Prerequisites: for students taking the tutorial in German: GERM 201 or the equivalent; for students taking the course in English: one college–level literature course **Enrollment Limit:** 10 **Expected Class Size:** 10
Enrollment Preferences: German majors or Comp Lit majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Not Offered Academic Year 2014–2015
TUT Instructor: Gail Newman

COMP 324(S) Contemporary Art of the African Diaspora Crosslistings: AFR 324/ARTH 324/ANTH 314/ARAB 324/COMP 324
This course explores the visual arts of the contemporary African Diaspora from the Caribbean, Islamic Mediterranean, Europe, and the United States. The first half of the course examines art historical and anthropological theories utilized in analyses of global contemporary art. The second half of the course uses original works from WCMA's permanent collection and the exhibition *Fathi Hassan: Migration of Signs* to consider areas of convergence and divergence in the practices of artists from the Atlantic and Islamic worlds.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, response papers, and 10–12 page final paper **Enrollment Limit:** 10 **Expected Class Size:** 10
Distribution Notes: meets Division 1 requirement if registration is under COMP or ARTH; meets Division 2 requirement if registration is under AFR, ARAB or ANTH
Extra Info: not available for the Gaudino option
Distributional Requirements: Division 2
Spring 2015
SEM Section: 01 MW 11:00 12:15 Instructor: Maurita Poole

COMP 326T(S) Queer Temporalities (W) Crosslistings: REL 326/LATS 426/WGSS 326/COMP 326
How do we experience and represent time, and what factors might account for both our experiences and our representations? What are some of the ways that people experience and ritually mark the passing of time? What are some of the different ways that people have made sense of time and themselves in time? Especially for individuals and peoples who have been denied certain self–representation and narratives of place, how do competing notions of time, history, space, and location get negotiated? In this course, drawing from within the broad corpus of queer theory (including theorists such as Gloria Anzaldúa, Elizabeth Freeman, J. Halberstam, and José Esteban Mu&#241oz) we will examine some non–linear, non–normative, and interruptive approaches to making sense of time, space–time, and self within time. On the one hand, we will consider theorists who specifically question and challenge what José Esteban Mu&#241oz dubs the "linearity of straight time," and we will turn to a set of issues with regard to family and sexuality, especially critiques of normative lifecycle events and rituals that have reconfigured experiences and representations of time and place. On the other hand, we will also work with queer theory as it explores alternatives to normative conceptualizations of time and place that have already existed in the past. Hence we will look not only to queer theory as it reads more contemporary negotiations of sexuality, identity, time, and space–time; we will also consider how some contemporary theorists have read previous historical examples.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on class attendance, analytical essays, responses, and revised essays
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** majors and concentrators in Religion, Latina/o Studies, Comparative Literature, and Women's, Gender, and Sexuality Studies or students who have previous coursework in those programs
Distribution Notes: meets Division 2 requirement if registration is under REL, LATS or WGSS; meets Division 1 requirement if registration is under COMP
Extra Info: Pairs will meet with the instructor for one hour each week. Almost every week, one student from the pair will write a 5–page analysis of the week's reading. The other student will respond orally with a 2–page response to their partner's paper.
Pairs will also prepare a midterm synthesis, and students will revise two of their 5–page analytical papers: one from the first half of the semester, and one from the second half due at the end of the semester.
May not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: LATS Core Electives
Spring 2015
TUT Section: T1 TBA Instructor: Jacqueline Hidalgo

COMP 327 Theory after Postmodernism: New Materialisms and Realism Crosslistings: REL 327/COMP 327
Since the 1970s much of the academy has labored under a particular form of linguistic skepticism (often called postmodernism or poststructuralism) that is directed at the destruction of stable conceptions of subjectivity and meaning. It is often said that everything is a text and that all knowledge is power. But just as the typewriter has given way to the computer and disco to dubsteb, as we exit postmodernity new philosophies are appearing on the conceptual horizon.
This course will layout this challenge to postmodernism by exploring the work of cutting edge theorists in French and American movements known as new materialism, speculative realism, and actor–network theory. Often drawing on work in ecology, feminism, science studies, neuroscience and complexity theory, these thinkers aim to reclaim knowledge of the real world, to suture the separation between the sciences and the humanities, and to overturn what they see as the dualism between matter (as dead or inert) and mind (as the locus of life and agency). By so doing, they claim to empower the object–world and dethrone humanity from the center of philosophy. Thinkers to be considered may include: Karen Barad, Jane Bennett, Bruno Latour, Catherine Malabou, Quentin Meillassoux and Bernard Stiegler.
While the relevance of these movements to the study of religion will be discussed, this course is intended for students of any major who wish to study critical, political, or philosophical theory.
Class Format: seminar **Requirements/Evaluation:** regular participation and attendance, regular short writing assignments, 10– to 15–page final paper
Prerequisites: none, although prior coursework in critical theory, political theory, or continental philosophy is strongly recommended **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** Religion, Philosophy and Comparative Literature majors
Distribution Notes: meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under COMP

Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 *Not Offered Academic Year 2014–2015*
SEM Instructor: Jason Josephson

COMP 328 California: Myths, Peoples, Places (W) Crosslistings: LATS 318/AMST 318/REL 318/COMP 328/ENVI 318
"Now I wish you to know about the strangest thing ever found anywhere in written texts or in human memory...I tell you that on the right–hand side of the Indies there was an island called California, which was very close to the region of the Earthly Paradise." As far as we know, the name "California" was first written in this passage by Garcí Rodríguez de Montalvo, ca. 1510. Within a few decades, it came to be placed first on the peninsula of Baja California and then upon a region stretching up the Western coast of North America. What aspects of this vision are still drawn upon in how we imagine California today? How did certain narratives of California come to be, who has imagined California in certain ways, and why? What is the relationship between certain myths, the peoples who have imagined them, and the other peoples who have shared California dreams? In this course, we will examine some of the myths that surround California by looking at a few specific moments of interaction between the peoples who have come to make California home and the specific places in which they have interacted with each other. Of special interest will be imaginations of the Spanish missions, the Gold Rush, agricultural California, wilderness California, California as "sprawling multicultural dystopia," and California as "west of the west."
Class Format: seminar **Requirements/Evaluation:** this course will be mostly discussion oriented, with grading based upon participation, short writing exercises, one 3–page review essay with mandatory revision, one 5– to 8–page midterm review essay, and a final 10– to 15–page comparative review essay
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** none
Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under LATS, AMST, ENVI or REL
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
ENVP SC–B Group Electives
LATS Core Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Jacqueline Hidalgo

COMP 329(S) Literary Theory and Ordinary Language Crosslistings: ENGL 309/COMP 329
Ludwig Wittgenstein is commonly cited as one of the central figures in twentieth–century philosophy, and the ordinary language philosophy of J. L. Austin and Stanley Cavell is often seen as one of the century's major philosophical movements. Yet the writing of all these figures remains relatively under–appreciated in literary studies. In this course we will address this shortcoming in two ways. First, we will examine some of the basic claims put forward in ordinary language philosophy, particularly as they compare and contrast with various contemporary literary–theoretical projects. Topics may include meaning and intention (Anscombe, Fish, Derrida, de Man, Michaels); experimental writing (R.M. Berry, Theodor Adorno); gender (Toril Moi, Judith Butler); emotion, affect, and expression (Deleuze, Terada, Leys, Altieri, Eldridge); and animals (Cora Diamond, Cary Wolfe). Most of our time will be spent reading philosophy and theory, but we'll also look at a couple of works of literature (a Shakespeare play and a contemporary novel) and a couple of films.
Class Format: seminar/discussion **Requirements/Evaluation:** active participation in class discussions, bi–weekly response papers (approx. 300–400 words each), and one 15–page research paper
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** English majors and all students, regardless of major, by seniority
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 **Other Attributes:** ENGL Criticism Courses
Spring 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Bernard Rhie

COMP 330 New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City Crosslistings: THEA 330/COMP 330/AMST 331
This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre–flooding and current re–building. Reading selections will include examples such as *Harper's Weekly* (Lafrcadio Hearn), *The Awakening* (Kate Chopin), *A Streetcar Named Desire* (Tennessee Williams), *New Orleans Sketches* (William Faulkner), *The Moviegoer* (Walker Percy), *A Confederacy of Dunces* (John Kennedy O"Toole), *Why New Orleans Matters* (Tom Piazza), *One Dead in the Attic* (Chris Rose). Film examples such as *A Streetcar Named Desire*, *An Interview with a Vampire*, *The Curious Case of Benjamin Briton*, *When the Levees Broke*, *Treme*, *Waiting for Godot* (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.
Class Format: seminar **Requirements/Evaluation:** will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 6 **Enrollment Preferences:** students who have taken THEA 101
Distribution Notes: meets Division 1 requirement if registration is under THEA or COMP; meets Division 2 requirement if registration is under AMST
Distributional Requirements: Division 1 **Other Attributes:** AMST Arts in Context Electives
AMST Space and Place Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Deborah Brothers

COMP 331T The Brothers Karamazov (W) Crosslistings: RUSS 331/COMP 331/ENGL 371
Widely hailed as one of the greatest novels ever written, Dostoevsky's *The Brothers Karamazov* contains a series of enigmas, not the least of which is precisely who murdered the Karamazov father. In addition to exploring the shared guilt of all four of the brothers Karamazov in the crime of patricide, Dostoevsky poses the most probing questions of his day: Are families tied together merely by blood or by deeper spiritual bonds? Is religious faith possible in an age of reason, science, and technology? Can man's earthly laws ever carry out divine justice? Is humanity prepared to bear the burden of responsibility that comes with freedom? This tutorial will spend an entire semester exploring Dostoevsky's masterwork, and we will read a variety of secondary sources alongside *The Brothers Karamazov*, including history, philosophy, and literary theory. Our goal will be to understand Dostoevsky's answers to these so–called "accursed questions" through the unique artistic form of The Brothers Karamazov.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions
Prerequisites: at least one 200–level literature class **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** students majoring or considering a major in Russian, Comparative Literature, or English
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Writing Intensive
Not Offered Academic Year 2014–2015
TUT Instructor: Julie Cassiday

COMP 332(F) Hiphop and The Changing Same: African American Consciousness And Music 1925—2015 Crosslistings: AFR 332/COMP 332
In Amiri Baraka's book Black Music and especially in its pivotal 1967 essay "The Changing Same—R&B And The New Music" he examines the musical and political complementarity of the most experimental jazz of the 60s and the most socially conscious rhythm and blues of the day. Baraka proposed a populist modernism that would unite the most commercial and the most avant–garde streams of Black Music. The goal was to forge what Baraka called a Unity Music—one that would esthetically mirror and presage an ideal unification of divergent African American political philosophies and protest movements.
The notion that Black Music could play a vital role in the pursuit of social justice gained popular and vocal modernist proponents during the 1920s Harlem Renaissance via Louis Armstrong and Duke Ellington, The Bebop Generation of Billie Holiday, Charlie Parker, Thelonius Monk, Dizzy Gillespie and Mary Lou Williams, Miles Davis and Max Roach who followed Ellington and Armstrong built upon their innovations and anti–racist stances. The Beboppers have been described as the "forerunners of the Civil Rights movement" for their stance towards discrimination and radical experimentation. The post–bop and freedom jazz musicians such as Sun Ra, John Coltrane and Ornette Coleman, who carried the baton for freedom jazz in the late 50s and 60s came to sonically represent the fire and fury of the Civil Rights and Black Power movements. Through Baraka's own creative and rhetorical interventions their music became the artistic standard bearers of the Black Arts Movement. The socially conscious R&B and Funk of the 1970s as parlayed by bands such as Earth Wind and Fire, Parliament–Funkadelic, Rufus, War and Mandrill fused the energy of freedom jazz with the populist modernism of funk avatars James Brown, Curtis Mayfield, Jimi Hendrix and Sly Stone. Their work greatly influenced global pop insurgents such as Bob Marley and The Wailers and Fela Kuti who wrought critical hybrids of indigenous and imported forms to speak truth to power in their homelands, and beyond.
Hiphop culture inherited the popular modernist mantle and openly radical–activist imperative jazz had largely abandoned by the 1990s. As hiphop evolved in that decade it became a platform for new alignments of art, commerce and politics. Novel tensions emerged between the culture's pro–capitalist instincts and its desire to represent African American working class struggle. Hiphop music in Africa simultaneously blossomed as a vehicle for anti–oppression and anti–corruption activism.
The course will draw heavily upon Baraka's seminal books *Blues People and Black Music*, alongside David Levering Lewis' *When Harlem Was In Vogue* Tricia Rose's *Black Noise* and Jeff Chang's *Can't Stop Wont Stop* to revisit and re–interrogate these historic epochs when music, politics and the marketplace converged to transform the relationships between activism, mass–culture–industry production and the social consumption of music. Examination of the role music has played in forwarding and complicating African American social justice movements will be the paramount focus.
Class Format: lecture **Requirements/Evaluation:** two 5– to 7–page papers and a final 10– to 20–page paper/project
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** Africana concentrators
Distributional Requirements: Division 2
Fall 2014
LEC Section: 01 MW 11:00 12:15 Instructor: Gregory Tate

COMP 333T(S) Narrative Strategies Crosslistings: ARTS 333/COMP 333
In this tutorial, we will examine the use of narrative in a range of fine art practices, which could include painting, drawing, video, sculpture, installation, public art, and sound art. Students who are interested in telling or referencing stories in their work in some way will be given the opportunity to develop their ideas and skills in a challenging studio class. In addition to intensive projects, we will look at and discuss the work of artists such as Huma Bhabha, Lorna Simpson, Joe Sacco, Lydia Davis, Raymond Pettibon, Todd Solondz, Sophie Calle, Jenny Holzer, and Omer Fast among others. One of the aims of this course is to challenge traditional notions and expectations of narrative. For instance, what could minimally constitute a narrative piece? How do different mediums allow for time to unfold in unexpected ways? How does omission play a powerful role in a narrative? How might the role of the narrator (often so powerful and present in novels and short stories) change in a visual arts context?
This is a studio tutorial with an emphasis on demanding, weekly projects. Students will work both in mediums of their choice and be asked to experiment with new, unfamiliar formats. Readings and screenings will be required in addition to tutorial hours.
Class Format: studio tutorial with an emphasis on demanding, weekly projects; students will work both in mediums of their choice and be asked to experiment with new, unfamiliar formats; readings and screenings will be required in addition to tutorial hours **Requirements/Evaluation:** evaluation based on assignments, studio performance, class participation, and attendance
Prerequisites: students are required to have taken at least two ARTS 200–level classes in any medium (or by permission of the instructor) **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Art Studio majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1
Spring 2015

TUT Section: T1 M 01:10 03:50 Instructor: Laylah Ali

COMP 334 Imagining Joseph (W) Crosslistings: ANTH 334/COMP 334/JWST 334/REL 334
Beloved son, rival brother, faithful servant, dreamer, seer, object of desire, lover, husband, bureaucrat, the figure of Joseph is one of the most fully–limned and compelling figures in the Jewish, Christian, and Muslim scriptural traditions. The story of Joseph unfolds over fourteen chapters in the Hebrew Bible, and is the subject of the fourth longest sura in the Qur'an. Through millennia, the story of Joseph has inspired a wealth of interpretations, commentary, apocrypha, re–tellings, and back–story, including an apocryphal book of scripture about Joseph and his wife, Asenath, Sufi poetry about Joseph and Zuleikha (Potiphar,s wife), a trilogy by the 20th century German novelist Thomas Mann, a musical by Andrew Lloyd Weber, and many expressions in Western visual art. The course will explore these various expressions, looking to them for the ways in which Joseph has captured the imaginations of peoples and cultures across time and space. The course will be organized as a collaborative seminar in which the class will read the foundational scriptures together, followed by thematic discussions to which students will contribute insights from their own readings of particular peripheral texts. Students will learn the pleasures of close and intense exegetical reading in approaching the Hebrew Bible and Qur'an, as well as the more expansive pleasures of linking post–scriptural expressions together.
Class Format: seminar **Requirements/Evaluation:** 3– to 5–page weekly response papers; 15–page final paper; class participation
Prerequisites: none **Enrollment Limit:** 12 **Expected Class Size:** 10 **Enrollment Preferences:** Preference based on responses to a questionnaire
Distribution Notes: meets Division 2 requirement if registration is under ANTH, JWST, or REL; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JWST Core Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Peter Just

COMP 335(F) The Aesthetics of Transnationalism in American Literature (D) (W) Crosslistings: AMST 340/COMP 335/ENGL 425
Transnationalism describes the continuous flow of goods, people, and ideas within the agitated dynamics of a globalized and modern world. Typically, research in transnational American Studies promotes investigations of American culture in its myriad appropriations in local and specific contexts on a global scale by defining borders as permeable and flexible. But how does transnationalism become visible on the level of textual aesthetics? We will be looking at aesthetic representations of transnationalism in a select body of narrative texts from the American Revolution to 9/11: Olaudah Equiano;s *The Interesting Narrative* (1789); Susan Warner's *The Wide, Wide World* (1859); Henry James' *Daisy Miller, A Study* (1899); James Baldwin's *Another Country* (1962); Jamaica Kincaid's *Lucy* (1990); Cristina García's *Monkey Hunting* (2003); and Mohsin Hamid's *The Reluctant Fundamentalist* (2006). This course fulfills the critical theorization theme for the Exploring Diversity Initiative through its comparative analysis of scholarship and literature on transnationalism American identity. It invites students to re–think present and historical concepts of American identity by tracing senses of self which are not confined within national borders.
Class Format: seminar **Requirements/Evaluation:** papers (2–page theory part; 6 to 8–page draft; 15–page full essay); in–class peer–review activity; in–class presentation of paper project on a text we discussed in class; class participation. **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** if the course is over–enrolled, preference will be given to American Studies and Comparative Literature majors
Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under AMST
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Fall 2014
SEM Section: 01 TF 01:10 02:25 Instructor: Silvia Schultermandl

COMP 336T(S) Freud and Psychoanalysis (W) Crosslistings: PSCI 336/COMP 336
By any measure, Sigmund Freud was one of the most influential intellectuals of the 20th century. Although he was not explicitly preoccupied with articulating political principles and only rarely addressed questions of governance or policy, his assumptions, theories, and therapeutic techniques have fundamental implications for the basic questions of political theory—questions about, for instance, the sources of conflict and group cohesion, what ways of living are desirable and attainable, and the place of reason, desire, emotion, affect, and motive in the interpretation and explanation of human interaction. This tutorial offers an in–depth exploration of Freud's key writings and concepts, from his early work on sexuality and dreams through his final writings. While we will read some of the texts that most directly address conventional political topics, Freud generally has more to say to students of politics when he is formulating his fundamental views of the psyche (of the nature and role of the unconscious, of drives, etc.), and the syllabus will reflect that view. Over the course of the semester, we will consider some scholarly commentaries on specific texts as well as critical assessments of the psychoanalytic project; as time allows, we may also engage such key later psychoanalytical thinkers as Klein, Winnicott, Lacan, and Kristeva. The preponderance of the tutorial, however, will be given over to the students' own careful reading, interpretation, and evaluation of Freud's most important writings.
Class Format: tutorial **Requirements/Evaluation:** grades are based on five or six 5– to 7–page papers, five or six 1.5 page responses, and class participation
Prerequisites: at least one course in political theory, literary theory, or philosophy or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** PSCI majors
Extra Info: may not be taken on a pass/fail basis
meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under PSCI
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PSCI Political Theory Courses
Spring 2015
TUT Section: T1 TBA Instructor: Mark Reinhardt

COMP 337(S) Zen and Philosophy: The Kyoto School and its Legacy in Japanese Thought Crosslistings: REL 337/ASST 337/COMP 337
Popularly regarded as the most important philosophical movement in modern Japanese history, the Kyoto School creatively marshaled the resources of Buddhism to address the impasses of Western philosophy to startling effect. Although the members of the Kyoto School were not all of one mind, their shared aims were ambitious: to bridge the dualism between subject and object, to overcome nihilism, to explore the implications of absolute nothingness, and to surmount what they saw as the chasm between Japanese and European thought. After providing some brief background in Japanese Buddhism, we will read the writings of the core thinkers of the Kyoto School: Nishida Kitaro, Tanabe Hajime, Nishitani Keiji, and some of their later protégés. Thematically, we will explore issues in ethics, epistemology, phenomenology, metaphysics, and the philosophy of religion; and demonstrate the continued relevance of their insights in these areas. Finally, we will reflect on the group's engagement with Japanese nationalism. *All readings will be in translation.*
Class Format: seminar **Requirements/Evaluation:** regular participation and attendance, regular short writing assignments, 10– to 15–page final paper
Prerequisites: none, but previous coursework in Religion, Comparative Literature, Political theory, and/or Philosophy is strongly recommended **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** Religion, Asian Studies, and Comparative Literature majors
Distributional Requirements: Division 2
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Jason Josephson

COMP 338(S) The Culture of Carnival (D) Crosslistings: THEA 335/COMP 338
Carnival is a regenerative festival as well as a transgressive one. It is a time for upheavals and recreating for one day, a new world order. Men dress as women, women dress as men, the poor become kings; drink and sex and outrageous behavior is sanctioned. We will look at festivals in such places as New Orleans, Venice, and Rio. Central to this course are the cultural and religious lives of these societies, and how these festivals exist politically in a modern world as theatre and adult play. A variety of sources will be used, such as newspaper accounts, films, photography, personal memoirs and essays on the subject.
Class Format: studio **Requirements/Evaluation:** students will be evaluated on regular active class participation, one oral presentation including a, 5–page essay, one 15–page research final paper and participation in a group project/public parade.
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 18 **Enrollment Preferences:** sophomores and first–year students
Distributional Requirements: Division 1 Exploring Diversity
Spring 2015
STU Section: 01 TF 01:10 02:25 Instructor: Deborah Brothers

COMP 339(F) Race, Gender, and Performance from Literature to Social Media (D) Crosslistings: WGSS 330/COMP 339/AMST 332/LATS 335/THEA 322
What different conversations around the topic of "diversity" might be had if we think of race, gender, and sexuality as performative? How might the analytic of performance equip us in this course to identify marginalized modes of being and to enact anti–xenophobic strategies for everyday practice? In this course we will study multiple forms of contemporary performance (including performance art, visual art, sound art, social media, literature, politics, and performance of everyday life) by artists of diverse racial, gender, and sexual identification to think about belonging and alternative forms of world–making.
We will explore these questions in a United States context through engagement with cultural texts that destabilize ideological binaries of female/male, black/white, heterosexual/homosexual, subject/object, and human/non–human, including scholarship in critical ethnic studies, queer of color critique, and affect studies. We will begin with linguistic philosopher J.L. Austin's theory of the performative speech act, and proceed with theorists including Judith Butler and José Esteban Muñoz to consider gender and racial performativities. Artists studied will range from the conceptual (including Adrian Piper, Nao Bustamante, and Yoko Ono) to the popular (including Rihanna, Miley Cyrus, R. Kelly). This course will engage foundational texts to performance studies and offer an interdisciplinary approach to scholarship in gender and sexuality studies, critical ethnic studies, and performance studies from the 1970s to the present. This course recognizes a suspicion for diversity discourses that universalize human experience and asks: how do we resist normativizing forces without reinforcing the regulating logics of those forces? This EDI course will critically engage with diversity from the heterogeneous and multiple perspectives of racial, sexual, and gender minorities, asking students not only to examine the diversity of human experience but to explore the political stakes of creative expression through interdisciplinary methods and forms.
Class Format: seminar **Requirements/Evaluation:** in–class participation, student presentation, two reading responses, performance analysis, office hours meeting, end–of–term paper
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 15
Extra Info: meets Division 1 requirement if registration is under COMP or THEA; meets Division 2 requirement if registration is under AMST, LATS or WGSS
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ASAM Related Courses
WGSS Racial Sexual + Cultural Diversity Courses
WGSS Theory Courses
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: Vivian Huang

COMP 340(F) Literature and Psychoanalysis (W) Crosslistings: COMP 340/ENGL 363
The British psychoanalyst D. W. Winnicott once wrote: "It is a joy to be hidden, and a disaster not to be found." This course will explore the many ways in which writing enacts this paradox, examining in the process several main strands of psychoanalytic thought in relation to literature that precedes, accompanies, and follows it in history. Approximately the first two–thirds of the course will involve close readings of theoretical and literary texts, which will be shared in a seminar format. In the latter portion of the course, students will work with each other and with the instructor on analyzing the processes of reading and writing as they produce original psychoanalytic readings of texts of their choice. *All readings in English.*
Class Format: lecture/discussion **Requirements/Evaluation:** active engagement with the material and with each other, plus two 5–page papers, one 8–page paper, and a symposium presentation
Prerequisites: one previous course in either COMP or ENGL, or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Comparative Literature students
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives
ENGL Criticism Courses
Fall 2014
SEM Section: 01 TF 01:10 02:25 Instructor: Gail Newman

COMP 341(F) Cinematic Representations of Work and Migration after the Wall Crosslistings: COMP 341/WGSS 341/ENGL 302
The increased flow of migrants from East to West and from South to North into the center of Europe and the simultaneous tightening of restrictions against illegal migration have brought to the forefront issues of labour, gender, and precarity, citizenship and cultural belonging. We will analyze feature films and documentaries that trace the changing face of work and migration, with an emphasis on flows from countries the former east bloc and Africa to Europe. We will discuss negative effects of globalized capitalism, such as the monetization of feeling and personal relations (Harvey), the concept of intensification and the disembodied state (Nealon and Foucault), but also ask what new opportunities might arise, and for which groups. We will study the depiction of manual labour, illegal migration, women as caregivers, Internet marriage, sex work, and the migrant as a raced and othered body. Theory by Dina Iordanova and William Brown, Ewa Mazierska, Sandro Mezzadra and Brett Neilson, Jeffrey Nealon, Lara Agustin, Angela Melitopoulos, Lauren Berlant and Mieke Bal. Films will likely include: *Illegal, Working Man's Death*, *NordSud.com*, *Lichter* (Lights), *Code Unknown*, *The Flower Bridge, Occident, Since Otar Left, Losers and Winners, Whore's Glory, Le Havre* and *Time Out*.
Class Format: seminar **Requirements/Evaluation:** active class participation, two short papers, an oral presentation, and a final paper
Prerequisites: a 200–level English or Comparative Literature course, or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** COMP majors and WGSS majors
Dept. Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under WGSS
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1
Fall 2014
SEM Section: 01 MR 02:35 03:50 Instructor: Helga Druxes

COMP 342(S) Transnational Approaches to Latina/o and Indigenous Literature Crosslistings: LATS 336/COMP 342
Transnational approaches in literature, history, and cultural studies have become increasingly popular in the last two decades. This course will focus on transnational studies in literature. We will begin by studying the transnational turn in American studies and cultural studies, including cultural criticism and representations of border cultures. We will transition into the influence of transnationalism in literary criticism including its accompanying critiques, particularly from Native American and indigenous scholars on the perceived erasure of indigenous alterity and sovereignty. Students will gain an understanding of the interdisciplinary nature of critical transnational approaches; the influence of transnationalism in de–centering the nation as a unit of analysis, while remaining attune to how the local remains anchored in nationalistic discourse; and how this turn has influenced literary criticism. The second half of the course will focus on reading and discussing Latina/o and indigenous literatures through the lens of transnationalism. Texts may include works by Sandra Benitez, Junot Diaz, Craig Santo Perez, and Leslie Marmon Silko, as well as critical work by Shelley Fisher Fishkin, Shari Huhndorf, Anibal Quijano, and Ramón Saldívar.
Class Format: seminar **Requirements/Evaluation:** students will be evaluated based on participation, submissions to an online learning community, and a seminar paper that will require the submission of an annotated bibliography, proposal, and abstract
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 14 **Enrollment Preferences:** junior and senior LATS concentrators
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 **Other Attributes:** LATS Core Electives
Spring 2015
SEM Section: 01 TF 02:35 03:50 Instructor: Alma Granado

COMP 343 Spectacles on His Nose and Autumn on his Heart: The Oeuvre of Isaac Babel (D) (W) Crosslistings: RUSS 343/COMP 343/JWST 343/INST 343
Known alternately as "master of the short story" and "Russian Maupassant," Isaac Babel was not only one of the most celebrated and intriguing authors of early Soviet Russia, but also a cultural figure of profound national and international significance. For a number of reasons (political, aesthetic, professional, ethical) Babel was not prolific and this will allow us to read almost all of his creative output, something we rarely get to do in the course of a single semester. Babel's writing is extremely varied—it includes sketches, journalistic prose, short stories, plays, movie scripts, one unfinished novel—and richly intertextual. This will afford us the opportunity to read the work of some of his contemporaries and predecessors, from both Russia and abroad, with whom he fashioned brilliant literary conversations, among them Guy de Maupassant, Anton Chekhov, Sholem Aleichem, and Ivan Turgenev. Babel saw self–definition as the core of his writing and as an EDI offering, this course will ask students to reflect on what it meant to be a Russian, a Jew, and a non–party author—an outsider, insider, and problematic hybrid rolled into one—in the highly unsettled, and unsettling, 1920s and 1930s. *All course readings will be in translation, but students are highly encouraged to read in the original (Russian, French, Yiddish) whenever possible.*
Class Format: seminar **Requirements/Evaluation:** active class participation, frequent short writing assignments, a final project, and an oral presentation
Prerequisites: none **Enrollment Limit:** 12 **Expected Class Size:** 10 **Enrollment Preferences:** Russian and COMP majors, JWST and INST concentrators
Distribution Notes: meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under JWST or INST
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: INST Russian + Eurasian Studies Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Janneke van de Stadt

COMP 344 From Hermeneutics to Post–Coloniality and Beyond (D) Crosslistings: REL 304/COMP 344
This course explores and critiques some of the resources offered by "Theory" for making sense of our contemporary situation, focusing on the nature of interpretation and its role in the construction of the self in a global world. We start with Gadamer's hermeneutics, which offers a classical formulation of the philosophy of liberal arts education, stressing the importance of questioning one's prejudices. Although this approach offers important resources for understanding ourselves in a world of cultural differences, it also has limitations, which we explore through the works of Derrida, Foucault and Said. In this way, we question some of the notions central to understanding ourselves such as identity and difference, suggesting some of the difficulties in the ever more important yet problematic project of knowing oneself. We also suggest that representation is not innocent but always implicated in the world of power and its complexities, particularly within the colonial and postcolonial contexts explored by Said. We conclude with a critique of the constructivist paradigm central to this course done from the point of view of cognitive sciences and suggest that the future of "Theory" may well be in a dialogue with the emerging mind sciences. This course, which theorizes the possibilities of cross–cultural understanding, is part of the Exploring Diversity Initiative.
Reading list: H.G. Gadamer, *Truth and Method*. F. Saussure, *Course in General Linguistics.* J. Derrida, *Of Grammatology.* P. Rabinow, *Foucault Reader.* E. Said, *Orientalism.* Agamben, *Homo Sacer.*
Class Format: lecture/discussion **Requirements/Evaluation:** full attendance and participation and three essays (6 pages)
Prerequisites: some familiarity with philosophy and/or theory is recommended **Enrollment Limit:** 18 **Expected Class Size:** 18
Distribution Notes: meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Critical and Cultural Theory Electives
ASST Interdepartmental Electives
ENGL Criticism Courses
REL Body of Theory Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Georges Dreyfus

COMP 345 Museums, Memorials, and Monuments: The Representation and Politics of Memory
In the past 25 years, we have seen an extraordinary boom in museum, memorial and monument building around the world. In this class, we will explore what this growth means to cultural practices of memory and global politics. We will explore questions posed by leading scholars in museum and cultural studies such as: Why is there a "global rush to commemorate atrocities" (Paul Williams)? Why do we live in a "voracious museal culture" and how does this impact our ability to imagine the future (Andreas Huyssen)? We look at museum history and recent museum controversies. We will analyze debates surrounding memorials and monuments. In addition to our work on institutions, we will also read a number of novels that claim to do the work of museums (Orhan Pamuk's *The Museum of Innocence*) and that interrupt processes of memorialization (Amy Waldman's *The Submission*).
Class Format: seminar **Requirements/Evaluation:** response papers, case studies and a final essay
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** Comparative Literature majors
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: Katarzyna Pieprzak

COMP 346 Questioning the Cultural Self in Literature (D) (W)
Cultural encounters entail a questioning of identity, values and worldview. As the familiar gives way to the unknown, issues of knowledge and power can begin to influence the interaction between different groups. In this course we will examine texts dealing with differences in language, religion, race, class, gender and citizenship that lead to the formation of allegiances and rivalries. What constitutes a cultural group? How is difference determined? What is the nature of the tension characteristic of many a cross–cultural encounter? How do cultural hybridity and conflicting solidarities influence multi–cultural dialogues? Readings for this course include Jhumpa Lahiri's *The Namesake*, Nelida Pinon's *The Republic of Dreams*, Joseph Conrad's *Heart of Darkness*, Jamaica Kincaid's *A Small Place*, Ghassan Kanafani's *Return to Haifa* and Victor Martinez's *Parrot in the Oven: Mi Vida.*
This course fulfills the Educational Diversity Initiative (EDI) because it integrates the comparative study of various cultures and societies, it directly addresses issues of power and privilege and it explores how "difference" is imagined and theorized.
Class Format: lecture/discussion **Requirements/Evaluation:** active class participation, two 3– to 5–page papers and a final 7– to 10–page paper
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** majors in Comparative Literature
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: INST Borders, Exiles + Diaspora Studies Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Armando Vargas

COMP 347(S) Chicana/Latina Feminist Literature and Thought Crosslistings: LATS 331/COMP 347
This seminar surveys a broad selection of works by Chicana and Latina authors. Foundational texts within Chicana feminism by Norma Alarcon, Gloria Anzaldua, Cherrie Moraga, and Emma Pérez will situate our readings of the diverse corpus of literature produced by Chicana/Latina authors in the United States, including Julia Alvarez, Ana Castillo, Sandra Cisneros, Cristina Garcia, and Helena Maria Viramontes. Readings of novels, short stories, poems, essays, and plays by Chicana, Cuban American, Puerto Rican, and Dominican American authors provide students with a range of experiences and literary styles that comprise this body of works. Students will ask how the diversity of these texts (in style, in author, in subject) bespeak a shared or distinct experience across differences. Particular attention will be given to the challenges that Chicana/ Latina thinkers and writers pose towards the studies of nationalist movements, literary genres, cultural production, and feminisms.
Class Format: seminar **Requirements/Evaluation:** students will be evaluated on weekly write–ups, in–class presentations on the readings, three short papers, and a final annotated bibliography
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 14 **Enrollment Preferences:** seniors/juniors and LATS concentrators
Distributional Requirements: Division 2 **Other Attributes:** LATS Core Electives
Spring 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Jesús Hernández

COMP 348T(S) Postcolonial Theory and the World Literature Debates (D) (W) Crosslistings: ENGL 348/COMP 348
When publishers, scholars, reviewers, and critics talk about the massive, beautiful, prismatic literary and cultural traditions outside of Western culture, they sometimes refer to them by their geographical provenance — African literature, say, or Sumerian art — or perhaps by their historical moment — Ottoman architecture, or postcolonial Indonesian poetry — but more and more, the catch–all category of World Literature has begun to hold sway in influential places, and is changing the shape of how we think, learn, and write about non–Western aesthetics, as well as how we participate in our "own" cultures in all their complexity. If we can imagine a

kind of literature that truly goes under the headings of "World Literature," or "Global Literature," what can we possibly exclude? Doesn't all literature belong to the world? What might we gain by using this term, and what might we lose? What histories are attached to the various names and classifications we assign to culture and how does cultural "othering" uphold or resist forms of economic, political, and military dominance? In this tutorial we will work carefully through the history and influential writings of postcolonialism as a particular challenge to hegemonic forms of representation, cultural production, and naming, starting with a close consideration of the writings of the movement's founders and key commentators, including Aimé Césaire, Frantz Fanon, Edward Said, Gayatri Spivak, Robert J.C. Young, Gauri Viswanathan, and Sara Suleri, and consider their influence on later postcolonial writers and critics around the world. In the second half of the semester, we will turn our attention to the historical underpinnings and current firestorm of debates about World Literature, beginning with Goethe, Marx, Adorno, Frederic Jameson, Franco Moretti, and Pascale Casanova and shifting finally to critics of the ideas of World and Global Literature.
This tutorial allows students a sustained engagement with the politics of cross–cultural aesthetics, the canon ! debates and the culture wars, and the relationship between Western cultural institutions and non– Western art; as such, it is part of the Exploring Diversity Initiative.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on preparation of weekly reading and writing assignments and active engagement during tutorial sessions
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** students who have taken at least one course in non–Western cultures or in critical theory
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: ASAM Related Courses
ENGL Criticism Courses
Spring 2015
TUT Section: T1 TBA Instructor: Anjuli Raza Kolb

COMP 350 Cervantes' "Don Quixote" in English Translation Crosslistings: COMP 350/RLSP 303/ENGL 308
A close study of one of the most influential and early European novels. *Don Quixote* by Miguel de Cervantes (1547–1616 C.E) was a hit in its day in the seventeenth century, and has not ceased to influence artists and thinkers since. Moving between humorous and serious tones, Cervantes takes on several issues in the *Quixote*: the point of fiction in real life, the complications of relationships between men and women, the meaning of madness, the experience of religious co–existence, the shapes of friendship, and the task of literary criticism, just to name a few. We will read the book in a fine modern English–language translation, and set it in several relevant contexts to better understand its original intellectual horizon—seventeenth–century Spain—as well as the reasons for its continuing relevance.
Class Format: seminar **Requirements/Evaluation:** active participation, three short papers, and a final project designed in consultation with the instructor
Prerequisites: any 200–level literature course in foreign languages, COMP, or ENGL, or permission of the instructor. **Enrollment Limit:** 30 **Expected Class Size:** 30 **Enrollment Preferences:** Comp Lit majors and upperclass students
Dept. Notes: does not count toward the major in Spanish
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 **Other Attributes:** ENGL Literary Histories A
Not Offered Academic Year 2014–2015
SEM Instructor: Leyla Rouhi

COMP 352 Writing after the Disaster: The Literature of Exile Crosslistings: COMP 352/JWST 352/RLSP 352
This course will consider different kinds of works (poetry, memoirs, fiction, essay) written by authors forced to live in exile as a consequence of political and/or religious persecution. Our point of departure will be the paradigmatic expulsion and subsequent diaspora of the Jews of Spain and Portugal. Most assignments, however, will be drawn from twentieth century texts written during, or in the wake of, the massive destruction and displacements brought about by the Spanish Civil War and World War II. How is the life lost portrayed? How are the concepts of home and the past intertwined? What kind of life or literature are possible for the deracinated survivor? We will discuss the role of writing and remembrance in relation to political history, as well as in the context of individual survival. Readings might include works by Nuñez de Reinoso, León, Cernuda, Semprún, Benjamin, Nancy, and Blanchot.
Class Format: seminar **Requirements/Evaluation:** active participation in class discussions, an oral presentation, several short writing assignments, a midterm paper and a final paper
Prerequisites: COMP 111 or an equivalent ENGL course **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** majors in Comparative Literature
Distribution Notes: meets Division 1 requirement if registration is under COMP or RLSP; meets Division 2 requirement if registration is under JWST
Distributional Requirements: Division 1 **Other Attributes:** INST Borders, Exiles + Diaspora Studies Electives
JWST Core Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Soledad Fox

COMP 354(S) Aestheticism & Decadence Crosslistings: ENGL 344/COMP 354
"Fin de Siècle": Despair over the seeming perilous decline in moral standards, scandalously avant–garde fashions in art and writing, anxieties brought on by Britain's uneasy relation to its colonies, and the emergence of new dissident sexual and social identities, led some to fear (and others to celebrate) that the ways of Victorian Britain were not long for this world at end of the 19th century. This course will consider two loosely affiliated artistic movements, aestheticism and decadence, as responses both scandalized and scandalizing to this exhilarating period. Part of what's so tricky here is the elusiveness of the terms we'll be studying. So, much of our work will entail tracing out the multiple and often contradictory uses of them: do these terms designate a distinct cultural moment, an historically bounded period, a loose set of writers and artists, a theme? Or, might we better conceptualize aestheticism and decadence as a style of writing or a style of the self, or even a mode of art that seeks to disrupt such distinctions as the one between the self and writing—one we might find in 21st–century New York as 19th–century London? We'll read writers such as Oscar Wilde, who reveled in amoral manifestos like "art for art's sake" by elevating artifice and shallowness to first principles of life; but also Conan Doyle's Sherlock Holmes, who has his own thing for artifice. Noting the high body count in these works, we'll also ask why these texts seem so concerned with fatality, with death, with addiction, with various forms of losing the self—in art, in the metropolis, in another person. We'll focus as well on attempts to rethink traditional social bonds in works that value variously, solitude over sociality, the transient encounter over the enduring relationship, promiscuity over fidelity, and to think about how literary form might relate to those efforts.
Class Format: seminar **Requirements/Evaluation:** 2 short papers, a series of shorter response papers, regular and substantial contributions to class discussions
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** English majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 **Other Attributes:** ENGL Literary Histories B
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Gage McWeeny

COMP 355(S) Contemporary Theatre and Performance Crosslistings: THEA 345/ENGL 349/COMP 355
As Gertrude Stein once remarked, "The hardest thing is to know one's present moment." What is going on it today's theatre and in performance now? What are the hot topics? Who are the writers and directors of our recent past and present moment? This seminar course will consider both experimental and mainstream drama and performance from roughly the past twenty years, focusing on topics such as: auteur–directors, new realism, identity theatre, environmental theatre, performance art, cyber–plays, and the "virtuosic theatre" of the new century. Artists and groups to be considered may include: The Wooster Group, Richard Foreman, Robert Wilson, Edward Albee, Sam Shepard, David Mamet, Caryl Churchill, Tony Kushner, David Henry–Hwang, Suzan–Lori Parks, Sarah Kane, Will Eno, Richard Maxwell, Annie Baker, and others.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on written and dramaturgical–based assignments, an oral presentation, as well as in–class discussions and a creative writing and/or performance project
Prerequisites: none **Enrollment Limit:** 18 **Expected Class Size:** 15 **Enrollment Preferences:** Theatre, Art History, English or Comparative Literature majors
Distributional Requirements: Division 1
Spring 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Amy Holzapfel

COMP 358(F) Impossible India: Modern South Asian Literature in English (D) Crosslistings: ENGL 358/COMP 358/ASST 358
Since the late nineteenth century, the English language in India has belonged not just to the British conquerors, but also to the artists and writers, the poets and politicians of South Asia. From Rabindranath Tagore's mystical poetry to Viaks Swarup's novel that inspired *Slumdog Millionaire*, the styles and aesthetics of Indian English are as vast as the peninsula itself, and the literature that has emerged from this diverse region has utterly reshaped contemporary global culture. "Impossible India" will introduce students to modern South Asian literature written in English. We will aim to discover how the writing of the so–called subcontinent has effected massive literary and theoretical transformations far beyond its boundaries in literary institutions around the globe. With an attention to shifting codes of ethnicity, race, religion, and other forms of identity within India, Sri Lanka, Bangladesh, Afghanistan, and Pakistan, as well as in the African, Caribbean, and American diasporas, the course is organized around the question of what makes South Asian literature South Asian, especially when we consider the South Asian novel in English. Major topics of discussion will include caste, gender, nationalism, globalization, cosmopolitanism, crime, and hybridity. Additionally, we will take up select contemporary criticism on subaltern studies, postcolonialism, and narratology. This class will be of interest to students curious about global perspectives on race and ethnicity, postcolonialism, the contemporary novel in English, and comparative literature. Authors will include Anand, Naipaul, Narayan, Suleri, Rushdie, Roy, Lahiri, as well as select works of poetry, film, and visual art. In engaging deeply with the diverse literary traditions that fuel contemporary writing in South Asia, this course will participate in the college's Exploring Diversity Initiative.
Class Format: seminar **Requirements/Evaluation:** one seminar paper of 10–12 pages and one provocation paper of 3–4 pages and a presentation
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** English Majors
Dept. Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under ASST
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ASAM Core Courses
ASAM Related Courses
ENGL Literary Histories C
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: Anjuli Raza Kolb

COMP 360(S) The Body as Book: Memory and Reenactment in Dance & Theater Crosslistings: THEA 360/DANC 303/COMP 360
What does it mean to conceive of the body as a book? This unique interdisciplinary studio/seminar course examines how dance and theater channel, preserve and transmit stories and cultural memory through individual and collective bodies. Dance and theater are traditionally defined as ephemeral arts, bounded by the limits of linear time and space. Yet, as Rebecca Schneider writes, "time is decidedly folded and fraught." Repetition and reenactment are forms of remembering, and performance is often not what disappears but what remains.How do we pass on knowledge in visceral and affective ways? What is a "repertoire"? What are the benefits and risks of continuity over time?
Taught as part of the Books Unbound curricular initiative, and in conjunction with the opening of the Sawyer–Stetson Library, the course will complete a project in which the class "embodies" material, first by exploring stories embodied by individual members of the class, and then by translating them through performance by the collective, culminating in dance/theatre pieces performed in the new library. Over the term, we will also study modern and contemporary American artists, such as: Martha Graham, The Wooster Group, Alvin Ailey, Meredith Monk, Anne Bogart, Ralph Lemon, Elevator Repair Service, Bill T. Jones, Marina Abramovic, José Limon, and Suzan–Lori Parks. We will also collaborate with professional artists invited to Williams to create and present dance and theater pieces in the new library.
Class Format: studio/seminar **Requirements/Evaluation:** evaluation will be based on collaborative–based project work, individual research, writing and final performances

Prerequisites: no prior dance or theatre training is required **Enrollment Limit:** 14 **Expected Class Size:** 10 **Enrollment Preferences:** students majoring in Dance, Theatre, American Studies and Art
Distributional Requirements: Division 1
Spring 2015
STU Section: 01 TR 09:55 11:10 Instructor: Amy Holzapfel Erica Dankmeyer
LAB Section: 02 W 01:10 03:00 Instructor: Amy Holzapfel Erica Dankmeyer

COMP 365(F) Fanaticism Crosslistings: ENGL 355/COMP 365
Eighteenth and nineteenth–century writers of literature and political philosophy repudiate fanaticism—over and over again. Whether as a religious, political or amorous posture, fanaticism is universally decried and never avowed. But what is fanaticism, and why should it be considered such a threat, particularly during a period that for the most part embraced an enlightened secular rationalism? In this course, we will explore these questions by considering literary texts that dramatize fanaticism in light of accounts by such philosophers and historians as Voltaire, Kant, Rousseau, Hobbes, Hume, Burke, Carlyle, Mill, and Adorno. Literary readings will be drawn from works by Swift, de Stael, Shelley, Hogg, Dickens, Eliot, Hawthorne, Conrad, and Sinclair, as well as films by Dreyer, Riefenstahl, Le Roy and Pontecorvo, and drawings and engravings by Hogarth and Goya. While some of these works oppose fanaticism to enlightenment values, others see it as an effect of those values, which include sympathy, self–examination, and political flexibility. Since fanaticism has recently had considerable political currency, we will also consider some contemporary accounts that reanimate the debates and concerns of the course.
Class Format: seminar **Requirements/Evaluation:** students will write one 6– to 8–page paper and one 10– to 12–page paper
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** junior and senior English majors
Distributional Requirements: Division 1 **Other Attributes:** ENGL Criticism Courses
ENGL Literary Histories B
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: Anita Sokolsky

COMP 367(F) Documentary Fictions Crosslistings: ENGL 367/ARTH 367/COMP 367
The first movies excited viewers not by telling stories, but by reproducing the world. A dancer's billowing skirts, the sight of Niagara Falls, the arrival of a train at the station — such vignettes felt viscerally real. Our fascination with documentaries derives, in large part, from the way such seemingly transparent images are woven into narratives full of hidden assumptions. Every viewer of the Zapruder film sees the same thing: President Kennedy, struck by a bullet, lurches forward. But what that might mean — whether it points toward a lone gunman or a conspiracy, toward the Soviet Union or the CIA — still remains uncertain. We'll explore the tensions between image and story, evidence and context, in films ranging from Fred Ott's *Sneeze* (1894) to Josh Oppenheimer's *The Act of Killing*, (2012), concluding with a look at the effects of contemporary image technologies on our sense of both personal and national identity. Readings for the course will be drawn from narrative theory, epistemology, and cultural theory, as framed by writers including Trinh Minh–ha, Vivian Sobchak, Christian Metz, and Bill Nichols.
Class Format: seminar **Requirements/Evaluation:** five written and multimedia exercises; two essays (eight and twelve pages); a willingness to experiment with formats and argumentation; active participation
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** English majors; Art and Comparative Literature majors; students with experience making video
Distributional Requirements: Division 1 **Other Attributes:** ENGL Criticism Courses
ENGL Literary Histories C
Fall 2014
SEM Section: 01 MWF 11:00 12:15 Instructor: Shawn Rosenheim

COMP 369(S) American Poetry Crosslistings: ENGL 369/COMP 369
This course will survey American poetry from Whitman and Dickinson to the present, focusing on some of the major poetic movements of the 20th century (including Modernism, the New York School, the San Francisco Renaissance, Confessional and Language Poetry). We'll read a few poets deeply, tracing both their inheritances and also the ways they each "make it new," in Pound's phrase. Along the way, we'll ask what social, historical, and aesthetic pressures shape the poetry of the long 20th century, and will develop an account of ways these writers radically change poetry as a genre.
Class Format: seminar **Requirements/Evaluation:** regular attendance, engaged and thoughtful participation, and two papers (one 5– to 7–pages and one 8– to 10 – pages long)
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** English Majors
Distributional Requirements: Division 1 **Other Attributes:** ENGL Literary Histories C
Spring 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Jessica Fisher

COMP 370 Displaying, Collecting and Preserving the Other: Museums and French Imperialism Crosslistings: RLFR 370/AFR 370/COMP 370
This course will explore relationships between culture and imperialism in France by exploring how the colonial "Other" has been conceived, displayed and collected in French museums, world's fairs and galleries from the 19th century to the present. Through readings in museum history and theory, we will explore the imperial histories of the Louvre and the Musée de l'Homme, the role of Parisian World's Fairs in ordering the colonial world, French colonial photography and the creation a body of consumable subjects, and the discourse of collection and preservation in French colonial architecture. Drawing on museum theory, we will also critically examine contemporary Parisian museums such as the Musée du Quai Branly, the Institut du Monde Arabe and the Cité nationale de l'histoire de l'immigration. In addition to readings and discussion, the class will engage in a semester–long group project to design a new museum of French history and identity. The group will present all aspects of their museum including location, design, exhibit concept, narrative, and more. *This course will be conducted in English. For students seeking RLFR credit, select readings will be in French, and written work will be in French.*
Class Format: seminar **Requirements/Evaluation:** active class participation, response papers, 2 short essays and a final group project
Prerequisites: for students taking the course as RLFR: RLFR 201 or above, or permission of instructor; for students taking the course as COMP or AFR: no prerequisites **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** French and Comparative Literature majors, and concentrators in Africana Studies
Distribution Notes: meets Division 1 requirement if registration is under RLFR or COMP; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: Katarzyna Pieprzak

COMP 375 New Asian American, African American, Native American, and Latina/o Writing (D) Crosslistings: AMST 403/COMP 375/ENGL 375/AFR 403/LATS 403
Critics reading minority writing often focus on its thematic—i.e., sociological—content. Such literature is usually presumed to be inseparable from the "identity"/body of the writer and read as autobiographical, ethnographic, representational, exotic. At the other end of the spectrum, avant–garde writing is seen to concern itself "purely" with formal questions, divorced from the socio–historical (and certainly not sullied by the taint of race). In the critical realm we currently inhabit, in which "race" is opposed to the "avant–garde," an experimental minority writer can indeed seem an oxymoron. In this class we will closely read recent work by Asian American, African American, Native American and Latino/a writers which challenges preconceptions about ethnic literature, avant–garde writing, genre categorization, among other things. The writing done by these mostly young, mostly urban, poets and fiction writers is some of the most exciting being written in the United States today; their texts push the boundaries of aesthetic form while simultaneously engaging questions of culture, politics, and history. Reading them forces us to re–think our received notions about literature. Authors to be read include Will Alexander, Sherwin Bitsui, Monica de la Torre, Sesshu Foster, Renee Gladman, Bhanu Kapil, Tan Lin, Tao Lin, Ed Roberson, James Thomas Stevens, Roberto Tejada, and Edwin Torres.
Class Format: seminar/discussion **Requirements/Evaluation:** evaluation will be based on either one 16– to 18–page seminar paper or two shorter papers (one 7–8 pages and one 9–10 pages); short response papers; participation
Prerequisites: those taking this as an ENGL class must have previously taken a 100–level ENGL course **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** American Studies majors
Distribution Notes: meets Division 2 requirement if registration is under AMST, AFR or LATS; meets Division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST 400–level Senior Seminars
ENGL Literary Histories C
LATS Comparative Race + Ethnic Studies Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Dorothy Wang

COMP 376(F) Silent Film Crosslistings: ENGL 376/COMP 376/AMST 376
For many contemporary filmgoers, the silent era represents a cinematic Dark Ages in which the lack of sound and spectacular special effects makes its films seem quaint or primitive. Yet silent cinema represents an era of unparalleled transformation in which structures of narrative and the language of visual representation were virtually re–invented to meet the needs and the potentialities of a new medium, and the very relationship between art and entertainment was re–defined, producing hundreds of films that are the aesthetic equal of any contemporary work. The absence of synchronous sound allowed silent cinema a visual freedom that fostered forms of artistic experimentation unattainable in sound cinema, leading some aestheticians to proclaim the artistic superiority of silent cinema. In this course we will survey classic narrative films by such directors as D. W. Griffith, Erich von Stroheim, and Abel Gance; stars of silent cinema such as Greta Garbo, Douglas Fairbanks, Mary Pickford, and Rudolph Valentino; the flowering of American silent comedy in the work of Chaplin and Keaton; the creation of exciting new modes of political art by Eisenstein, Pudovkin, Vertov, and other directors of Soviet montage cinema; expressionist, surrealist, and other avant–garde work by such filmmakers as Murnau, Dulac, Man Ray, Buñuel, and Dreyer; and brilliant silent films by major directors better known for their sound films, such Ernst Lubitsch, Yasujiro Ozu, and Alfred Hitchcock. Films will be regularly accompanied by readings in aesthetic and film theory.
Class Format: seminar **Requirements/Evaluation:** regular class participation, two 5– to 7–page papers, and a final examination
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam. **Enrollment Limit:** 20 **Expected Class Size:** 18 **Enrollment Preferences:** ENGL and COMP Majors
Dept. Notes: satisfies either English Literary History C OR English Criticism requirement
Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AMST
Distributional Requirements: Division 1 **Other Attributes:** ENGL Criticism Courses
ENGL Literary Histories C
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: Stephen Tifft

COMP 380 Literary and Critical Theory in the Twentieth Century Crosslistings: COMP 380/ENGL 370
From the rise of modern literary criticism around 1900 to the explosion of high theory in the 1980s and 1990s, the twentieth century witnessed an international flowering of new ideas about how to interpret art and literature: Russian Formalism, American New Criticism, French Structuralism and Deconstruction, new varieties of hermeneutic criticism, and a welter of post– prefixed concepts that claim to transcend national boundaries: the poststructural, the postmodern, the postcolonial, the posthuman. What are the ideas associated with these different movements, and how are they connected? Does each represent a radical break with previous ways of reading, or do they actually build on one another and evolve in a systematic way? The course will focus on careful reading of essays representing major 20th–century critical schools (and a couple of their earlier precursors), by critics like Schiller, Shklovsky, I.A. Richards, Barthes, Derrida, Said, and others. Written assignments will encourage you to parse these theories carefully and apply them to the literary texts that most interest you: prose or poetry from any time and place; film, visual art, or architecture; music, new media, or digital media, etc.

Class Format: seminar **Requirements/Evaluation:** attendance and active participation, several short response assignments summarizing and applying the theory, and a final project consisting of a scripted oral presentation plus a final 15–page paper
Prerequisites: at least one previous literature or theory course **Enrollment Limit:** 15 **Expected Class Size:** 12 **Enrollment Preferences:** students majoring in a related discipline
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: Christopher Bolton

COMP 381(S) Who's Afraid of Failure? (D) Crosslistings: ENGL 381/AMST 381/AFR 380/WGSS 381/COMP 381
Success is demanding, as any Williams student knows, and all that discipline–hard work, sacrifice, perseverance–can come to seem an end in itself. But as the great theorist of children's animation and stoner movies Jack Halberstam has noted, sometimes failure turns out to be a better bet than success: it can reveal the blindspots of dominant ideologies, while opening up alternative ways of living in the world. This course will take a long detour through meditations on failure emerging from queer theory, Asian American studies, and black studies, with a particular interest in what failure can reveal about higher education and related disciplinary institutions, such as prisons or the so–called "internment camps" for Japanese Americans during World War II. This course fulfills the Exploring Diversity requirement by considering how the stigmatization of difference and justification of social inequality are inscribed in supposedly neutral rubrics of success and failure.
Readings may include Halberstam's *Queer Art of Failure*, Junot Diaz's *Brief Wondrous Life of Oscar Wao*, and works by Fred Moten, Roderick Ferguson, Angela Davis, Hisaye Yamamoto, Toshio Mori, Nella Larsen, Victor Lavalle, and others. Students will also have the opportunity to bring these concepts to bear on other social concerns and/or cultural objects (music, film, etc.) of their choice, as we attempt to figure out just what a course in cultural criticism might be good for in a society infatuated with success. What are you planning to do with that liberal–arts degree, anyway?
Class Format: seminar **Requirements/Evaluation:** class participation, frequent short writing assignments, a midterm take–home exam, and a final project
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor **Enrollment Limit:** 25 **Expected Class Size:** 10 **Enrollment Preferences:** English majors and Africana Studies concentrators
Distribution Notes: meets Division 1 requirement if registration is under ENGL and COMP; meets Division 2 requirement if registration is under AFR, AMST or WGSS
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ASAM Related Courses
ENGL Criticism Courses
ENGL Literary Histories C
Spring 2015
SEM Section: 01 MWF 11:00 12:15 Instructor: Vincent Schleitwiler

COMP 383(S) Representing History Crosslistings: ENGL 383/COMP 383/HIST 399
Moments of political turmoil expose the highly charged ways in which a culture structures itself around a narrative past. In this course, we will read literary and cinematic works that invoke such moments of upheaval—the French and Russian Revolutions as well as those of 1848, the rise of fascism and the Great Depression of the 1930s, the battle for Algerian independence, the AIDS crisis, among others—in order to explore those fraught narratives of the past. We will consider such issues as the rise of the historical novel, the aesthetics of fascism and of democracy under pressure, fantasies of decolonization, representational clashes of culture, forms of affective and sexual disorientation, and the uses of melancholy in representing historical loss. Readings will be drawn from literary works by Edgeworth, Scott, Shelley, Balzac, Eliot, Conrad, Kafka, Babel, Mann, Borges, Stoppard, Kushner, Morrison, Pahmuk, Bolano, and Philip, and theoretical essays by Kant, Burke, Carlyle, Marx, Benjamin, Lukacs, Adorno, Foucault, de Certeau, Jameson, Lefort and Ahmed. Films will include such works as Eisenstein's *October*, Reifenstahl's *The Blue Light*, Wellman's *Nothing Sacred* and Pontecorvo's *The Battle of Algiers*.
Class Format: seminar **Requirements/Evaluation:** two essays, 8–10 pages
Prerequisites: a 100–level English course, or a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** Junior and senior English and Comparative Literature majors
Extra Info: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under HIST
Distributional Requirements: Division 1 **Other Attributes:** ENGL Criticism Courses
ENGL Literary Histories B
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Anita Sokolsky

COMP 392(F) Wonder Crosslistings: ENGL 392/COMP 392
We tend to imagine "wonder" as a naive, wide–eyed response, something quite distinct from the cold and sophisticated act of critical analysis. In this discussion class, we will consider wonder as an eminently analyzable concept, but one that raises provocative questions about the nature and limits of our own, distinctly modern forms of critical engagement. The course examines three historical incarnations of "wonder," each involving complex relations among the aesthetic, philosophical, and social domains: the Renaissance tradition on wonder and the marvelous; the eighteenth–century analysis of the sublime; and twentieth–century accounts of the culture of spectacle. We will consider writers such as Shakespeare, Sir Thomas Browne, Wordsworth, Borges, and W.G. Sebald (all wonderful); painters such as Leonardo and Vermeer, the photography of Andreas Gursky and Thomas Struth; films including Lang's *Metropolis* and Scott's *Blade Runner*; and critical philosophical writers, including Aristotle, Descartes, Kant, and Walter Benjamin.
Class Format: seminar **Requirements/Evaluation:** three papers totaling 20 pages
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** English and Comparative Literature majors
Distributional Requirements: Division 1 **Other Attributes:** ENGL Criticism Courses
ENGL Literary Histories A
Fall 2014
SEM Section: 01 TR 11:20 12:35 Instructor: Christopher Pye

COMP 393(S) Shakespeare, Sexuality, and History Crosslistings: ENGL 393/COMP 393
What can Shakespeare tell us about the relationship between sexuality and history? He's a writer of the English Renaissance so his plays might be a good place to confirm the historically changeable character of matters of gender and desire. Then again, sexuality has its own peculiar temporal logic, one that may trouble comfortable understandings of what we mean by time and history. We'll focus on four plays in which the relations among sexuality, literature and history are particularly richly engaged: *As You Like It*, *Twelfth Night*, *Macbeth*, and *Anthony and Cleopatra*. We'll read these works alongside theoretical writing on sexuality and history, with some emphasis on psychoanalytic theory.
Class Format: seminar **Requirements/Evaluation:** three papers totaling twenty pages
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** English majors; WGSS and THEA majors
Distributional Requirements: Division 1 **Other Attributes:** ENGL Criticism Courses
ENGL Literary Histories A
Spring 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Christopher Pye

COMP 395(F) Signs of History Crosslistings: ENGL 395/COMP 395/HIST 395
A seminar on key texts from the history of reflections on history. Through readings of works of philosophy, poetry, history, prose fiction, film, photography, and cultural criticism from the Enlightenment to the present, we will weigh how writers have attempted to answer such questions as: What is an historical event, and how do such events differ from other occurrences? How are historical changes reflected in or produced by literature, art and other cultural forms? Who or what makes history and what is the nature of historical agency? Is history always "written by the victors," as one says, or are there ways of challenging dominant accounts of the past? Though answers to these questions will be multiple, course reading and discussion will in general strive to determine the consequences of understanding history as a site in which reading and writing, experience and narration, and action and interpretation interpenetrate. Readings may include works by Burke, Hegel, Charlotte Smith, Hazlitt, de Tocqueville, Marx & Engels, Dickens, Nietzsche, Conrad, Benjamin, Eliot, Warhol, Richter, Lanzmann, and Celan.
Class Format: seminar **Requirements/Evaluation:** three papers (two 6 and one 8–10 page) and one presentation
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** given to majors in English, Comparative Literature, and German
Dept. Notes: satisfies either English Literary History B OR English Criticism requirement
Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under HIST
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 **Other Attributes:** ENGL Criticism Courses
ENGL Literary Histories B
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: Walter Johnston

COMP 397(F) Independent Study: Comparative Literature
Comparative Literature 300–level independent study.
Class Format: independent study
Distributional Requirements: Division 1
Fall 2014
IND Section: 01 TBA Instructor: Christopher Bolton

COMP 398(S) Independent Study: Comparative Literature
Comparative Literature 300–level independent study.
Class Format: independent study
Distributional Requirements: Division 1
Spring 2015
IND Section: 01 TBA Instructor: Christopher Bolton

COMP 401(F) Sr Sem: Through the Looking Glass: Comparative Children's Literature
Oh, the reads we will read, if you follow my lead!
We will amble at first and then soon pick up speed,
And we'll bury our noses in books thick and thin.

This I vow by the hair on my chinny–chin–chin.
There'll be picture books, fairy tales, primers, and verse,
Tales of joy, fun, and laughter; and, alas, the reverse.
Some were written in English, but most of them not.
Though we'll read in translation: Sign on up, polyglot!
For example, there's Aesop, Collodi, and Grimm,
Machado, and Kästner. Surely, you've heard of him?
We'll critique illustrations, we'll wonder, we'll ponder,
And by turns we'll divine what defines this grand genre.
Is it mere fun and games, pixie dust, sweet as pie?
Does it ask to be read with a serious eye?
Books appeal to our puzzler, our minds, after all,
And a child is a thinker, no matter how small.
You'll reflect, cogitate, then you'll write, write, write, WRITE!
And your thoughts will become this instructor's delight.
Class Format: seminar **Requirements/Evaluation:** frequent short writing assignments and exercises; one larger course project
Prerequisites: one 300– or 400–level course in literature or consent of the instructor **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** students majoring in Comparative Literature
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1
Fall 2014
SEM Section: 01 MWF 08:30 09:45 Instructor: Janneke van de Stadt

COMP 402(S) Senior Seminar: Before We Were Queer: Gay and Lesbian Lives before 1990 (D) Crosslistings: WGSS 404/COMP 402
Reclaimed by activists in the 1990s as an expression of defiance and pride, the word *queer* has come to be identified with a wide range of lesbian, gay, bisexual, and transgender identities, as well as entire fields of intellectual theory, popular culture, and political engagement. The past 25 years of queer studies, media, and activism (1990–2015) have led to unprecedented visibility and great advances for many LGBT people, especially in North America and Western Europe: from breakthroughs in the treatment of HIV/AIDS, to victories for Gays in the Military, Employment Non–Discrimination, and Gay Marriage in 16 US states and another 16 countries around the world. For many, however, this new era of queer life during the past 2 decades has eclipsed the time before, when those who were pejoratively labeled as queer struggled with homophobic discrimination, isolation, and violence, by seeking one another out in major cities, specific neighborhoods, underground bars, and in the narrative spaces of novels and films. As a result, many young people born after 1990 are largely unaware of these struggles that predate their lives, the internet, and social media; and several LGBT leaders worry that this has left many 18–25 year olds with a false sense of security, a decreasing interest in political engagement, alarming new rates of sexually transmitted infections, and a growing disinterest in queer social spaces beyond the virtual. In this course, we will explore the literary, cinematic, and cultural history of gay and lesbian lives before the 1990s, and consider what has been gained and lost. Topics to include the early twentieth–century isolation of the closet, (1890s–1950s), the formation of clandestine gay and lesbian communities during and after World War II (1940s–60s), the Stonewall riots and the first decade of Gay Liberation (1969–1979), and the devastating losses and community responses to AIDS (1979–1995). For its critical engagement with cultural diversity, comparative investigation of gender, sexuality, and ethnicity, and historical analysis of queer identities, this course fulfills the goals of the Exploring Diversity Initiative.
Class Format: seminar **Requirements/Evaluation:** active participation, two short papers, an oral presentation, and a final paper
Prerequisites: senior or junior majors in WGSS, majors in COMP, or permission of instructor **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** WGSS majors, then COMP majors, and those with compelling justification for admission
Dept. Notes: Senior seminar for WGSS listing only; is not a Senior seminar credit if taken under COMP
Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under WGSS
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Exploring Diversity
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Brian Martin

COMP 403 Edward Said Crosslistings: AMST 415/COMP 403/ENGL 415
Edward Said (1935–2003), one of the major critics of the last century, is best known for his groundbreaking 1978 book *Orientalism*, which inaugurated the field of postcolonial studies, and for his activist work on behalf of the Palestinian peoples. But his intellectual interests were wide–ranging: from French literary theory to Vico to Middle East politics to Glenn Gould. A true public intellectual, Said was a rarity among university academics. Besides writing several important scholarly books, he also wrote for various non–academic publications, such as *The Nation, Al–Ahram*, and *The London Review of Books*; co–founded, with the musician Daniel Barenboim, the West–Eastern Divan Orchestra; and, from 1977–1991, served as a member of the Palestinian National Council. In this course, we will focus on works that represent different, though interconnected, facets of Said's oeuvre: his more strictly literary critical work *(Beginnings and The World, The Text, and the Critic)*, his work on society and culture *(Orientalism and Culture and Imperialism)*, his writings on the Palestinian question and the Middle East *(The Question of Palestine, Covering Islam, From Oslo to Iraq)*, his writings on music *(Parallels and Paradoxes* co–authored with Daniel Barenboim), and his late work *(On Late Style)*. We will also examine criticism of his work—*Orientalism* in particular.
Class Format: seminar
Prerequisites: none; some literature background helpful **Enrollment Limit:** 12 **Enrollment Preferences:** American Studies, English and Comparative Literature majors
Distribution Notes: meets Division 2 credit if registration is under AMST; meets Division 1 credit if registration is under ENGL or COMP
Distributional Requirements: Division 2 **Other Attributes:** AMST Arts in Context Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Dorothy Wang

COMP 407(F) Literature, Justice, and Community (D) Crosslistings: ENGL 407/COMP 407
Can we imagine possibilities of justice not dictated by already determined norms? What would a community founded on such a conception of justice look like? Can we imagine a version of community not founded on exclusion? What would the members of such a community look like—what version of subjectivity would that community imply? And might literature in particular have something to say about the possibilities for such versions of community, selfhood, and justice? This course will look at recent, theoretically–oriented writing on justice and community, with an emphasis on the work of Hannah Arendt, Jacques Derrida, Jean–Luc Nancy and Giorgio Agamben. No prior knowledge of these writers is expected, but the course does require a willingness to wrestling with demanding (and rewarding) theoretical argument. We will place the philosophical work in relation to fiction from Euripides to Kafka, films (Resnais, Farhadi), photography (Silva, *Badlands*) and worldly examples of competing claims to justice.
The course pursues the aims of the EDI initiative in part by engaging works in which cultural differences reveal the limits of universalizing accounts of law and justice, works such as Euripides' *Bacchae*, Nuruddin Farah's *Maps*, Louise Erdrich's poetry, and Farhadi's *A Separation*. But the course will equally suggest that such contingency is inherent in the concept of justice as such, insofar as the problem of justice is bound up with forms of constituting indebtedness that define humans as communal beings. In that sense, contingency and difference mark justice even in its most familiar instances—intimately and close to home, as it were.
Class Format: seminar with tutorial sessions **Requirements/Evaluation:** one 5–page paper, and a final 15–page paper
Prerequisites: 300–level English course or permission of instructor **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** English majors, students who have taken Criticism/Theory course in any discipline
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ENGL Criticism Courses
JLST Interdepartmental Electives
Fall 2014
SEM Section: 01 TF 02:35 03:50 Instructor: Christopher Pye

COMP 411(S) Images of Law Crosslistings: JLST 401/COMP 411/ENGL 332
Works of art transform how we view the law. Novels like Melville's *Billy Budd,* Kafka's *The Trial* and Camus' *The Stranger* produce indelible images that inspire sometimes haunting reflections about all phases of the legal process — investigation, interrogation, arrest, trial, and punishment. Poems, paintings, and other art forms also offer perspectives on the law, raising issues richer and more elusive than what we encounter on Court TV, in the New York Times, or even from sophisticated legal scholars. We will probe, among other things, the nature of justice, how a penal system acquires and maintains legitimacy, different modes of fact–finding, and purposes of punishment. This course engages with works of art with the goal of gaining insight into law.
Class Format: seminar **Requirements/Evaluation:** several short writing assignments, three longer papers, class participation
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** justice and law concentrators
Distribution Notes: meets Division 2 requirement if registration is under JLST; meets Division 1 requirement if registration is under ENGL or COMP
Distributional Requirements: Division 2 **Other Attributes:** JLST Enactment/Applications in Institutions
Spring 2015
SEM Section: 01 MWF 08:30 09:45 Instructor: Alan Hirsch

COMP 412(S) Feminist and Queer Interventions in Literary Theory Crosslistings: ENGL 412/COMP 412/WGSS 412
Feminist scholars have worked, with increasing success from the 1960s onward, to shed light on previously unrecognized women writers and situate gender and sexuality at the center of the study of literature. Building on this foundation, we will investigate the profound methodological impact of feminist and queer literary criticism. We will examine the ways in which such scholarship has not only challenged the neglect of gender and sexuality but also generated new theoretical frameworks and approaches to interpretation. Our investigation will be guided by questions such as: What is the relationship between feminist and queer theories and other interpretive approaches such as new criticism, poststructuralism, psychoanalysis, critical race theory, new historicism, and postcolonial theory? In what ways do feminist and queer theories differ and disagree about literary studies? What constitutes a feminist reading practice or queer method of interpretation? Our discussions will explore the historically contingent, varied, and contested nature of feminist and queer criticism, and what becomes possible (or impossible) when thinking and reading within these frameworks.
Class Format: seminar with elements of a colloquium, including independent research and some student–selected readings and discussion topics **Requirements/Evaluation:** group discussion facilitation; 5–page essay; 12– to 15–page final paper, with oral presentation
Prerequisites: a 300–level English course, or instructor permission **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** English and/or WGSS majors
Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1 **Other Attributes:** ENGL Criticism Courses
WGSS Theory Courses
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Margaux Cowden

COMP 456(S) Topics in Critical Theory: Derrida Crosslistings: ENGL 456/COMP 456
This course is for students of any major who wish to continue studying critical, cultural, or literary theory. Students will give close attention to a single theorist or philosophical school or perhaps to a single question as taken up by several theorists. Prior coursework in critical theory or continental philosophy, no matter the department, is strongly recommended. The subject of this semester's seminar is Jacques Derrida. We often think

of language as best when it is living and intimate: words spoken to a lover, arguments shared around a seminar table, the poet we finally get to hear read her works out loud. But it is Derrida's signature argument that language is never really intimate in these ways — that it is always adrift, separated at once from the person who speaks or writes it, from the person to whom it is addressed, and from the things in the world that it putatively names. The words you speak and write aren't really yours; nor can you ever be sure they will carry the meanings you intend them to have; nor can you guarantee that they will reach the people for whom they were devised, or that they will reach only them. Derrida's core claim is that this is nothing to worry about — that, on the contrary, a liberated philosophy will have to keep faith with a language thus unfixed. We will spend the semester considering this idea and reckoning its consequences for our understandings of literature, metaphysics, ethics, politics, and law.
Class Format: seminar **Requirements/Evaluation:** seminar paper of 25 pages; informal weekly writing; class attendance and participation
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam; prior coursework in critical theory or continental philosophy, no matter the department, is strongly recommended **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** seniors with background in critical theory
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 **Other Attributes:** ENGL Criticism Courses
Spring 2015
SEM Section: 01 TF 02:35 03:50 Instructor: Christian Thorne

COMP 465(S) Race and Abstraction Crosslistings: AMST 465/AFR 465/COMP 465/ENGL 326
Minority artists—writers and visual artists mainly and, to a lesser degree, musicians—face a difficult "double bind" when creating works of art: the expectation is that they, like their racially marked bodies, will exhibit their difference by means of concrete signifiers (details, tropes, narratives, themes) of racial difference. Thus, the work is judged primarily in terms of its embodied sociological content (material, empirical) and not by "abstract" standards of aesthetic subtlety, philosophical sophistication, and so on. At the same time, in the popular and academic imaginary, minority subjects and artists poets occupy a single abstract signifying category—homogeneous, undifferentiated, "other," marginalized, non–universal—while racially "unmarked" (white) artists occupy the position of being universal and individual at once.
The irony, of course, is that, say, an African American poet's being read as an abstract signifier does not mean that the black subject or writer is seen as capable of engaging in abstract ideas. This course will ask questions about the problem of race and abstraction by looking at the work of various African American and Asian American writers, visual artists and musicians—including Will Alexander, Mei–mei Berssenbrugge, David Hammons, Yayoi Kusama, Tan Lin, Nathaniel Mackey, and Cecil Taylor—as well as critics. We will pay particular attention to formally experimental works.
This course will ask questions about the problem of race and abstraction by looking at the work of various African American and Asian American writers, visual artists and musicians—including Will Alexander, John Keene, Mei–mei Berssenbrugge, John Yau, Cecil Taylor, David Hammons, and Yoko Ono—as well as critics. We will pay particular attention to formally experimental works.
Class Format: seminar **Requirements/Evaluation:** two papers (one 6–8 pages and the other 10–12 pages), in–class presentation, brief response papers, and class participation
Prerequisites: none if registering under AMST, AFR, or COMP, though a previous lit, art or music class would be helpful; if registering under ENGL, 100–level ENGL course, or 5 on AP English Lit exam or 6 or 7 on the Higher Level IB English exam required **Enrollment Limit:** 13 **Expected Class Size:** 13
Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AFR or AMST
Distributional Requirements: Division 2 **Other Attributes:** AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST 400–level Senior Seminars
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Dorothy Wang

COMP 493(F) Senior Thesis: Comparative Literature
Comparative Literature senior thesis.
Class Format: independent study
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 1
Fall 2014
HON Section: 01 TBA Instructor: Christopher Bolton

COMP 494(S) Senior Thesis: Comparative Literature
Comparative Literature senior thesis.
Class Format: independent study
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 1
Spring 2015
HON Section: 01 TBA Instructor: Christopher Bolton

COMP 497(F) Independent Study: Comparative Literature
Comparative Literature 400–level independent study.
Class Format: independent study
Distributional Requirements: Division 1
Fall 2014
IND Section: 01 TBA Instructor: Christopher Bolton

COMP 498(S) Independent Study: Comparative Literature
Comparative Literature 400–level independent study.
Class Format: independent study
Distributional Requirements: Division 1
Spring 2015
IND Section: 01 TBA Instructor: Christopher Bolton

COMPUTER SCIENCE (Div. III)

Chair, Associate Professor BRENT HEERINGA

Professors: BAILEY, DANYLUK, FREUND**, LENHART, MURTAGH*. Associate Professors: ALBRECHT*, HEERINGA, MCGUIRE.

Computers and computation are pervasive in our society. They play enormously important roles in areas as diverse as education, science, business, and the arts. Understanding the nature of computation and exploring the great potential of computers are the goals of the discipline of computer science. A sample of the areas of research investigated by the Williams Department of Computer Science alone illustrates the vast range of topics that are of interest to computer scientists and computing professionals today. This includes: the use of computer–generated graphic images in the arts and as a tool for visualization in the sciences and other areas; the protocols that make transmission of information over the Internet possible; the design of revolutionary new computer languages that simplify the process of constructing complex programs for computers; the development of machine learning algorithms that can extract useful and even novel information from data that is too complex for humans to analyze; algorithms that can solve problems that were previously too hard to solve in a reasonable amount of time, just by giving up a little bit of optimality in the solution; the investigation of machine architectures and specific hardware aimed at making computing fast.

The department recognizes that students' interests in computer science will vary widely. The department attempts to meet these varying interests through: (1) the major; (2) a selection of courses intended for those who are interested primarily in an introduction to computer science; (3) recommended course sequences for the non–major who wants a more extensive introduction to computer science in general or who seeks to develop some specific expertise in computing for application in some other discipline.

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 including graphics, artificial intelligence, computer architecture, networks, 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 pursue a wide variety of career opportunities. It can be used as preparation for a career in computing, for graduate school, or to provide important background and techniques for the student whose future career will extend outside of 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 reason.

Required Courses in Mathematics

Mathematics 200 Discrete Mathematics

and any other Mathematics or Statistics course at the 200–level or higher

Students considering pursuing a major in Computer Science are urged to take Computer Science 134 and to begin satisfying their mathematics requirements early. Note in particular that Discrete Mathematics covers material complementing that in the introductory courses (Computer Science 134 and 136) and is a prerequisite for many advanced courses.

Students who take Computer Science 102T, 107, 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. Computer Science 102T, 107, 109, and 134 are not open to students who have taken a Computer Science course numbered 136 or higher.

To be eligible for admission to the major, a student must normally have completed Computer Science 136 as well as Discrete Mathematics by the end of the sophomore year. A second Mathematics course at the 200–level or higher must be completed by the end of the junior year. Students are urged to have completed two of the four core courses (Computer Science 237, 256, 334, and 361) by the end of the sophomore year and must normally have completed at least three out of the four core courses by the end of the junior year.

All computer science majors must attend at least twenty Computer Science Colloquia. Juniors and seniors are encouraged to attend at least five during each semester they are present on campus.

With the advance permission of the department, two appropriate mathematics or statistics courses may be substituted for one Computer Science elective. Appropriate mathematics classes are those numbered 300 or above, and appropriate statistics courses are those numbered 200 or above. 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.

LABORATORY FACILITIES

The Computer Science Department maintains two departmental computer laboratories for students taking Computer Science courses, as well as a lab that can be configured for teaching specialized topics such as robotics. The workstations in these laboratories also support student and faculty research in computer science.

THE DEGREE WITH HONORS IN COMPUTER SCIENCE

The degree with honors in Computer Science is awarded to students who have demonstrated outstanding intellectual achievement in a program of study extending 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 that is judged acceptable by the department. The program produces a significant piece of written work and often includes a major computer program. All honors candidates are required to give an oral presentation of their research in the Computer Science Colloquium in early spring semester.

Students considering honors work should obtain permission from the department before registering in the fall of the senior year. Formal admission to candidacy occurs at the beginning of the spring semester of the senior year and is based on promising performance in the fall semester and winter study units of honors work. Recommendations for the degree with honors will be made for outstanding performance in the three honors courses. Highest honors will be recommended for students who have displayed exceptional ability, achievement, or originality.

INTRODUCTORY COURSES

The department offers a choice of four introductory courses–Computer Science 102: The Socio–Techno Web, 107: Creating Games, 109: The Art and Science of Computer Graphics, and Computer Science 134: Introduction to Computer Science.

Computer Science 134 provides an introduction to computer science with a focus on developing computer programming skills. These skills are essential to most upper–level courses in the department. As a result, Computer Science 134 together with Computer Science 136 are required as a prerequisite to most advanced courses in the department. Those students intending to take several Computer Science courses are urged to take 134 early.

Those students interested in learning more about exciting new ideas in computer science, but not necessarily interested in developing extensive programming skills, should consider Computer Science 102: The Socio–Techno Web, 107: Creating Games, or 109: The Art and Science of Computer Graphics.

Students with some prior programming experience should consider Computer Science 135 as an alternative to Computer Science 134. Students with significant programming experience should consider electing Computer Science 136 (see "Advanced Placement" below). Students are always welcome to contact a member of the department for guidance in selecting a first course.

STUDY ABROAD

Study abroad can be a wonderful experience. Students who hope to take computer science courses while abroad should discuss their plans in advance with the chair of the department. Students who plan to study away but do not expect to take courses toward the major should work with the department to create a plan to ensure that they will be able to complete the major. While study abroad is generally not an impediment to completing the major, students should be aware that certain computer science courses must be taken in a particular sequence and that not all courses are offered every semester (or every year). Students who wish to discuss their plans are invited to meet with any of the faculty in Computer Science. You can find general study away guidelines for Computer Science here.

ADVANCED PLACEMENT

Students with an extensive background in computer science are urged to take the Advanced Placement Examination in Computer Science. A score of 4 or better on the exam is normally required for advanced placement in Computer Science 136.

Students who wish to be placed in Computer Science 136 but who have not taken the Advanced Placement Examination should consult with the department. Such students should have had a good course in computer science using a structured language such as Java.

PLANS OF STUDY FOR NON–MAJORS

The faculty in Computer Science believes that students can substantially enrich their academic experience by completing a coherent plan of study in one or more disciplines outside of their majors. With this in mind, we have attempted to provide students majoring in other departments with options in our department's curriculum ranging from two–course sequences to collections of courses equivalent to what would constitute a minor at institutions that recognize such a concentration. Students interested in designing such a plan of study are invited to discuss their plans in detail with a member of the faculty. To assist students making such plans, we include some suggestions below.

Students seeking to develop an extensive knowledge of computer science without majoring in the department are encouraged to use the major requirements as a guide. In particular, the four core courses required of majors are intended to provide a broad knowledge of topics underlying all of computer science. Students seeking a concentration in Computer Science are urged to complete at least two of these courses followed by one of our upper–level electives. Such a program would typically require the completion of a total of five Computer Science courses and one course in discrete mathematics.

There are several sequences of courses appropriate for those primarily interested in developing skills in programming for use in other areas. For general programming, Computer Science 134 followed by 136 and 256 will provide students with a strong background in algorithm and data structure design together with an understanding of issues of correctness and efficiency. Students of the Bioinformatics program are encouraged to take Computer Science 134 at a minimum, and should also consider Computer Science 136 and 256. The sequence of courses Computer Science 109 and 134 would provide sufficient competence in computer graphics for many students interested in applying such knowledge either in the arts or sciences. For students requiring more expertise in the techniques of computer graphics, Computer Science 136 and 371 could be added to form a four–course sequence.

There are, of course, many other alternatives. We encourage interested students to consult with the department chair or other members of the department's faculty.

GENERAL REMARKS

Divisional Requirements

All Computer Science courses may be used to satisfy the Division III distribution requirement.

Alternate Year Courses

Computer Science 102T, 107, 109, 315, 336T, 337T, 339, 354, 356T, 371, 373, 374T, 432, and 434T 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 at http://www.cs.williams.edu.

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 pass–fail, though 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.

CSCI 102T The Socio–Techno Web (Q)
This course introduces many fundamental concepts in computer science by examining the social aspects of computing. As more and more people use the technologies and services available via the Internet, online environments like Facebook, Amazon, Google, Twitter, and blogs are flourishing. However, several of the problems related to security, privacy, and trust that exist in the real world transfer and become amplified in the virtual world created by the ubiquity and pervasiveness of the Internet. In this course, we will investigate how the social, technological, and natural worlds are connected, and how the study of networks sheds light on these connections. Topics include the structure of the Social Web and networks in general; issues such as virtual identity, personal and group privacy, trust evaluation and propagation, and online security; and the technology, economics, and politics of Web information and online communities. No background in computer science or programming is required or expected.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on tutorial discussions, presentations, problem sets and labs, a midterm exam, and a final project or paper **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** first–year students and sophomores who have not previously taken a computer science course
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015
TUT Instructor: Jeannie Albrecht

CSCI 107(S) Creating Games (Q) Crosslistings: CSCI 107/ARTS 107
The game is unique as the only broadly–successful interactive art form. Games communicate the experience of embodying a role by manipulating the player's own decisions, abstraction, and discrete planning. Those three elements are the essence of computation, which makes computer science theory integral to game design. Video games also co–opt programming and computer graphics as new tools for the modern artist. As a result, games are collaborative interdisciplinary constructs that use computation as a medium for creative expression. Students analyze and extend contemporary video and board games using the methodology of science and the language of the arts. They explore how computational concepts like recursion, state, and complexity apply to interactive experiences. They then synthesize new game elements using mathematics, programming and both digital and traditional art tools. Emphasis is on the theory of design in modern European board games. Topics covered include experiment design, gameplay balance, minimax, color theory, pathfinding, game theory, composition, and computability.
Class Format: lecture and studio **Requirements/Evaluation:** evaluation will be based on participation, studio work, and quizzes
Prerequisites: none; no programming or game experience is assumed **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first–year students
Dept. Notes: not open to students who completed a Computer Science course numbered 136 or above; does not count toward the Art Major
Distribution Notes: meets Division 3 requirement if registration is under CSCI; meets Division 1 requirement if registration is under ARTS
Materials/Lab Fee: lab fee of $25 will be added to the student's term bill
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Spring 2015
LEC Section: 01 TR 08:30 09:45 Instructor: Morgan McGuire
LAB Section: 02 R 01:00 04:00 Instructor: Morgan McGuire

CSCI 109(F) The Art and Science of Computer Graphics (Q)
This course provides an opportunity to develop an understanding of the theoretical and practical concepts underlying 2– and 3–dimensional computer graphics. The course will emphasize hands–on studio/laboratory experience, with student work focused around completing a series of projects. Students will experiment with modeling, color, lighting, perspective, and simple animation. As the course progresses, computer programming will be used to control the complexity of the models and their interactions. Lectures, augmented by guided viewings of state–of–the–art computer generated and enhanced images and animations, will be used to deepen understanding of the studio experience.
Class Format: lecture/laboratory **Requirements/Evaluation:** evaluation will be based on progress in project work and two examinations
Prerequisites: this course is not open to students who have successfully completed a CSCI course numbered 136 or above **Enrollment Limit:** 36 **Expected Class Size:** 36 **Enrollment Preferences:** first–year students and sophomores who have not previously taken a computer science course
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Fall 2014
LEC Section: 01 TR 08:30 09:45 Instructor: Duane Bailey
LAB Section: 02 M 01:00 02:25 Instructor: Duane Bailey
LAB Section: 03 M 02:35 04:00 Instructor: Duane Bailey

CSCI 134(F,S) Introduction to Computer Science (Q)
This course introduces fundamental ideas in computer science and builds skills in the design, implementation, and testing of computer programs. Students implement algorithms in the Java programming language with a strong focus on constructing correct, understandable, and efficient programs. Students explore the material through specific application areas. Topics covered include object–oriented programming, control structures, arrays, recursion, and event–driven programming. This course is appropriate for all students who want to create software and have little or no prior computing experience. More details are available on the department website, http://www.cs.williams.edu.
Class Format: lecture/laboratory **Requirements/Evaluation:** evaluation will be based on weekly assignments, final programming projects, and examinations
Prerequisites: none, except for the standard prerequisites for a (Q) course; previous programming experience is not required **Enrollment Limit:** 36 **Expected Class Size:** 36 **Enrollment Preferences:** first year students and sophomores
Dept. Notes: students with prior experience with object–oriented programming should discuss appropriate course placement with members of the department
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Recommended Courses
COGS Interdepartmental Electives
Fall 2014
LEC Section: 01 MWF 09:00 09:50 Instructor: William Lenhart
LEC Section: 02 MWF 10:00 10:50 Instructor: Brent Yorgey
LAB Section: 03 M 01:00 04:00 Instructor: Brent Yorgey
LAB Section: 04 T 01:00 04:00 Instructor: Brent Yorgey
LAB Section: 05 T 09:00 12:00 Instructor: William Lenhart
Spring 2015
LEC Section: 01 MWF 09:00 09:50 Instructor: Andrea Danyluk
LEC Section: 02 MWF 10:00 10:50 Instructor: Stephen Freund
LAB Section: 03 M 01:00 04:00 Instructor: Andrea Danyluk, Stephen Freund
LAB Section: 04 T 01:00 04:00 Instructor: Andrea Danyluk, Stephen Freund
LAB Section: 05 M 07:00 10:00 Instructor: Andrea Danyluk, Stephen Freund

CSCI 135(S) Diving into the Deluge of Data (Q)
We are surrounded by information: weather forecasts, twitter feeds, restaurant reviews, stock market tickers, music recommendations, among others. This course introduces fundamental computational concepts for representing and manipulating data. Using the programming language Python, this course explores effective ways to organize and transform information in order to solve problems. Students will learn to design algorithms to search, sort, and manipulate data in application areas like text and image processing, social networks, scientific computing, databases, and the World Wide Web. Programming topics covered include object–oriented and functional programming, control structures, types, recursion, arrays, lists, streams, and dictionaries. This course is appropriate for all students who want to create software and learn computational techniques for manipulating and analyzing data. More details are available on the department website, http://www.cs.williams.edu
This course covers the programming concepts from CSCI 134 in an accelerated fashion. It is designed for students who have some experience programming in any computer language, but whose background is not strong enough to enter Computer Science 136.
Class Format: lecture/laboratory **Requirements/Evaluation:** evaluation will be based on weekly assignments, programming projects, and examinations
Prerequisites: some experience programming in any computer language; not open to students who have successfully completed CSCI 134 or above **Enrollment Limit:** 24 **Expected Class Size:** 24 **Enrollment Preferences:** first year students and sophomores
Dept. Notes: students with substantial prior programming experience should discuss appropriate course placement with members of the department; this course may be taken in place of CSCI 134 & fulfills a CSCI 134 prerequisite for other courses
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Spring 2015
LEC Section: 01 MWF 09:00 09:50 Instructor: Brent Heeringa
LAB Section: 02 R 01:00 02:25 Instructor: Brent Heeringa
LAB Section: 03 R 02:35 04:00 Instructor: Brent Heeringa

CSCI 136(F,S) Data Structures and Advanced Programming (Q)
This course builds on the programming skills acquired in Computer Science 134. It couples work on program design, analysis, and verification with an introduction to the study of data structures. Data structures capture common ways in which to store and manipulate data, and they are important in the construction of sophisticated computer programs. Students are introduced to some of the most important and frequently used data structures: lists, stacks, queues, trees, hash tables, and graphs. Students will be expected to write several programs, ranging from very short programs to more elaborate systems. Emphasis will be placed on the development of clear, modular programs that are easy to read, debug, verify, analyze, and modify.
Class Format: lecture/laboratory **Requirements/Evaluation:** evaluation will be based on programming assignments, homework and/or examinations
Prerequisites: CSCI 134 or equivalent; MATH 200 (formerly 251) is recommended, but not required **Enrollment Limit:** 36 **Expected Class Size:** 36 **Enrollment Preferences:** first–year students and sophomores
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Recommended Courses
Fall 2014
LEC Section: 01 MWF 09:00 09:50 Instructor: Morgan McGuire
LAB Section: 02 W 12:00 01:55 Instructor: Morgan McGuire
LAB Section: 03 W 02:05 04:00 Instructor: Morgan McGuire

Spring 2015
LEC Section: 01 MWF 10:00 10:50 Instructor: Brent Yorgey
LAB Section: 02 W 12:00 01:55 Instructor: Brent Yorgey
LAB Section: 03 W 02:05 04:00 Instructor: Brent Yorgey

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 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.
Class Format: lecture/laboratory **Requirements/Evaluation:** evaluation will be based primarily on weekly labs, final design project, two exams
Prerequisites: CSCI 134, or both experience in programming and permission of instructor **Enrollment Limit:** 36 **Expected Class Size:** 36 **Enrollment Preferences:** current or expected Computer Science majors
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Fall 2014
LEC Section: 01 MWF 11:00 11:50 Instructor: Duane Bailey
LAB Section: 02 T 01:00 02:25 Instructor: Duane Bailey
LAB Section: 03 T 02:35 04:00 Instructor: Duane Bailey

CSCI 256(S) Algorithm Design and Analysis (Q)
This course investigates methods for designing efficient and reliable algorithms. By carefully analyzing the structure of a problem within a mathematical framework, it is often possible to dramatically decrease the computational resources needed to find a solution. In addition, analysis provides a method for verifying the correctness of an algorithm and accurately estimating its running time and space requirements. We will study several algorithm design strategies that build on data structures and programming techniques introduced in Computer Science 136. These include induction, divide–and–conquer, dynamic programming, and greedy algorithms. Additional topics of study include algorithms on graphs and strategies for handling potentially intractable problems.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on problem sets and programming assignments, and midterm and final examinations
Prerequisites: CSCI 136 and MATH 200 **Enrollment Limit:** 40 **Expected Class Size:** 40 **Enrollment Preferences:** current or expected Computer Science majors
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Recommended Courses
Spring 2015
LEC Section: 01 MWF 10:00 10:50 Instructor: William Lenhart

CSCI 315T(F) Computational Biology (Q) Crosslistings: PHYS 315/CSCI 315
This course will provide an overview of Computational Biology, the application of computational, mathematical, statistical, and physical problem–solving techniques to interpret the rapidly expanding amount of biological data. Topics covered will include database searching, DNA sequence alignment, clustering, RNA structure prediction, protein structural alignment, methods of analyzing gene expression, networks, and genome assembly using techniques such as string matching, dynamic programming, hidden Markov models, and expectation–maximization.
Class Format: lab three hours per week plus weekly tutorial meeting **Requirements/Evaluation:** evaluation will be based on weekly programming assignments, problem sets, a few quizzes and a final project
Prerequisites: programming experience (e.g., CSCI 136), mathematics (PHYS 210 or MATH 150), and physical science (PHYS 142 or 151, or CHEM 151 or 153 or 155), or permission of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 8 **Enrollment Preferences:** based on seniority
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Recommended Courses
Fall 2014
TUT Section: T1 TBA Instructor: Daniel Aalberts
LAB Section: T2 M 01:10 03:50 Instructor: Daniel Aalberts

CSCI 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Q) Crosslistings: BIOL 319/MATH 319/CHEM 319/PHYS 319/CSCI 319
What can computational biology teach us about cancer? In this capstone experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet–lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever–growing gene and protein data–sets can provide key insights into human disease. In this course, we will take advantage of one well–studied system, the highly conserved Ras–related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, phylogenetics, and recombinant DNA techniques to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through–put approaches to investigate genes involved in the MAPK signal transduction pathway in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation–state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data–mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry will be used to study networks of interacting proteins in colon tumor cells.
Class Format: two afternoons of lab, with one hour of lecture, per week **Requirements/Evaluation:** lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal
Prerequisites: BIOL 202; or; students who have not taken BIOL 202 but have taken BIOL 101/AP Biology and CSCI 315 or PHYS 315 or CSCI 106, may enroll with permission of instructor; No prior computer programming experience is required **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** seniors, then juniors/sophomores
Dept. Notes: does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Core Courses
BIMO Interdepartmental Electives
Fall 2014
LEC Section: 01 W 12:25 01:10 Instructor: Lois Banta
LAB Section: 02 WR 01:15 04:00 Instructor: Lois Banta

CSCI 334(S) Principles of Programming Languages (Q)
This course examines the concepts and structures governing the design and implementation of programming languages. It presents an introduction to the concepts behind compilers and run–time representations of programming languages; features of programming languages supporting abstraction and polymorphism; and the procedural, functional, object–oriented, and concurrent programming paradigms. Programs will be required in languages illustrating each of these paradigms.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on weekly problem sets and programming assignments, a midterm examination and a final examination
Prerequisites: CSCI 136 **Enrollment Limit:** 40 **Expected Class Size:** 40 **Enrollment Preferences:** current or expected Computer Science majors
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Spring 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Stephen Freund

CSCI 336T Computer Networks (Q)
This course explores 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. 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.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on problem sets, programming assignments, and midterm and final examinations
Prerequisites: CSCI 136 and 237 **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** current or expected Computer Science majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015
TUT Instructor: Thomas Murtagh

CSCI 337T Digital Design and Modern Architecture (Q)
This tutorial course considers topics in the low–level design of modern architectures. Course meetings will review problems of designing effective architectures including instruction–level parallelism, branch–prediction, caching strategies, and advanced ALU design. Readings will be taken from recent technical literature. Labs will focus on the development of custom CMOS circuits to implement projects from gates to bit–sliced ALU's. Final group projects will develop custom logic demonstrating concepts learned in course meetings.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on microprocessor design projects, participation in tutorial meetings, and examinations
Prerequisites: CSCI 237 **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** current or expected Computer Science majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015
TUT Instructor: Duane Bailey

CSCI 339 Distributed Systems (Q)
This course studies the key design principles of distributed systems, which are collections of independent networked computers that function as single coherent systems. Covered topics include communication protocols, processes and threads, naming, synchronization, consistency and replication, fault tolerance, and security. Students also examine some specific real–world distributed systems case studies, ranging from the Internet to file systems. Class discussion is based on readings from the textbook and research papers. The goals of this course are to understand how large–scale computational systems are built, and to provide students with the tools necessary to evaluate new technologies after the course ends.
Class Format: lecture/laboratory **Requirements/Evaluation:** evaluation will be based on homework assignments, programming projects, and exams
Prerequisites: CSCI 136 (Data Structures) or equivalent programming experience, and CSCI 237 (Computer Organization), or permission of the instructor **Enrollment Limit:** 36 **Expected Class Size:** 36 **Enrollment Preferences:** current or expected Computer Science majors

Dept. Notes: project course
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015
LEC Instructor: Jeannie Albrecht

CSCI 354(F) Functional Programming and the Art of Recursion (Q)
Functional programming takes as its central organizing principle the idea of evaluating functions rather than executing instructions. It supports programming at a high level of abstraction and carefully controlling side effects, which are critical given the ever–increasing sophistication of software systems. This course explores functional programming in depth, with a unifying focus on recursion. It combines practical programming experience in Haskell with a deep exploration of the underlying theory. Covered topics include algebraic data types, induction, lambda calculus, equivalence of iteration and recursion, laziness, folds and unfolds, termination analysis, and domain theory. These topics are of importance not only to functional programming per se, but also to the design and analysis of any software system.
Class Format: lecture/conference **Requirements/Evaluation:** evaluation will be based on weekly assignments, class presentations, programming projects, and examinations
Prerequisites: CSCI 136 **Enrollment Limit:** 36 **Expected Class Size:** 20 **Enrollment Preferences:** current or expected Computer Science majors
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Fall 2014
LEC Section: 01 TR 09:55 11:10 Instructor: Brent Yorgey
CON Section: 02 W 01:10 02:25 Instructor: Brent Yorgey

CSCI 356T(S) Advanced Algorithms (Q)
This course explores advanced concepts in algorithm design, algorithm analysis and data structures. Areas of focus will include algorithmic complexity, randomized and approximation algorithms, geometric algorithms, and advanced data structures. Topics will include combinatorial algorithms for packing, and covering problems, algorithms for proximity and visibility problems , linear programming algorithms, approximation schemes, hardness of approximation, search, and hashing.
Class Format: tutorial **Requirements/Evaluation:** evaluation is based on weekly problem sets, several small programming projects, weekly paper summaries, and a small, final project
Prerequisites: CSCI 256; CSCI 361 is recommended but not required **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** current or expected Computer Science majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Spring 2015
TUT Section: T1 TBA Instructor: William Lenhart

CSCI 361(F) Theory of Computation (Q) Crosslistings: CSCI 361/MATH 361
This course introduces a formal framework for investigating both the computability and complexity of problems. We study several models of computation including finite automata, regular languages, context–free grammars, and Turing machines. These models provide a mathematical basis for the study of computability theory—the examination of what problems can be solved and what problems cannot be solved—and the study of complexity theory—the examination of how efficiently problems can be solved. Topics include the halting problem and the P versus NP problem.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on problem sets, a midterm examination, and a final examination
Prerequisites: CSCI 256 or both a 300–level MATH course and permission of instructor **Enrollment Limit:** 40 **Expected Class Size:** 40 **Enrollment Preferences:** current or expected Computer Science majors
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: COGS Interdepartmental Electives
Fall 2014
LEC Section: 01 MWF 12:00 12:50 Instructor: Brent Heeringa

CSCI 371(F) Computational Graphics (Q)
PhotoShop, medical MRIs, video games, and movie special effects all programmatically create and manipulate digital images. This course teaches the fundamental techniques behind these applications. We begin by building a mathematical model of the interaction of light with surfaces, lenses, and an imager. We then study the data structures and processor architectures that allow us to efficiently evaluate that physical model. Students will complete a series of programming assignments for both photorealistic image creation and real–time 3D rendering using C++, OpenGL, and GLSL. These assignments cumulate in a multi–week final project. Topics covered in the course include: projective geometry, ray tracing, bidirectional surface scattering functions, binary space partition trees, matting and compositing, shadow maps, cache management, and parallel processing on GPUs.
Class Format: lecture, with optics laboratory exercises **Requirements/Evaluation:** evaluation based on assignments, projects, and exams
Prerequisites: CSCI 136 and CSCI 237 or permission of the instructor **Enrollment Limit:** 36 **Expected Class Size:** 36 **Enrollment Preferences:** current or expected Computer Science majors
Dept. Notes: project course
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Fall 2014
LEC Section: 01 MWF 10:00 10:50 Instructor: Morgan McGuire
LAB Section: 02 R 01:00 04:00 Instructor: Morgan McGuire

CSCI 373 Artificial Intelligence (Q)
This course introduces fundamental techniques in the field of Artificial Intelligence, which is concerned with the ability to create machines that perform tasks requiring "intelligence." The course covers methods for knowledge representation, reasoning, problem solving, and learning. It then explores those further by surveying current applications in selected areas such as game playing, and natural language processing.
Class Format: lecture/laboratory **Requirements/Evaluation:** several programming projects in the first half of the semester and a larger project spanning most of the second half account for 70% of the student's final grade; midterm examination and a 6–page survey paper account for remainder of student's grade
Prerequisites: CSCI 136 and MATH 200 **Enrollment Limit:** 36 **Expected Class Size:** 36 **Enrollment Preferences:** current or expected Computer Science majors
Dept. Notes: project course
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: COGS Interdepartmental Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Andrea Danyluk

CSCI 374T(F) Machine Learning (Q)
This tutorial examines the design, implementation, and analysis of machine learning algorithms. Machine Learning is a branch of Artificial Intelligence that aims to develop algorithms that will improve a system's performance. Improvement might involve acquiring new factual knowledge from data, learning to perform a new task, or learning to perform an old task more efficiently or effectively. This tutorial will cover examples of supervised learning algorithms (including decision tree learning, support vector machines, and neural networks), unsupervised learning algorithms (including k–means and expectation maximization), and possibly reinforcement learning algorithms (such as Q learning and temporal difference learning). It will also introduce methods for the evaluation of learning algorithms, as well as topics in computational learning theory.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on presentations, problem sets, programming exercises, empirical analyses of algorithms, critical analysis of current literature, and a final exam
Prerequisites: CSCI 136 and MATH 200 (formerly 251); CSCI 256 is recommended but not required **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Computer Science majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: COGS Interdepartmental Electives
Fall 2014
TUT Section: T1 TBA Instructor: Andrea Danyluk

CSCI 397(F) Independent Reading: Computer Science
Directed independent reading in Computer Science.
Class Format: independent study
Prerequisites: permission of the department
Distributional Requirements: Division 3
Fall 2014
IND Section: 01 TBA Instructor: Brent Heeringa

CSCI 398(S) Independent Reading: Computer Science
Directed independent reading in Computer Science.
Class Format: independent study
Prerequisites: permission of the department
Distributional Requirements: Division 3
Spring 2015
IND Section: 01 TBA Instructor: Brent Heeringa

CSCI 432(S) 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, os/architecture interaction, and distributed operating systems.
Class Format: lecture/laboratory **Requirements/Evaluation:** evaluation will be based on several implementation projects that will include significant programming, as well as written homework and exams
Prerequisites: CSCI 237 and either CSCI 256 or 334 **Enrollment Limit:** 36 **Expected Class Size:** 36 **Enrollment Preferences:** current or expected Computer Science majors
Dept. Notes: project course
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Spring 2015
LEC Section: 01 TR 08:30 09:45 Instructor: Duane Bailey
LAB Section: 02 R 01:00 02:25 Instructor: Duane Bailey

LAB Section: 03 R 02:35 04:00 Instructor: Duane Bailey

CSCI 434T Compiler Design (Q)
This tutorial covers the principles and practices for the design and implementation of compilers and interpreters. Topics include all stages of the compilation and execution process: lexical analysis; parsing; symbol tables; type systems; scope; semantic analysis; intermediate representations; run–time environments and interpreters; code generation; program analysis and optimization; and garbage collection. The course covers both the theoretical and practical implications of these topics. As a project course, students will construct a full compiler for a simple object–oriented language.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on presentations, problem sets, a substantial implementation project, and two exams
Prerequisites: CSCI 237 and 361 (concurrent enrollment is acceptable); CSCI 334 is recommended, but not required **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** current or expected Computer Science majors
Dept. Notes: project course
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015
TUT Instructor: Stephen Freund

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.
Class Format: independent study **Requirements/Evaluation:** evaluation will be based on class participation, presentations, and the final written report **Enrollment Preferences:** open to senior Computer Science majors with permission of instructor
Dept. Notes: this course (along with CSCI W31 and CSCI 494) is required for students pursuing honors, but enrollment is not limited to students pursuing honors
Distributional Requirements: Division 3
Fall 2014
HON Section: 01 TBA Instructor: Brent Heeringa

CSCI 494(S) Senior Thesis: Computer Science
Class Format: independent study **Requirements/Evaluation:** evaluation will be based on class participation, presentations, and the final written report
Prerequisites: CSCI 493 **Enrollment Preferences:** open to senior Computer Science majors with permission of instructor
Distributional Requirements: Division 3
Spring 2015
HON Section: 01 TBA Instructor: Brent Heeringa

CSCI 497(F) Independent Reading: Computer Science
Directed independent reading in Computer Science.
Class Format: independent study
Prerequisites: permission of the department
Distributional Requirements: Division 3
Fall 2014
IND Section: 01 TBA Instructor: Brent Heeringa

CSCI 498(S) Independent Reading: Computer Science
Directed independent reading in Computer Science.
Class Format: lecture/laboratory
Prerequisites: permission of the department
Distributional Requirements: Division 3
Spring 2015
IND Section: 01 TBA Instructor: Brent Heeringa

CONTRACT MAJOR

Contract Major Advisor: LAURA MCKEON

Students with the talent and energy for working independently and with the strong support of two primary faculty sponsors 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 two majors, 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.
d) a list of completed courses toward a backup major(s) in case the contract major is not approved.

2) No later than mid–November, the student must meet with the Contract Major Advisor to discuss and further develop the proposal.

3) By the end of the second week of spring semester classes, the student must submit a complete draft of the proposal to the Contract Major Advisor for feedback.

4) No later than the week before spring break, the student must submit the final proposal to the Contract Major Advisor. By this date also, the two 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., Africana Studies, area studies programs, Public Health), 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 third full 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 two 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 notify students and sponsors before the spring registration deadline. 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 two faculty sponsors as well as by the Contract Major Advisor. Before making changes in the courses originally proposed for the junior and senior years, the new courses need to be approved by the two faculty sponsors and the Contract Major Advisor. During the fall of both the junior and senior years, contract majors should be in touch with their two faculty sponsors and the Contract Major Advisor about their progress in the major and the courses they are taking even if there have not been changes. Where the Contract Major Advisor has determined that there has been substantial alteration of the original program, the Contract Major Advisor will forward the student's written request along with the endorsements from their two faculty sponsors 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 is a senior thesis which is either two semesters and a winter study or one–semester and a winter study to be determined in consultation with your faculty advisors. The Contract Major with honors shall comprise a minimum of eleven semester courses (two–semester thesis) or ten semester courses (one–semester–thesis) plus one winter study focused specifically on the thesis work. One semester of independent study undertaken for the thesis may be allowed to fulfill the requirement for a senior major course. Application to enter the honors program is made prior to the time of spring registration in April of the junior year and is based on a solid record of work of honors caliber, normally defined as maintaining at least a B+ average in courses taken for the Contract Major. Students who intend to write a thesis submit a proposal to their two faculty sponsors and the Contract Major Advisor at this time. Students who will be away during the spring semester of their junior year need to make arrangements to apply while they are off campus in the spring. Admission to honors depends on the assessment by the two faculty sponsors and the Contract Major Advisor of the qualifications of the student and the feasibility of the project. If a student is admitted to honors, the student shall determine three readers (at least one of whom shall be a faculty sponsor) in consultation with the Contract Major Advisor.

Honors Contract Majors shall submit a draft of the thesis to the three readers by the end of winter study of the senior year. The faculty readers shall determine prior to the start of spring semester of the senior year whether the student is to continue as an honors candidate. 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 the finished written thesis or mini–thesis to the three readers no later than the third Monday after spring break. After the thesis has been completed, the student publicly presents his or her work. The readers shall determine *Highest Honors*, *Honors* or no honors.

CMAJ 493(F) Senior Thesis: Contract Major
Contract Major senior thesis.
Class Format: independent study
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 2
Fall 2014
HON Section: 01 TBA Instructor: Laura McKeon

CMAJ 494(S) Senior Thesis: Contract Major
Contract Major senior thesis.
Class Format: independent study
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 2
Spring 2015
HON Section: 01 TBA Instructor: Laura McKeon

CMAJ 497(F) Independent Study: Contract Major
Contract Major independent study.
Class Format: independent study
Distributional Requirements: Division 2
Fall 2014
IND Section: 01 TBA Instructor: Laura McKeon

CMAJ 498(S) Independent Study: Contract Major
Contract Major independent study.
Class Format: independent study
Distributional Requirements: Division 2
Spring 2015
IND Section: 01 TBA Instructor: Laura McKeon

CRITICAL LANGUAGES (Div. I)

Coordinator, JANE CANOVA

The Critical Languages Program enables students to study important foreign languages relevant to their academic interests but not taught in regular courses at Williams. The program can field a limited number of courses per year*, and it has offered one–year of elementary Hebrew, Hindi, Korean and Swahili thus far. Students work independently with standard language textbooks and audio materials for roughly ten hours per week and attend biweekly group review sessions with tutors who are native speakers. Language faculty from other institutions provide the course syllabus, conduct the exams, and determine the final grades. An organizational meeting for enrolled students is held the first week of each semester.

Interested students must present an application and have it approved before registering for a course. Applications are available during the first two weeks of April and can be obtained from the Coordinator at the Center for Foreign Languages, Literatures, and Cultures, Hollander 230.

To be eligible for this 200–level Critical Languages course, the student must:

have attained sophomore standing or higher;

demonstrate proven capability for independent work and previous success in foreign language study;

explain how the study of the language integrates with his/her major or other academic interests;

present a letter of support from a Williams faculty member;

have at least a 3.0 GPA

in some cases, take a placement test.

Note that like other elementary language courses, the 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. An organizational meeting will be held the first week of each semester.

A consecutive year of intermediate language study will be considered only upon petition of those students completing a full year of elementary study with the Critical Languages Program and as long as a minimum of two students are enrolled to continue their language study.

**A Critical Languages course will be scheduled only if and when at least two students are accepted for study and provided a native tutor and outside examiner have been contracted.*

All courses adhere to the guidelines of the National Association of Self–Instructional Language Programs (NASILP).

CRHE 201(F) Hebrew
Elementary Hebrew.
Class Format: independent study
Distributional Requirements: Division 1
Fall 2014
LEC Section: 01 TBA Instructor: Jane Canova

CRHE 202(S) Hebrew
Intermediate Hebrew.
Class Format: independent study
Distributional Requirements: Division 1
Spring 2015
LEC Section: 01 TBA Instructor: Jane Canova

CRHI 201(F) Hindi
Elementary Hindi.
Class Format: independent study
Distributional Requirements: Division 1
Fall 2014
LEC Section: 01 TBA Instructor: Jane Canova

CRHI 202(S) Hindi
Elementary Hindi.
Class Format: independent study
Distributional Requirements: Division 1

Spring 2015
LEC Section: 01 TBA Instructor: Jane Canova

CRKO 201(F) Korean
Elementary Korean.
Class Format: independent study
Distributional Requirements: Division 1
Fall 2014
LEC Section: 01 TBA Instructor: Jane Canova

CRKO 202(S) Korean
Elementary Korean.
Class Format: independent study
Distributional Requirements: Division 1
Spring 2015
LEC Section: 01 TBA Instructor: Jane Canova

CRKO 301(F) Intermediate Korean
Intermediate Korean.
Class Format: independent study
Distributional Requirements: Division 1
Fall 2014
LEC Section: 01 TBA Instructor: Jane Canova

CRKO 302(S) Intermediate Korean
Intermediate Korean
Class Format: independent study
Distributional Requirements: Division 1
Spring 2015
LEC Section: 01 TBA Instructor: Jane Canova

CRSW 201(F) Swahili
Elementary Swahili.
Class Format: independent study
Distributional Requirements: Division 1
Fall 2014
LEC Section: 01 TBA Instructor: Jane Canova

CRSW 202(S) Swahili
Elementary Swahili.
Class Format: lecture/discussion
Distributional Requirements: Division 1
Spring 2015
LEC Section: 01 TBA Instructor: Jane Canova

DANCE (Div I)

Chair, SANDRA BURTON

Faculty: Senior Lecturer: BURTON. Artist in Residence: DANKMEYER. Artist in Residence: PARKER. Musical Director/Accompanist: SAUER. Accompanist: RZAB.

The purpose of the Dance Department is to educate students in the physical disciplines, cultural traditions and expressive possibilities of dance. We provide the opportunity to study and experience dance as technique, composition, history, theory and performance. We do not offer a major or a concentration, yet our courses can offer complementary study in the disciplines of Theater, Visual Art, Africana Studies, Performance Studies and Music. Technique courses currently offered include ballet, modern, African and Irish traditions and Pilates.

At the beginning of the fall semester, prior to the beginning of classes, the department will offer a placement workshop to evaluate student accomplishment and determine which course level is appropriate. Notification of placement will be sent to the student within 24 hours. If a student wishes to pre–register before the placement workshop, he/she is advised to contact the instructor of the course for advice.

All students are welcome to audition for membership in the Department's performing companies (CoDa, Kusika, Sankofa, and INISH). Membership is also possible through invitation by the company directors. Kusika and INISH also accept members as dancers, musicians, singers and storytellers. Members study with faculty, guest artists and peers. Student choreographers are also supported.

Students may receive PE credit for dance in the following ways: enrolling in a class that is for PE credit only, choosing the PE option in courses offered for academic credit or PE, or successful participation in CoDa, Kusika, Sankofa, or INISH.

The Department belongs to and attends the American College Dance Festival Association New England Regional where students are able to perform, attend master classes and audition for scholarships for summer study. Our students also participate in area cultural events and provide workshops, lecture demonstrations and performances for local schools.

DANC 100(F) Foundations in Dance
This course is an introduction to the fundamentals of dance history and technique focusing on Ballet, Modern dance and African dance and music genres. Regular physical work that provides experience in dance technique, reading, discussion about cultural context and significant innovators, viewing media,live performance and writing about dance are required.
This course may not be taken for PE credit.
Class Format: studio/lecture/discussion **Requirements/Evaluation:** evaluation will be based on active participation and progress in the techniques, quality of written assignments and project presentations
Prerequisites: none; experienced dancers who wish to enroll in Dance Department courses may waive this course by taking the department's advanced placement class or by permission of the faculty **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** beginning dancers and students with no prior experience
Extra Info: may not be taken for PE credit
Distributional Requirements: Division 1
Fall 2014
STU Section: 01 MR 01:10 02:25 Instructor: Sandra Burton and Janine Parker
LAB Section: 02 MR 02:35 03:50 Instructor: Sandra Burton and Janine Parker

DANC 102 Skills Crosslistings: DANC 102/ARTS 110
Skills is a physical training lab for dancers, actors, performance artists, and anyone interested in expanding their kinesthetic awareness, physical range, perceptual sensitivity, and ability to communicate and work with others in an embodied way. The course proposes that developing these skills has the potential to ignite, inform and/or complicate one's creative practice, social perspectives, and citizenship. The class provides students with highly specific exercises for building strength, flexibility, endurance, and physical range, while also prioritizing improvisational techniques for moving and vocalizing on our own, with partners, and as a group. Combining these approaches allows us to examine how the attention, freedom, play, and curiosity of improvisation can illuminate set exercises, and how the specifications and limits of set work might inform and clarify our more open–ended practice. *Skills* draws from a variety of approaches including Yoga, Body Weather Laboratory, Contact Improvisation, Jazz Dance, Authentic Movement, Mindfulness Meditation, and the work of La Pocha Nostra, Deborah Hay, and d. Sabela Grimes. We will experiment with repetitive tasks, acts of physical and mental endurance, touch and trust, blind walks, heightening one's senses, and composing still and moving bodies in a variety of environments. Some reading will be given in order to contextualize our practices, and students will complete regular informal writing and a final collaborative project.
Class Format: studio **Requirements/Evaluation:** class participation, a weekly written response, and final experiential project
Prerequisites: previous experience with movement, performance art, theater, and meditation may be useful, but no performing or dance experience is necessary **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** juniors and seniors; if over enrolled instructor may ask for statement of interest
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
STU Instructor: Hana van der Kolk

DANC 125(F) Music and Social Dance in Latin America (D) Crosslistings: MUS 125/DANC 125
This course offers a full–spectrum introduction to the sounds, movements, and social characteristics of a number of Latin American social dance forms, including samba, salsa, tango, and the Afro–Surinamese genre, awasa. Through critical listening and viewing assignments, performance workshops, and readings from disciplines spanning ethnomusicology, anthropology, dance studies, Latin American studies and history, students will combine a technical understanding of the musical and choreographic features of these genres with a consideration of their social impact. Among the questions that will drive class discussions are the following: How do sound and movement interrelate? What aspects of gender, sexuality, class, race and ethnicity arise in the performance and consumption of Latin American genres of social dance? How do high political, economic, and personal stakes emerge through activities more commonly associated with play and leisure? No prior music or dance training is necessary, however this course does require regular engagement in interactive and performance–based assignments and workshops.
Class Format: seminar/studio **Requirements/Evaluation:** one performance/analysis project, one group project, one paper (10–12 pages)
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** upperclassmen, music majors, and students with concentration in Latio/a Studies
Dept. Notes: MUS Group A Electives—classes 15 and 16

MUS World Music/Ethnomusicology—class of 17 and beyond
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: MUS Group A Electives
MUS World Music/Ethnomusicology
Fall 2014
SEM Section: 01 M 07:00 09:40 Instructor: Corinna Campbell

DANC 201(F) African Dance and Percussion Crosslistings: DANC 201/AFR 201/MUS 220
This course focuses on selected dance and music forms from the African continent for example, *Kpanlogo* from Ghana, *Lamban* from Guinea, Senegal and Mali or *Bira* from Zimbabwe. We will examine their origins (people, history and cultures) and influence beyond geographic perimeter to more fully understand the function of these forms in contemporary times. Students will study movement and percussion and are evaluated on the quality of progress with the selected forms throughout the semester. Forms may not be the same every semester.
This course can be taken for academic and/or PE credit
Class Format: studio/lecture/discussion **Requirements/Evaluation:** participation in assignments that include research and performance projects and a short paper; students enrolled for PE credit only are not required to do short paper or research assignments; all students must participate in all performance projects
Prerequisites: DANC 100 or permission of instructor **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** students who have taken Dance 100 or advanced placement
Dept. Notes: MUS Group B Electives —classes 2015 and 2016
MUS World Music/Ethnomusicology—class of 2017 and beyond
Distribution Notes: meets Division 1 requirement if registration is under DANC or MUS; meets Division 2 requirement if registration is under AFR
this course may be taken for academic and/or PE credit; see description for more details
Distributional Requirements: Division 1 **Other Attributes:** INST African Studies Electives
MUS Group B Electives
MUS World Music/Ethnomusicology
Fall 2014
STU Section: 01 TF 01:10 03:50 Instructor: Sandra Burton and Tendai Muparutsa

DANC 202(S) African Dance and Percussion Crosslistings: DANC 202/AFR 206/MUS 221
Course continues the investigation of selected music and dance from the African continent. Advancing dance and music skills, deepening understanding of history and context of the material are focus of readings, discussions and projects throughout the semester. Questions we will address include the impact of religion, colonialism, travel, immigration, media tradition and the continued emergence of new forms. Material may include *Gum Boots* (*Isicathulo*) from Southern Africa, *Juju* in Nigeria or *Hip Hop* in several nations.
This course can be taken for academic and/or PE credit.
Class Format: studio/lecture/discussion **Requirements/Evaluation:** participation in assignments that include research and performance projects and a short paper; students enrolled for PE credit only are not required to do short paper or research assignments; all students must participate in all performance projects
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** students who have taken DANC 100, DANC 201 or permission of the instructor
Dept. Notes: MUS World Music/Ethnomusicology—class of 2017 and beyond
Distribution Notes: meets Division 1 requirement if registration is under DANC or MUS; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1 **Other Attributes:** INST African Studies Electives
MUS World Music/Ethnomusicology
Spring 2015
STU Section: 01 TF 01:10 03:50 Instructor: Sandra Burton and Tendai Muparutsa

DANC 203(S) Beginning/Intermediate Ballet: Technique, Variations and History
This course is designed for dancers who have achieved a beginning/intermediate level of Ballet, and are serious about continuing to build their strength, artistry and understanding of classical ballet. Students will have technique class twice a week, and beginning pointe work may be introduced to some students, as well as specific steps traditionally performed by male dancers. All students will learn and rehearse excerpts from major ballets specific to that semester's focus. Assigned readings and /or viewings will introduce students to various phases of ballet history; in addition to discussion about the assignments, students will write two short research papers on a figure or topic related to our areas of study. When applicable the class will go on one or two field trips to attend performances by professional ballet companies.
This course may be taken for academic and/or physical education credit and MAY BE REPEATED for academic credit. PE–only participants must attend the ballet technique portion of the class two times per week for credit.
Class Format: studio/lecture/discussion **Requirements/Evaluation:** participation and progress throughout the semester; quality of responses to weekly assignments; research papers; and individual performance in midterm and final showings
Prerequisites: experience in ballet techniques and permission of instructor **Enrollment Limit:** 15 **Expected Class Size:** 8 **Enrollment Preferences:** students with demonstrated prior experience
Extra Info: evaluation will be based on quality of participation and progress in classes and rehearsals as well as on two short research papers
Distributional Requirements: Division 1
Spring 2015
STU Section: 01 MR 01:10 03:50 Instructor: Janine Parker

DANC 205(F) Modern Masterworks
In this course students will examine select masterworks and philosophies of key artists in the development of modern dance while simultaneously studying modern dance technique. We will focus on pioneers including Isadora Duncan, Martha Graham, Jose Limon, Merce Cunningham, Katherine Dunham, and Alvin Ailey as well as comparison to contemporary choreographic masters such as Mark Morris and William Forsythe. Students will develop a critical framework for understanding dance by examining works both loved and misunderstood in their respective times. By what criteria does a culture define a masterwork? What does the work reflect about its time, its creator, and the place of dance in society? We will examine topics suggested by the works, such as how the body is constructed/deconstructed in, and by, the work, religion and spiritual practice in relation to dance–making, the social identity of the creator and the performers, the uses of music/sound in relation to movement expression, and how we "read" dances as individuals. Weekly viewings, critical and historic readings and discussion will be required along with studio practice.
Class Format: seminar and studio **Requirements/Evaluation:** based upon class participation, weekly written response, and a final research presentation
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 15
Distributional Requirements: Division 1
Fall 2014
STU Section: 01 TR 09:55 11:10 Instructor: Erica Dankmeyer
LAB Section: 02 W 01:10 02:00 Instructor: Erica Dankmeyer

DANC 207 Anatomy for Movers
This course is an introduction to the musculoskeletal system designed for people who are physically engaged and want to know more about the body. Anatomical identification, terminology and physiological principals will be highlighted through lecture, and the use of conditioning exercises, strengthening and movement vocabulary. Pilates mat work, stretching techniques and stamina exercises will be introduced in a studio setting. Course work includes reading, lectures, physical exercises and reviews.
Class Format: seminar/studio **Requirements/Evaluation:** based on quality of participation, tests, final presentation and final exam
Prerequisites: none **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** appropriate for dancers, athletes and others interested in understanding the body as a moving structure
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: Holly Silva

DANC 300(F) Ballet: Technique, Variations and History
This course is designed for dancers who have achieved an intermediate/advanced level of ballet technique. Students will have technique class twice a week, followed by men's work and point work for the women (students who are not on pointe will be able to do the work in regular ballet slippers). Both male and female students will be taught and coached in variations from existing ballets in a third session and time permitting partnering. Assignments will include readings, viewing of media and performance and two short research papers on a figure or topic related to our area of study. The class may go on one or two field trips to attend performances.
This course may be taken for academic and or PE credit and MAY BE REPEATED for academic credit. PE–only participants must attend the ballet technique portion of the class two times per week for credit.
Class Format: studio/lecture/discussion **Requirements/Evaluation:** based on participation and progress throughout the semester, the quality of research papers and performance of ballet variations taught during the semester
Prerequisites: a minimum of three years prior training in ballet and a demonstrated ability to safely keep up with this level of instruction **Enrollment Limit:** 10 **Expected Class Size:** 8 **Enrollment Preferences:** students considering this course should take the Dance Department placement class or seek permission from the instructor
Distributional Requirements: Division 1
Fall 2014
STU Section: 01 MWF 11:00 12:50 Instructor: Janine Parker

DANC 301(S) Creative Process in Dance
This course examines the methods used to make dances. It is intended for the experienced mover who is ready to focus on theory, methods and the history of composing dance in various traditions. Students will be asked to identify their own methods and engage in research and regular presentations of their compositions for critical feedback. The class will also study innovative professional choreographers such as Pina Bausch, Ping Chong, George Balanchine, Eiko and Koma, Rennie Harris, Alvin Ailey, Martha Graham, Ronald K. Brown, Lucinda Childs and Merce Cunningham. To more fully understand the context in which these works were created, the class will read essays by dance scholars such as Louis Horst, Liz Lerman, Deborah Jowitt, Sally Banes, and Susan Leigh Foster
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on the quality of participation, assigned projects and presentations
Prerequisites: a minimum of 1–2 years experience as a dancer or choreographer prior to college or 1–2 years experience in a Williams College dance company or permission of the instructor **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** students who have experience in the process of making dances or using movement as part of making theater and other kinds of performance
Distributional Requirements: Division 1
Spring 2015
SEM Section: 01 TBA Instructor: Sandra Burton

DANC 302 Experimental Choreography/Ways of Working Crosslistings: DANC 302/ARTS 302

Conceptual and visual artists in Europe and the U.S. have long borrowed techniques and aesthetics from their contemporaries in dance and theater. In the 1960s the Judson Dance Theater and other dance makers often took cues from their colleagues in visual art and music. Today there is a renewed interest in the body and performance in gallery and museum contexts while at the same time the contemporary dance world is re–visiting interdisciplinary sensibilities and techniques, newly challenging how "dance" can be defined. Stillness and quotidian action are again being framed as choreography, dancers are using technology and materials to create visual and sonic products from their movements, obsessively repetitive actions and physical exhaustion and endurance, trends long popular in live art/performance, are being re–contextualized by choreographers and/or in traditional theatrical settings, dance and dancers are regularly performing outside of traditional theaters, and projects featuring humans moving in collaboration with urban and natural environments are commonplace. Dismissing the need to determine weather or not a given performance is in fact dance, this course proposes the reclamation of the word choreography to include any movement (or stillness) of bodies in space and time. Expanding definitions of choreography, the class calls on compositional techniques from dance as well as strategies not traditionally considered for application to choreography. Through in–class experiential exercises, readings, video and performance viewing (of contemporary and historical work by well–known and lesser–known artists), discussion, and individual performance–making, the class will employ several interdisciplinary ways of inventing and organizing movement, a handful of approaches to how a maker transmits ideas to a performer, and a variety of examples of how and for what purpose an artist frames these particular actions and inactions in a given context. We will look at a number of works categorized within the field of dance, while also considering examples from live/performance art, conceptual practice, music/sound, installation and sculpture. Students will make several performances, working on their own as solo performers, as directors of group projects, and as a collaborative team of makers.
Class Format: studio **Requirements/Evaluation:** class participation, regular written and choreographic assignments, and final research/performance project
Prerequisites: expierence in dance, theater, performance, video or literary arts **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** juniors and seniors; if over enrolled instructor may ask for statement of interest
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
STU Instructor: Hana van der Kolk

DANC 303(S) The Body as Book: Memory and Reenactment in Dance & Theater Crosslistings: THEA 360/DANC 303/COMP 360
What does it mean to conceive of the body as a book? This unique interdisciplinary studio/seminar course examines how dance and theater channel, preserve and transmit stories and cultural memory through individual and collective bodies. Dance and theater are traditionally defined as ephemeral arts, bounded by the limits of linear time and space. Yet, as Rebecca Schneider writes, "time is decidedly folded and fraught." Repetition and reenactment are forms of remembering, and performance is often not what disappears but what remains.How do we pass on knowledge in visceral and affective ways? What is a "repertoire"? What are the benefits and risks of continuity over time?
Taught as part of the Books Unbound curricular initiative, and in conjunction with the opening of the Sawyer–Stetson Library, the course will complete a project in which the class "embodies" material, first by exploring stories embodied by individual members of the class, and then by translating them through performance by the collective, culminating in dance/theatre pieces performed in the new library. Over the term, we will also study modern and contemporary American artists, such as: Martha Graham, The Wooster Group, Alvin Ailey, Meredith Monk, Anne Bogart, Ralph Lemon, Elevator Repair Service, Bill T. Jones, Marina Abramovic, José Limon, and Suzan–Lori Parks. We will also collaborate with professional artists invited to Williams to create and present dance and theater pieces in the new library.
Class Format: studio/seminar **Requirements/Evaluation:** evaluation will be based on collaborative–based project work, individual research, writing and final performances
Prerequisites: no prior dance or theatre training is required **Enrollment Limit:** 14 **Expected Class Size:** 10 **Enrollment Preferences:** students majoring in Dance, Theatre, American Studies and Art
Distributional Requirements: Division 1
Spring 2015
STU Section: 01 TR 09:55 11:10 Instructor: Amy Holzapfel and Erica Dankmeyer
LAB Section: 02 W 01:10 03:00 Instructor: Amy Holzapfel and Erica Dankmeyer

DANC 317 Black Migrations: African American Performance at Home and Abroad Crosslistings: AFR 317/COMP 319/DANC 317/ENGL 317/THEA 317/A
In this course, students will investigate, critique and define the concepts migration and diaspora with primary attention to the experiences of African Americans in the United States and Europe. Drawing on a broad definition of performance, students will explore everything from writing and painting to sports and dance to inquire how performance reflects, critiques and negotiates migratory experiences in the African diaspora. For example, how did musician Sidney Bechet's migration from New Orleans to Chicago to London influence the early jazz era? How did Katherine Dunham's dance performances in Germany help her shape a new black dance aesthetic? Why did writer James Baldwin go all the way to Switzerland to write his first novel on black, religious culture in Harlem? What drew actor/singer Paul Robeson to Russia, and why did the U.S. revoke his passport in response to his speeches abroad? These questions will lead students to investigate multiple migrations in the African diasporic experience and aid our exploration of the reasons for migration throughout history and geography.
Class Format: seminar/discussion **Requirements/Evaluation:** evaluation will be based upon class participation, one 5– to 7–page paper analyzing a performance/text, student–led class facilitation, final performance/ presentation
Prerequisites: none; open to all **Enrollment Limit:** 15 **Expected Class Size:** 10
Distribution Notes: meets Division 2 requirement if registration is under AFR or AMST; meets Division 1 requirement if registration is under COMP, DANC, ENGL or THEA
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
SEM Instructor: Rashida Braggs

DANC 397(F) Independent Study: Dance
Independent study
Class Format: independent study
Prerequisites: permission of the department
Distributional Requirements: Division 1
Fall 2014
IND Section: 01 TBA Instructor: Sandra Burton

DANC 398(S) Independent Study: Dance
This course is intended for students who are juniors or seniors with continued study in courses and or participation in Dance Department companies (CoDa, Kusika, Sankofa, INISH or Zambezi). Students must propose a project or an area of study that deepens their learning and creativity. It is intended to allow students to focus for example on a historical period, artist or the cultural/political/economic impact of dance and other modes of performance.
Class Format: independent study **Requirements/Evaluation:** based on the quality of research and final presentation
Prerequisites: minimum of 2–3 years as a student in the department, submission of a proposal and permission of the department **Enrollment Limit:** 3 **Expected Class Size:** 2–3
Distributional Requirements: Division 1
Spring 2015
IND Section: 01 TBA Instructor: Sandra Burton

ECONOMICS (Div. II)

Chair, Professor WILLIAM GENTRY

Professors: J. BAKIJA***, R. BRADBURD, G. CAPRIO, W. GENTRY, D. GOLLIN*, K. KUTTNER, P. MONTIEL*, P. PEDRONI, L. SCHMIDT, S. SHEPPARD, L. SHORE–SHEPPARD, A. SWAMY, D. ZIMMERMAN. Associate Professors: S. LALUMIA, D. LOVE, S. NAFZIGER**, A. RAI, T. WATSON. Assistant Professors: Q. ASHRAF, S. GODLONTON, S. JACOBSON**, J. LEIGHT, W. OLNEY**, G. PHELAN. Senior Lecturer: M. SAMSON§§. Visiting Professors: M. FORTUNATO, J. HANSON, P. HELLER. Visiting Associate Professor: K. HONDERICH§. Visiting Assistant Professor: M. ROLLEIGH.

GENERAL INFORMATION

The primary objectives of the economics major are to develop an understanding of how individuals, organizations and societies meet their material needs. The introductory courses present the fundamental principles of economics at a level that is useful for understanding a wide range of social and policy issues. The core theory courses provide a more rigorous grounding in the tools used in analyzing individual choice, the functioning of markets, and the behavior of output, employment, and inflation. The econometrics course familiarizes students with the methods used to analyze economic data, and equip them with the tools necessary to critique and conduct empirical research. The electives draw on the skills developed in the introductory and core courses to gain a richer understanding of specific aspects of economic behavior and public policy.

The economics major and business careers. The analytical and critical thinking skills taught in economics classes are useful for many careers, including business. The major is not designed to provide pre–professional training in business or management, however. Students from a wide variety of majors, including the sciences and humanities, have gone on to successful business careers. We therefore advise those interested in business to acquire a broad exposure to the arts, social science, and natural sciences, and to major in a subject that engages their interest even if that subject is something other than economics.

Planning for a possible economics major. Given the hierarchical structure of the economics major, students considering the economics major should try to start with ECON 110 during their first year. Since ECON 255 requires a prior statistics course (preferably STAT 201 but STAT 101 is acceptable), possible economics majors should complete the statistics requirement relatively early in their college careers. Students considering the economics major should avoid enrolling in STAT 202 and instead take ECON 255 or talk to a faculty member in the department for curricular advice. Since the 400–level electives typically require at least two of the intermediate core courses (ECON 251, 252, or 255), students are strongly encouraged to complete the core courses by the end of junior year. We prefer that the three intermediate core classes be taken at Williams so students planning on studying abroad as juniors should aim to complete these courses before departure if possible.

Preparation for graduate school. Graduate study in economics requires considerably more mathematical sophistication than it does at the undergraduate level. We advise students who are considering pursuing a Ph.D. to take at a minimum MATH 150 or 151, MATH 209, MATH 250, and MATH 350. We also advise students to consider electives such as ECON 451, 472, or 475 that present advanced perspectives on contemporary economic theory. As graduate schools look for evidence of research aptitude, we also encourage those interested in graduate school to pursue the Honors program.

MAJOR REQUIREMENTS

Except for those receiving AP, IB, or A–level credit (see below), nine courses are required for the economics major. These are:

Introductory courses

- Economics 110 Principles of Microeconomics
- Economics 120 Principles of Macroeconomics. Prerequisite: ECON 110

Passing the quantitative studies exam or the equivalent is a prerequisite for both classes. Both are suitable for non–majors. Electives numbered 200–299 will require one or both as prerequisites.

Core courses

- Economics 251 Price and Allocation Theory. Prerequisites: MATH 103 and ECON 110
- Economics 252 Macroeconomics. Prerequisites: MATH 103, ECON 110 and ECON 120
- Economics 255 Econometrics. Prerequisites: MATH 103 plus either STAT 101 or 201. The combination of STAT 201 and 346 will satisfy the ECON 255 requirement. POEC 253 may not substitute for ECON 255.

The three core classes may be taken in any order. All of the 300– and 400–level electives will require at least one of the core classes, and many of the 400–level seminars require ECON 255.

Electives

Students must complete at least four economics electives in addition to the introductory and core classes listed above. At least two must be advanced electives numbered 350 to 395. At least one must be a seminar numbered 450–475, and a second seminar may be taken in lieu of a 300–level elective. Enrollment preference for 400–level classes is given to those who have not already taken a seminar. Note that some of the advanced electives may have specific requirements beyond the core economics courses and MATH 130. Juniors and seniors majoring in Economics or Political Economy may, with the permission of the instructor, enroll in 500–level graduate courses given by the Center for Development Economics. These courses can substitute for advanced electives numbered 350–395, unless otherwise noted in the course description

Credit for AP, IB and A–level exams

- The Econ 110 requirement will be waived for students who earned a 5 on the microeconomics AP exam, and the Econ 120 requirement will be waived for those who received a 5 on the macroeconomics AP exam. Students satisfying either criterion will receive major credit for the course and may complete the major with either eight or seven additional courses, depending on whether they place out of one or both introductory courses. These would include the introductory course for which no advanced placement was granted, the three core classes, and four electives.

- Students who received an A on the A–level exam in economics or earned a 6 or 7 in the higher economics IB exam will receive credit for both Econ 110 and 120, and may complete the major with only seven additional courses. These would include the three core classes and four electives.

- A score of 5 on the statistics AP exam, a 6 or a 7 on the statistics IB exam, or an A on the A–level statistics exam will satisfy the statistics prerequisites for ECON 255.

STUDY ABROAD AND TRANSFER CREDIT

Students may receive credit for college courses taken at other institutions, including those taken as part of a study abroad program. Most economics courses taken elsewhere will qualify for 200–level elective credit. Some may be able to count towards a specific departmental requirement, or qualify as a 300–level elective. In order to receive the appropriate credit, courses must be approved ahead of time by the Department's Coordinator for Transfer/Study Abroad Credit. (The Department's web site will indicate which faculty member is serving as the Coordinator.) You can find general study away guidelines for Economics here.

THE DEGREE WITH HONORS IN ECONOMICS

Graduating with Honors requires the completion of a substantial piece of independent research. Those with an economics GPA of at least 3.5 are encouraged to apply. In addition, because theses typically make use of empirical methods, those considering writing a thesis are strongly advised to complete Econ 255 before the end of junior year.

The honors program involves working closely with a faculty adviser on a subject related to the faculty member's area of expertise. The first step in pursuing honors is therefore to develop a thesis proposal in consultation with a faculty adviser. The proposal is then submitted to the Department for approval.

The Department offers both a half–year and a full–year honors program:

- The half–year program entails enrolling in a one–semester seminar plus a WSP class. Students may either enroll in Econ 491 in the fall semester and Econ 30 during winter study, or they may take Econ 30 during winter study and Econ 492 in the spring. Proposals for a fall semester thesis are due in May of the junior year, while those doing a spring thesis will submit their proposals in December of the senior year. Those choosing the half–year often base their projects on research that had been initiated in an advanced elective or a seminar, although this is not a requirement.

- The full–year program involves taking Econ 493 in the fall, Econ 31 during winter study, and Econ 494 in the spring. Proposals are due in May of the junior year.

Both programs require students to remain on campus during winter study.

Prospective honors students considering studying abroad during their junior year should plan to complete the core courses and at least one 300–level elective by the end of their sophomore year. They are also urged to begin their collaboration with their intended adviser prior to departure, and to consult with the Director of Research on the options for pursuing honors. (The Department's web site will indicate which faculty member is serving as the Director of Research.)

Further details on the two routes, the application procedure and deadlines are contained in memos sent to economics majors in the spring and fall semesters. The information is also available on the Department's web site.

In addition to completing the research project, the College Bulletin states that in order to graduate with honors, students must take at least one course in addition to the minimum number required for the major. Students in the full–year program may substitute Econ 493 for an upper–level elective (excluding those numbered 400–490). Students enrolled in the half–year program may not substitute Econ 491 or 492 for one of their electives.

GRADUATE COURSES IN DEVELOPMENT ECONOMICS

Graduate courses given by the Center for Development Economics are open to undergraduates who have taken the prerequisites, although in most cases, permission of instructor is also required. Unless otherwise specified in the course description, these courses can substitute for electives numbered 350–395 in the major.

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, discrimination, tax policy, and the role of government in a market economy.
Class Format: lecture/discussion **Requirements/Evaluation:** problem sets, quizzes, short essays, two midterms (one for Leight's sections), final exam
Prerequisites: none **Enrollment Limit:** 40 **Expected Class Size:** 40
Dept. Notes: the department recommends students follow this course with ECON 120 or with a lower–level elective that has ECON 110 as its prerequisite; students may alternatively proceed directly to Price and Allocation Theory after taking this introductory course
Extra Info: this course is required of Economics and Political Economy majors and highly recommended for those non–majors interested in Environmental Studies and Women's, Gender and Sexuality Studies
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Other Attributes: ENVP Core Courses
POEC Required Courses
Fall 2014
LEC Section: 01 Cancelled
LEC Section: 02 TR 09:55 11:10 Instructor: Michael Rolleigh
LEC Section: 03 MR 01:10 02:25 Instructor: Michael Rolleigh
LEC Section: 04 MR 02:35 03:50 Instructor: Lucie Schmidt
LEC Section: 05 TF 01:10 02:25 Instructor: Susan Godlonton
LEC Section: 06 TF 02:35 03:50 Instructor: Ralph Bradburd
Spring 2015
LEC Section: 01 TR 08:30 09:45 Instructor: Jessica Leight
LEC Section: 02 TR 11:20 12:35 Instructor: Jessica Leight

LEC Section: 03 MR 02:35 03:50 Instructor: Susan Godlonton

ECON 111 Introduction to Economics and Its Applications (Q)
This course is intended for students who do not wish to major in economics but who would like to learn something about the discipline and to develop a greater understanding of the ways in which economics can be used to explain behavior and to inform policy. Our focus will be on providing some very basic tools of economic analysis and important institutional background regarding the US and international economies, and then using those tools and institutional knowledge to analyze current policy issues.
Class Format: lecture/discussion **Requirements/Evaluation:** problem sets, several short papers, at least one quiz, and midterm and final exam
Prerequisites: open only to juniors and seniors who have not taken an economics course **Enrollment Limit:** 30 **Expected Class Size:** 30
Dept. Notes: ECON 111 cannot substitute for ECON 110 or ECON 120 as a prerequisite for admission to ECON 251 or ECON 252, respectively
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015
LEC Instructor: Ralph Bradburd

ECON 120(F,S) Principles of Macroeconomics (Q)
This course provides an introduction to the study of the aggregate national economy. It develops the basic theories of macroeconomics and applies them to topics of current interest. Issues to be explored include: 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; the role of financial frictions in amplifying recessions; and the workings of exchange rates and international finance.
Class Format: lecture/discussion **Requirements/Evaluation:** problem sets, short essays, midterm, final exam (Samson's section will have 2 one–hour exams and a final)
Prerequisites: ECON 110 **Enrollment Limit:** 40 **Expected Class Size:** 40
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Other Attributes: POEC Required Courses
Fall 2014
LEC Section: 01 TR 11:20 12:35 Instructor: David Love
LEC Section: 02 MW 11:00 12:15 Instructor: Gerard Caprio
LEC Section: 03 MR 02:35 03:50 Instructor: Gerard Caprio
Spring 2015
LEC Section: 01 TR 11:20 12:35 Instructor: Will Olney
LEC Section: 02 TR 09:55 11:10 Instructor: Quamrul Ashraf
LEC Section: 03 TF 02:35 03:50 Instructor: Quamrul Ashraf
LEC Section: 04 MR 01:10 02:25 Instructor: Sara LaLumia
LEC Section: 05 MW 11:00 12:15 Instructor: Steven Nafziger

ECON 203(F) Gender and Economics Crosslistings: ECON 203/WGSS 205
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.
Class Format: lecture/discussion **Requirements/Evaluation:** weekly discussion papers, two midterms, and a final paper and presentation
Prerequisites: ECON 110 **Enrollment Limit:** 25 **Expected Class Size:** 25
Distributional Requirements: Division 2 **Other Attributes:** FYCR Open to First–Year Students
POEC U.S. Political Economy + Public Policy Course
Fall 2014
LEC Section: 01 MR 01:10 02:25 Instructor: Lucie Schmidt

ECON 204 Economics of Developing Countries Crosslistings: ECON 204/ENVI 234
This course is an introduction to the economics of development. The central question is: why are some people and nations poor? And what can governments (or donors) do to reduce poverty? Possible topics include agricultural productivity, health, education, microfinance, child labor, corruption, resource utilization and pollution, and intellectual property rights. We shall also discuss the extent to which market–friendly reforms (such as trade liberalization) can reduce poverty.
Class Format: lecture/discussion **Requirements/Evaluation:** short papers/exams
Prerequisites: ECON 110 **Enrollment Limit:** 40 **Expected Class Size:** 35 **Enrollment Preferences:** sophomores if course is overenrolled
Distributional Requirements: Division 2 **Other Attributes:** ENVI Environmental Policy
ENVP PE–A Group Electives
ENVP PTL–A Group Electives
ENVP SC–A Group Electives
INST African Studies Electives
INST Economic Development Studies Electives
POEC Comparative POEC/Public Policy Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Steven Nafziger

ECON 205(F) Public Economics
This course examines the role of the government in a market economy. Three broad issues are considered: under what conditions is government intervention in the economy appropriate? When merited what is the most effective form of intervention? What effects do government policies have on incentives and behavior?After examining these questions from a theoretical perspective, the course will turn to analysis of particular government spending programs in the United States including Social Security, various types of publicly–provided insurance, spending on education, and public assistance for the poor. Finally we will study how the government raises revenue through taxation. We will discuss the principles that guide tax design and consider the effects of the tax code on behavior.
Class Format: lecture/discussion **Requirements/Evaluation:** problem sets, short writing assignments, midterm and final exam
Prerequisites: ECON 110 **Enrollment Limit:** 40 **Expected Class Size:** 30
Distributional Requirements: Division 2 **Other Attributes:** PHLH Decision–Making by Institutions + Individuals
POEC U.S. Political Economy + Public Policy Course
Fall 2014
LEC Section: 01 MWF 11:00 12:15 Instructor: Sara LaLumia

ECON 211 Gender in the Global Economy Crosslistings: WGSS 211/ECON 211
This course will present a feminist economic analysis of the global economy, and some of the urgent issues facing women in poor countries. The course will start by developing theoretical resources: these will include feminist critiques of economics theory, work on care labor and the shifting boundaries between markets, governments and households, theories of household bargaining, and discussions of intersectionality and difference. Then we will discuss a series of interlinked issues which may include the contradictory effects of structural adjustment and its successors; the informal sector and the 'invisible assembly line'; the economics of sex work and global sex trafficking; microcredit; the economics of the HIV/AIDS pandemic. We will finish by looking at community–based activism, non–governmental organizations, and the possibilities for first–world/third–world alliances.
Class Format: lecture/discussion **Requirements/Evaluation:** reaction papers, midterm exam, research paper;participation in class discussion will count for part of the grade
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 20 **Enrollment Preferences:** Women's, Gender and Sexuality Studies majors
Extra Info: additional requirements: two oral responses to seminar papers; two 2–page seminar response papers; one response to a peer's final paper
Distributional Requirements: Division 2 **Other Attributes:** POEC International Political Economy Courses
WGSS Racial Sexual + Cultural Diversity Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Kiaran Honderich

ECON 213(S) Introduction to Environmental and Natural Resources Economics (Q) Crosslistings: ECON 213/ENVI 213
Economists love free markets, but many people fear that market–driven economic growth and consumption are endangering the natural environment. In fact, core economic theories predict that people and firms, left to their own devices, will often tend to pollute too much, conserve too little, overfish common waters, and cut down too many trees. These predictions seem to be borne out by the world's environmental problems. Fortunately, economics offers tools to address these issues, and these tools are increasingly gaining attention in the policy world. In this course, we will survey environmental and natural resource economics, fields that work to inform policy with attention to both natural assets and human needs. We will focus on real–world problems, mostly from a microeconomic perspective. Underlying issues in these fields include: why markets might be inefficient where the environment and natural resources are concerned; whether and how to value the benefits we receive from the environment; and how to carefully evaluate policies. We will study the economists' perspective on sustainability and we'll discuss how sustainability, growth, and human wellbeing relate to each other. We will study the use of non–renewable resources (like oil) and renewable resources (like trees and fish), and we will spend some time talking about energy and energy policy. We will examine issues related to pollution, looking at traditional "command and control" regulations and at market–based pollution control policies. Climate change is a pressing global problem, and we will study current and proposed climate policies and the role economics can play. We may cover other topics, including international development, food, agriculture, and water.
Class Format: lecture **Requirements/Evaluation:** problem sets, short papers, a midterm, and a final exam
Prerequisites: ECON 110 **Enrollment Limit:** 40 **Expected Class Size:** 30 **Enrollment Preferences:** preference to sophomores if course is overenrolled
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Other Attributes: ENVI Environmental Policy
ENVP PE–A Group Electives
ENVP PTL–A Group Electives
ENVP SC–A Group Electives
MAST Interdepartmental Electives
POEC Comparative POEC/Public Policy Courses

Spring 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Sarah Jacobson

ECON 215(S) International Trade, Globalization and Its Effects Crosslistings: ECON 215/INST 315
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.
Class Format: lecture/discussion **Requirements/Evaluation:** problem sets, a midterm, and a final exam
Prerequisites: ECON 110; students who have completed ECON 251 must have permission of the instructor **Enrollment Limit:** 35 **Expected Class Size:** 35
Distributional Requirements: Division 2 **Other Attributes:** ENVI Environmental Policy
INST Economic Development Studies Electives
MAST Interdepartmental Electives
POEC International Political Economy Courses
Spring 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Michael Rolleigh

ECON 217 Economics of East Asia Crosslistings: ECON 217/ASST 220/INST 217
This course will provide students with an understanding of economic growth in East Asia and the region's current microeconomic policy issues. For the purpose of this course, we will focus on China, Japan, Korea, and a few Southeast Asian countries. Those interested in economic development and applied microeconomic policies characteristic of East Asia will find this course useful. We first examine the process of economic growth. Cross country comparisons will help draw similarities but also differences in the development processes. The second part of the course will focus on specific economic issues such as, privatization in China, education and inequality in South Korea, demographic challenges in Japan, health care in Indonesia, etc. The course will involve readings from various texts, policy reports, academic journals, and case studies. Throughout the course students will learn how to read empirical evidence presented in these articles.
Class Format: lecture **Requirements/Evaluation:** problem sets, one midterm, individual short papers, a group project that involves a research proposal, presentation, and a final paper
Prerequisites: ECON 110 and ECON 120 **Enrollment Limit:** 35 **Expected Class Size:** 25 **Enrollment Preferences:** Economics and Asian Studies majors
Distributional Requirements: Division 2 **Other Attributes:** INST East Asian Studies Electives
INST Economic Development Studies Electives
POEC Comparative POEC/Public Policy Courses
Spring 2015
LEC Section: 01 Cancelled

ECON 219T Global Economic History (W)
Why did Western Europe—and not China, India, or the Middle East—first experience the Industrial Revolution? Why did Latin America fall behind in the 20th century? Why have the countries of East Asia recently experienced such high rates of economic growth? And why has Africa remained so poor for so long? These and other questions will guide our exploration of world economic development over the past several millennia. We will draw on micro and macroeconomic theory to help explain and interpret the historical roots of the modern global economy. Our focus will be broadly comparative across space and time, with an emphasis on how institutions, resource endowments, cultural and technological revolutions, and market developments have driven economic changes.
Class Format: tutorial; weekly one hour meetings in groups of two **Requirements/Evaluation:** evaluation will be based on five 5– to 7–page papers, critiques of fellow students' papers, a longer revision of a paper, and engagement in discussion
Prerequisites: ECON 110 and 120 or equivalent **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** first–year students and sophomores intending to major in Economics
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: POEC International Political Economy Courses
Not Offered Academic Year 2014–2015
TUT Instructor: Steven Nafziger

ECON 220 American Economic History
This course examines the growth and development of the American economy from the colonial era to the modern period. The emphasis will be on the use of economic theory and quantitative evidence to address key questions in U.S. history. Topics may include some or all of the following: the development of colonial markets, the economic origins of the U.S. Constitution, immigration, agricultural innovation, industrialization, slavery, government regulation and policymaking, the Great Depression, the changing roles of women in the U.S. economy, post–World War II growth, and the place of the United States in the modern global economy. Comparisons will be made to European and non–European experiences when appropriate.
Class Format: lecture/discussion **Requirements/Evaluation:** midterm, short problem sets, final, and a research paper
Prerequisites: ECON 110 and 120 **Enrollment Limit:** 35 **Expected Class Size:** 35
Distributional Requirements: Division 2 **Other Attributes:** POEC U.S. Political Economy + Public Policy Course
Not Offered Academic Year 2014–2015
LEC Instructor: Steven Nafziger

ECON 222(S) Economics of the Arts and Culture
What economic forces influence the creation, presentation, preservation and ownership of art and culture? Should support for the arts be provided through private patronage, private philanthropy, or public sector support? How does the mechanism of support for art affect the productivity and creativity of the artist? Does art make a good investment for an individual? How do art markets function and what determines the price of art? Why do some art museums and performing arts organizations require donations and public support and operate as non–profit enterprises, while other types of culture production and preservation operate as for–profit enterprise? What are the impacts on economic vitality and local economic development of cultural and arts organizations? When these impacts arise, how can (or should) they be used for public policy? This course will use the tools of economic analysis to present a framework for discussion and analysis of these and related questions.
Class Format: lecture/discussion **Requirements/Evaluation:** midterm and final exam, two policy memoranda
Prerequisites: ECON 110 **Enrollment Limit:** 35 **Expected Class Size:** 30 **Enrollment Preferences:** sophomores and juniors
Distributional Requirements: Division 2 **Other Attributes:** POEC Comparative POEC/Public Policy Courses
Spring 2015
LEC Section: 01 M 07:00 09:40 Instructor: Stephen Sheppard

ECON 225T Global Financial Crisis and African Economic Development (W)
Will the global financial crunch create a development crisis for Africa? Just two years ago the International Monetary Fund published the most optimistic growth projections for Africa in decades, predicting rapid growth driven by higher commodity prices, stronger agricultural output and the dividends of years of difficult economic reforms. Today, economic analysts are downgrading African growth forecasts in the face of growing poverty and macroeconomic challenges. Food prices have more than doubled in some countries—increasing hunger for the most vulnerable groups. Fuel costs—and subsidy policies in some countries—are creating macroeconomic imbalances, and the global financial crisis is depressing demand for Africa's exports. Private capital flows, which reached record levels until 2007, are expected to decline by $300–400 billion over the next two years, with bank lending falling, portfolio investment declining, and foreign direct investment decreasing. This triple–F crisis—food, fuel and financial—is posing renewed challenges to African leaders trying to tackle the imperatives of economic development and pro–poor and inclusive economic growth. This crisis is raising the costs of reforms in countries reliant on exports and international capital for growth. Successful strategies must combine policies more efficiently than ever—to balance the necessary reforms with initiatives that offset the costs for the most vulnerable. This tutorial will analyze critical questions posed by the emerging crisis: Which countries will be hit the hardest, and how deeply and for how long? Through which channels does the contagion afflict national economies? And perhaps most importantly, what coordinated strategies can African nations develop in order to foster effective responses? This tutorial will explore how policy–makers in Africa are working to build successful inclusive growth strategies, with fiscal, monetary, industrial, trade and labor market policies reinforcing each other rather than working at cross purposes.
Class Format: tutorial, will meet weekly for one hour in groups of two **Requirements/Evaluation:** evaluation will be based on five short papers and on the quality of the student's oral presentations and commentary on the work of his/her colleagues
Prerequisites: ECON 252 (or concurrently) or permission of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 10
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: POEC Comparative POEC/Public Policy Courses
Not Offered Academic Year 2014–2015
TUT Instructor: Michael Samson

ECON 228T(S) Water as a Scarce Resource (W) Crosslistings: ECON 228/ENVI 228
For a variety of reasons including environmental pollution, urbanization, changing agricultural techniques, resource mismanagement, and the consequences of climate change, water is becoming a scarce resource even in places where it was relatively plentiful in the past, and it is likely to become an increasingly scarce resource over the coming decades. In this course we will use basic economic models to consider policy issues relating to water: Is access to water a basic human right, and if so, what market and non–market mechanisms should play a role in water allocation? Does public ownership of water improve the way it is provided and used? Why do societies differ in their approaches to allocating water and are some systems better than others? What does it mean to have a property right to water? Could private property rights to water help address the water pollution problem? How can societies change their water–related property rights, regulations and social institutions when individuals have implicit or explicit rights to the institutional status quo? Who has the right to water that crosses international boundaries? How should societies allocate water across generations?
Class Format: tutorial, meeting with the instructor in pairs for an hour each week; a 5– to 7–page paper every other week (5 in all), prepare and present a written critique of their partners' papers in alternate weeks, and revise and re–write one of their five papers **Requirements/Evaluation:** evaluation will be based on the quality of the papers and on the quality of the student's oral presentations and commentary on the work of his/her colleagues
Prerequisites: ECON 110 or equivalent **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** first–year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Policy or Environmental Science or Environmental Studies, and to students who are already major or concentrators in those subjects
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: ENVI Environmental Policy
ENVP PE–A Group Electives
ENVP PTL–A Group Electives
ENVP SC–A Group Electives
POEC Comparative POEC/Public Policy Courses
Spring 2015
TUT Section: T1 TBA Instructor: Ralph Bradburd

ECON 229(F) Law and Economics (Q)

This course applies the tools of microeconomic analysis to private (i.e., civil) law. This analysis has both positive and normative aspects. The positive aspects deal with how individuals respond to the incentives created by the legal system. Examples include: how intellectual property law encourages the creation of knowledge while simultaneously restricting the dissemination of intellectual property; how tort law motivates doctors to avoid malpractice suits; and how contract law facilitates agreements. The normative aspects of the analysis ask whether legal rules enhance economic efficiency (or, more broadly, social welfare). Examples include: what legal rules are most appropriate for mitigating pollution, ensuring safe driving, and guaranteeing workplace safety? The course will also cover the economics of legal systems; for example, what are the incentives for plaintiffs to initiate lawsuits and what role do lawyers play in determining outcomes. The course will also consider potential reforms of the legal system. In the 2014–15 academic year, the course will place more emphasis on intellectual property law as part of the campus–wide initiative, "The Book Unbound," associated with the opening of the new library.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, problem sets, short papers based on actual court cases and possible legal reforms, a midterm exam, and a final exam
Prerequisites: ECON 110 **Enrollment Limit:** 35 **Expected Class Size:** 25 **Enrollment Preferences:** Open; prefer a mix of student backgrounds
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Other Attributes: ENVP PE–A Group Electives
ENVP PE–B Group Electives
ENVP PTL–A Group Electives
ENVP SC–A Group Electives
JLST Enactment/Applications in Institutions
POEC U.S. Political Economy + Public Policy Course
Fall 2014
LEC Section: 01 MR 01:10 02:25 Instructor: William Gentry

ECON 230(S) The Economics of Health and Health Care (W)
In recent years, the intersection between health and economics has increased in importance. The costs of health care have been rising, although more slowly in the past few years. A substantial fraction of the United States population lacks health insurance, with the implementation of the Affordable Care Act intended to remedy that problem. In the United States and around the world the rising elderly population is putting increasing pressure on health spending. Globally, the HIV/AIDS pandemic is causing severe economic hardship, and many people lack access to basic health care. More positively, advances in health care have widened the scope of possible treatments. Given the importance of good health for individual well–being, it is not surprising that health, health care and how to pay for it are sources of anxiety for individuals and policymakers worldwide. In this course we will analyze the economics of health by applying standard microeconomic techniques to the problems of health and health care markets. The course focuses on three broad issues: the inputs to health and the demand for health care, the structure and consequences of public and private health insurance, and the supply of health care. Special attention will be devoted to topics of current public policy, including the problems of rising costs and cost containment, health insurance reform, the changing nature of health care provision, changing public policies in the Medicare and Medicaid programs, hospital competition, and the determinants and consequences of technological change in medicine.
Class Format: lecture/discussion **Requirements/Evaluation:** several short papers and a final research paper and presentation
Prerequisites: ECON 110 **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Economics majors, Political Economy majors, and public Health concentrators
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: INST Global Health Studies Electives
PHLH Decision–Making by Institutions + Individuals
POEC U.S. Political Economy + Public Policy Course
Spring 2015
LEC Section: 01 TR 08:30 09:45 Instructor: Lara Shore–Sheppard

ECON 231(S) Financial Markets (Q)
Financial markets play an instrumental role in household saving decisions and the allocation of investment in the economy. This course surveys the economics of financial markets and institutions. Topics may include: models of stock and bond prices, portfolio choice, financial derivatives, hedging, financial market efficiency, foreign exchange, financial crises, and the potential for regulation of financial markets.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on problem sets and exams, including a final exam
Prerequisites: ECON 110 and ECON 120 **Enrollment Limit:** 40 **Expected Class Size:** 30 **Enrollment Preferences:** Lottery and balance in student interests
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Spring 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Gregory Phelan

ECON 235 Urban Centers and Urban Systems (Q)
Cities, systems of cities, and the interactions between cities are the outcome of human decisions and reflect their social structure and desire for interaction. The form of these urban areas is determined by the choices made by the people who reside in, work in, and travel between cities. Economic forces influence and constrain these choices, and economic models of decision–making can help us to explain and predict the patterns that result. These models help us to comprehend the structure of urban areas. This course will introduce the ideas and some of the analytic tools that assist in understanding the economic foundations of urban centers and urban systems. Topics addressed in the course will include the determinants of land use, location of firms, choice of transportation mode, flows of capital investment into real estate, housing prices and housing availability and regulation of housing markets, movement of population from one city to another, and public policies designed to deal with urban problems.
Class Format: lecture/discussion **Requirements/Evaluation:** two "policy memoranda" on assigned topics, midterm, and final exam
Prerequisites: ECON 110 **Enrollment Limit:** 40
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Other Attributes: INST Economic Development Studies Electives
INST – Urbanizing World Electives
POEC Comparative POEC/Public Policy Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Stephen Sheppard

ECON 240T Colonialism and Underdevelopment in South Asia (D) (W)
British colonial rule in South Asia shaped economy and society in fundamental ways. As resistance to colonial rule emerged in the late nineteenth century, "nationalist" writers developed a critique of its economic impact via taxation, fiscal policy, trade, and many other policies. In their turn, supporters of British rule, "apologists," argued that British rule had laid the foundations of economic growth by securing property rights, enforcing contracts, and developing infrastructure. The debate between "nationalists" and "apologists" has never quite ended, but after the recent growth of the Indian economy it has lost some of its emotional charge. We will use this opportunity to not only examine the economic questions, but also how power and its contestations have shaped the answers provided. Therefore, the course part of the college's Exploring Diversity Initiative.
Class Format: tutorial **Requirements/Evaluation:** papers
Prerequisites: ECON 110 **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** students with a prior class on South Asia
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: INST South + Southeast Asia Studies Electives
POEC Comparative POEC/Public Policy Courses
Not Offered Academic Year 2014–2015
TUT Instructor: Anand 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.
Class Format: lecture **Requirements/Evaluation:** weekly problem sets, one or more quizzes, one or two midterms, one or two short essays, and a final exam
Prerequisites: ECON 110 and MATH 130 or its equivalent **Enrollment Limit:** 30 **Expected Class Size:** 25
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Fall 2014
LEC Section: 01 TR 11:20 12:35 Instructor: Ashok Rai
LEC Section: 02 TF 01:10 02:25 Instructor: Ashok Rai
LEC Section: 03 MR 02:35 03:50 Instructor: Stephen Sheppard
Spring 2015
LEC Section: 01 MWF 08:30 09:45 Instructor: Sarah Jacobson
LEC Section: 02 MR 02:35 03:50 Instructor: Stephen Sheppard

ECON 252(F,S) Macroeconomics (Q)
A study of aggregate economic activity: output, employment, inflation, and interest rates. The class will develop a theoretical framework for analyzing economic growth and business cycles. The theory will be used to evaluate policies designed to promote growth and stability, and to understand economic developments in the U.S. and abroad. Instructors may use elementary calculus in assigned readings, exams and lectures.
Class Format: lecture/discussion **Requirements/Evaluation:** problem sets and/or written assignments, midterm(s), and a final exam
Prerequisites: ECON 110 and 120 and MATH 130 or its equivalent **Enrollment Limit:** 30 **Expected Class Size:** 25
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Fall 2014
LEC Section: 01 TF 01:10 02:25 Instructor: Peter Pedroni
LEC Section: 02 TR 08:30 09:45 Instructor: Gregory Phelan
Spring 2015
LEC Section: 01 TR 08:30 09:45 Instructor: Kenneth Kuttner
LEC Section: 02 MR 02:35 03:50 Instructor: Gregory Phelan
LEC Section: 03 TR 11:20 12:35 Instructor: David Love

ECON 255(F,S) Econometrics (Q)

An introduction to the theory and practice of applied quantitative economic analysis. This course familiarizes students with the strengths and weaknesses of the basic empirical methods used by economists to evaluate economic theory against economic data. Emphasizes both the statistical foundations of regression techniques and the practical application of those techniques in empirical research. Computer exercises will provide experience in using the empirical methods, but no previous computer experience is expected. Highly recommended for students considering graduate training in economics or public policy.
Class Format: lecture **Requirements/Evaluation:** problem sets, two midterms, group presentations, and possible additional assignments
Prerequisites: MATH 130 and STAT 101, or STAT 201 or equivalent, plus one course in ECON **Enrollment Limit:** 30 **Expected Class Size:** 30
Dept. Notes: students may substitute the combination of STAT 201 and 346 for ECON 255
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Other Attributes: ENVP PE Theory/Methods Courses
POEC Required Courses
Fall 2014
LEC Section: 01 TR 11:20 12:35 Instructor: Anand Swamy
LEC Section: 02 TR 09:55 11:10 Instructor: Tara Watson
Spring 2015
LEC Section: 01 TR 08:30 09:45 Instructor: David Zimmerman
LEC Section: 02 TR 09:55 11:10 Instructor: David Zimmerman
LEC Section: 03 TR 11:20 12:35 Instructor: Anand Swamy

ECON 299(F) Economic Liberalism and Its Critics Crosslistings: POEC 250/ECON 299/PSCI 238
Economic liberalism holds that society is better off if people enjoy economic freedom. Its critics point to what they believe this position ignores or what it wrongly assumes, and hence, how it would make bad policy. This course explores the relationship between politics and economics by surveying influential works of political economy. Its first part examines major thinkers in relation to the historical development of capitalism in Western Europe and the United States: the classical liberalism of Adam Smith, Karl Marx's revolutionary socialism, and the reformist ideas of John Stuart Mill and John Maynard Keynes. The second part considers mid–20th–century writers who revise and critique economic liberalism from a variety of perspectives, including Friedrich Hayek, Milton Friedman, Ronald Coase, Arthur Okun, and Albert O. Hirschman. The third part surveys significant recent contributions relevant to the themes of the course, with applications to current public policy issues, including topics such as: power relations and autonomy in the workplace; asymmetric information and social insurance; economic inequality and distributive justice; equality of opportunity; the economics of health care; positional goods and the moral foundations of capitalism; intergenerational equity and climate change; economic nationalism and new trade theory; behavioral economics; finance and financial crises; and rent–seeking. The combination of the historical focus of the early part of the course with discussion of modern policy issues and debates in the latter part of the course permits you to appreciate the ongoing dialogue between classical and contemporary views of political economy.
Class Format: lecture/discussion **Requirements/Evaluation:** eight 2–page papers and a final exam
Prerequisites: ECON 110 and 120 or equivalent; PSCI 201 or 203 (may be taken concurrently with POEC 250) or a score of 5 on the AP exam in U.S. Government and Politics; (or permission of instructor); open to non–majors **Enrollment Limit:** 35 **Expected Class Size:** 35 **Enrollment Preferences:** Political Economy majors and sophomores intending a Political Economy major
Dept. Notes: formerly POEC 301
Distributional Requirements: Division 2 **Other Attributes:** AMST Critical and Cultural Theory Electives
POEC Required Courses
Fall 2014
LEC Section: 01 MR 02:35 03:50 Instructor: Jon Bakija and James Mahon

ECON 351 Tax Policy (Q) (W)
The tax system is a major element of public policy. In addition to raising revenue for government expenditure programs, policymakers use the tax system to redistribute resources and to promote a variety of economic policies. For example, the United States tax system has specific rules to encourage savings, education, and investment. Inherently, many tax policy choices involve trade–offs between equity and efficiency. The purpose of this course is to clarify the goals and possibilities of tax policy, mainly through an examination of U.S. federal tax policy (though the search for possible reforms may lead us to examine policies from other countries). The course will examine the choice of the tax base (income or consumption), notations of fairness in taxation (e.g., the rate structure), the choice to tax corporate income separately from personal income, and a variety of specific tax policy issues (e.g., retirement saving, child care, the "marriage" tax, capital gains taxation, and the taxation of housing).
Class Format: discussion/seminar **Requirements/Evaluation:** several shorter papers, a research paper, and final exam
Prerequisites: ECON 251 and preferably some familiarity with statistical analysis **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** senior Economics majors
Distributional Requirements: Division 2 Quantitative/Formal Reasoning Writing Intensive
Other Attributes: POEC U.S. Political Economy + Public Policy Course
Not Offered Academic Year 2014–2015
LEC Instructor: Sara LaLumia

ECON 357T The Economics of Higher Education
This tutorial will utilize economic theory and econometric methods to understand a variety of issues pertaining to the economics of colleges and universities. In particular, we'll discuss the logic of non–profit enterprises, the financial structure of a college or university, competition in the market for higher education, policies impacting tuition and financial aid, the individual and societal returns from investments in higher education, and the distinctive features of academic labor markets. Particular attention will be paid to selective liberal arts colleges.
Class Format: tutorial; will meet weekly in groups of two **Requirements/Evaluation:** evaluation will be based on six 5– to 7–page papers and on the quality of the student's oral presentations and commentary on the work of his/her colleagues
Prerequisites: ECON 251 and 255 or STAT 346 or permission of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Economics majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 *Not Offered Academic Year 2014–2015*
TUT Instructor: David Zimmerman

ECON 358 International Trade & Economic Policy
Advances in transportation and communication have led to an increasingly integrated global economy where goods, services, people, capital, and ideas flow across borders. In this course we will examine the causes and consequences of globalization, using theoretical models and empirical evidence. Topics discussed in class will include: models of international trade; immigration; multinational corporations; offshoring; trade policies such as tariffs, quotas, and export subsidies; international trade agreements and organizations; and the implications of trade for the environment.
Class Format: lecture/discussion **Requirements/Evaluation:** problems sets, short essays, midterm, and final
Prerequisites: ECON 251, 252, and some familiarity with statistical analysis **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** preference given to senior Economics majors
Distributional Requirements: Division 2 **Other Attributes:** POEC International Political Economy Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Will Olney

ECON 360 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.
Class Format: lecture **Requirements/Evaluation:** for first semester: two hour tests and a choice between a 10–page paper or a comprehensive final; requirements for second semester: two exams and a term paper
Prerequisites: ECON 251 and 252 **Enrollment Limit:** 25 **Expected Class Size:** 25
Distributional Requirements: Division 2 **Other Attributes:** INST Economic Development Studies Electives
POEC International Political Economy Courses
Not Offered Academic Year 2014–2015
LEC

ECON 361(F) Political Economy and Economic Development Crosslistings: ECON 361/ECON 524
This course is intended as an introduction to the newly emerging field of political economy of institutions and development. Key questions of interest include how voters behave and how this affects policy and economic outcomes; the nature, evolution and economic implication of corruption, and how it can be controlled; and the economics of conflict. The goal of the course is both to provide students of a sense of the frontier research topics in political economy in developing countries and to introduce them to the methodologies used to investigate these topics.
Class Format: lecture/discussion **Requirements/Evaluation:** problem sets, quizzes, presentation, final exam
Prerequisites: ECON 110 and 255 or permission of the instructor **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** junior and senior majors
Distributional Requirements: Division 2 **Other Attributes:** POEC Comparative POEC/Public Policy Courses
Fall 2014
LEC Section: 01 M 07:00 09:40 Instructor: Jessica Leight

ECON 362 Global Competitive Strategies
This course examines the ways in which a country's factor endowments, domestic market characteristics, and government policies promote or impede the global expansion of its industries and corporations. First, actual trade and investment decisions of multinational corporations are analyzed and compared to the predictions of international trade theory. Second, competitive strategies of indigenous and foreign rivals in U.S., Pacific rim, and European markets are explored. Third, the efficacy of government policies in promoting the competitiveness of industries in global markets is discussed. Case studies of firms, industries, and countries will be utilized.
In class taught during the fall, students will simulate a meeting of the Federal Reserve Open Market Committee, either to decide on monetary policy or to debate a current policy monetary policy or regulatory issue; in class taught during the spring, students will gain insights into the implementation of monetary policy through a simulation of the Federal funds market.
Class Format: lecture/discussion **Requirements/Evaluation:** a research paper and exam(s)
Prerequisites: ECON 251 **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** senior Economics majors
Distributional Requirements: Division 2 **Other Attributes:** INST Economic Development Studies Electives
Spring 2015
LEC Section: 01 M 07:00 09:40 Instructor: Michael Fortunato

ECON 363(F) Money and Banking
This course first explores the role of the financial system and financial markets, and how they interact with the economy. What does finance do? How are asset prices determined, and how are these prices related to interest rates? Are financial markets efficient, and what are the implications of their efficiency or lack thereof? How does the financial system help with the management of risks faced by society? Second, it analyzes the

role of the central bank and the conduct of monetary policy. How do central banks set monetary policy and how do those policies effect the economy? How does monetary policy change when interest rates are (virtually) zero? Third, it studies the complexities associated with managing and regulating modern financial instruments and markets. Why are financial crises so common, and why has regulation not succeeded in preventing them?
Class Format: lecture and discussion **Requirements/Evaluation:** problem sets, midterm, a debate and/or presentation, and a final exam
Prerequisites: ECON 252 **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** Economics majors
Distributional Requirements: Division 2 **Other Attributes:** POEC Comparative POEC/Public Policy Courses
Fall 2014
LEC Section: 01 TR 08:30 09:45 Instructor: Kenneth Kuttner

ECON 374T(S) Poverty and Public Policy (W)
Since 1965, the annual poverty rate in the United States has hovered between 10% and 15%, though far more than 15% of Americans experience poverty at some point in their lives. In this course, we will study public policies that, explicitly or implicitly, have as a goal improving the well–being of the poor in this country. These policies include safety net programs (Aid to Families with Dependent Children/Temporary Assistance to Needy Families, Supplemental Nutrition Assistance Program/Food Stamps, Medicaid/Children's Health Insurance Program, and housing assistance), education programs (Head Start and public primary and secondary education), and parts of the tax code (the Earned Income Tax Credit). We will explore the design and functioning of these programs, focusing on questions economists typically ask when evaluating public policy: Does the policy achieve its goals? Does the design of the policy lead to unintended effects (either good or bad)? Could it be redesigned to achieve its goals in a more cost–effective manner? Through in–depth study of these programs, students will learn how economists bring theoretical models and empirical evidence to bear on important questions of public policy.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on six 5– to 7–page papers and on the quality of the student's oral presentations and commentary on the work of his/her colleagues
Prerequisites: POEC 253 or ECON 255 or permission of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Economics majors, Political Economy majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: POEC U.S. Political Economy + Public Policy Course
Spring 2015
TUT Section: T1 TBA Instructor: Lara Shore–Sheppard

ECON 378(F) Long–Run Perspectives on Economic Growth (Q)
The world today is marred by vast differences in the standard of living, with about a 30–fold difference in per–capita incomes between the poorest country and the most affluent. What explanations do long–run growth economists have to offer for these differences in levels of prosperity across nations? Are the explanations to be found in underlying differences between countries over the past few decades, the past few centuries, or the past few millennia? If contemporary differences in living standards have "deep" historically–rooted origins, what scope exists for policies to reduce global inequality today? Can we expect global inequality to be reduced gradually over time, through natural processes of economic development, or are they likely to persist unless action is taken to reduce them? This course will present a unified theory of economic growth for thinking about these and related questions. Examples of issues to be covered include: the Neoclassical growth model and its inefficacy for answering questions about development over long time horizons; Malthusian stagnation across societies during the pre–industrial stage of economic development; the importance of the so–called demographic transition and of human capital formation in the course of industrialization; the persistent influence of colonialism, slavery, and ethnic fragmentation in shaping the quality of contemporary politico–economic institutions; and the long–lasting effects of geography on comparative development, through its impact on the emergence of agriculture in early human societies and its influence in shaping the genetic composition of human populations across the globe.
Class Format: lecture/discussion **Requirements/Evaluation:** at least one exam, a research paper and a class presentation
Prerequisites: ECON 251 and 252 or permission of instructor, familiarity with econometrics (ECON 255) will be helpful but not essential **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** junior and senior Economics majors
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Other Attributes: POEC Comparative POEC/Public Policy Courses
Fall 2014
LEC Section: 01 TF 02:35 03:50 Instructor: Quamrul Ashraf

ECON 380(S) Population Economics Crosslistings: ECON 380/ECON 519
This course is an introduction to the economic analysis of demographic behavior and the economic consequences of demographic change. An important aim is to familiarize students with historical and contemporary trends in fertility, mortality, migration, and family composition, and the implications of these trends for the economy. The course demonstrates the application of microeconomic theory to demographic behavior, including fertility, marriage, and migration. Students are introduced to basic techniques of demographic measurement and mathematical demography. Selected topics include the economic consequences of population growth in developing countries, the economics of fertility and female labor force participation, the effects of an older age structure on the social security system, and the relationship between population growth and natural resources.
Class Format: lecture/discussion **Requirements/Evaluation:** at least one exam, a research paper and a class presentation
Prerequisites: ECON 251; POEC 253 or ECON 255 or permission of the instructor **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** Economics majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 **Other Attributes:** PHLH Demography: Population Processes
POEC Comparative POEC/Public Policy Courses
Spring 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Lucie Schmidt

ECON 381(F) Global Health Policy Challenges (Q)
Poor health is both a cause and a consequence of poverty. It can trap individuals in poverty and reduce aggregate economic growth. This course will be structured around major global health challenges, including maternal health, HIV/AIDS, tuberculosis, malaria, diarrheal disease, nutritional deficiencies and obesity. For each topic, we will first examine the prevalence of the problem. Then, we will turn to the evidence about the costs, benefits, and effectiveness of existing policy solutions. Finally, we will use this information to debate policy alternatives and develop policy recommendations that take into account budgetary, political, and social constraints.
Class Format: lecture **Requirements/Evaluation:** three policy memorandums, a midterm exam and a substantive research paper that includes some analysis of existing data
Prerequisites: ECON 251; POEC 253 or ECON 255 or permission of the instructor **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** seniors and juniors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Other Attributes: INST Global Health Studies Electives
PHLH Decision–Making by Institutions + Individuals
POEC Comparative POEC/Public Policy Courses
Fall 2014
LEC Section: 01 TR 09:55 11:10 Instructor: Susan Godlonton

ECON 383(F) 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.
Class Format: lecture/discussion **Requirements/Evaluation:** two midterms and a research paper
Prerequisites: ECON 251 **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** seniors and juniors
Distributional Requirements: Division 2 **Other Attributes:** AMST Space and Place Electives
ENVP PE–A Group Electives
ENVP SC–A Group Electives
INST – Urbanizing World Electives
POEC U.S. Political Economy + Public Policy Course
Fall 2014
LEC Section: 01 M 07:00 09:40 Instructor: Stephen Sheppard

ECON 384(S) Corporate Finance (Q)
This course analyzes the major financial decisions facing firms. The course takes the perspective of a manager making decisions about both what investments to undertake and how to finance these projects. Topics include capital budgeting, links between real and financial investments, capital structure choices, dividend policy, and firm valuation. Additional topics may include issues in corporate governance and corporate restructuring, such as mergers and acquisitions. The course will emphasize the underlying economic models that are relevant for these decisions.
Class Format: lecture/discussion **Requirements/Evaluation:** class participation, problem sets, short quizzes, short projects such as case write ups, a midterm exam, and a final exam
Prerequisites: ECON 251, 252, and some familiarity with statistics (e.g., ECON 255) **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** senior Economics majors
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015
LEC Instructor: William Gentry

ECON 385(S) Games and Information (Q)
This course is a mathematical introduction to strategic thinking and its applications. Ideas such as Nash equilibrium, commitment, credibility, repeated games, incentives and signaling are discussed. Examples are drawn from economics, politics, history and everyday campus life. Applications include auctions, labor contracts, debt relief, and corruption.
Class Format: lecture/discussion **Requirements/Evaluation:** exams, problem sets and a substantial final project that involves modeling a real world situation as a game
Prerequisites: ECON 251 and MATH 150, or permission of the instructor **Enrollment Limit:** 25 **Expected Class Size:** 25
Extra Info: Students who have taken Math 335 cannot receive credit for this class
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Spring 2015
LEC Section: 01 MWF 11:00 12:15 Instructor: Ashok Rai

ECON 386 Environmental Policy and Natural Resource Management (Q) Crosslistings: ECON 386/ENVI 386/ECON 518
Policymakers in developed and developing countries struggle to manage natural resources and to protect the environment from excessive degradation while attending to pressing human needs. Economics has a rich body of advice to help achieve these goals. In this course, we will study environmental policy and natural resource management from a microeconomic (and, to a lesser extent, macroeconomic) perspective. We will explore relevant economic theory, look for empirical evidence in scholarly studies, and study actual policies as they have been implemented. The course is undergirded by concepts like sustainability, welfare within and across generations, market failure, and valuation of environmental assets. We will continually emphasize issues of efficiency and equity. Again and again we will see that the challenges are both technical and ethical, as society is forced to make troubling tradeoffs. Topics in the class will include pollution (with a focus on climate change and on incentive–based policies like tax and "cap–and–trade"), management of nonrenewable and renewable resources (including resources like oil, forests, and fisheries), and energy (with its obvious links to resource use and climate change). We will also examine the relationship between development and the environment, touching on controversial topics such as the "natural resources curse" and the relationship between economic growth and the demand for environmental quality.
Class Format: seminar **Requirements/Evaluation:** problem sets, paper, brief presentation, a midterm, and a final exam
Prerequisites: ECON 251, familiarity with statistics **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** senior Economic majors and CDE masters
Dept. Notes: this course satisfies the Environmental Policy requirement for the Environmental Policy major and the Environmental studies concentration
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Other Attributes: ENVI Environmental Policy
ENVP PTL Theory/Method Courses
ENVP PE–A Group Electives
ENVP PTL–A Group Electives
ENVP SC–A Group Electives
MAST Interdepartmental Electives
POEC Comparative POEC/Public Policy Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Sarah Jacobson

ECON 388 Urbanization and Development Crosslistings: ECON 388/ECON 517/ENVI 388
At current rates of growth, the combined population of urban areas in developing countries will double in the next 30 years. The land area devoted to urban use is expected to double even more quickly. The costs of providing housing and infrastructure to accommodate this growth are enormous, but the costs of failing to accommodate urban development may be even larger. The decisions made in response to these challenges will affect the economic performance of these countries and the health and welfare of the urban residents. By affecting global patterns of energy use, these decisions will have broader impacts on the entire planet. This course will focus on these challenges. What are the economic forces that drive the process of urbanization, and how does the level of urbanization affect economic development? How are policies towards housing, transportation, public finance and development affected by urbanization? What policy choices are available, and which are most likely to succeed in dealing with the challenges of urban growth?
Class Format: lecture/discussion **Requirements/Evaluation:** a midterm and a final exam, plus a paper that evaluates specific problems, policy alternatives, and provides some analysis of relevant data
Prerequisites: ECON 251 plus POEC 253, ECON 255, 502 or 503; undergraduate enrollment limited and requires instructor's permission **Expected Class Size:** 20
Distributional Requirements: Division 2 **Other Attributes:** ENVI Environmental Policy
INST – Urbanizing World Electives
POEC Comparative POEC/Public Policy Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Stephen Sheppard

ECON 389(S) Tax Policy in Emerging Markets (Q) Crosslistings: ECON 514/ECON 389
Taxes are half of what government does. So if you are interested in what government policy can do to promote efficiency, equity, and economic development, you should be interested in tax policy. Governments must raise tax revenue to finance critical public goods, address other market failures and distributional issues, and to avoid problems with debt and inflation. Taxes typically take up anywhere from ten to fifty percent of a country's income, they profoundly affect the incentives to undertake all varieties of economic activity, and the government expenditures that they finance have potentially large consequences for human welfare. So the stakes involved in improving tax policy are quite large. All of these issues are of great importance in developing and transitional countries (also known as "emerging markets"), but in these nations taxation is especially challenging because of serious problems with tax evasion and administration, among other things. This class provides an in–depth exploration of tax policy, with an emphasis on the challenges and issues most relevant in emerging markets. Topics addressed in this class include: how basic economic principles can be applied to help one think about the efficiency and equity consequences of tax policies; how personal income taxes, corporate income taxes, and value–added taxes are designed and administered and how they influence the economy; ideas for fundamental reforms of these taxes; theory and evidence in the debate over progressive taxes versus "flat" taxes; how various elements of tax design affect incentives to save and invest; how market failures may influence the optimality of different tax policies; the implications of global capital flows and corporate tax avoidance for the design of tax policy; tax holidays and other special tax incentives for investment; empirical evidence on the influence of taxes on economic growth, foreign direct investment, labor supply, and tax evasion; case studies of efforts to reform tax administration and reduce tax evasion and corruption; taxes on land and property; presumptive taxation; the "unofficial" economy and its implications for tax policy; tax policy towards natural resources such as minerals and oil; taxes on imports and exports; non–tax methods of raising revenue; and political economy considerations in tax policy.
Class Format: seminar **Requirements/Evaluation:** midterm exam, problem sets, two 7– to 10–page essays
Prerequisites: one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503); students who have previously taken ECON 351 will not be enrolled **Enrollment Limit:** 19 **Expected Class Size:** 15–19 **Enrollment Preferences:** CDE students, but undergraduates with the prerequisites are welcome
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Other Attributes: POEC Comparative POEC/Public Policy Courses
POEC International Political Economy Courses
Spring 2015
SEM Section: 01 TR 09:55 11:10 Instructor: Sara LaLumia

ECON 390T Financial Crises: Causes and Cures (W)
Financial crises have been with us for as long as banking has existed. Why are crises such a regular fixture of societies, and what can be done to prevent them, or at least reduce their cost? Topics examined include bubbles and swindles, especially when these spillover to the broader macroeconomy; the role of information in banking in normal times and in bank runs; boom–bust cycles in asset markets; international contagion; crisis resolution techniques; and the extensive history of attempts to improve regulation so as to reduce the frequency and cost of crises. Crises in developing and developed economies in the 19th, 20th and 21st centuries will be examined, and the role of political economy factors in their run–up and resolution will be featured.
Class Format: tutorial **Requirements/Evaluation:** students will write 5–6 papers during the term, and will prepare and deliver formal comments on 5–6 papers written by other students
Prerequisites: ECON 252 and 255 **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** senior Economics majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: POEC Comparative POEC/Public Policy Courses
Not Offered Academic Year 2014–2015
TUT Instructor: Gerard Caprio

ECON 391T Economic Analysis of Housing Markets (W)
Housing is one of the most basic of human needs and the housing market is one of the largest, most important and most heavily regulated markets in national economies around the world. At various times economists, policy makers and the general public have regarded the housing market as irrational and malfunctioning in a variety of ways. Why? In this tutorial we will explore and analyze the workings of the housing market. In what ways do housing markets differ from other markets? Why (and how often) do house price "bubbles" occur? How do mortgage markets function and influence housing markets in countries around the world? In what ways can housing and housing conditions serve as an indicator of quality of life? How do housing markets affect the sustainability of cities? These and other questions will be the focus of reading and discussion for the course.
Class Format: tutorial **Requirements/Evaluation:** each student will write a paper every other week, and comment on his/her partner's work in the other weeks
Prerequisites: ECON 251 and 255 or permission of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Economics majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Not Offered Academic Year 2014–2015
TUT Instructor: Stephen Sheppard

ECON 393(S) International Macroeconomics
This course examines the workings and interactions among national economies in the global arena and the implications for macroeconomic policy analysis. Topics include analysis of international financial asset markets, international capital flows and the transmission of business cycles internationally. A series of both factual and counterfactual case studies are developed in class and used to study the implications for central bank exchange rate policies, monetary policies, trade policies, currency and trade unions such as the EEC and NAFTA, and international policy coordination issues among the G7 and members of the International Monetary Fund more broadly.
Class Format: lecture/discussion **Requirements/Evaluation:** two midterm exams and one final term paper focused on an international macro policy topic of the student's choice
Prerequisites: ECON 252 (Intermediate Macro) **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** Economics majors, and particularly to those wishing to write an honors thesis in related areas of interest
Distributional Requirements: Division 2 **Other Attributes:** POEC International Political Economy Courses
Spring 2015
LEC Section: 01 TF 01:10 02:25 Instructor: Peter Pedroni

ECON 394 European Economic History
Why did modern economic growth first occur in Europe, and not in China or the Middle East? Why did the Industrial Revolution occur in Britain and not France? Why did the economy of the Soviet Union collapse in the 1980s? What drove European economic integration? This course will explore these and other questions related to the economic development of Europe from the early modern period until today. We will investigate how institutional change, technology, industrialization, social welfare policies, trade and globalization, and government intervention have affected the process of economic growth. Drawing on a wide variety of empirical and theoretical readings, the perspective of the course will be comparative, both across Europe and to the experiences of developing countries today.
Class Format: lecture/discussion **Requirements/Evaluation:** midterm, short assignments, and a final research paper
Prerequisites: ECON 251 or 252 AND 255 or equivalent **Enrollment Limit:** 25 **Expected Class Size:** 25
Distributional Requirements: Division 2 *Not Offered Academic Year 2014–2015*
LEC Instructor: Steven Nafziger

ECON 397(F) Independent Study: Economics
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.

Class Format: independent study
Prerequisites: consent of an instructor and of the department chair
Dept. Notes: with permission of the department, an approved project may count as one of the two advanced electives required for the major
Distributional Requirements: Division 2
Fall 2014
IND Section: 01 TBA Instructor: William Gentry

ECON 398(S) Independent Study: Economics
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.
Class Format: seminar
Prerequisites: consent of an instructor and of the department chair
Dept. Notes: with permission of the department, an approved project may count as one of the two advanced electives required for the major
Distributional Requirements: Division 2
Spring 2015
IND Section: 01 TBA Instructor: William Gentry

ECON 451(S) Topics in Macroeconomics
This seminar explores some of the central topics in macroeconomics, including economic growth, saving and investment, business cycle fluctuations, monetary policy, and financial crises. The first part of the course focuses on long–run economic growth. Using economic theory and evidence, we will attempt to answer some of the most important questions in all of economics: Why are some countries poor and other countries rich? What can governments do to achieve faster and environmentally sustainable rates of growth? What are the growth consequences of sustained budget deficits? Understanding the behavior of the economy in the long run is one of the key tasks of macroeconomics. But as we have seen during the recent financial crisis, the short run matters as well. In the second part of the class, we will turn our attention to economic downturns and financial crises. Using historical work on past crises and the accumulating evidence on the current one, we will study a host of short–run topics, including financial markets, the effectiveness of fiscal and monetary policies, consumer expectations, asset prices, employment, and productivity. Because this is an advanced class in macroeconomics, we will approach these issues as practicing economists working with the best possible models and empirical techniques. Students will have an opportunity to apply these methods in a required end–of–term research paper.
Class Format: seminar **Requirements/Evaluation:** midterm, final, class participation and research paper
Prerequisites: ECON 251, 252, and 255 **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** senior Economics majors
Distributional Requirements: Division 2
Spring 2015
SEM Section: 01 MR 02:35 03:50 Instructor: David Love

ECON 453 Research in Labor Economics (Q)
The labor market plays a crucial role in people's lives worldwide. In industrialized countries, most households contain at least one wage earner, and income from working represents the largest component of total income. Thus analyses of the labor market are fundamentally relevant to both public policy and private decision–making. This seminar will explore the structure and functioning of the labor market using theoretical and empirical tools. Topics to be covered include labor supply and demand, minimum wages, labor market effects of social insurance and welfare programs, the collective bargaining relationship, discrimination, human capital, immigration, wage distribution, and unemployment. As labor economics is an intensely empirical subfield, students will be expected to analyze data as well as study the empirical work of others.
Class Format: seminar **Requirements/Evaluation:** a series of short papers and empirical exercises, constructive contributions to class discussion, class presentations, and a 15– to 20–page original empirical research paper (written in stages)
Prerequisites: ECON 251 and ECON 255 or POEC 253 **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** senior Economics majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Other Attributes: POEC Comparative POEC/Public Policy Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Lara Shore–Sheppard

ECON 455(S) Research in Economic History
Historical approaches to understanding economic development and current economic policy issues are increasingly in vogue. This seminar will focus on how economic historians marshal evidence and utilize the empirical tools of economics to investigate questions of a historical nature that often have direct implications for modern society. Possible topics to be covered include the role of political change in economic development, trade and migration, education and human capital accumulation, technology and innovation policies, and the evolution and workings of domestic and global factor markets. Students will be expected to not only analyze recent scholarship in economic history, but they will also produce and present their own original research over the semester.
Class Format: seminar **Requirements/Evaluation:** short reading responses and empirical exercises, constructive contributions to class discussion, class presentations, and a 15– to 20–page original research paper (written in stages)
Prerequisites: ECON 251 and ECON 255 or POEC 253 **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** senior Economics majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 **Other Attributes:** POEC Comparative POEC/Public Policy Courses
Spring 2015
SEM Section: 01 M 07:00 09:40 Instructor: Steven Nafziger

ECON 456(F) Income Distribution
This course examines the distribution of income in the U.S., with emphasis on how it is affected by taxes, transfers, and other government programs.Questions to be addressed may include the following: How have wage inequality and the skill premium evolved over time? What factors explain a rising skill premium? How does income differ with race and gender? How is poverty measured, and what are the factors associated with living in poverty? How do government programs change the distribution of income? How much income mobility is there across generations? Students will become more critical readers of current economic literature, and will apply their skills in conducting empirical research.
Class Format: discussion/seminar **Requirements/Evaluation:** short writing assignments, computer lab exercises, oral presentations, and a 15– to 20–page research paper including original empirical analysis (written in stages)
Prerequisites: ECON 251 and 255 or equivalent **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** senior Economics majors
Distributional Requirements: Division 2 **Other Attributes:** POEC U.S. Political Economy + Public Policy Course
Fall 2014
SEM Section: 01 MR 02:35 03:50 Instructor: Sara LaLumia

ECON 457 Public Economics Research Seminar
In this class, students will learn how to read, critically evaluate, and begin to produce empirical research on important and interesting public policy questions. Topics will be selected from across the spectrum of public economics issues and may vary from year to year. Examples of specific topics that may be covered include education, environmental policy, taxation, income inequality, anti–poverty policy, health care policy, the economics of crime and corruption, and the implications of behavioral economics and psychology for public policy (we will typically only cover a subset of these topics). Applications will be drawn mostly from the United States but we will also consider some issues and evidence from other industrialized and developing countries. The course will especially emphasize the critical analysis of empirical evidence on public policy questions.
Class Format: a mix of lecture, seminar discussion, and time in a computer lab learning to work with data and estimate econometric models **Requirements/Evaluation:** a 15– to 20–page research paper (written in stages) that is a combination of a research proposal and an original empirical analysis of data, a series of short papers and empirical exercises, and regular constructive contributions to class discussion
Prerequisites: ECON 255, ECON 251, and ECON 120 **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** senior Economics majors
Dept. Notes: ideal preparation for seniors (or juniors, if offered in the spring) interested in writing an ECON thesis, or for students who want a taste of the kind of original empirical research one would do for a thesis without actually having to commit to a thesis
Distributional Requirements: Division 2 **Other Attributes:** ENVP PE–A Group Electives
ENVP SC–A Group Electives
POEC U.S. Political Economy + Public Policy Course
Not Offered Academic Year 2014–2015
SEM Instructor: Jon Bakija

ECON 458T Economics of Risk
Risk and uncertainty are pervasive features of economic decisions and outcomes. Individuals face risk about health status and future job prospects. For a firm, developing new products is risky; furthermore, once a product has been developed, the firm faces product liability risk if it turns out to be unsafe. Investment decisions—from managing a portfolio to starting a business—are also fraught with uncertainty. Some risks are environmental—both manmade problems and natural disasters; other risks include the possibility of terrorist attack and, more locally, issues of campus safety. This tutorial explores both the private market responses to risk (e.g., financial markets, insurance markets, private contracting, and precautionary investments and saving) and government policies towards risk (e.g., regulation, taxation, and the legal system). From a theoretical standpoint, the course will build on expected utility theory, diversification, options valuation, principal–agent models, contract theory, and cost–benefit analysis. We will apply these tools to a wide variety of economic issues such as the ones listed above. One goal of the course is to discover common themes across the disparate topics. Students will be expected to read and synthesize a variety of approaches to risk and uncertainty and apply them to various issues.
Class Format: tutorial; students will meet with the instructor in pairs in each week **Requirements/Evaluation:** each student will write a paper (or do a short project) every other week, and comment on his or her partner's work in the other weeks; the final two weeks will be reserved for applied projects of the student's choice
Prerequisites: ECON 251, 252, and 255 **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** senior Economics majors
Extra Info: one of the papers during the term will be revised to reflect feedback from the instructor and the student's partner
may not be taken on a pass/fail basis
Distributional Requirements: Division 2 *Not Offered Academic Year 2014–2015*
TUT Instructor: William Gentry

ECON 459 Economics of Institutions
Why are some countries rich and others poor? There are numerous candidate explanations emphasizing factors ranging from demography to technological innovation to unequal international relations. However, some economists like Douglass North and Mancur Olson have argued that beneath the profusion of proximate causes the quality of a country's "institutions" fundamentally determines its economic prospects. The word

"institutions" is used broadly; it can refer to micro–structures like households or macro–structures like the state. The course will survey the literature on institutions and economic development, discussing both developed and developing countries. Readings will largely consist of published journal articles and unpublished work of similar quality. Students should expect to use microeconomic theory and econometrics learned in previous courses.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on four short papers of 7–10 pages each
Prerequisites: ECON 251 and ECON 255 or the equivalent; students who have already taken ECON 502 will not be admitted **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** senior Economics majors
Distributional Requirements: Division 2 *Not Offered Academic Year 2014–2015*
SEM Instructor: Anand Swamy

ECON 460(F) Economic Development of China
This course is an introduction to the economic development of China in the post–1978 period. It seeks to provide an overview of the process by which China grew from an economic backwater to the second largest economy in the world, with a particular focus on rural development and the growing gap between rural and urban incomes; human capital and education; and health and gender in the Chinese context. In addition, the course has the goal of familiarizing students with current economics research on Chinese topics and enabling them to be informed consumers of this research.
Class Format: seminar **Requirements/Evaluation:** In–class quizzes, literature critique, individual project comprising a presentation and final paper
Prerequisites: ECON 251 and 255 **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** senior Economics majors
Distributional Requirements: Division 2
Fall 2014
SEM Section: 01 TR 08:30 09:45 Instructor: Jessica Leight

ECON 461 Computable General Equilibrium (CGE) Modeling Crosslistings: ECON 461/ECON 526
The Computable General Equilibrium (CGE) model is an important tool for applied policy work. CGE models are the primary tool for many government organizations when evaluating policy alternatives and are also used extensively by various NGO's when deciding aid and policy recommendations. The great advantage of these models is that they capture the general equilibrium feedback effects of policy proposals on various sectors of the economy. This is of great importance to applied work, as this allows the identification of the winners and losers from potential policies. The class will begin with a general overview of CGE models. This overview will be rigorous and mathematical. This course will use the free programming packages GAMS and MPSGE to implement various CGE models using real world data. While no previous computer experience is required, some familiarity with Excel is recommended. During the latter part of the course, students will create a CGE model for a country of their choice and conduct policy experiments using their model. Interested students could continue this project as a potential thesis topic.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on problem sets, two midterms, final project and presentation
Prerequisites: MATH 150 and ECON 251 **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Preference will be given to senior Economics majors and CDE fellows
Distributional Requirements: Division 2 *Not Offered Academic Year 2014–2015*
LEC Instructor: Michael Rolleigh

ECON 463 Financial History (W)
This course opens with a brief survey of some of the major characteristics, issues, and challenges of financial systems today, and then examines earlier experience with these phenomena. Topics to be examined include: the role of finance in economic development historically; the relationship between finance and government, and the extent to which it has changed over time; the lessons from early asset bubbles for modern financial systems; the effect of institutions (laws, norms, and culture) and political systems in shaping the impact of finance, as illustrated by comparisons between Mexico and the U.S., among other cases; and lessons from U.S. financial history for policies today. The course also examines the tools that were developed in earlier epochs to deal with different risks, evaluates their efficacy, and considers lessons for modern financial regulation.
Class Format: seminar **Requirements/Evaluation:** evaluation will consist either of 6 short papers or 3 short papers and one longer research paper (student choice), at least one oral presentation, and contributions to class discussions
Prerequisites: ECON 251, 252, and 255 **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** senior Economics majors
Distributional Requirements: Division 2 Writing Intensive
Not Offered Academic Year 2014–2015
SEM Instructor: Gerard Caprio

ECON 467T Development Successes (W) Crosslistings: ECON 467/ECON 531
Although living standards in most of the worlds poor countries have increasingly fallen behind those of the rich industrial countries, a relatively small number of countries that were quite poor in the middle of the last century have achieved dramatic improvements in their incomes since then. These development successes include countries such as Japan, the four dragons (Hong Kong, Korea, Singapore, and Taiwan), the MIT economies (Malaysia, Indonesia, and Thailand), the Asian giants of China and India, as well as non–Asian economies as diverse as Botswana, Chile, and Turkey. This tutorial will explore why these countries have apparently succeeded where many other poor countries have failed. A particular focus of the course will be on extracting insights from the experiences of these success cases about the broad development strategies that have been advocated over the past 50 years by scholars as well as by the international financial institutions.
Class Format: tutorial **Requirements/Evaluation:** students will write five papers during the term, and will prepare and deliver formal comments on five papers written by other students
Prerequisites: ECON 204 or 501 **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** senior Economics majors
Dept. Notes: need permission of the instructor for this class
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: INST Economic Development Studies Electives
Not Offered Academic Year 2014–2015
TUT Instructor: Peter Montiel

ECON 468(S) Your Money or Your Life: Health Disparities in the United States
A 25–year–old man living in a high–income household can expect to live 10 years longer than his low–income counterpart. There are also stark differences in mortality and health by education, employment status, race, immigrant status, region, and gender. This course will explore many of the potential explanations for health disparities, including access to insurance and health care, health behaviors, stress, environmental exposure, and intergenerational transmission of health. We will emphasize causal inference and focus on assessing the quality of evidence. We will also investigate how government policies contribute to or ameliorate health disparities in the U.S.
Class Format: seminar, including frequent small group meetings, a computer lab, and a poverty simulation **Requirements/Evaluation:** evaluation includes class discussion, oral presentations, 4–6 short response papers, two 5–page critiques of published articles, and one 15–page original empirical research paper
Prerequisites: ECON 251 and ECON 255 or equivalent, or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** senior Economics majors
Distributional Requirements: Division 2 **Other Attributes:** PHLH Decision–Making by Institutions + Individuals
POEC U.S. Political Economy + Public Policy Course
Spring 2015
SEM Section: 01 TF 02:35 03:50 Instructor: Tara Watson

ECON 469 Topics in Urban Economics Crosslistings: ECON 469/ECON 527
This course will provide students with an understanding of how economists think about and analyze various urban policy issues around the world. Those interested in doing policy work on urban issues and/or economic development in the future will find this course useful. We will cover topics including city size and growth, agglomeration extrenalities, land use and property rights, transportation and infrastructure, the valuation of education and environment, entrepreneurship and housing. Students will read economics journal articles on each topic, learn how to empirically analyze urban policy questions, and pursue individual research. There will also be a module based on case studies where students discuss and analyze real estate development projects using cost–benefit and cash–flow analysis. We will cover topics from both the US and developing countries.
Class Format: seminar **Requirements/Evaluation:** two empirical exercises, short response papers, and individual project that involves a proposal, presentation, and a final paper
Prerequisites: ECON 251 and ECON 255 **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** senior Economics majors and CDE students
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 **Other Attributes:** POEC Comparative POEC/Public Policy Courses
Spring 2015
SEM Section: 01 Cancelled

ECON 470(S) The Indian Economy: Development and Social Justice (D)
The Indian economy today is described in two competing narratives. India is, on the one hand, a fast–growing "emerging economy:" it is producing a range of information technology services, threatening white–collar jobs in the United States; its growing consumption of fossil fuels is stressing world energy supplies and contributing to global warming; along with China, it is changing the balance of international economic and political relations. In another narrative Indian economic growth is lop–sided and unsustainable: poverty and malnutrition remain widespread; Maoist insurgencies threaten a swath of eastern districts; and conflicts rage over threatened ecological resources. In one prominent academic work India has been described as an "Emerging Giant;" in another, it is a "Republic of Hunger." This course will introduce the student to these narratives in the words of participants, ranging from books by CEO's of major corporations to pamphlets produced by left–wing critics of present economic policies.
We will then use the traditional theoretical and quantitative methods of an economist to evaluate these perspectives, and, consistent with the goals of the Exploring Diversity Initiative, consider how they are shaped by power, privilege, and the social location of the narrator.
Class Format: seminar **Requirements/Evaluation:** five short response papers (5 pages), and longer final paper (15 pages)
Prerequisites: ECON 255, or equivalent, or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** junior and senior majors
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: POEC Comparative POEC/Public Policy Courses
Spring 2015
SEM Section: 01 TR 08:30 09:45 Instructor: Anand Swamy

ECON 471(F) Topics in Advanced Econometrics (Q)
This course focuses on a set of topics in the fields of time series econometrics and panel time series. Particular emphasis is placed on methods of structural identification of macroeconomic dynamics in vector autoregressive analysis and long run cointegration analysis, both in a conventional time series framework and in more recently developed multi–country and multiregional panel time series contexts. The course is well suited for students exploring possibilities for empirically oriented honors theses in fields that employ these techniques, such as macro, finance, growth, international trade and macro–development. It is also well suited for students who simply wish to expand their econometrics training and understanding to a more advanced level, or wish to pursue an honors thesis in econometrics. The course will cover both conceptual and practical issues.
Class Format: seminar **Requirements/Evaluation:** periodic homework assignments, midterm exam, term paper

Prerequisites: ECON 252 and ECON 255 (or equivalent) **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** students with strong math backgrounds, and to students intending to write an honors thesis
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Fall 2014
SEM Section: 01 TF 02:35 03:50 Instructor: Peter Pedroni

ECON 472(F) Macroeconomic Instability and Financial Markets
This advanced course in macroeconomics and financial theory attempts to explain the role and the importance of the financial system in the global economy. The course will provide an understanding of why there is financial intermediation, how financial markets differ from other markets, and the equilibrium consequences of financial activities. Rather than separating off the financial world from the rest of the economy, we will study financial equilibrium as a critical element of economic equilibrium. An important topic in the course will be studying how financial market imperfections amplify and propagate shocks to the aggregate economy. The course may cover the following topics: the determination of asset prices in general equilibrium; consequences of limited asset markets for economic efficiency; theoretical foundations of financial contracts and justifications for the existence of financial intermediaries; the roles of financial frictions in magnifying aggregate fluctuations and creating persistence and instability; the role of leverage and financial innovation in fueling financial crises.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on problem sets, exams, and potentially student presentations
Prerequisites: ECON 251 and ECON 252 **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** Economics majors
Distributional Requirements: Division 2
Fall 2014
SEM Section: 01 MR 01:10 02:25 Instructor: Gregory Phelan

ECON 473 Microfinance (D) (Q) Crosslistings: ECON 473/ECON 520
Unequal access to finance (loans, savings, insurance) contributes to the persistence of poverty in developing countries. We review evidence that the entrepreneurial poor lack access to loans, and discuss how repayments can be enforced even when borrowers do not have collateral. We discuss how recent innovations in micro–insurance can reduce vulnerability. We will study the role of governments and donors in equalizing financial access through subsidies or targeting. Finally, we shall explore how microfinance can empower women within the household. Readings include current empirical and theoretical research in development economics. This course is an EDI course because it critically analyzes how microfinance interventions can reduce inequality both within and across households.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on a midterm, a series of short papers and a longer final paper
Prerequisites: ECON 251 and ECON 255 **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** senior Economics majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Exploring Diversity Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015
SEM Instructor: Ashok Rai

ECON 475(S) Advanced Microeconomic Theory (Q)
This course examines the mathematical underpinnings of advanced economics. This includes proofs of the following: existence and uniqueness of competitive equilibrium in a variety of environments, first and second fundamental welfare theorems, existence of Nash equilibrium, and others. The focus of this class is primarily on the mathematical proofs. These proofs are essential components of any graduate program in economics. Students who wish to see pure math theorems applied to other fields may also be interested.
Class Format: lecture **Requirements/Evaluation:** problem sets, one midterm, class participation, and a final exam
Prerequisites: MATH 150 or equivalent, and ECON 251 **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** senior Economics majors
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Spring 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Michael Rolleigh

ECON 491(F) Honors Seminar: Economics
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.
Class Format: independent study
Prerequisites: admission by the department; required for honors in Economics unless a student writes a year–long thesis
Distributional Requirements: Division 2
Fall 2014
HON Section: 01 TBA Instructor: William Gentry

ECON 492(S) Honors Seminar: Economics
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.
Class Format: independent study
Prerequisites: admission by the department; required for honors in Economics unless a student writes a year–long thesis
Distributional Requirements: Division 2
Spring 2015
HON Section: 01 TBA Instructor: William Gentry

ECON 493(F) Honors Thesis: Economics
A year–long research project for those honors candidates admitted to this route to honors.
Class Format: independent study
Prerequisites: admission by the department in the spring of the junior year
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 2
Fall 2014
HON Section: 01 TBA Instructor: William Gentry

ECON 494(S) Honors Thesis: Economics
A year–long research project for those honors candidates admitted to this route to honors.
Class Format: independent study
Prerequisites: admission by the department in the spring of the junior year
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 2
Spring 2015
HON Section: 01 TBA Instructor: William Gentry

ECON 501(F) Development Economics I
This course introduces some of the major theories and ideas about economic growth and development. Motivated by a number of stylized facts from cross–country data, we will begin by posing a series of questions: Why are some countries rich and others poor? Why have some countries grown at high rates over extended periods of time, while others have experienced little or no growth? Do all economies face comparable challenges to achieving sustained economic growth? Will poor countries catch up to rich countries or are they doomed to stagnate in a poverty trap? To answer these "big" questions, we will explore the underlying mechanisms of economic growth. What role is played by savings and investment (i.e., the accumulation of physical capital)? What is the influence of population growth? How important are investments in human capital (i.e., education and population health)? How important are technological differences across countries? How much significance should we ascribe to differences across countries in geographical characteristics? How much should we ascribe to differences in the quality of institutions? For each question, we will explore different theoretical and empirical strategies developed by economists to answer the question, ranging from formal models to historical and anecdotal evidence to cross–country growth and development regressions. We will evaluate the usefulness of the different approaches to each question for informing development–promoting and poverty–alleviation policies, and we will also discuss the reasons why so many important questions about economic growth continue to remain difficult to answer.
Class Format: lecture/discussion **Requirements/Evaluation:** problem sets, one midterm exam, and a final exam
Prerequisites: ECON 251, 252, and 255; undergraduate enrollment limited and requires instructor's permission
Distributional Requirements: Division 2 **Other Attributes:** INST Economic Development Studies Electives
POEC Comparative POEC/Public Policy Courses
Fall 2014
SEM Section: 01 TR 09:55 11:10 Instructor: Quamrul Ashraf

ECON 502(F) Statistics/Econometrics
This course focuses on basic methods of bringing economic theory and data together to provide empirical guidance for policy formulation, including use of computers in econometric analysis. This course covers techniques of econometric analysis using a moderate level of mathematical exposition.
Class Format: lecture/discussion **Requirements/Evaluation:** problem sets, two hour exams, and a final
Prerequisites: admission depends on previous background in statistics and mathematics **Enrollment Preferences:** enrollment is limited to CDE students
Distributional Requirements: Division 2
Fall 2014
SEM Section: 01 TR 11:20 12:35 Instructor: Lara Shore–Sheppard

ECON 503(F) Statistics/Econometrics: Advanced Section
This course focuses on basic methods of bringing economic theory and data together to provide empirical guidance for policy formulation, including use of computers in econometric analysis. This course covers techniques of econometric analysis using a more mathematical exposition.

Class Format: lecture/discussion **Requirements/Evaluation:** problem sets, two midterm exams, and a final project
Prerequisites: admission depends on previous background in statistics and mathematics **Expected Class Size:** 15 **Enrollment Preferences:** enrollment limited to CDE students
Distributional Requirements: Division 2
Fall 2014
SEM Section: 01 TR 08:30 09:45 Instructor: Anand Swamy

ECON 504(F) Public Economics
This class is about microeconomic and empirical analysis of government expenditure programs in developing and transitional countries. It provides tools for understanding the effects of government policies, as well as a useful conceptual framework for analyzing normative questions such as "what role should government play in the economy" and "what is a good policy?" The course begins by considering the efficiency of market economies, and rationales for government intervention in the market, such as public goods, externalities, information–based market failures, imperfect competition, and equity. We also consider ways that human behavior might deviate from perfect rationality, and what that might imply for policy. Along the way, we apply these concepts to various examples of policy issues, including, among other things, the environment, education, health, infrastructure, security, social insurance, and aid to the poor. We then turn to the general question of how to make the government work better, addressing questions such as the following. When is it better to have the government own and produce things, and when is it better to privatize? What are the incentives of politicians and government employees, and how does the design of political and budgetary institutions affect the degree to which they serve the public interest? How should responsibilities be divided up between the central government and local governments, and what are the advantages and disadvantages of "decentralization?" What can be done to improve the delivery of basic services? For example, how might one address problems of corruption and absenteeism? Throughout the course, we consider examples of empirical research, and to facilitate this, we will occasionally introduce econometric tools that are particularly useful for microeconomic policy evaluation.
Class Format: lecture/discussion **Requirements/Evaluation:** problem sets, one 10–page paper, midterm, and a final exam
Prerequisites: ECON 110; in addition, an empirical methods course (POEC 253, ECON 255, 502 or 503, or STAT 346) must be taken before or concurrently with this class; undergraduate enrollment limited and requires instructor's permission **Enrollment Limit:** 30 **Expected Class Size:** 25–30
Distributional Requirements: Division 2 **Other Attributes:** INST Economic Development Studies Electives
PHLH Decision–Making by Institutions + Individuals
POEC Comparative POEC/Public Policy Courses
Fall 2014
SEM Section: 01 MW 11:00 12:15 Instructor: Jon Bakija

ECON 505(F) Developing Country Macroeconomics
This course focuses on the relationship between macroeconomic policies and economic growth in developing countries. After examining the links between macroeconomic stability and long–run growth, the rest of the course is divided into three parts. The first part is devoted to the construction of an analytical model that is suitable for analyzing a wide variety of macroeconomic issues in developing countries. This model provides the general framework for a more specific analysis of fiscal and monetary policies in the two remaining parts. In analyzing fiscal policy, the course will consider in particular the requirements of fiscal solvency and the contribution that fiscal policy can make to macroeconomic stability. It will also examine alternative methods for achieving fiscal credibility, including the design of fiscal institutions. The final part of the course will turn to an analysis of central banking, focusing on central bank independence, time consistency of monetary policy, and the design of monetary policy rules in small open economies.
Class Format: lecture **Requirements/Evaluation:** two hour tests and a comprehensive final exam
Prerequisites: ECON 251 and 252; undergraduate enrollment limited and requires instructor's permission **Expected Class Size:** 25–30
Distributional Requirements: Division 2 **Other Attributes:** INST Economic Development Studies Electives
POEC Comparative POEC/Public Policy Courses
Fall 2014
LEC Section: 01 MR 02:35 03:50 Instructor: David Love

ECON 506(F) Fundamentals of Developing Country Macroeconomics
This class covers the basic principles of macroeconomics, with an emphasis on the issues facing for developing, transition, and emerging market economies. The course begins with an introduction to core macro concepts and definitions. It then looks at the sectors and institutions that play major roles in the economy: households, businesses, the external sector, the fiscal authority, and the central bank. It goes on to develop a simple analytical framework for thinking about economic performance and policies. The course concludes with a discussion of some of the macroeconomic problems encountered in developing economies, and some of the policies that can be used to deal with them. The class is offered as an alternative to Econ 505 for those not intending to specialize in macroeconomics. Consequently, it does not qualify as a prerequisite for Econ 515.
Class Format: lecture **Requirements/Evaluation:** two hour tests and a comprehensive final exam
Prerequisites: none; enrollment limited to CDE students **Enrollment Limit:** none **Expected Class Size:** 10
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2
Fall 2014
LEC Section: 01 MR 01:10 02:25 Instructor: Kenneth Kuttner

ECON 510(S) Financial Development and Regulation
This course focuses on the financial system and its role in economic development. The first part explores the functions of finance, how it contributes to growth, and reviews different models of financial sector development and their influence on how governments viewed the sector. It will examine experiences with financial sector repression and subsequent liberalization, and investigate the causes and impact of financial crises. Then it will study how to make finance effective and how to prevent or minimize crises, analyzing government's role as regulator, supervisor, standard setter, contract enforcer, and owner. In this final part, attention will be devoted to the role of institutions (laws, norms, culture) and incentives in financial sector development.
Class Format: lecture/discussion **Requirements/Evaluation:** midterm, group presentation, short critique, and a final exam
Prerequisites: for undergraduates, POEC 253 or ECON 255; undergraduate enrollment limited and requires instructor's permission **Enrollment Limit:** 30 **Expected Class Size:** 25–30
Distributional Requirements: Division 2 **Other Attributes:** INST Economic Development Studies Electives
POEC Comparative POEC/Public Policy Courses
Spring 2015
LEC Section: 01 MW 11:00 12:15 Instructor: Gerard Caprio

ECON 511 Institutions and Governance
Over the last two decades economists have become increasingly aware of the importance of the "social infrastructure" at various levels of economic activity: capable and honest government officials must be available to formulate and implement policies, markets must be supported by suitable institutional frameworks, property rights must be secure, and contracts reliably enforced. Even the structure of the household, the smallest institution analyzed by economists, has been shown to have an important influence on economic development. This course will survey the growing literature on institutions and governance.
Class Format: lecture and discussion **Requirements/Evaluation:** evaluation will be based on several short assignments, and a longer final paper
Prerequisites: at least one among POEC 253, ECON 255, 502, 503, or STAT 346; requires permission of instructor; students who have previously taken ECON 459 will not be enrolled **Enrollment Limit:** 19 **Expected Class Size:** 19
Distributional Requirements: Division 2 **Other Attributes:** INST Economic Development Studies Electives
POEC Comparative POEC/Public Policy Courses

ECON 513(S) Empirical Methods in Macroeconomics (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 important and integral part of the course, but no previous training is expected. Economics majors who are considering writing an honors thesis on related topics are encouraged to enroll in this course during the spring semester of their junior year. Students studying abroad during their junior year may nonetheless take this course during their senior year.
Class Format: seminar **Requirements/Evaluation:** short empirical projects, midterm, term paper
Prerequisites: ECON 252, ECON 255 or equivalent, and ECON 393 (ECON 360 may substitute for 393); not open to students who have taken ECON 471 **Enrollment Limit:** 19 **Expected Class Size:** 19
Enrollment Preferences: senior Economics majors and CDE fellows
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Spring 2015
SEM Section: 01 TF 02:35 03:50 Instructor: Peter Pedroni

ECON 514(S) Tax Policy in Emerging Markets (Q) Crosslistings: ECON 514/ECON 389
Taxes are half of what government does. So if you are interested in what government policy can do to promote efficiency, equity, and economic development, you should be interested in tax policy. Governments must raise tax revenue to finance critical public goods, address other market failures and distributional issues, and to avoid problems with debt and inflation. Taxes typically take up anywhere from ten to fifty percent of a country's income, they profoundly affect the incentives to undertake all varieties of economic activity, and the government expenditures that they finance have potentially large consequences for human welfare. So the stakes involved in improving tax policy are quite large. All of these issues are of great importance in developing and transitional countries (also known as "emerging markets"), but in these nations taxation is especially challenging because of serious problems with tax evasion and administration, among other things. This class provides an in–depth exploration of tax policy, with an emphasis on the challenges and issues most relevant in emerging markets. Topics addressed in this class include: how basic economic principles can be applied to help one think about the efficiency and equity consequences of tax policies; how personal income taxes, corporate income taxes, and value–added taxes are designed and administered and how they influence the economy; ideas for fundamental reforms of these taxes; theory and evidence in the debate over progressive taxes versus "flat" taxes; how various elements of tax design affect incentives to save and invest; how market failures may influence the optimality of different tax policies; the implications of global capital flows and corporate tax avoidance for the design of tax policy; tax holidays and other special tax incentives for investment; empirical evidence on the influence of taxes on economic growth, foreign direct investment, labor supply, and tax evasion; case studies of efforts to reform tax administration and reduce tax evasion and corruption; taxes on land and property; presumptive taxation; the "unofficial" economy and its implications for tax policy; tax policy towards natural resources such as minerals and oil; taxes on imports and exports; non–tax methods of raising revenue; and political economy considerations in tax policy.
Class Format: seminar **Requirements/Evaluation:** midterm exam, problem sets, two 7– to 10–page essays
Prerequisites: one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503); students who have previously taken ECON 351 will not be enrolled **Enrollment Limit:** 19 **Expected Class Size:** 15–19 **Enrollment Preferences:** CDE students, but undergraduates with the prerequisites are welcome
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Other Attributes: POEC Comparative POEC/Public Policy Courses
POEC International Political Economy Courses
Spring 2015
SEM Section: 01 TR 09:55 11:10 Instructor: Sara LaLumia

ECON 515(S) Developing Country Macroeconomics II
This lecture course is a continuation of Economics 505. The first part of the course extends the analysis of the first semester to several open–economy issues that arise in developing countries, especially with respect to the interactions among exchange rate regimes, monetary policy regimes, and policies directed at the financial account of the balance of payments. The second part of the course will apply these analytical tools, as well as those developed in Economics 505, to an examination of the various types of crises that have afflicted developing countries over the past three decades, considering in particular the implications of such crises for growth and development.
Class Format: lecture **Requirements/Evaluation:** two midterms and a final project
Prerequisites: ECON 505; undergraduate enrollment limited and requires instructor's permission **Expected Class Size:** 25–30
Distributional Requirements: Division 2 **Other Attributes:** INST Economic Development Studies Electives
POEC International Political Economy Courses
Spring 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Kenneth Kuttner

ECON 516(S) International Trade and Development
This course will examine the causes and consequences of international trade and its implications for less developed countries. We will examine a few models of international trade and the empirical relevance of these theories. In addition, international economic issues of particular importance to developing countries will be covered, such as brain drain, remittances, foreign direct investment, trade policies, infant industry protection, trade and growth, the World Trade Organization, and the resource course.
Class Format: lecture/discussion **Requirements/Evaluation:** problem sets, short essays, midterm, and final
Prerequisites: ECON 251, and familiarity with econometrics **Enrollment Preferences:** undergraduate enrollment limited and requires instructor's permission
Distributional Requirements: Division 2 **Other Attributes:** INST Economic Development Studies Electives
POEC International Political Economy Courses
Spring 2015
SEM Section: 01 TR 08:30 09:45 Instructor: Will Olney

ECON 517 Urbanization and Development **Crosslistings:** ECON 388/ECON 517/ENVI 388
At current rates of growth, the combined population of urban areas in developing countries will double in the next 30 years. The land area devoted to urban use is expected to double even more quickly. The costs of providing housing and infrastructure to accommodate this growth are enormous, but the costs of failing to accommodate urban development may be even larger. The decisions made in response to these challenges will affect the economic performance of these countries and the health and welfare of the urban residents. By affecting global patterns of energy use, these decisions will have broader impacts on the entire planet. This course will focus on these challenges. What are the economic forces that drive the process of urbanization, and how does the level of urbanization affect economic development? How are policies towards housing, transportation, public finance and development affected by urbanization? What policy choices are available, and which are most likely to succeed in dealing with the challenges of urban growth?
Class Format: lecture/discussion **Requirements/Evaluation:** a midterm and a final exam, plus a paper that evaluates specific problems, policy alternatives, and provides some analysis of relevant data
Prerequisites: ECON 251 plus POEC 253, ECON 255, 502 or 503; undergraduate enrollment limited and requires instructor's permission **Expected Class Size:** 20
Distributional Requirements: Division 2 **Other Attributes:** ENVI Environmental Policy
INST – Urbanizing World Electives
POEC Comparative POEC/Public Policy Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Stephen Sheppard

ECON 518 Environmental Policy and Natural Resource Management (Q) Crosslistings: ECON 386/ENVI 386/ECON 518
Policymakers in developed and developing countries struggle to manage natural resources and to protect the environment from excessive degradation while attending to pressing human needs. Economics has a rich body of advice to help achieve these goals. In this course, we will study environmental policy and natural resource management from a microeconomic (and, to a lesser extent, macroeconomic) perspective. We will explore relevant economic theory, look for empirical evidence in scholarly studies, and study actual policies as they have been implemented. The course is undergirded by concepts like sustainability, welfare within and across generations, market failure, and valuation of environmental assets. We will continually emphasize issues of efficiency and equity. Again and again we will see that the challenges are both technical and ethical, as society is forced to make troubling tradeoffs. Topics in the class will include pollution (with a focus on climate change and on incentive–based policies like tax and "cap–and–trade"), management of nonrenewable and renewable resources (including resources like oil, forests, and fisheries), and energy (with its obvious links to resource use and climate change). We will also examine the relationship between development and the environment, touching on controversial topics such as the "natural resources curse" and the relationship between economic growth and the demand for environmental quality.
Class Format: seminar **Requirements/Evaluation:** problem sets, paper, brief presentation, a midterm, and a final exam
Prerequisites: ECON 251, familiarity with statistics **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** senior Economic majors and CDE masters
Dept. Notes: this course satisfies the Environmental Policy requirement for the Environmental Policy major and the Environmental studies concentration
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Other Attributes: ENVI Environmental Policy
ENVP PTL Theory/Method Courses
ENVP PE–A Group Electives
ENVP PTL–A Group Electives
ENVP SC–A Group Electives
MAST Interdepartmental Electives
POEC Comparative POEC/Public Policy Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Sarah Jacobson

ECON 519(S) Population Economics **Crosslistings:** ECON 380/ECON 519
This course is an introduction to the economic analysis of demographic behavior and the economic consequences of demographic change. An important aim is to familiarize students with historical and contemporary trends in fertility, mortality, migration, and family composition, and the implications of these trends for the economy. The course demonstrates the application of microeconomic theory to demographic behavior, including fertility, marriage, and migration. Students are introduced to basic techniques of demographic measurement and mathematical demography. Selected topics include the economic consequences of population growth in developing countries, the economics of fertility and female labor force participation, the effects of an older age structure on the social security system, and the relationship between population growth and natural resources.
Class Format: lecture/discussion **Requirements/Evaluation:** at least one exam, a research paper and a class presentation
Prerequisites: ECON 251; POEC 253 or ECON 255 or permission of the instructor **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** Economics majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 **Other Attributes:** PHLH Demography: Population Processes
POEC Comparative POEC/Public Policy Courses
Spring 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Lucie Schmidt

ECON 520 Microfinance (D) (Q) Crosslistings: ECON 473/ECON 520
Unequal access to finance (loans, savings, insurance) contributes to the persistence of poverty in developing countries. We review evidence that the entrepreneurial poor lack access to loans, and discuss how repayments can be enforced even when borrowers do not have collateral. We discuss how recent innovations in micro–insurance can reduce vulnerability. We will study the role of governments and donors in equalizing financial access through subsidies or targeting. Finally, we shall explore how microfinance can empower women within the household. Readings include current empirical and theoretical research in development economics. This course is an EDI course because it critically analyzes how microfinance interventions can reduce inequality both within and across households.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on a midterm, a series of short papers and a longer final paper
Prerequisites: ECON 251 and ECON 255 **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** senior Economics majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Exploring Diversity Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015
SEM Instructor: Ashok Rai

ECON 521(S) Incentives and Development Policy
Why isn't the whole world developed? This course (and instructor) is of the opinion that the difficulty of getting incentives right is the key source of inefficiency. The course therefore studies how limited enforcement and asymmetric information constrain development, and about innovative development designs that attempt to overcome these constraints. The course readings will be a mix of field studies, empirical evidence and theoretical tools from game theory. Incentive and corruption problems in health, education, the regulation of banks and natural monopolies, privatization, budgeting, debt forgiveness, foreign aid, microfinance, climate treaties and ethnic violence will be studied using a unified framework.
Class Format: seminar **Requirements/Evaluation:** two hour–long tests and a final policy project
Prerequisites: undergraduate enrollment limited and requires instructor's permission **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** This course is intended for CDE Fellows
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2
Spring 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Ashok Rai

ECON 523(S) Program Evaluation for International Development (Q)
Development organizations face strict competition for scarce resources. Both public and private organizations are under increasing pressure to use rigorous program evaluation in order to justify funding for their programs and to design more effective programs. This course is an introduction to evaluation methodology and the tools available to development practitioners, drawing on examples from developing countries. It will cover a wide range of evaluation techniques and discuss the advantages and disadvantages of each. The course is a mix of applied econometrics and practical applications covering implementation, analysis, and interpretation. You will learn to be a critical reader of evaluations, and to develop your own plan to evaluate an existing program of your choice.
Class Format: seminar **Requirements/Evaluation:** problem sets, midterm exam and one 7– to 10–page essay
Prerequisites: one public economics course or microeconomics course (ECON 503 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503) **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** CDE Students, but undergraduates with the prerequisites are welcome
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option

Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Susan Godlonton

ECON 524(F) Political Economy and Economic Development Crosslistings: ECON 361/ECON 524
This course is intended as an introduction to the newly emerging field of political economy of institutions and development. Key questions of interest include how voters behave and how this affects policy and economic outcomes; the nature, evolution and economic implication of corruption, and how it can be controlled; and the economics of conflict. The goal of the course is both to provide students of a sense of the frontier research topics in political economy in developing countries and to introduce them to the methodologies used to investigate these topics.
Class Format: lecture/discussion **Requirements/Evaluation:** problem sets, quizzes, presentation, final exam
Prerequisites: ECON 110 and 255 or permission of the instructor **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** junior and senior majors
Distributional Requirements: Division 2 **Other Attributes:** POEC Comparative POEC/Public Policy Courses
Fall 2014
LEC Section: 01 M 07:00 09:40 Instructor: Jessica Leight

ECON 526 Computable General Equilibrium (CGE) Modeling Crosslistings: ECON 461/ECON 526
The Computable General Equilibrium (CGE) model is an important tool for applied policy work. CGE models are the primary tool for many government organizations when evaluating policy alternatives and are also used extensively by various NGO's when deciding aid and policy recommendations. The great advantage of these models is that they capture the general equilibrium feedback effects of policy proposals on various sectors of the economy. This is of great importance to applied work, as this allows the identification of the winners and losers from potential policies. The class will begin with a general overview of CGE models. This overview will be rigorous and mathematical. This course will use the free programming packages GAMS and MPSGE to implement various CGE models using real world data. While no previous computer experience is required, some familiarity with Excel is recommended. During the latter part of the course, students will create a CGE model for a country of their choice and conduct policy experiments using their model. Interested students could continue this project as a potential thesis topic.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on problem sets, two midterms, final project and presentation
Prerequisites: MATH 150 and ECON 251 **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Preference will be given to senior Economics majors and CDE fellows
Distributional Requirements: Division 2 *Not Offered Academic Year 2014–2015*
LEC Instructor: Michael Rolleigh

ECON 527 Topics in Urban Economics Crosslistings: ECON 469/ECON 527
This course will provide students with an understanding of how economists think about and analyze various urban policy issues around the world. Those interested in doing policy work on urban issues and/or economic development in the future will find this course useful. We will cover topics including city size and growth, agglomeration extrenalities, land use and property rights, transportation and infrastructure, the valuation of education and environment, entrepreneurship and housing. Students will read economics journal articles on each topic, learn how to empirically analyze urban policy questions, and pursue individual research. There will also be a module based on case studies where students discuss and analyze real estate development projects using cost–benefit and cash–flow analysis. We will cover topics from both the US and developing countries.
Class Format: seminar **Requirements/Evaluation:** two empirical exercises, short response papers, and individual project that involves a proposal, presentation, and a final paper
Prerequisites: ECON 251 and ECON 255 **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** senior Economics majors and CDE students
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 **Other Attributes:** POEC Comparative POEC/Public Policy Courses
Spring 2015
SEM Section: 01 Cancelled

ECON 531 Development Successes (W) Crosslistings: ECON 467/ECON 531
Although living standards in most of the worlds poor countries have increasingly fallen behind those of the rich industrial countries, a relatively small number of countries that were quite poor in the middle of the last century have achieved dramatic improvements in their incomes since then. These development successes include countries such as Japan, the four dragons (Hong Kong, Korea, Singapore, and Taiwan), the MIT economies (Malaysia, Indonesia, and Thailand), the Asian giants of China and India, as well as non–Asian economies as diverse as Botswana, Chile, and Turkey. This tutorial will explore why these countries have apparently succeeded where many other poor countries have failed. A particular focus of the course will be on extracting insights from the experiences of these success cases about the broad development strategies that have been advocated over the past 50 years by scholars as well as by the international financial institutions.
Class Format: tutorial **Requirements/Evaluation:** students will write five papers during the term, and will prepare and deliver formal comments on five papers written by other students
Prerequisites: ECON 204 or 501 **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** senior Economics majors
Dept. Notes: need permission of the instructor for this class
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: INST Economic Development Studies Electives

ECON 532T(S) Inclusive Growth: The Role of Social Safety Nets
Designing and implementing effective national strategies to promote inclusive economic growth can require difficult policy reforms, sometimes with adverse short–term impacts for vulnerable groups within society. Social safety nets provide a pro–poor policy instrument that can balance trade and labor market reform, fiscal adjustments (such as reduced general subsidies) and other economic policies aimed at enabling better market performance. In addition, social safety nets help the poor to cope with shocks to their livelihoods, promoting resilience, human capital development and sometimes high–return risk–taking. This tutorial will offer students the opportunity to explore the role of social safety nets in promoting inclusive economic growth, drawing on case studies from Africa, Asia, Latin America and Eastern Europe. The first part of the tutorial will define social safety nets within the broader context of social protection, examining the diversity of instruments and their linkages to economic growth. The second part will delve more deeply into the design and implementation of effective interventions, assessing program choice, affordability, targeting, incentives and other issues. The third part will analyze the role of social safety nets in supporting economic growth strategies, drawing on international lessons of experience.
Class Format: tutorial **Requirements/Evaluation:** students will write five papers during the term, and will prepare and deliver formal comments on five papers written by other students **Enrollment Limit:** 10 **Expected Class Size:** 10
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 **Other Attributes:** POEC Comparative POEC/Public Policy Courses
Spring 2015
TUT Section: T1 TBA Instructor: Michael Samson

ECON 534T(S) Long Term Fiscal Challenges
This tutorial will address the conceptual and theoretical issues that confront policy makers when they face policy challenges that are likely to emerge only over the coming years and that have important budgetary implications. It will explore the strategies and approaches that a number of countries have attempted to develop to bring the long–term into their current policy and budgetary planning processes. Students will be exposed to different long–term challenges that have important budgetary implications, including aging populations, health care, climate change, energy and infrastructure, and water. The course will consider the specific policy challenges that arise for each and the ways in which different industrial and emerging market countries are addressing them.
Class Format: tutorial **Requirements/Evaluation:** students will write five papers during the term, and will prepare and deliver formal comments on five papers written by other students
Prerequisites: permission of the instructor for undergraduates **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** CDE students and undergraduates with permission of the instructor
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 **Other Attributes:** POEC Comparative POEC/Public Policy Courses
Spring 2015
TUT Section: T1 TBA Instructor: Peter Heller

ECON 535T(S) International Financial Institutions
This tutorial will explore the role of international financial institutions in the global economic and financial system, their relations with members, and proposals for how they might be reformed. The focus will be principally on the International Monetary Fund and to a lesser extent the World Bank, but consideration also may be given to the regional development banks, Bank for International Settlements, the Financial Stability Board, and the Paris Club used for official debt renegotiation. Topics and readings will focus on such issues as: the roles and governance reform of the IMF and World Bank; relations between the two institutions and their relations with other institutions of international finance and governance; lessons from their performance in international crises; and initiatives of the Fund and Bank in the global adjustment process, financial system stability, public and private sector governance, lending programs, the management of international reserves, and provision of advice to members. Participants will meet in pairs with the faculty member. Each week, one student will prepare a policy paper and submit the paper to the professor and to the other student in advance of the meeting. During the meeting, the student who has written the paper will present an argument, evidence, and conclusions. The other student will provide a detailed critique of the paper based on concepts and evidence from the readings. The professor will join the discussion after each participant has presented and ask questions that highlight or illustrate critical points.
Class Format: tutorial **Requirements/Evaluation:** each participant will write and present 5 or 6 policy papers and a like number of critiques
Prerequisites: intended for CDE Fellows; undergraduate enrollment limited, and only with permission of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 10
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 **Other Attributes:** INST Economic Development Studies Electives
POEC International Political Economy Courses
Spring 2015
TUT Section: T1 TBA Instructor: Jim Hanson

ECON 540(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.
Class Format: research
Distributional Requirements: Division 2
Spring 2015
IND Section: 01 TBA Instructor: Gerard Caprio

ENGLISH (Div. I)

Chair, Professor JOHN K. LIMON

Professors: I. BELL**, R. BELL**, CASE, FIX, KLEINER*, KENT*,, MURPHY**, PYE, RAAB**, ROSENHEIM, J. SHEPARD , D. L. SMITH, SOKOLSKY, SWANN*, TIFFT. Associate Professors: MCWEENY, RHIE, THORNE. Assistant Professors: FISHER, KOLB, SCHLEITWILER. Visiting

Assistant Professors: BARNES, BEACH, COWDEN, JOHNSTON, TAYLOR, UM. Senior Lecturers: BARRETT§, CLEGHORN§§, PETHICA K. SHEPARD§. Lecturers: de GOOYER§, PARK§§,C3 Mellon Postdoctoral Fellow: LEE. Arthur Levitt Fellow: HOWARD. Affiliated Faculty: Associate Professor: WANG.

The study of English allows students to explore the critical role language and literature play in the shaping of human culture and social experience. Department courses cover a variety of national, regional, and diasporic literary traditions; acquaint students with a range of genres and cultural practices, including poetry, prose, drama, film, and mixed or emerging media; and employ a range of critical and methodological approaches. All foster skills of critical analysis, interpretation, and written argument and expression. By cultivating a sophisticated awareness of linguistic and literary representation, and by encouraging the ability to read critically and write persuasively, the English major provides students with intellectual and analytical skills that they can draw upon to follow a wide range of paths.

COURSES AND COURSE–NUMBERING

100–LEVEL COURSES

At the introductory level, the department offers a range of writing–intensive 100–level courses which focus on interpretive skills as well as skills in writing and argumentation. All 100–level courses are designed primarily for first–year students, although they are open to interested sophomores, juniors, and seniors. A 100–level course is required for admission to most upper–level English courses, except in the case of students who have placed out of the introductory courses by receiving a score of 5 on the Advanced Placement examination in English Literature or of 6 or 7 on the International Baccalaureate.

200–LEVEL COURSES

Most 200–level courses are designed primarily for qualified first–year students, sophomores, and junior and senior non–majors, but they are open to junior and senior majors and count as major courses. Several 200–level courses have no prerequisites; see individual descriptions for details. 200–level Gateway courses are designed for first– and second–year students who are considering becoming English majors, or who are interested in pursuing upper–level course work in the department. *All Gateway courses are writing–intensive. First–year students who have placed out of the 100–level courses are encouraged to take a Gateway course as their introduction to the department.*

300–LEVEL COURSES

The majority of English Department courses are designed primarily for students who have some experience with textual analysis, and are open to sophomores, juniors, and seniors. First–year students who wish to enroll in a 300–level course are advised to consult the instructor.

400–LEVEL COURSES

400–level courses are intensive, discussion–oriented classes. 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 student initiated independent work. Majors considering Honors work and who wish to prepare for it are urged to take a 400–level course before senior year.

ADVISING

All students who wish to discuss English Department offerings are invited to see any faculty member or the department chair.

Prospective majors are particularly encouraged to discuss their interest with faculty as early as possible. In the spring of the sophomore year, newly declared majors must meet with a faculty member to discuss the Major Plan. Declared majors will be assigned a permanent advisor shortly after they declare the major.

MAJOR

1) Major Plan. Shortly after declaring the major, all English majors must complete a short written plan for how they intend to complete the major. In this plan, students should consider how they can most fruitfully explore the broad range of genres, historical periods, and national and cultural traditions that literature in English encompasses, and how they wish to focus upon a particular intellectual interest within English. Students are encouraged to begin discussing the Major Plan with a faculty member as soon as they become interested in the major; junior majors must meet with faculty advisors to revisit Major Plans as they register for courses. There will also be informational meetings and web resources available to assist new majors in developing the Major Plan.

Students majoring in English must take at least nine courses, including the following:

2) Any 100–level English class. Students exempted by the department from 100–level courses will substitute an elective course.

3) At least one 200–level Gateway course (grouped at the end of the 200–level course descriptions). Gateway courses are designed for first– and second–year students contemplating the major or intending to pursue more advanced work in the department; these courses focus on analytical writing skills while introducing students to critical methods and historical approaches that will prove fruitful as they pursue the major. (Note: a Gateway course can fulfill a Literary Histories or Criticism requirement as well as a Gateway requirement.)

4) At least one Criticism course (identified in parentheses at the end of the 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 is also listed as satisfying the Literary Histories requirement, the course may be used to satisfy either requirement, but not both.)

5) At least three courses at the 300–level or above.

6) At least three courses designated as Literary Histories. Literary Histories courses concern the emergence or development of a specific literary tradition or problem and/or its transformation across multiple historical periods. Literary Histories are identified by LH–A, LH–B, or LH–C in parentheses at the end of the course description.

LH–A: courses dealing primarily with literature written before 1800.
LH–B: courses dealing primarily with literature written before 1900 but not included in LH–A (courses on literature from 1800–1900 and some surveys).
LH–C: courses dealing primarily with literature written after 1900.

Of the three Literary Histories courses required for the major, at least two must focus on literature before 1900 (LH–A or LH–B), with at least one of these focusing primarily on literature before 1800 (LH–A).
For further clarification, please see the English Department webpage at http://web.williams.edu/English/.

Courses outside the department

The department will give one elective course credit toward the major for a course taken in literature of a foreign language, whether the course is taught in the original language or in translation. Such a course may not be used to satisfy the department's Literary Histories, Criticism, or Gateway requirements.

STUDY AWAY

Majors who plan to study abroad should be proactive in understanding how this will affect their plans for completing major requirements. Such plans should be discussed in advance with the student's advisor as well as the department's administrative assistant. Approval of departmental credit for courses taken off–campus must be obtained in advance from the department chair. You can find general study away guidelines for English here.

THE DEGREE WITH HONORS IN ENGLISH

The English Department offers three routes toward honors: a creative writing thesis, a critical thesis, and a critical specialization. Candidates for the program should 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 (Gage McWeeny) by April of the junior year.

All routes require students to take a minimum of ten regular–semester courses (rather than the nine otherwise required for the major). Students doing a creative writing thesis must, by graduation, take at least nine regular semester courses, and, in addition, take English 497 (Honors Thesis) and English W31 (Senior 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 493 and English 494 (fall Honors Colloquium and spring Honors Thesis) and English W31 (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 493 and English 494 (fall Honors Colloquium and spring Honors Thesis) and English W30 (Senior Thesis: Specialization Route, winter study) during senior year.

Creative Writing Thesis

The creative writing thesis is a significant body of fiction or poetry completed during the fall semester and winter study of the senior year, and usually including revised writing done in earlier semesters. (With permission of the honors committee, the thesis may be undertaken during the winter study period and the spring semester of the senior year.) Requirements for admission include outstanding work in an introductory and an advanced workshop (or, in exceptional cases, not including poetry or fiction, a substantial body of work in place of an advanced workshop), a recommendation from one of the creative writing teachers (who will then act as thesis advisor), and the approval of the departmental honors committee. A creative thesis begun in the fall is due on the last day of winter study; one begun in winter study is due the third Monday after spring break. The methods of evaluation are identical to those for critical projects (but their page limits do not apply).

Critical Thesis

The critical thesis is a substantial critical essay written during both semesters as well as the winter study period of the senior year. It must consider critical and/or theoretical as well as literary texts. The thesis is normally about 15,000 words (45 pages); in no case should it be longer than 25,000 words (75 pages). The proposal, a 3–page description of the thesis project, should indicate the subject to be investigated and the arguments to be considered, along with a bibliography. The finished thesis is due on the third Monday following spring break. After the critical thesis has been completed, the student publicly presents his or her work.

Critical Specialization

The critical specialization route is a series of forays into a broad area of interest 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 specialization route entails: (1) a set of three 10–page essays which together advance a flexibly related set of arguments; (2) an annotated bibliography (5 pages) of secondary sources, explaining their importance to the area of specialization; (3) a 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) a fourth essay of 12 pages, considering matters that arose during the faculty–student meeting and reflecting on the outcome of the specialization. The 3–page proposal for the specialization should specify the area and range of the study, the issues likely to be explored, and the methods to be used for their investigation. It should also describe the relation between previous course work and the specialization, and include a brief bibliography of secondary works. The first two papers are due by the end of fall semester; the third paper is due at the end of winter study; the bibliography is due mid–February; and the final paper is due the third Monday after spring break.

Applying to the Honors Program

All students who wish to apply to the honors program are required to consult with a prospective faculty advisor and the director of honors before April of the junior year. Prior to preregistration in April, candidates for critical theses and specializations submit a 3–page proposal that includes an account of the proposed project and a bibliography. Students applying to creative writing honors submit a brief proposal describing the project they wish to pursue. Decisions regarding admission to the honors program will be made by the end of May. Admission to the honors program depends on the department's assessment of the qualifications of the student, the feasibility of the project, and the availability of an appropriate advisor.

When pre–registering for Fall classes of their senior year, students who are applying to critical honors should register for the Honors Colloquium as one of their four courses.

Progress and Evaluation of Honors

While grades for the fall and winter study terms are deferred until both the honors project and review process are completed, students must do satisfactory work to continue in the program. Should the student's work in the fall semester not meet this 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 W30 or W31) to enroll in English 494 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 one electronic copy to the department Academic Assistant at pmalanga@williams.edu. Students should also give a final hard copy to their thesis advisor. Both the electronic copy and the hard copy are due on the dates applicable to the type of project pursued (see the above descriptions of each type of project for the due dates). All honors projects are evaluated by the advisor and two other faculty members. The advisor determines the student's semester grades in honors, while the two external readers recommend to the department that the project receive Highest Honors, Honors, or no Honors. Honors of any kind are contingent upon satisfactory completion of courses in the major during 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.

COURSES

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. English 150 and 152 will focus more directly on basic expository writing skills than the other 100–level classes. All 100–level courses are designed primarily for first–year students, although they are open to interested sophomores, juniors, and seniors. A 100–level course is required for admission to most upper–level English courses, except in the case of students who have placed out of the introductory courses by receiving a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate.

ENGL 110(F) American Love Stories (W)
It's been argued that American writers don't know how to tell a happy love story. We have no Jane Austen; instead of ending a tale with the payoff of a wedding, or writing about the joys of family life, our best authors obsess over loneliness, death, and escape from civilization. In this class, we will collectively test and revamp that thesis, constructing both an informal history and a taxonomy of passions and attachments across nearly two centuries of American imaginings. Some of the ground we are likely to cover may be familiar (*The Great Gatsby, The Scarlet Letter*); some may be new (Henry James's "The Beast in the Jungle," Mary Wilkins Freeman's "A New England Nun"). We will consider some film narratives, too, like *The Philadelphia Story, Annie Hall*, or (projecting the future of love) *Her*. Across them all, we'll ask if there is anything peculiarly American about these visions of love, whether it's love gone wrong or, in some unpredictable ways, gone right.
Class Format: seminar **Requirements/Evaluation:** about 20 pages of writing total, split into 4 or 5 shorter essays
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first–year students who have not taken or placed out of a 100–level English course
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Fall 2014
SEM Section: 01 TR 08:30 09:45 Instructor: Ashley Barnes
SEM Section: 02 TR 11:20 12:35 Instructor: Ashley Barnes

ENGL 113(F) Banned Books: The Question of Access (W)
While the advent of the "digital age" may appear to have relegated the idea of "banned books" in America to the status of a relic of a more easily policed past, we have by no means exhausted the questions that the idea of banning/unbanning books was meant to settle. In thinking about what the idea of a "banned book" means now, we will explore the qualities of what made literature a potentially threatening mode of discourse in the first place. Why has literature aroused such prolonged fear and suspicion? Does literature, in fact, provide access to something legitimately dangerous? Course readings will be drawn from a range of historical periods; authors may include household names such as Plato, Dante, Milton, and Woolf as well as more experimental texts, including those of Clarice Lispector, André Breton, and Alison Bechdel. By investigating what knowledge literature provides access to, we might find that an attention to the dangers of the literary restores for us what literature really is and why we read it.
Class Format: seminar **Requirements/Evaluation:** participation in class discussion, presentation, in–class writing, three response analyses (3–4 pages with one revision), one longer paper (8–10 pages)
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first–year students who have not taken or placed out of a 100–level ENGL course
Distributional Requirements: Division 1 Writing Intensive
Fall 2014
SEM Section: 01 TR 08:30 09:45 Instructor: Christopher Taylor
SEM Section: 02 TR 09:55 11:10 Instructor: Christopher Taylor

ENGL 114(F) Literary Speakers (W)
The general purpose of this course is to develop students' skills as interpreters of poetry and short fiction. Its particular focus is on how—and with what effects—poets create the voices of their poems, and fiction writers create their narrators. We'll consider the ways in which literary speakers inform and entice, persuade and sometimes deceive, their audiences. Readings will include texts from various historical periods, with particular emphasis on the twentieth century (including works by James Joyce, Henry James, Vladimir Nabokov, Robert Frost, Toni Cade Bambara, Raymond Carver, and Seamus Heaney).
Class Format: seminar **Requirements/Evaluation:** 5–6 papers, ranging from 1–2 pages to 4–5 pages
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first–year students who have not taken or placed out of a 100–level English course
Distributional Requirements: Division 1 Writing Intensive
Fall 2014
SEM Section: 01 MWF 10:00 10:50 Instructor: Stephen Fix

ENGL 115(S) Rumble in the Jungle: Major Postcolonial Writers and Movements (D) (W) Crosslistings: ENGL 115/COMP 115
The antagonism between the "West and the rest" has been a defining feature of modern history, especially during the struggles of the colonies to establish themselves as independent nations at the turn of the twentieth century. While armies and politicians were busy using the blunt tools of violence and political rabble–rousing to advance one side or another, many artists and writers challenged the simplistic oppositions that made cultures out to be at odds with one another by giving voice to complex identities and histories. An Irishman channels the ghost of a kidnapped Renaissance geographer from Africa; a Bangladeshi woman dreams the arrival of a Pterodactyl in modern–day India; amateur Algerian actors star in one of the century's most well regarded films depicting the fall of French colonialism—our works will take us around the world, and stretch us across multiple histories of colonialism and its aftermaths. We will watch narrative and documentary cinema, look at visual art, and read poetry, fiction, essays, and philosophy, and consider how these media and

genres work as forms of thoughtful resistance as well as creative expression. Key authors will include W.B. Yeats, Franz Fanon, Aimé Césaire, V.S. Naipaul, Ngugi wa Thiong'o, and Mahasweta Devi. In asking students to think broadly and comparatively about discourses of otherness and their impact on artistic, philosophical, and other cultural production, this course will contribute to the college's Exploring Diversity Initiative.
Class Format: seminar **Requirements/Evaluation:** class participation, presentation, four short position papers (3 pp, with one revision), and a longer project (6–8 pp) on one of the course's core authors
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first–year students who have not taken or placed out of a 100–level ENGL course
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: ASAM Related Courses
Spring 2015
SEM Section: 01 TR 08:30 09:45 Instructor: Anjuli Raza Kolb

ENGL 116(F) The Ethics of Fiction (W)
Can made up stories actually be bad for you? (Plato seems to have thought so.) Conversely, can they do you any good, even transform your vision of what it means to be good? Can reading fiction, that is, shape your moral character? Or is literature really just entertainment, however sophisticated and intellectually challenging? In this course, we will explore questions like these about the ethics of fiction, questions that have inspired some practitioners of the art to make claims such as: "Surely one of the novel's habitual aims is to articulate morality, to sharpen the reader's sense of vice and virtue" (John Updike); "You write in order to change the world...and if you alter, even by a millimeter, the way a person looks at reality, then you can change it" (James Baldwin); "...a writer [is] as an architect of the soul" (Doris Lessing); "Naturally you're aware that bad art can finally cripple a man" (Saul Bellow). If you are curious about the subject of ethics, enjoy reading narrative fictions, and are interested in thinking about the connection between the two, this may be the class for you. We will read a varied selection of fiction along with a fair amount of scholarship on the links between moral philosophy and narrative forms in order to refine the critical language we have at our disposal. Writers we will read include: Elizabeth Anscombe, J.M. Coetzee, Cora Diamond, Richard Eldridge, Kazuo Ishiguro, Henry James, Immanuel Kant, Toni Morrison, Iris Murdoch, Tim O'Brien, Robert Pippin, and Jean–Paul Sartre.
Class Format: discussion/seminar **Requirements/Evaluation:** active class participation and five papers totaling 20 pages
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first–year students who have not taken or placed out of a 100–level English course
Distributional Requirements: Division 1 Writing Intensive
Fall 2014
SEM Section: 01 MWF 10:00 10:50 Instructor: Bernard Rhie
SEM Section: 02 MWF 12:00 12:50 Instructor: Bernard Rhie

ENGL 117(F) Introduction to Cultural Theory (W) Crosslistings: ENGL 117/COMP 117
This course has a clear purpose. If you had signed up for a course in biology, you would know that you were about to embark on the systematic study of living organisms. If you were registered for a course on the American Civil War, you would know that there had been an armed conflict between the northern and southern states in the 1860s. But if you decide you want to study "culture," what exactly is it that you are studying? The aim of this course is not to come up with handy and reassuring definitions for this word, but to show you why it is so hard to come up with such definitions. People fight about what the word "culture" means, and our main business will be to get an overview of that conceptual brawl. We will pay special attention to the conflict between those thinkers who see culture as a realm of freedom or equality or independence or critical thought and those thinkers who see culture as a special form of bondage, a prison without walls. The course will be organized around short theoretical readings by authors ranging from Matthew Arnold to Constance Penley, but we will also, in order to put our new ideas to the test, watch several films (*Ferris Bueller's Day Off*, *Silence of the Lambs, The Lord of the Rings*) and listen to a lot of rock & roll. Why do you think culture matters? Once you stop to pose that question, there's no turning back.
Class Format: discussion/seminar **Requirements/Evaluation:** five short papers totaling about 20 pages, class attendance and participation
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first–year students who have not taken or placed out of a 100–level ENGL course
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives
Fall 2014
SEM Section: 01 TF 01:10 02:25 Instructor: Christian Thorne

ENGL 120(F) The Nature of Narrative (W) Crosslistings: COMP 111/ENGL 120
This course examines the nature and workings of narrative using texts drawn from a wide range of different traditions, media, and genres. Readings may include Greek and Chinese classics (Homer, *Xiyouji*), 19th–century French, German, and Russian novels (Flaubert, Kleist, Lermontov), 20th–century Latin American fiction (Marquez), and contemporary American graphic narrative and film (Bechdel, Mamet). We will also read some short works of literary theory from around the world to help us broaden our idea of what literature can be and do
. *All readings in English*.
Class Format: seminar **Requirements/Evaluation:** regular attendance, ungraded creative project, several short response assignments, two 4– to 5–page papers, and one paper rewrite
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** students considering a major in Comparative Literature
Distributional Requirements: Division 1 Writing Intensive
Fall 2014
SEM Section: 01 TF 02:35 03:50 Instructor: Christopher Bolton

ENGL 122(S) Modernism (W)
In this course, we will read some of the key writers of Modernism, attentive to their aesthetic and thematic preoccupations and aversions, in order to provide a sketch of the many differences—historical, technological, and psychological—that characterize the period. Texts will likely include poems by Sterling Brown, T. S. Eliot, Langston Hughes, Gertrude Stein, Wallace Stevens and William Carlos Williams, as well as William Faulkner's *The Sound and the Fury*, James Joyce's *Dubliners*, Jean Toomer's *Cane* and Virginia Woolf's *To the Lighthouse*.
Class Format: seminar **Requirements/Evaluation:** active class participation, and frequent papers totaling 20 pages
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first–year students who have not taken or placed out of a 100–level ENGL course
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Writing Intensive
Spring 2015
SEM Section: 01 MWF 11:00 12:15 Instructor: Jessica Fisher

ENGL 123(F) Borrowing and Stealing: Originality in Literature and Culture (W)
Someone once said that bad poets borrow and good poets steal, suggesting that acts of theft, as well as their subsequent cover–ups, might be behind some of the best and seemingly most original works of art in history. And it's not just the poets. More recently, an exhibition of artworks that employ copyrighted material, dubbed "illegal art," has challenged current U.S. copyright law. Given the ubiquity of visual, electronic, and audio sampling in contemporary art, one might wonder if anyone even bothers to come up with alibis for today's artistic thefts. This course is about artistic and intellectual influence, inspiration, borrowing, revision, appropriation, sampling and outright stealing. Rooting our inquiry in literary texts, we'll ask a series of questions as we look at a variety of material that troubles ideas about novel and derivative art. Where does inspiration stop and plagiarism begin? Does originality have a history? What happens to the image of the artist as a figure of solitary genius in works that make ample use of others' material, and where did that figure come from anyway? We'll read theories of authorship, literary manifestos on behalf of unoriginality, novels about the pleasures and burdens of influence, recent re–workings of older literary texts, as well as a load of aggressively unoriginal works of literature——what we might call uncreative writing——while doing some uncreative writing of our own. Finally, we'll consider the effect of media technology on art, as well as think through new considerations of copyright and intellectual property to gain some sense of originality's shifting status under the law. Authors / Artists include: Wordsworth, Borges, Roland Barthes, Nabokov, Oscar Wilde, Andy Warhol, David Markson, Kenneth Goldsmith, various Hip Hop artists, & Sol Lewitt.
Class Format: seminar **Requirements/Evaluation:** 5 papers, frequent short essays, regular and sustained contributions to class discussion
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first–year students who have not taken or placed out of a 100–level English course
Distributional Requirements: Division 1 Writing Intensive
Fall 2014
SEM Section: 01 TF 02:35 03:50 Instructor: Gage McWeeny

ENGL 124(S) The Poetics of Place (W) Crosslistings: ENGL 124/AMST 124
The poet Edouard Glissant writes, "The landscape has its language. The very words and letters of the American novel are entangled in the strands, in the mobile structure of one's own landscape. And the language of my landscape is primarily that of the forest, which unceasingly bursts with life. I do not practice the economy of the meadow, I do not share the serenity of the spring." These lines suggest not only that each landscape inspires unique textual expressions but also that differing forms of literary language constitute environments unto themselves. We will explore a number of such literary environments with the aim of investigating a) how literary works evoke and grapple with the sensual and atmospheric qualities of places, b) how environment has played a role in shaping literary forms and canons, and c) the ways in which experimental engagements with place have broadened and disrupted our ideas about both literature and geography. Possible texts include Crèvecoeur's *Letters from an American Farmer*, Wharton's *The House of Mirth*, Woolf's *To the Lighthouse*, Toomer's *Cane*, Faulkner's *Absalom, Absalom*, Jamaica Kincaid's *A Small Place*, and Alison Bechdel's *Fun Home*. We'll also consider geography and cartography as forms of narrative, looking at works like Dennis Wood's *Everything Sings: Maps for a Narrative Atlas*.
Class Format: seminar **Requirements/Evaluation:** active participation in class discussion; four or five essays totaling 20 pages of writing; peer review and revision of essays
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first–year students who have not taken or placed out of a 100–level ENGL course
Extra Info: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST
Distributional Requirements: Division 1 Writing Intensive
Spring 2015
SEM Section: 01 MWF 08:30 09:45 Instructor: Margaux Cowden

ENGL 125(S) Theater and Politics (W)
When Plato designed his ideal republic, he excluded theater from it, arguing that indulging in the charms of theatrical representation would make men poor governors of themselves and thus threaten the integrity of fledgling Greek democracies. In the twentieth–century, however, the work of younger artists and playwrights as diverse as Bertolt Brecht and Antonin Artaud provocatively suggested that theater itself could remedy the ills that Plato thought it aggravated by restoring to the people the productive power that the passively on–looking masses had ceded to the charisma of dictators. Today, as rapid changes in media daily transform the way in which we experience the world and understand our place within it, artists, critics, and philosophers continue to draw on the terms of historical debates about theater in attempts to understand the political significance of technologically enhanced forms of global spectatorship, asking what becomes of the traditional roles of viewers and directors on the new world–stage, in an age when revolutions are triggered by cell phone images, but advertising campaigns are also customized to consumers based on automated scans of private information like email. In this seminar, students take a historical approach to these urgent contemporary questions, analyzing the politics of theater in literature, criticism, film, and philosophy from antiquity to the present. In addition to excerpts from the authors already mentioned, readings may include works by Sophocles, Shakespeare, Goethe, Schiller, Beckett, Jacques Rancière, and Michael Haneke.
Class Format: seminar **Requirements/Evaluation:** 4–5 papers totaling 20 pages
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first–year students who have not taken or placed out of a 100–level ENGL course
Distributional Requirements: Division 1 Writing Intensive
Spring 2015
SEM Section: 01 TR 08:30 09:45 Instructor: Walter Johnston
SEM Section: 02 TR 09:55 11:10 Instructor: Walter Johnston

ENGL 129(S) Twentieth–Century Black Poets (W) Crosslistings: ENGL 129/AFR 129
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.
Class Format: discussion/seminar **Requirements/Evaluation:** several short papers totaling at least 20 pages
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first–year students who have not taken or placed out of a 100–level English course
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirements if registration is under AFR
Distributional Requirements: Division 1 Writing Intensive
Spring 2015
SEM Section: 01 MWF 11:00 12:15 Instructor: David Smith

ENGL 135(F) Vengeance (W)
For almost three thousand years revenge has been a central preoccupation of European literature. Revenge is inviting to literary and dramatic treatment partly because of its impulse towards structure: it traces a simple arc of injury and retaliation. A injures B, and B retaliates against A. But retaliation is never easy or equivalent, and there is always a volatile emotive mixture of loss and grievance that stirs up ethical ambiguities that are seldom resolved. Vengeance also fascinates because it is so paradoxical. The avenger, though isolated and vulnerable, can nevertheless achieve heroic grandeur by coming to personify nemesis. And yet the hero is always contaminated by trying to make a right out of two wrongs—and he usually has to die for it. Driven by past events, cut off from the present, and wrapped up in stratagems for future reprisals, the avenger's actions are almost always compromised by impotence or excess. At best, revenge is "a kinde of Wilde Justice"—a justice that kills its heroes as well as its villains. We will look at as many stories of vengeance, across as wide a range of cultures and media, as possible.Readings will include Sophocles' *Electra, Dante's Inferno*, Shakespeare's *Hamlet* and *The Tempest*, Chalderon de Laclos' *Dangerous Liaisons*, and Vonnegut's *Slaughterhouse Five*, as well as several short stories and films.
Class Format: seminar **Requirements/Evaluation:** two five page essays; one 10 page essay; several short response essays; 10% of grade is on participation
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first–year students who have not taken or placed out of a 100–level English course
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Fall 2014
SEM Section: 01 MWF 08:30 09:45 Instructor: Alan De Gooyer

ENGL 150(S) Expository Writing (W)
This course is for students who want to learn how to write a clear, well–argued, intelligible paper based on close, critical analysis of texts. The majority of the readings for this course will be creative nonfiction (including literary essays, science/nature writing and memoir), but you may also read some short stories and the occasional poem. Built into the course will be opportunities to revise and improve drafts of your work, to edit your peers' work, and to learn how to incorporate secondary sources into your essays. This course will focus more directly on basic expository writing skills than the other 100–level classes.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation (including peer editing), short written assignments, drafts, revisions and a sequence of progressively–longer and more complex essays (total 20 pages)
Prerequisites: none **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** priority is given to those students who need the most help with their writing
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Writing Intensive
Spring 2015
SEM Section: 01 MWF 08:30 09:45 Instructor: Cassandra Cleghorn

ENGL 152(F) Other People's Lives: Contemporary American Memoir (W)
The goal of this course is to teach you how to write a clear, well–argued, intelligible and interesting analytical paper. We will spend most of our class time actively engaged in a variety of techniques to improve your critical reasoning and analytical skills, both written and oral. Though the skills you learn will be applicable to other disciplines, and a central purpose of the course is to improve all aspects of your writing, this is a literature class, designed partly to prepare you for upper level courses in the English Department, so we will, therefore, spend equal time on the interpretation of literature, in this case, contemporary American memoir, examining the ways in which recent American memoirists represent themselves through prose and the choices they make in shaping their life stories. Given the techniques shared by novelists and memoirists, how firm is the line between fiction and non–fiction? What are the sources of a memoirist's authority? What are the ethics of memoir–writing? What kind of relationships do memoirists seek with their readers, and how do they go about achieving them?
Class Format: seminar **Requirements/Evaluation:** several short essays, with drafts and revisions, in–class presentations, written comments on published and student work, active participation in discussions
Prerequisites: none **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** first–year students who have not taken or placed out of a 100–level English course, and preference given to first–year students with evidenced need for writing instruction
Distributional Requirements: Division 1 Writing Intensive
Fall 2014
SEM Section: 01 TR 08:30 09:45 Instructor: Karen Shepard

ENGL 162(F) Robots, Puppets, and Dolls (W)
Is Chucky alive? How about Barbie, or Furby? This course explores the persistent human habit of animating simulacra (robots, puppets, and dolls; but also automata, replicants, and cyborgs): a process which in turn animates *us*, even as it blurs the borders of our identities.
We'll study such figures as they appear in art, literature, and film over the last two centuries. Students will also attend a puppet theater, and will work directly with "reborn" dolls and with therapy robots, framing their work with readings in artificial intelligence, neurology (Sacks on human puppets), and psychoanalysis (Freud on the uncanny; Winnicott on transitional objects). Throughout, we will wonder: why this fascination with the *almost* living? Why do we care more for Wall–E (or for Addy or the Terminator) than we do for so many real people?
Class Format: seminar **Requirements/Evaluation:** frequent ungraded exercises; five essays of increasing length and complexity (twenty pages in total); a willingness to experiment with formats and argumentation; active participation
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first–year students who have not taken or placed out of a 100–level English course
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Writing Intensive
Fall 2014
SEM Section: 01 MWF 08:30 09:45 Instructor: Shawn Rosenheim

200–LEVEL COURSES

ENGL 201(S) Shakespeare, Sex, and Power Crosslistings: ENGL 201/WGSS 206
Writing at a time of enormous social, religious, and political upheaval, Shakespeare is remarkably astute about the power of sex and the allure of power. To what extent or in what ways do his all–male cast, cross–dressed heroines, and sonnets to a young man and a dark lady embody or contest social norms, gender roles, and the power structure? Looking closely at Shakespeare's language and literary and dramatic forms, this course will examine some of his most erotic and powerful works: *Romeo and Juliet, As You Like It, Much Ado about Nothing, Sonnets, Hamlet, Othello*, and *Antony and Cleopatra*. We will also watch scenes from recent films to explore differences between theater and cinema, early modern and contemporary views of gender and sexuality, popular culture and high art.
Class Format: seminar **Requirements/Evaluation:** two 5–page papers and a final exam
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** ENGL and WGSS majors and potential majors
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1 **Other Attributes:** ENGL Literary Histories A
Spring 2015
SEM Section: 01 TR 09:55 11:10 Instructor: Ilona Bell

ENGL 202(F) Modern Drama Crosslistings: ENGL 202/THEA 229/COMP 202
An introduction to major plays and key movements in European and American theatre since the late nineteenth century. Our focus will be on close reading, with attention also to questions of performance and production. Plays to be discussed will likely include: Ibsen, *Hedda Gabler*; Wilde, *The Importance of Being Earnest*; Chekhov, *The Cherry Orchard*; Pirandello, *Six Characters in Search of an Author*; Brecht, *Mother Courage*; Miller, *Death of a Salesman*; Beckett, *Endgame*; Hansberry, *A Raisin in the Sun*; Pinter, *Betrayal*; Churchill, *Cloud Nine*; Stoppard, *Arcadia*.
Class Format: lecture **Requirements/Evaluation:** two 5–page papers; regular journal responses; a final exam; and active participation in class discussions
Prerequisites: none **Enrollment Limit:** 18 **Expected Class Size:** 18 **Enrollment Preferences:** English and Theatre majors
Dept. Notes: satisfies the THEA 248 requirement for Theatre Major
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 **Other Attributes:** ENGL Literary Histories C
Fall 2014
SEM Section: 01 TR 11:20 12:35 Instructor: James Pethica

ENGL 203(F) Black/Independent/Cinema Crosslistings: ENGL 203/AFR 209/AMST 203
Trick question: Is black independent cinema (a) a marketing strategy, (b) a political project, or (c) an aesthetic tradition? In this course, we'll watch movies that are celebrated or obscure, crowd–pleasing or aesthetically demanding, militant or reassuring, or sometimes all of the above. But "all of the above" is a cheap answer to a trick question—the kind of thing you might say on the way out of the theater if you want to sound smart but don't really have an opinion of your own! Since the films we'll watch are not designed for a passive, silent viewer, one of our tasks will be to ask how we might constitute ourselves as the audience they call for. Our primary emphasis will be on basic theoretical questions—what makes a film "independent," and what makes it "black"?—but we'll aim for some historical coverage as well, moving backwards and forwards from a grounding in the late 1980s/early 1990s. Films may include *Daughters of the Dust, Killer of Sheep, Do the Right Thing, Drylongso (Ordinary), The Spook Who Sat by the Door, The Brother from Another Planet, Dave Chappelle's Block Party*, and others.
Class Format: seminar **Requirements/Evaluation:** active participation, frequent short writing assignments, a midterm paper and a final project
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam; or consent of the instructor **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** English majors and Africana concentrators
Extra Info: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR or AMST
Distributional Requirements: Division 1 **Other Attributes:** ENGL Literary Histories C

Fall 2014
SEM Section: 01 MR 02:35 03:50 Instructor: Vincent Schleitwiler

ENGL 204(S) The Feature Film Crosslistings: ENGL 204/COMP 221
An introduction to film analysis, focusing on features produced by Hollywood studios from the 1930s to the present. Course will consist of a mixture of lectures and a substantial amount of class discussion, in which active participation will be expected. Our emphasis will be on film genres, and on the formal properties of film as a medium for telling stories. Students will be required to attend screenings of one and sometimes two films weekly, by directors including Welles, Hitchcock, Coppola, and Scott. Critical readings will be assigned.
Class Format: seminar **Requirements/Evaluation:** one 5–page paper, a midterm, and a final exam
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam; not open to students who have taken English 203 **Enrollment Limit:** 40 **Expected Class Size:** 40 **Enrollment Preferences:** sophomores and current English majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 **Other Attributes:** ENGL Literary Histories C
Spring 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Bernard Rhie

ENGL 211(S) British Literature: Middle Ages Through the Renaissance
In this course, we will survey the beginnings of British literature, from the Anglo–Saxon through the Early Modern: Beowulf, Chaucer, Langland, Marlowe, Shakespeare, Donne. In addition to providing an overview of British literature through the mid–seventeenth century, the course will also ask students to think about the category of the "premodern" and what purpose it might serve for intellectual and literary history. Instead of viewing early British literature as an evolutionary journey towards "modern" thought, we will progress thematically and explore rhythms of attachment and detachment among texts along the lines of weekly themes (dreaming, humanisms, romance, reform). Students will read and analyze literary texts according to how these works represent or contribute to key historical and intellectual debates.
Class Format: seminar **Requirements/Evaluation:** participation in class discussion, two 5– to 8–page papers, short writing assignments, and a final exam
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** English majors
Distributional Requirements: Division 1 **Other Attributes:** ENGL Literary Histories A
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Christopher Taylor

ENGL 213(S) Radio, Radio
This course has two aims. The first is to provide students with the necessary skills (including interview technique, field recording, editing, and scoring) to make works of broadcast–quality audible nonfiction. Second, we'll use this process to investigate fundamental aspects of storytelling. How does a piece build a contract with its listener? When does editorial practice shade into lying? And above all: what stories might you want to tell?
This is not a course in journalism, but rather an experiment in something like documentary cinema for the ear. We'll do some reading in cultural history, and will listen to exemplary radio works, including Orson Welles' *The War of the Worlds*, episodes of *This American Life, RadioLab*, and *The Moth*, but most of our time — and this is a time–consuming course — will be spent making and critiquing each other's pieces.
Class Format: studio **Requirements/Evaluation:** a few written exercises; five short pieces (two to six minutes), some of which will be first–person; regular and vigorous engagement; each student will also choose one or two works to be broadcast on WCFM
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** sophomores; English majors; students with training in radio, studio art, or comparative literature
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1
Spring 2015
STU Section: 01 W 01:10 03:50 Instructor: Shawn Rosenheim

ENGL 214(S) Playwriting (W) Crosslistings: THEA 214/ENGL 214
A studio course designed for those interested in writing and creating works for the theatre. The course will include a study of playwriting in various styles and genres, a series of set exercises involving structure and the use of dialogue, as well as individual projects. We will read and we will write, beginning with small exercises and working toward a longer final project. Students will be expected to share in and respond to each other's work on a weekly basis, and to present their own work regularly. At the end of the term, we will share our collaborative work with the community as part of an open studio experience.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on attendance, completion of all class assignments, and class participation
Prerequisites: none **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** Theatre and English majors
Distributional Requirements: Division 1 Writing Intensive
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Mona Mansour

ENGL 215 Race(ing) Sports: Issues, Themes and Representations of Black Athletes Crosslistings: AFR 217/AMST 217/SOC 217/ENGL 215
Althea Gibson to the Williams Sisters. Julius (Dr. J) Irving to Michael Jordan. Jesse Owens to Tommie Smith and John Carlos. Throughout the 20th century, black athletes have broken through Jim Crow restraints, challenged racial stereotypes, and taken their sports to new heights of achievement. In this course, students will explore a range of black athletes in the 20th century, paying particular attention to the attitudes, stereotypes and experiences they endured. In addition, this course will prompt students to analyze the representation, perception, and commodification of black athletes in popular media forms. Students will trace trends, shifts and themes in representations of blackness across different sports and historical periods. Topics under study may include resistance against and affirmation of athletes as role models, racial slurs in sports broadcasting, common themes in commercialized images of the black male athlete, and distinctions in media coverage based on race and gender. Texts will include everything from critical essays and sociological studies to commercials and documentary films. In their final projects, students may put their newfound knowledge to the test by exploring their campus or hometown to investigate the role that race plays on their own playing field.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based upon class participation, short weekly reading and/or listening assignments, one 5–page paper, final group project
Prerequisites: none; open to all **Enrollment Limit:** 25 **Expected Class Size:** 20
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR, AMST or SOC
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
LEC Instructor: Rashida Braggs

ENGL 216(S) Introduction to the Novel
A team–taught lecture course on the development of the novel as a literary form. Possible writers to be studied include Defoe, Austen, Bronte, Dickens, James, Joyce, Hurston, Baldwin, Nabokov, and Morrison.
Class Format: lecture **Requirements/Evaluation:** midterm and final exams, and one 5–page paper
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 100 **Expected Class Size:** 100 **Enrollment Preferences:** students who have pre–registered for the course; thereafter, seniors, then juniors, sophomores, and first–years
Distributional Requirements: Division 1 **Other Attributes:** ENGL Literary Histories C
Spring 2015
LEC Section: 01 MWF 10:00 10:50 Instructor: Christian Thorne and Peter Murphy

ENGL 217(S) Experimental Asian American Writing Crosslistings: AMST 215/ENGL 217/COMP 215
Asian American literature did not begin in the 1980s with Amy Tan's *The Joy Luck Club*. Nor has the writing primarily been confined to autobiographical accounts of generational conflict, divided identities, and glimpses of Chinatown families. Asian American literature in English began with poetry in the late nineteenth century, and has encompassed a variety of aesthetic styles across the last century—from Modernism to New York School poetry to protest poetry to digital poetics. This course will explore Asian American writings that have pushed formal (and political) boundaries in the past 100+ years, with a particular focus on avant–garde writers working today. We will look at such authors as Jose Garcia Villa, Chuang Hua, Wong May, Theresa H., Cha, John Yau, Mei–mei Berssenbrugge, Tan Lin, Prageeta Sharma, Bhanu Kapil, and Tao Lin.
Class Format: seminar **Requirements/Evaluation:** papers (6–8 pp. and 10–12 pp.) plus in–class presentation, brief response papers, and class participation
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** if the course is over–enrolled, preference will be given to American Studies majors
Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2 **Other Attributes:** AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
ASAM Core Courses
Spring 2015
SEM Section: 01 M 07:00 09:40 Instructor: Dorothy Wang

ENGL 219(S) Introduction to Asian American Literature Crosslistings: ENGL 219/AMST 219
Asian people have been living in what is now called the US since before the founding of the nation, and there is a significant body of literature written by Asian Americans from at least the 19th century, with the rise of transpacific migration on a large scale. Yet the history of something called "Asian American literature" begins with the revolutionary movements of the late 1960s, and has been reimagined in dramatically different ways over the subsequent decades. In this course, we'll read some of the major texts on which various concepts of Asian American literature have been grounded, along with others that complicate the category in useful ways. Readings may include works by Carlos Bulosan, Shawn Wong, Theresa Hak Kyung Cha, Jessica Hagedorn, Hisaye Yamamoto, José Garcia Villa, Lois–Ann Yamanaka, HT Tsiang, Linh Dinh, Amitava Kumar, Cynthia Kadohata, Sesshu Foster, and Lynda Barry.
Class Format: seminar **Requirements/Evaluation:** active participation, frequent short writing assignments, a midterm exam and a final project
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 15–20 **Enrollment Preferences:** English and American Studies majors
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST
Distributional Requirements: Division 1 **Other Attributes:** AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
ASAM Core Courses
ENGL Literary Histories C
Spring 2015

SEM Section: 01 MR 02:35 03:50 Instructor: Vincent Schleitwiler

ENGL 223 Thirteen Ways of Looking at Jazz (D) (W) Crosslistings: AFR 156/COMP 156/AMST 156/ENGL 223
Taking its title from the Wallace Stevens poem, "Thirteen Ways of Looking at a Blackbird," which interprets the blackbird in different ways, this course similarly explores a more complex, multi–layered perspective on jazz, from jazz and American democracy to jazz in visual art. Accordingly, the course introduces students to several genres, including historical documents, cultural criticism, music, literature, film, photography and art. The course does not draw on a musicological method but rather a socio–cultural analysis of the concept, music and its effect—so students are not required to have any prior musical knowledge or ability. In this writing intensive course, students will write short close analyses of multiple types of media, ultimately building up to an argumentative essay. This EDI course explores the musical expressions of the culturally diverse peoples of African descent in the New World, as well as the myriad ways in which representations of jazz signify on institutional power, reaffirm dominant U.S. and/or European hierarchies of race, gender and class, and signal inequality in order to contest it.
Class Format: lecture **Requirements/Evaluation:** class participation, 1 quiz, weekly 2–page response essays in course journal, 2 4–page close analyses, 1 oral presentation/performance with 2–page critical report, and 1 6– to 8–page argumentative essay, totaling slightly over 20 pages of written work
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** none
Distribution Notes: Meets Division 2 requirement if registration is under AFR and AMST; meets Division 1 requirement if registration is under COMP or ENGL
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AFR Core Electives
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
LEC Instructor: Rashida Braggs

ENGL 224T Lying, Cheating, Stealing: Hidden Knowledge in American Drama (W) Crosslistings: THEA 275/COMP 275/ENGL 224
The Buddha is said to have identified three things that cannot stay hidden: the sun, the moon, and the truth. What's the secret? Who is lying? Who is quietly disregarding the rules? The revelation of hidden knowledge—what Aristotle called anagnorisis—lies at the base of what drama is, and how theatre functions. Theatre is lying as much as lying is theatre. So it should not be a surprise that playwrights often deliver plots and characters that pit playing against truth, and that oppose concealment and revelation as keys to dramatic action. But it should also not surprise that in the modern era, clarity in the dialectic of "truth and falsehood" has eroded as well. Relativity of honesty, contingency with regard to certain knowledge, "truthiness"—these too have a place in the modern theatre. This tutorial course will examine what lies hidden in American plays from the late nineteenth century to the early twenty–first. Beginning with excerpted critical and historical writings on secrecy and lying (*The Adventures of Pinocchio*, Machievelli's The Prince, Thomas Carlson's *Lying and Deception: Theory and Practice*, Sissela Bok's *Secrets*, Martin Jay's *The Virtues of Mendacity*, among others), we will proceed to a set of American plays from across a wide spectrum of playwrights, including Edward Albee, Suzan–Lori Parks, Sarah Ruhl, Sam Shepard, Eugene O'Neill, Arthur Miller, David Mamet, Amy Herzog, and others. Student papers will explore how hidden knowledge structures dramatic action, how different characters create and respond to untruths, and what can we learn in particular from *American* drama about a national relationship to honesty and its opposites.
Class Format: tutorial **Requirements/Evaluation:** weekly papers/response papers; weekly meeting with instructor and tutorial partner
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Theatre majors, English majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Spring 2015
TUT Section: T1 Cancelled

ENGL 231(F,S) Literature of the Sea (W) Crosslistings: MAST 231/ENGL 231
Taking advantage of our maritime museum, coastal setting, and three field seminars, we study canonical and lesser–known American novelists, travel writers, and poets who set their works in the watery world, often in the exact places where we travel as a class. We read, for example—depending on fall or spring semester—Hemingway when sailing on the Straits of Florida, Steinbeck when exploring Cannery Row on Monterey Bay, and Twain on a steamboat on the Mississippi. We read Rachel Carson beside the Mystic River estuary, Chopin on the sands of the Gulf of Mexico, Kipling out on Georges Bank, and Melville's masterpiece *Moby–Dick* aboard Mystic Seaport's historic whaleship, the *Charles W. Morgan*, a vessel nearly identical to the vessel he climbed aboard at age twenty–one. In the classroom we examine these works through a mixture of lecture, small–group discussion, and formal and creative writing. To further appreciation and analysis, this interdisciplinary course uses students' emerging knowledge of maritime history and marine science. Other authors and poets include, depending on fall or spring: Richard Henry Dana, Jr., Walt Whitman, Jack London, Joseph Conrad, T.S. Eliot, Langston Hughes, Elizabeth Bishop, Frederick Douglass, Timothy Egan, and Ursula K. Le Guin.
Class Format: small group tutorials with weekly lectures, including coastal and near–shore field trips, and 10 days at sea **Requirements/Evaluation:** regular papers, class participation, journal–writing, and a final paper
Extra Info: offered only at Mystic Seaport
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Arts in Context Electives
ENVI Humanities, Arts + Social Science Electives
ENVP SC–B Group Electives
Fall 2014
LEC Section: 01 TBA Instructor: Richard King
Spring 2015
LEC Section: 01 TBA Instructor: Richard King

ENGL 232(F) The Art of the Long Story (W)
Long stories (over 35 pages) at their best combine a novel's richness and depth with a story's shapeliness and concision. In this course, intended for students with a serious interest in writing, and in examining fiction from a writer's point of view, we'll study a variety of long stories and examine their craft elements. In addition to Francine Prose's *Reading Like a Writer* and James Woods's *How Fiction Works*, we'll read work by James Baldwin, Deborah Eisenberg, Mavis Gallant, Alice Munro, David Foster Wallace, and others.
Class Format: seminar **Requirements/Evaluation:** regular attendance, active participation in class discussion, weekly 1– to 2–page response papers, and one longer (5– to 7–page) paper
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** students interested in writing fiction
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Fall 2014
SEM Section: 01 TF 01:10 02:25 Instructor: Andrea Barrett

ENGL 234 The Modern Theatre: Plays and Performance Crosslistings: THEA 248/COMP 248/ENGL 234
A survey of major trends in playwriting and performance practice from the late nineteenth century to the end of the twentieth. We will read major playwrights from a variety of national traditions, always considering their works in the context of evolutionary and revolutionary transformations of theatre practice. Artists and movements may include Realism and Naturalism (Stanislavsky, Antoine, Ibsen, Strindberg, Chekhov, Shaw), the Epic Theatre (Brecht, Piscator), The Theatre of Cruelty (Artaud), the "Absurd," (Beckett, Genet, Pinter) the collectivist avant–garde (Grotowski, Living Theatre, Open Theatre), and more recent playwriting.
Class Format: lecture/discussion format will focus on dialectical interplay between dramatic writing and trends in acting, directing, design, theatre architecture and the actor/audience relationship **Requirements/Evaluation:** active participation in class discussion, midterm exam, one major paper
Prerequisites: none **Enrollment Limit:** 18 **Expected Class Size:** 14 **Enrollment Preferences:** Theatre majors
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
LEC Instructor: Robert Baker–White

ENGL 236(S) Fields of Barley, Streets of Gold: Utopia in Fiction (W)
Each of the gates was a single pearl:
And the street of the city was pure gold,
As it were transparent glass
Revelations 21:21
It makes us happy to imagine the future in apocalyptic terms, partly because we love to say I told you so. You didn't listen, and now look. Fort Lee is on fire, and zombies are smashing down your parents' door. Catastrophe satisfies us on many levels; by contrast, the utopian vision provides a more delicate thrill. For a writer, the task is to provide a fiction that will not feel like a moral lesson or the illustration of some theory about how we should behave. This course will consider different utopian stories in turn, moving from Plato's *Republic* through the invented worlds of Thomas More, Margaret Cavendish, Edward Bellamy, and H.G. Wells, and then into the more contemporary science fiction of Kim Stanley Robinson, Ursula LeGuin, John Crowley, and others. Implicit in any kind of alternate reality is its creators' rejection of the place they live, and their corresponding longing for something new, which in all cases is as interesting as the way a story might work as a model for social improvement. In addition to the occasional critical essay, students will invent a personal utopian fiction of about twenty to twenty–five pages, to be read and discussed by the class.
Class Format: seminar **Requirements/Evaluation:** two 5– to 7– page papers, and a 20– to 25–page piece of fiction
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** at the discretion of the instructor
Distributional Requirements: Division 1 Writing Intensive
Spring 2015
SEM Section: 01 TF 02:35 03:50 Instructor: Paul Park

ENGL 238 Racial Formations and Transformations in America: 1945–Present (D) Crosslistings: AMST 238/ENGL 238
Sociologist Howard Winant has argued that World War II heralded a significant "break" in racial order: that is, it signaled the beginning of marked shifts in how people—and the State—perceived, thought about, and managed race and racial inequality. Subsequent decades in the United States witnessed the end of segregation, passage of Civil Rights, liberalization of immigration policies, and the rise and dominance of "multiculturalism" in social, political, and academic spheres. These landmark events and shifts contributed to a narrative of progress as the defining story of race in post–war America. However, as Winant cautions, the "break" neither resolved nor abolished racism and racial hierarchies. Our class will examine how this narrative of racial progress has been constructed, as well as the ways in which it has been critiqued and complicated. In doing so, we will also pay attention to: shifting perception(s) of race/racial difference in global and transnational contexts, representations of race in cultural texts and discourse, cross–racial connections and formations, and inter–articulation of gender, sexuality, and class formations with race. This course reflects the goals of the Exploring Diversity Initiative through its comparative approaches to study of race and in its emphasis on the centrality of racial formations to the structure and logic of national life.
Class Format: discussion/seminar **Requirements/Evaluation:** active in–class participation, 3–4 short response papers, final project (8–10 pages) and an in–class workshop/presentation of final project
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** American Studies majors

Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ENGL
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
ASAM Core Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Ji–Young Um

ENGL 241(S) Introduction to Comparative Literature Crosslistings: COMP 110/ENGL 241
Comparative literature involves reading and analyzing literature that represents different times, movements, cultures, and media. In this class, we will study English translations of texts from eras spanning the ancient to the contemporary; literary movements including Sentimentalism, Realism, and Modernism; national traditions arising in Western and Eastern Europe, Asia, and Latin America; and media including prose fiction, the graphic novel, and film. Throughout the course, we will consider what it means to think about all these different works as literary texts. To help with this, we will also read selections of literary theory that defines literature and its goal in abstract or philosophical terms. Assignments will focus on close reading of relatively short texts by authors such as Cervantes, Goethe, Kleist, Wilde, Chekhov, Woolf, Gogol, Kafka, Mishima, and Satrapi. *All readings will be in English.*
Class Format: lecture with some discussion **Requirements/Evaluation:** regular attendance, participation, three 1–page response papers, two 5–page papers, and a final take–home exam
Prerequisites: none **Enrollment Limit:** 40 **Expected Class Size:** 35 **Enrollment Preferences:** students considering a major in Comparative Literature
Distributional Requirements: Division 1
Spring 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Julie Cassiday

ENGL 243(S) U.S. Cuban Life–Writing: Nationalism, Narrative, and Exile (D) Crosslistings: LATS 254/AMST 255/COMP 254/ENGL 243
This course introduces students to the genres of life–writing that have become principal forms of artistic, social, and cultural expression amongst Cubans in the United States. Learning about several examples of life–writing including memoir, autobiography, testimonio, and the bildungsroman, students will question how literary form is linked not only to culture but also to the social, economic, and political conditions out of which authors and writings emerge. Common themes or narrative arcs across U.S. Cuban life–writing will be charted throughout the semester in order to understand the currency of particular stories of exile, displacement, and the American dream. The primary question of the course asks: how, and towards what ends, are the genres of life–writing utilized, adapted, and revised by those disavowed by the nation? Readings will include works by Eduardo Machado, Carlos Eire, Virgil Suarez, Gustavo Perez Firmat, Olga Karman, Evelio Grillo, Pablo Medina, Emilio Bejel, Mirta Ojita, and Emilio Estefan. This course works under the Exploring Diversity Initiative's theme of empathetic understanding allowing students to think through the experiences of exile, as well as the theme of power and privilege, examining how U.S. Cuban exile and writing about it has been structured by political, social, and economic institutions.
Class Format: lecture **Requirements/Evaluation:** students will be evaluated based on weekly journal writings, two short papers, a final comprehensive project, as well as classroom participation
Prerequisites: none **Enrollment Limit:** 30 **Enrollment Preferences:** LATS concentrators
Distribution Notes: meets Division 1 requirement if registration is under COMP and ENGL; meets Division 2 requirement if registration is under AMST or LATS
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: LATS Core Electives
Spring 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Jesús Hernández

ENGL 244T(S) Shakespearean Soliloquies & Dramatic Monologues (W)
Some of the richest, most vibrant and evocative moments in Shakespearean drama are the soliloquies — by Hamlet, Macbeth, Juliet, Othello, etc. Some of the greatest poems in English are dramatic monologues, speeches delivered by a character distinct from the poet, such as Browning's "My Last Duchess," Tennyson's "Ulysses," or T. S. Eliot's "Love Song of J. Alfred Prufrock."
Shakespearean soliloquies and dramatic monologues provide opportunities to explore the primacy of an individual voice and the theatrical presentation of character. Our project stresses attentive reading, careful listening, and cogent analysis of poetic and dramatic language. In this writing–intensive course, students write five or six short essays and regularly critique their tutorial partner's interpretations. Another priority of this course is argument, how to elaborate and interrogate a case, a perspective, an analysis.
Class Format: tutorial **Requirements/Evaluation:** weekly conferences with instructor and tutorial partner, short essays every other week, some memorization and recitation
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 10 **Expected Class Size:** 8
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ENGL Literary Histories A
Spring 2015
TUT Section: T1 TBA Instructor: Robert Bell

ENGL 246T(F) Black Asia: From King Kong to Kung Fu and Beyond (D) (W) Crosslistings: ENGL 246/AMST 246/COMP 245/AFR 246
In the popular intuition of contemporary US culture, blackness and Asianness are often imagined as diametrically opposed. Yet the Asia/Pacific region has been crucial to the development of modern black culture since long before a Hawaii–born, Jakarta– and Honolulu–raised memoirist named Barack Obama was elected as the first African American president. In this tutorial, we'll consider how blackness and Asianness came to be opposed to each other, while exploring the rich and complex history of African American interest in Asia and the Pacific that this obscures. Course materials will be drawn from over a century of critical and creative reflections on the subject, including novels, films, music, visual art, journalism, and scholarly writing. This tutorial fulfills the EDI requirement by examining how concepts of racial and cultural difference emerge from local and global histories of inequality and political contestation.
Class Format: tutorial **Requirements/Evaluation:** weekly papers/responses and discussion
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam; or consent of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** English majors and Africana Studies concentrators
Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AMST or AFR
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: ASAM Core Courses
ENGL Criticism Courses
ENGL Literary Histories C
Fall 2014
TUT Section: T1 TBA Instructor: Vincent Schleitwiler

ENGL 250(S) Americans Abroad (D) (W) Crosslistings: COMP 242/ENGL 250/AMST 242
This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Readings will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war and peace. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? Authors may include: Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner.
Additional reading will be drawn from historical and critical works. *All readings will be in English.*
This comparative course fulfills the EDI requirement because it is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts.
Class Format: seminar **Requirements/Evaluation:** each student will give an in–class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences
Prerequisites: any literature course at Williams or permission of the instructor **Enrollment Limit:** 18 **Expected Class Size:** 18 **Enrollment Preferences:** students interested in, or returning from, study abroad; and/or students studying abroad at Williams
Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under AMST
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Soledad Fox

ENGL 253T Gender, Sexuality and the Modern Stage (D) (W) Crosslistings: THEA 250/ENGL 253/WGSS 250/COMP 247
This interdisciplinary tutorial explores aspects of gender sexuality, performativity, and representations of the body in modern theatre and art. Close analysis of plays by dramatists –such as Sophie Treadwell, Lillian Hellman, Caryl Churchill, Milcha Sanchez–Scott, Ntozake Shange, Tony Kushner, Tim Miller, Naomi Iizuka, Paula Vogel, Suzan–Lori Parks, Tarell McCraney, and Sarah Kane – will occur alongside consideration of works by both artists and celebrities, such as Cindy Sherman, Karen Finley and Lady Gaga. Our approach to this varied material will be comparative and will be enriched by readings of select work by contemporary theorists, such as Judith Butler, bell hooks, Cherríe Moraga, Eve K. Sedgwick, and Donna Haraway. This course meets the criteria of the Exploring Diversity Initiative as it draws focus towards the diversity of race, class and ethnicity represented by the subjects of our study as well as towards the political power of theatre and performance.
Class Format: tutorial **Requirements/Evaluation:** students will meet with instructor in pairs for an hour each week; they will write a 5–7–page paper every other week (five in all), and comment on their partner's papers in alternate weeks
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** majors in Theatre, English or Women's, Gender and Sexuality Studies
Distribution Notes: meets Division 1 requirement if registration is under THEA, COMP or ENGL; meets Division 2 requirement if registration is under WGSS
Extra Info: emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response
may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: PERF Interdepartmental Electives
WGSS Theory Courses
Not Offered Academic Year 2014–2015
TUT Instructor: Amy Holzapfel

ENGL 259 Ethics of Jewish American Fiction (W) Crosslistings: REL 259/ENGL 259/JWST 259

After the Second World War, Jewish American writers who wrote about Jewish characters and Jewish themes were increasingly celebrated as central figures in American fiction. Isaac Bashevis Singer, Bernard Malamud, Saul Bellow, and Philip Roth are among those who gained prominence in this period. These writers were literary innovators and often addressed broad humanistic themes, but they also struggled with profound questions that arose in the postwar period about Jewishness, the legacy of the Holocaust, and what it means to be an American. In this course we will read the above authors and others. We will focus, in particular, on the distinctive ethical and political ideas, emotions, and aspirations that animate their work. The course will begin with a study of theoretical approaches that will provide the basis for our ethical criticism: we will read, for instance, Lionel Trilling, Wayne Booth, Martha Nussbaum, and Noël Carroll. Then we will delve into the fiction, following a trail that begins in the postwar period and continues in fictions by Cynthia Ozick, Erica Jong, Rebecca Goldstein, Michael Chabon, Gary Shteyngart, and others. Can we find a distinctive Jewish American ethics in Jewish American fiction?
Class Format: seminar **Requirements/Evaluation:** one take–home exam on theoretical approaches to ethical criticism; five 5–page essays (one of which will be a slightly longer re–write)
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 18 **Enrollment Preferences:** Religion majors, Jewish Studies concentrators, and English majors
Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement is registration is under ENGL
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JWST Core Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Jeffrey Israel

ENGL 261T Adultery in the Nineteenth–Century Novel (W) Crosslistings: COMP 259/ENGL 261/WGSS 259
In this tutorial, we will read four novels written between 1850 and 1900, all of which focus on the figure of the adulteress: Gustave Flaubert's *Madame Bovary* (1856), Lev Tolstoy's *Anna Karenina* (1873–77), Leopoldo Alas y Ure&#241a's *La Regenta* (1884–85), and Theodor Fontane's *Effi Briest* (1894). For each week of class, students will read one of these primary texts, as well as a selection of secondary literature that will allow us to understand, over the course of the semester, how and why the adulteress played a key role in the cultural imagination of Europe during this time. *All works will be read in English translation*.
Class Format: tutorial; students will meet with the professor in pairs, with one student from each pair writing a 5–page paper for each class session **Requirements/Evaluation:** evaluation will be based on completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** students who have already taken at least one course devoted to literature at Williams
Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under WGSS
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ENGL Literary Histories B
Not Offered Academic Year 2014–2015
TUT Instructor: Julie Cassiday

ENGL 266T Postmodernism (D) (W) Crosslistings: COMP 231/ENGL 266
In one definition, postmodernism in art and literature is what you get when you combine modernism's radical experimentation with pop culture's easy appeal. This term has been used to describe works from Andy Warhol's paintings of Campbell's soup cans and Jean Baudrillard's critical essays on Disneyland to Thomas Pynchon's paranoid novel about postal conspiracy, *The Crying of Lot 49*. Theorists of the postmodern have argued that it represents not only a radical change in aesthetic sensibilities, but a fundamentally new relationship between art, language, and society. In this tutorial, we will read some of the most important theoretical essays defining the postmodern (essays which themselves often embrace this playful and sometimes ironic style), and we will pair them with artistic texts that are said to illustrate the features of postmodernism. The latter will be mainly novels and short stories from various countries, but one feature of this theory is a flattening of the distinction between high and low culture as well as between the written and the visual, so we will also examine examples from architecture, visual art, and/or broader pop culture. Along the way will ask whether global theoretical paradigms like postmodernism can help us understand other cultures better (by locating them within a single universal system), or whether this approach conceals important cultural differences. Texts will include essays by Jean Baudrillard, Fredric Jameson, Jean–François Lyotard, and others; novels and short stories by writers like Don DeLillo, Jorge Luis Borges, Italo Calvino, and Murakami Haruki; painting and sculpture associated with Pop Art and Superflat; the architecture of Williamstown area museums; etc. Writing assignments will focus on reading the theoretical texts critically and applying their ideas to the artistic texts in creative and interesting ways. Open to sophomores as well as advanced students. Emphasis will be on understanding and engaging the criticism that we read, and comparing the critical and fictional texts creatively in a way that sheds light on both.
Class Format: tutorial; after an introductory lecture meeting, students will meet with the instructor in pairs for approximately an hour each week **Requirements/Evaluation:** a 5–page paper every other week (five in all); responses to their partners' papers in alternate weeks
Prerequisites: a 100–level literature course (COMP, ENGL, etc.) and sophomore standing or higher, or permission of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** students majoring in a discipline related to critical theory (or considering such a major) and those with a demonstrated interest in the material
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: ENGL Criticism Courses
Not Offered Academic Year 2014–2015
TUT Instructor: Christopher Bolton

ENGL 282(S) Fiction and Allegory in Current Media Practices Crosslistings: ARTS 282/ENGL 282
This course will explore both narrative and experimental structures, focusing on the relationship of power and narrative form in visual storytelling. The course will involve hands–on production, as well as screenings and readings that demonstrate elements of the medium. Through a variety of essays, films and web content the class will explore the intersection between art, narrative and technology. We will look at non–linear structures, branching narratives and the handling of time alongside the relationship of voice, style and memory. In response to case studies, students will create 3 short videos and complete several writing exercises. Examples of screenings include works by Jorgen Leth (and Lars von Trier), Mike Nichols, Bela Tarr, Abbas Klarostami, Rodrigo Garcia, Robert Altman, and Jane Campion.
Class Format: studio **Requirements/Evaluation:** evaluation will be based on the three production projects, attendance, and participation; your projects will be evaluated on the basis of the quality of their ambition or intention, the formal success of their realization, and their technical quality
Prerequisites: none **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** given to art majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1
Spring 2015
STU Section: 01 T 01:10 03:50 Instructor: Silas Howard

ENGL 284(S) Arab and Anglophone: Narratives Beyond Nation and Diaspora Crosslistings: ARAB 256/COMP 256/ENGL 284
This course takes a close look at contemporary Anglophone Arab writings. The objective is to familiarize students with major Arab writers, and/or writers of Arab descent who live in the Anglo–Saxon diaspora, especially the UK, North America and Australia. We will investigate the work of these writers with special attention to the history of Arab migration to these geographies, and the emergence of hyphenated Arab identities and literatures. At the heart of this course is a desire to not only shed light on what it means to be an Arab or an immigrant producing English literature, but also to understand the multiple ways in which we conceptualize and seek to define what transnational literature means. Texts for this course may include novels by the following writers: Rabih Alameddine (Lebanon/USA), Mohja Kahf (Syria/USA), Leila Aboulela (Sudan/UK), Hisham Matar (Libya/UK), and Randa Abdel–Fattah (Palestine–Egypt/Australia). There will also be a course reader that includes critical essays, poems, as well as a number of films and selections of music that shed light on the different articulations of being Arab and Anglophone.
Class Format: seminar **Requirements/Evaluation:** active class participation, 4 short response assignments (2–3 pages), and final paper (5–7 pages)
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** majors or prospective majors in Comparative Literature or Arabic Studies
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 **Other Attributes:** ARAB Arabic Studies Electives
INST Borders, Exiles + Diaspora Studies Electives
INST Middle Eastern Studies Electives
Spring 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Amal Eqeiq

ENGL 287(S) Bloody Vampires: From Fiction to Film and Fashion (W) Crosslistings: COMP 246/ENGL 287
This course explores the figure of the vampire and seeks to explain the popular appeal such a fictive creature has been enjoying for over two centuries. What kind of fears and fantasies does it crystallize? And what kind of discourse about sexuality, death, and disease does it validate? What does its mere existence reveal about gender and ethnicity?
We will examine the emergence of the vampire in gothic literature of the late 18th and 19th centuries, its omnipresence in cinema in the 20th century and investigate its resurgence in 21st–century pop culture. In order to gain a deeper understanding of the figure of the vampire, we will read poems by August Bürger and Goethe, the first vampire story by John Polidori, novels by Sheridan LeFanu and Bram Stoker, and contemporary vampire fiction by Anne Rice and Stephenie Meyer. We will watch the films *Nosferatu* by Murnau and Herzog, *Dracula* by Browning and Coppola, the *Dance of Vampires* by Polanski, *The Hunger* by Scott, *Blade* by Norrington, *Twilight* by Hardwicke, and *Daybreakers* by Spierig, as well as episodes of the TV series *Buffy the Vampire Slayer*, *True Blood*, and *The Vampire Diaries*. We will also discuss music video clips by Lady Gaga and Marilyn Manson, and fashion shows by Alexander McQueen, John Galliano and Vivienne Westwood.
Class Format: seminar **Requirements/Evaluation:** three 5–page papers and a 10– to 12–page final rewrite
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** students majoring or considering a major in language or literature
Distributional Requirements: Division 1 Writing Intensive
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Christophe Kone

ENGL 289(S) Asian American Visual Cultures Crosslistings: AMST 222/ENGL 289/ARTH 219
One of the most infamously racist images from American cultural archives is an illustration, accompanying an article titled "How to Tell Japs from the Chinese," that appeared in Life magazine in 1941. Visual media and representations—film, photography, comics, painting, sculptures, etc.—have always been central for shaping, re–shaping, and complicating the ways in which we understand and "see" race. As the Life magazine example demonstrates, our visual cultural archives have served as both reflections of and active agents of social meanings, structures, and ideologies of race. We will approach visual cultures and archives of Asian America as not merely representations of race but as particular vehicles for cultural politics: How have visual cultural texts engaged with and shaped our ideas about Asia/America? How has the visual medium facilitated both normative and counter–cultural ideas about Asian Americans? What are the ways in which visual culture has been and continue to be central to social and political life? We will examine a range of materials, from 19th and early 20th century Orientalia to contemporary Asian American graphic novels and films, both independent and mainstream. The class will also include at least one visit to the WCMA.
Class Format: seminar **Requirements/Evaluation:** active and consistent in–class participation, weekly journal entries, 2–3 short response papers, final project
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** first–years and sophomores considering a major in American Studies
Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ENGL or ARTH
Distributional Requirements: Division 2 **Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora
ASAM Core Courses
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Ji–Young Um

200–LEVEL GATEWAY COURSES

200–level "Gateway" courses are designed for first– and second–year students contemplating the major or intending to pursue more advanced work in the department; these courses focus on analytical writing skills while introducing students to critical and historical approaches that will prove fruitful in later courses. ***(Note: a Gateway course can fulfill a Period or Criticism requirement as well as a Gateway requirement. Students contemplating the English major are strongly urged to take a Gateway course by the end of Sophomore year.)***

ENGL 206(F) We Aren't the World: Global Anglophone Literature in the 20th Century (D) (W)
An eighteenth–century diplomat once referred to the British colonies as a "vast empire on which the sun never set," and at the time, he was right: the British controlled an enormous portion of the globe for nearly three centuries, from the Caribbean to South Asia, from Oceania to Africa. One outcome of this vast empire was the creation of a rich and diverse literary tradition in the English language—now called Anglophone literature—from far–flung places around the globe. This course will introduce students to select works of global Anglophone literature in the twentieth century, and consider the ways in which writers from around the world have used a variety of literary forms, such as the bildungsroman, national allegory, and testimony, to participate in and reshape conversations about culture, globalization, aesthetics, and politics. Readings will include novels, poetry, short stories, and film by writers including Joyce, Kincaid, Achebe, Rushdie, Conrad, Coetzee, and Roy, among others. The course will expose students to a variety of global English idioms, as well as literary traditions from, or in conversation with, non–Western countries, and will participate in the College's Exploring Diversity Initiative.
Class Format: seminar **Requirements/Evaluation:** class participation and three papers totaling 20 pages
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** sophomores who are considering the English Major and to English Majors who have not yet taken a Gateway Course
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: ASAM Related Courses
ENGL 200–level Gateway Courses
ENGL Literary Histories C
Fall 2014
SEM Section: 01 TR 09:55 11:10 Instructor: Anjuli Raza Kolb

ENGL 221(S) Reading the Signs (W)
How have American authors imagined the activity of interpretation? What counts as a sign, and how do you know if you're reading it accurately? Getting the message, or knowing if there is a message at all, can be a tricky business. This course will consider a wide range of texts that make scrutiny their central action: Jonathan Edwards and Thoreau reading the landscape for signals of cosmic meaning; Poe and Henry James piling up clues in their detective and ghost stories; Nat Turner and Melville dramatizing communication across the color line; Faulkner patching together history in *Absalom, Absalom!*; Pynchon detailing the quest to find hidden order in *The Crying of Lot 49*. These texts about interpretation have, in turn, spurred literary scholars to their own interpretive efforts. So along the way we will sample a range of approaches to decoding, unpacking, and otherwise making meaning from texts, and become more self–conscious of our own methods and choices as readers and critics.
Class Format: seminar **Requirements/Evaluation:** essays (4 or 5) totaling about 20 pages
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** sophomores and first–year students who have not yet taken an ENGL Gateway course
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ENGL 200–level Gateway Courses
Spring 2015
SEM Section: 01 TR 08:30 09:45 Instructor: Ashley Barnes

ENGL 220(F) Introduction to African American Literature (W) Crosslistings: ENGL 220/AMST 220/AFR 220
What does it mean, socially, culturally, historically, personally, and spiritually, to be African American? No single, simple answer suffices, but African American literature as a genre is defined by its ongoing engagement with this complex question. This course will examine a series of texts that in various ways epitomize the fraught literary grappling with the entailments of American blackness.
Readings will include texts by Frederick Douglass, Booker T. Washington, Zora Neale Hurston, Langston Hughes, Richard Wright, Ralph Ellison, Amiri Baraka, Toni Morrison, and Ishmael Reed.
Class Format: seminar **Requirements/Evaluation:** writing assignments for the course will be two 5–page papers and a final 10–page paper
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** English majors and Africana Studies concentrators
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or AFR
Distributional Requirements: Division 1 **Other Attributes:** ENGL 200–level Gateway Courses
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
ENGL Literary Histories C
Fall 2014
SEM Section: 01 MWF 11:00 12:15 Instructor: David Smith

ENGL 222(S) Lyric Poetry (W)
The goal of this writing–intensive gateway course is to advance our abilities as rigorous, subtle, and imaginative interpreters of poetry. Our focus will be on lyrics—relatively short poems in which a single speaker describes (often in intense language) his or her emotions, attitudes, or state of mind. Our readings will be drawn from a range of historical periods from the seventeenth century forward, with particular emphasis on poems written since the mid–nineteenth century. Among the poets likely to be studied are: Jonson, Gray, Wordsworth, Coleridge, Keats, Dickinson, Hardy, Owen, Yeats, Auden, Frost, and Heaney. We will also discuss works by two poets at Williams: Lawrence Raab and Jessica Fisher.
Class Format: seminar **Requirements/Evaluation:** active participation in seminar discussion, and 4 or 5 papers (about 20 pages total)
Prerequisites: a 100–level English course, or a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** sophomores and first–year students who have not yet taken an ENGL Gateway course
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ENGL 200–level Gateway Courses
ENGL Literary Histories B
Spring 2015
SEM Section: 01 MWF 10:00 10:50 Instructor: Stephen Fix

ENGL 226(S) The Irish Literary Revival (W)
This course will focus on the Irish Literary Revival of c.1885–1930, during which Irish literature in the English language became firmly established as a canon clearly separate from the English tradition, and writers such as W.B.Yeats and James Joyce achieved international renown. Readings will include drama, poetry, fiction and non–fiction prose by Yeats, Synge, Joyce, George Moore, George Bernard Shaw, Lady Gregory, Douglas Hyde, Sean O'Casey and others. We will foreground key fault–lines of the period: competing visions of what constituted "authentic" Irish identity; debate over the propriety of writing in English, drawing on English literary traditions, or seeking a non–Irish audience; the work of "self–exiles"such as Shaw and Joyce, versus that of writers who stayed in Ireland; and the long–entrenched ideological and political tensions between Catholics and Protestants, and Unionists and Nationalists. Throughout, we will consider the functions and efficacy of literature in promoting cultural and/or political change. The course will conclude by considering the extraordinary vitality of current Irish literary culture, with readings of work by Seamus Heaney, Colm Toíbín and Anne Enright, and discussion of Neil Jordan's film *The Crying Game*. Key considerations here will be the ways traditional notions of Irish Nationalism and national identity have been revised or abandoned under the impact of independence, economic prosperity, contemporary sexual politics and other forms of change.
Class Format: seminar **Requirements/Evaluation:** four papers (3+ pages for the first, rising to 6+ pages for the last), several shorter critical response papers; active participation in discussions
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** sophomores and first–year students who have not yet taken an ENGL Gateway course
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ENGL 200–level Gateway Courses
ENGL Literary Histories C
Spring 2015
SEM Section: 01 TR 09:55 11:10 Instructor: James Pethica

ENGL 228(S) Graphic Storytelling (W)
In the 1890s an author/artist put words and pictures together in boxes, ordered the boxes along a (short) narrative arc featuring a continuing character, published it in a newspaper, and graphic storytelling as we know it was born. 15 years later (in the form of comic strips) it had already become one of the most important storytelling modes in American culture. In this course we will follow the development of this quirky and important American contribution to world culture from comic strips through comic books to the "graphic novel." Along the way we will consider all kinds of interesting general subjects: for instance, the relationship between commerce and creativity, the difference between good and bad culture, and the pervasive human need to tell and experience stories.
Class Format: seminar **Requirements/Evaluation:** active class participation and five or six short essays, totalling about 20–25 pages
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** sophomores and first–year students who have not yet taken an ENGL Gateway course
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ENGL 200–level Gateway Courses
ENGL Literary Histories C
Spring 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Peter Murphy

ENGL 230(S) Introduction to Literary Theory (W) Crosslistings: ENGL 230/COMP 240
This course introduces students to some of the most significant and compelling trends in modern criticism–such as gender theory, deconstruction, new historicism, and psychoanalytic criticism–in an applied, hands–on way. The course will consider a few primary texts from different eras–a Shakespeare play, a nineteenth–century novel, a contemporary film, for example–each in terms of a variety of theoretical approaches. Can *Othello* be read as a feminist text? A site of class struggle? A staging of the relationship between language and the unconscious? The course aims both to make familiar some of the critical methods students are likely to encounter in the field of literary studies these days, and to show how such methods can transform our understanding of a text, opening surprising possibilities even in familiar works. In the process, the course will also raise broader questions about the imperatives and usefulness of literary theory in relation to texts and worlds.

Class Format: seminar **Requirements/Evaluation:** frequent short papers totaling 20 pages
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first–year students, sophomores, English majors who have yet to take a Gateway, and potential Comparative Literature majors
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives
ENGL Criticism Courses
ENGL 200–level Gateway Courses
Spring 2015
SEM Section: 01 MW 11:00 12:15 Instructor: Christopher Pye

ENGL 233(F) Great Big Books (W) Crosslistings: ENGL 233/COMP 283
Some of the greatest novels are really, really long—so long that they are too seldom read and taught. This course takes time to enjoy the special pleasures of novels of epic scope: the opportunity to immerse oneself in a wide and teeming fictional world; to focus sustained attention on the changeable fortunes of characters and societies over a long span of time; to appreciate the detailed grounding of lives in their social environment and historical moment; to experience the leisurely and urgent rhythms, with their elaborate patterning of build–ups and climaxes, that are possible in such works. We will read but two novels, both preoccupied with the disruption and evolution of lives and loves at moments of historic upheaval: *War and Peace* (1869), Leo Tolstoy's epic of the Napoleonic Wars, and *Parade's End* (1924–28), Ford Madox Ford's modernist masterpiece about World War I and its traumatic impact on English social life. Set a century apart, the novels are distinguished by vivid and scrupulous representation of their respective wars, by their shrewd accounts of political and social pressures informing the crises, and by their insight into the struggles of those whose lives are engulfed in global crisis. Tolstoy's and Ford's approaches to fictional representation, however, provide intriguing contrasts: one favors the lucidity of classic realism, the other the challenges of modernist innovation; one deploys a single multiplot novel, the other a tetralogy of shorter novels developing a single plot. We will discuss the differing strategies and effects of these two approaches, as well as the more general difficulties of reading and interpreting long fiction.
Class Format: seminar **Requirements/Evaluation:** regular class participation and four 5–page papers
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first– and second–year students and English majors who have yet to take a Gateway course; then Comparative Literature majors and English majors who have taken a Gateway course
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ENGL 200–level Gateway Courses
ENGL Literary Histories B
Fall 2014
SEM Section: 01 TR 09:55 11:10 Instructor: Stephen Tifft

ENGL 240(F) The Novel in Theory (W) Crosslistings: ENGL 240/COMP 239
In spite of its title, this is not a course about merely theoretical novels, unwritten or dreamily imagined works of fiction that never see the page. Rather, this course will be an introduction to the different ways that literary critics have attempted to give a literary genre as loose, baggy, miscellaneous, and altogether hard–to–pin down as the novel a theoretical framework, to understand how the genre developed and how it functions. For the first couple of centuries of its existence in Britain and America, the novel was considered too popular, too commercial and unserious, and not sufficiently stylistically accomplished to merit anything like its own dedicated criticism or theory. Even now, critics can have a hard time even agreeing upon what a novel is, much less what constitutes a theory of the novel. Henry James, for example, said a novel's only duty was "to be interesting," which, when you think about it, really casts a pretty broad and abstract generic net. Today, novel theory is legion. To only name a few, one can find theories of the novel that identify themselves as formalist, psychoanalytic, post–structuralist, Marxist, historical, and post–colonial, as well as accounts that emphasize sexuality and gender, for example, or the novel's trans–national development. Rather than try for an encyclopedic survey of either the novel or its theories, this course will use two or three novels as a means of testing out a range of representative works of novel theory. We will move back and forth from the theory of the novel to its practice in order to see how novel theory has developed over the past century, as well to see how the novel's own academic and popular fortunes relate to its theoretical accounts. Theorists are likely to include Henry James, Shklovsky, Benjamin, Lukacs, Barthes, Watt, McKeon, Jameson, D.A. Miller, Sedgwick, and Said. Novelists may include Austen, Dickens, George Eliot, or Henry James.
Class Format: seminar **Requirements/Evaluation:** 4–5 papers; regular, substantial, and intensive participation in class
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** sophomores and first–year students who have not yet taken an ENGL Gateway course
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ENGL Criticism Courses
ENGL 200–level Gateway Courses
ENGL Literary Histories B
Fall 2014
SEM Section: 01 TF 02:35 03:50 Instructor: Alison Case

ENGL 247(F) Modernist Regionalism (W) Crosslistings: ENGL 247/AMST 247
Many people think of regionalist writing as a formally and thematically unsophisticated genre focused on the realistic portrayal of "local color" and the provincial concerns of the small town. However, American modernist texts regularly challenge this supposition, combining the spirit of the local with the cosmopolitanism and innovative formal strategies of the avant–garde. At the same time, a closer look at the canonical texts of "high" modernism reveals that the regional and local often suffuse these texts in surprising ways. This course will revisit the genre of regionalist writing with the aim of finding the avant–garde and the international within regionalist texts and, in turn, uncovering the unexpected regionalism of the modernist avant–garde. We will read works by authors such as Sarah Orne Jewett, Charles Chesnutt, Sherwood Anderson, Willa Cather, William Faulkner, T. S. Eliot, Claude McKay, Zora Neale Hurston, Jean Toomer, Lorine Niedecker, Nathanial West, William S. Burroughs, and Jane Bowles. Our literary explorations will be supported by readings in critical theory and cultural geography, as well as our own reflections on the regional life of the Berkshires.
Class Format: seminar **Requirements/Evaluation:** active class participation; four short essays and a longer final essay totaling 20 pages of writing over the course of the semester
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** none
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ENGL 200–level Gateway Courses
ENGL Literary Histories C
Fall 2014
SEM Section: 01 TF 01:10 02:25 Instructor: Margaux Cowden

ENGL 258(S) Poetry and the City (W)
In this course we will consider poems generated out of the experiences of urban life. The city provides for poets a vivid mental and imaginative landscape in which to consider the relation of vice and squalor to glamour; the nature of anonymity and distinction; and the pressure of myriad bodies on individual consciousness. We will explore ways in which the poet's role in the body politic emerges in representations of the city as a site both of civilized values and/or struggles for power marked by guile and betrayal. Taking into account the ways in which cities have been transformed over time by changing social and economic conditions, we will consider such issues as what the New York of the 1950s has to do with the London of the late eighteenth and early nineteenth centuries, and why poetry as a genre might be particularly suited to representing the shifting aspects of urban life. Poets will include Dante, Pope, Swift, Blake, Wordsworth, Whitman, Baudelaire, Arnold, Yeats, Crane, Moore, Auden, Hughes, Brooks, Hughes, Lorca, Bishop, Ginsberg, Baraka, Ashbery, Yau and Rankine. We will also draw on essays by Simmel, Benjamin, Williams, and Canetti, photographs by Hines, Weegee, Abbott, and Nishino; the blues, as sung by Holliday and Vaughan; and films such as *Man with a Movie Camera*, *Rear Window*, and *Breathless*.
Class Format: discussion/seminar **Requirements/Evaluation:** four five–page essays
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** sophomores and English majors who have yet to take a Gateway
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Arts in Context Electives
ENGL 200–level Gateway Courses
ENGL Literary Histories B
ENGL Literary Histories C
Spring 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Anita Sokolsky

ENGL 265(S) Topics in American Literature: Transnational America (W)
This course explores the transnational currents, exchanges and encounters of peoples and cultures of the United States. Literature is often talked about, taught, and organized as part of a distinctly national culture. In doing so, we often forget that national cultures and traditions themselves are products of a more worldly and transnational dynamics. Rejecting the model of America as a "nation of immigrants," this class aims to de–center nation and nationalism and instead to foreground transnationalism and diaspora to situate America as (to borrow from historian Henry Yu) "an intersection on a larger grid . . . one intersecting node for many journeys." By thinking "American" literature through a diasporic lens, we will consider the ways in which literary texts have made, unmade, challenged, and re–envisioned national imaginaries, communities, and identities. Texts may include: Selected essays by James Baldwin, Peter Carey's *Parrot and Olivier in America*, Michael Chabon's *The Yiddish Policemen's Union*, Ninotchka Rosca's *State of War* Mark Twain's *Roughing It*, among others.
Class Format: seminar **Requirements/Evaluation:** active, daily in–class participation; independent research project (8–10 pages) and in–class workshop; 2–3 response papers (of 3–4 pages each)
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** Sophomores considering the English major
Dept. Notes: 200–level Gateway Courses
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ENGL 200–level Gateway Courses
Spring 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Ji–Young Um

ENGL 272(S) American Postmodern Fiction (W) Crosslistings: ENGL 272/AMST 272
American fiction took a turn at World War II: the simplest way to name the turn is from modernism to postmodernism. The most obvious mark of postmodern narration is its self–consciousness; postmodern books tend to be about themselves, even when they are most historical or realistic. Already a paradox emerges: why would World War II make narratives more self–reflexive? The first book in the course, and the best for approaching this paradox, is Joseph Heller's *Catch–22*. Subsequent books: Nabokov's *Pale Fire*, Pynchon's *The Crying of Lot 49*, Morrison's *Beloved*, DeLillo's *White Noise*, Carver's *What We Talk About When We Talk About Love*, Johnson's *Jesus' Son*.
Class Format: seminar **Requirements/Evaluation:** 4–5 papers totaling 20 pages; class participation
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** sophomores and first–year students who have not yet taken an ENGL Gateway course

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Arts in Context Electives
ENGL 200–level Gateway Courses
ENGL Literary Histories C
Spring 2015
SEM Section: 01 TF 02:35 03:50 Instructor: John Limon

300–LEVEL COURSES

ENGL 301(F) Politics in American Film
In this course we will examine a number of American fiction and documentary films from the 1930s to the present in an attempt to answer three fundamental questions. What does it mean to say a film is political? How do films attempt to address politics through their narratives, characters, dialogue and formal structures? How effective is film as a medium for addressing political issues, or advocating political agendas? The films discussed will range from more mainstream Hollywood features that attempt to address political issues to small–budget independent productions that engage in more radical commentaries on politics and ideology. Films to be discussed include Mr. Smith Goes to Washington, On the Waterfront, JFK, and Fahrenheit 9/11.
Class Format: seminar **Requirements/Evaluation:** one 5–page paper, one 8–10 page paper, one class presentation
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** English majors
Distributional Requirements: Division 1
Fall 2014
SEM Section: 01 TR 11:20 12:35 Instructor: Christopher Beach

ENGL 302(F) Cinematic Representations of Work and Migration after the Wall Crosslistings: COMP 341/WGSS 341/ENGL 302
The increased flow of migrants from East to West and from South to North into the center of Europe and the simultaneous tightening of restrictions against illegal migration have brought to the forefront issues of labour, gender, and precarity, citizenship and cultural belonging. We will analyze feature films and documentaries that trace the changing face of work and migration, with an emphasis on flows from countries the former east bloc and Africa to Europe. We will discuss negative effects of globalized capitalism, such as the monetization of feeling and personal relations (Harvey), the concept of intensification and the disembodied state (Nealon and Foucault), but also ask what new opportunities might arise, and for which groups. We will study the depiction of manual labour, illegal migration, women as caregivers, Internet marriage, sex work, and the migrant as a raced and othered body. Theory by Dina Iordanova and William Brown, Ewa Mazierska, Sandro Mezzadra and Brett Neilson, Jeffrey Nealon, Lara Agustin, Angela Melitopoulos, Lauren Berlant and Mieke Bal. Films will likely include: *Illegal, Working Man's Death, NordSud.com, Lichter* (Lights), *Code Unknown, The Flower Bridge, Occident, Since Otar Left, Losers and Winners, Whore's Glory, Le Havre* and *Time Out*.
Class Format: seminar **Requirements/Evaluation:** active class participation, two short papers, an oral presentation, and a final paper
Prerequisites: a 200–level English or Comparative Literature course, or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** COMP majors and WGSS majors
Dept. Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under WGSS
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1
Fall 2014
SEM Section: 01 MR 02:35 03:50 Instructor: Helga Druxes

ENGL 305(S) Chaucer
Geoffrey Chaucer had a range matched by very few authors. Author of bawdy fabliaux, high philosophical meditations, psychological character studies, a technical manual, hazy dream visions, medievalizations of the classical past, treatises on fame, and deliberately(?) unfinished romances, all underwritten by varying levels of irony, Chaucer has left us with a corpus that has entertained and puzzled readers for nearly eight hundred years. In this course we will explore the writings of Geoffrey Chaucer in order to study one of literary history's most versatile minds, and to introduce students to Middle English language and culture. One goal of the course is to encourage students to enjoy Chaucer: we will work towards this by emphasizing Chaucer's own playfulness in his texts, including his experimentation, his presentation of human difference, his elastic manipulation of philosophical ideas, his attention to the problems of translation, and his self–conscious consideration of narrative. In so doing, the course will provide an introduction to the uncanny amalgam of familiar and foreign that is Middle English.
Class Format: seminar **Requirements/Evaluation:** participation in class discussion, one presentation with annotated bibliography, in–class writing, several short writing assignments, one longer 8– to 10–page paper
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** English majors
Distributional Requirements: Division 1 **Other Attributes:** ENGL Literary Histories A
Spring 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Christopher Taylor

ENGL 306(S) The Comic Mode in American Film:1930 to the Present
This course will be an examination of the film comedy as a genre that has been an important part of American cinema since its inception. We will examine several different modes of sound–era comedy, including romantic comedy, screwball comedy, slapstick comedy, parody, and mockumentary. The films viewed in this course will allow discussion of a number of key questions, including the place of comedy within the history of American film, the relationship of film comedy to other forms of popular humor, the importance of comedy as a commentary on such issues as class, race, gender, and politics, the place of performance within comedy, and the formal and narrative elements that characterize different kinds of film comedy.
Class Format: seminar **Requirements/Evaluation:** one 5–page paper, one 8–10 page paper, one class presentation
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** English majors
Distributional Requirements: Division 1
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Christopher Beach

ENGL 308 Cervantes' "Don Quixote" in English Translation Crosslistings: COMP 350/RLSP 303/ENGL 308
A close study of one of the most influential and early European novels. *Don Quixote* by Miguel de Cervantes (1547–1616 C.E) was a hit in its day in the seventeenth century, and has not ceased to influence artists and thinkers since. Moving between humorous and serious tones, Cervantes takes on several issues in the *Quixote*: the point of fiction in real life, the complications of relationships between men and women, the meaning of madness, the experience of religious co–existence, the shapes of friendship, and the task of literary criticism, just to name a few. We will read the book in a fine modern English–language translation, and set it in several relevant contexts to better understand its original intellectual horizon—seventeenth–century Spain—as well as the reasons for its continuing relevance.
Class Format: seminar **Requirements/Evaluation:** active participation, three short papers, and a final project designed in consultation with the instructor
Prerequisites: any 200–level literature course in foreign languages, COMP, or ENGL, or permission of the instructor. **Enrollment Limit:** 30 **Expected Class Size:** 30 **Enrollment Preferences:** Comp Lit majors and upperclass students
Dept. Notes: does not count toward the major in Spanish
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 **Other Attributes:** ENGL Literary Histories A
Not Offered Academic Year 2014–2015
SEM Instructor: Leyla Rouhi

ENGL 309(S) Literary Theory and Ordinary Language Crosslistings: ENGL 309/COMP 329
Ludwig Wittgenstein is commonly cited as one of the central figures in twentieth–century philosophy, and the ordinary language philosophy of J. L. Austin and Stanley Cavell is often seen as one of the century's major philosophical movements. Yet the writing of all these figures remains relatively under–appreciated in literary studies. In this course we will address this shortcoming in two ways. First, we will examine some of the basic claims put forward in ordinary language philosophy, particularly as they compare and contrast with various contemporary literary–theoretical projects. Topics may include meaning and intention (Anscombe, Fish, Derrida, de Man, Michaels); experimental writing (R.M. Berry, Theodor Adorno); gender (Toril Moi, Judith Butler); emotion, affect, and expression (Deleuze, Terada, Leys, Altieri, Eldridge); and animals (Cora Diamond, Cary Wolfe). Most of our time will be spent reading philosophy and theory, but we'll also look at a couple of works of literature (a Shakespeare play and a contemporary novel) and a couple of films.
Class Format: seminar/discussion **Requirements/Evaluation:** active participation in class discussions, bi–weekly response papers (approx. 300–400 words each), and one 15–page research paper
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** English majors and all students, regardless of major, by seniority
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 **Other Attributes:** ENGL Criticism Courses
Spring 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Bernard Rhie

ENGL 312(S) Space Time Crosslistings: ENGL 312/COMP 313/AMST 326
Space Time explores conflicts over how these two dimensions were understood in the decades surrounding the 1969 landing on the Moon. For NASA and the government which supported it, the ability to fly men to outer space and return them safely was evidence for the power of a technocratic realism, in which time was linear, space homogenous, and stories ballistic in their trajectories. Simultaneously, however, Cold War geopolitics, rapid social change, and the creation of an electronic mass culture made such Newtonian realism seem an increasingly inadequate basis for representing the world. What kinds of language might prove able to express the experience of time, space, and speed opened up by a flight to the Moon?
Works studied will likely include Pynchon, *Gravity's Rainbow*; Wolfe, *The Right Stuff*; Mailer, *Of a Fire on the Moon*; as well as films, memoirs, and readings in cultural history and language theory.
Class Format: seminar **Requirements/Evaluation:** frequent ungraded exercises; two essays (one of eight and of twelve pages); regular attendance and vigorous participation
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** English majors; Comparative Literature majors; prospective English majors
Dept. Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AMST
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 **Other Attributes:** ENGL Criticism Courses
ENGL Literary Histories C
Spring 2015

SEM Section: 01 MWF 08:30 09:45 Instructor: Shawn Rosenheim

ENGL 314 Groovin' the Written Word: The Role of Music in African American Literature Crosslistings: AFR 314/AMST 314/COMP 321/ENGL 314
In an interview with Paul Gilroy, Toni Morrison once said, "Music provides a key to the whole medley of Afro–American artistic practices." Morrison is not the only one who believes that music speaks to numerous aspects of the African American experience. From Sterling Brown and Zora Neale Hurston to John Edgar Wideman and Suzan Lori–Parks, many African American authors have drawn on music to take political stands, shape creative aesthetics, and articulate black identity. In this course, students will explore the work of these authors and more, investigating music's ability to represent and critique African American culture in their literature. Texts will cover a range of literary forms including poetry, plays, short stories and novels alongside theoretical and critical essays. Students will discuss such key issues as assimilation into mainstream culture, authenticity claims on black music, and music used as a tool for protest. Additionally, class assignments will include musical examples in spirituals/gospel, blues, jazz, and rock/rhythm and blues. While this class requires students to practice in–depth literary and performance analysis skills, students are not required to have technical musical knowledge.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based upon class participation, short weekly reading responses and/or listening assignments, one 6– to 8–page paper comparing two works, final group project (possibly producing a radio show/ podcast)
Prerequisites: none; open to all **Enrollment Limit:** 20 **Expected Class Size:** 15
Distribution Notes: meets Division 2 requirement if registration is under AFR or AMST; meets division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
LEC Instructor: Rashida Braggs

ENGL 315(F) Poetry of Milton
The course will primarily consist of a close reading of "Paradise Lost," though we will look at few of Milton's earlier works. Readings will include "Comus," "Lycidas," and "Paradise Lost", some sonnets, and some passages from "Areopagitica."
Class Format: seminar **Requirements/Evaluation:** two five page essays; one 10 page essay; several short response essays and 10% of grade is on participation
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** English majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 **Other Attributes:** ENGL Literary Histories A
Fall 2014
SEM Section: 01 MWF 11:00 12:15 Instructor: Alan De Gooyer

ENGL 316(S) Blackness, Theater, Theatricality Crosslistings: ENGL 316/AMST 324
Representations of African American life have pervaded the various genres and tiers of American culture, embodying a carnival of competing attitudes and perspectives. Many oddities and ironies result from this curious history. For example, African Americans as theatrical figures enter American consciousness via the minstrel stage, where white entertainers wearing burnt cork lampooned Negroes to amuse white audiences. Eventually, black performers created their own versions of minstrelsy, black playwrights created dramas more sympathetic to black life, and representations of black life proliferated in every noteworthy medium. This course will consider how attitudes about blackness have informed or deformed theatrical representations of African American life. It will examine major texts by African American writers, considering both their social importance and their aesthetic experiments and innovations. It will range from politically oriented works of social realism such as Theodore Ward's *Big White Fog* and Lorraine Hansberry's *A Raisin in the Sun* to expressionistic protest works like Amiri Baraka's *Dutchman and Slave Ship* and Ntozake Shange's *For Colored Girls* to August Wilson's earnest histories and the post–modern satires of Adrienne Kennedy and Suzan–Lori Parks
. Alongside these, we will also consider a variety of comic traditions, ranging from minstrelsy to Spike Lee's film *Bamboozled* and characters created by comedians such as Jackie "Moms" Mabley and Richard Pryor. And how should we assess *Porgy*, a play by the white writer Dubose Heyward, which evolved into America's greatest opera, *Porgy and Bess*? This course will be an ongoing inquiry into the riotous theatricality of American blackness.
Class Format: seminar **Requirements/Evaluation:** a 5–7 page paper and a final 15 page paper
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** English majors and Africana Studies concentrators
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST
Distributional Requirements: Division 1
Spring 2015
SEM Section: 01 MR 02:35 03:50 Instructor: David Smith

ENGL 317 Black Migrations: African American Performance at Home and Abroad Crosslistings: AFR 317/COMP 319/DANC 317/ENGL 317/THEA 317/A
In this course, students will investigate, critique and define the concepts migration and diaspora with primary attention to the experiences of African Americans in the United States and Europe. Drawing on a broad definition of performance, students will explore everything from writing and painting to sports and dance to inquire how performance reflects, critiques and negotiates migratory experiences in the African diaspora. For example, how did musician Sidney Bechet's migration from New Orleans to Chicago to London influence the early jazz era? How did Katherine Dunham's dance performances in Germany help her shape a new black dance aesthetic? Why did writer James Baldwin go all the way to Switzerland to write his first novel on black, religious culture in Harlem? What drew actor/singer Paul Robeson to Russia, and why did the U.S. revoke his passport in response to his speeches abroad? These questions will lead students to investigate multiple migrations in the African diasporic experience and aid our exploration of the reasons for migration throughout history and geography.
Class Format: seminar/discussion **Requirements/Evaluation:** evaluation will be based upon class participation, one 5– to 7–page paper analyzing a performance/text, student–led class facilitation, final performance/ presentation
Prerequisites: none; open to all **Enrollment Limit:** 15 **Expected Class Size:** 10
Distribution Notes: meets Division 2 requirement if registration is under AFR or AMST; meets Division 1 requirement if registration is under COMP, DANC, ENGL or THEA
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
SEM Instructor: Rashida Braggs

ENGL 319(S) Sensational Poetry
"If I feel physically as if the top of my head were taken off, I know that is poetry," writes Emily Dickinson. Lyric poems turn the most evanescent sensory experiences into words, giving them a seductive materiality that we can hear, see, touch, taste, and smell. Lyric poems are personal and communal, immediate and eternal, conversational and incantatory. "A poem begins with a lump in the throat," Robert Frost remarks, for "a complete poem is one where an emotion has found its thought, and the thought has found the words." This course explores shifts in poetic conventions and material culture from Neoplatonic idealization to sexual seduction, from manuscript transmission to print and internet. We will read reflections on poetry and the senses from Plato and Aristotle to Julia Kristeva and Susan Stewart, and lots of sensational poetry by Renaissance, modern, and contemporary poets such as Philip Sidney, William Shakespeare, John Donne, Ben Jonson, George Herbert, T. S. Eliot, Robert Frost, William Yeats, Richard Wilbur, Mark Strand, Louise Glück, Billy Collins, and Li–Young Lee.
Class Format: discussion **Requirements/Evaluation:** journal entries and a final 10–12 page paper
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** English majors (and aspiring poets)
Distributional Requirements: Division 1 **Other Attributes:** ENGL Literary Histories C
Spring 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Ilona 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 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.
Class Format: seminar **Requirements/Evaluation:** midterm and final papers, and a take–home final exam
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** English majors
Distributional Requirements: Division 1 **Other Attributes:** ENGL Criticism Courses
ENGL Literary Histories A
Spring 2015
SEM Section: 01 TF 02:35 03:50 Instructor: Stephen Fix

ENGL 323T(F) A Novel Education (W)
All novels are conscious of their readers; eighteenth–century novels are obsessed with them. In the century when the genre first flourished, readers are the ultimate objects of novelists' plots. We are addressed, teased, pleaded with, embarrassed, flattered, made fun of, praised, chided, solicited, warned, reminded, rebuked, asked for sympathy, and–always–closely watched. Eighteenth–century novelists–and their narrators–aggressively educate their readers, not only teaching us how to interpret the novel itself, but also demanding that we self–consciously question the powers of mind and habits of heart we bring to the process of interpreting a book, ourselves, and our world. In this tutorial course, we will explore the narrative and rhetorical strategies two of the century's greatest novelists use in creating, shaping, and finally educating their readers. We will focus principally on Henry Fielding's *Tom Jones* (1749) and Laurence Sterne's *Tristram Shandy* (1760–67)—long, brilliantly intricate novels that go about their work in very different ways, but that are equally committed to the project of giving their readers a novel education. We will consider—much more briefly—Fielding's *Joseph Andrews* and Bunyan's *Pilgrim's Progress*. We will also read criticism by such "reader response" theorists as Stanley Fish and Wolfgang Iser, and—in the individualized setting of a tutorial—students will be asked to develop and articulate their own theories of reading by examining critically the ways in which texts affect and educate them.
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.
Class Format: tutorial; students will meet with the instructor in pairs for an hour each week **Requirements/Evaluation:** a 5–6 page paper every other week, and comment on their partners' papers in alternate weeks
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** English majors. Not open to first–year students.

Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ENGL Criticism Courses
ENGL Literary Histories A
Fall 2014
TUT Section: T1 TBA Instructor: Stephen Fix

ENGL 326(S) Race and Abstraction Crosslistings: AMST 465/AFR 465/COMP 465/ENGL 326
Minority artists—writers and visual artists mainly and, to a lesser degree, musicians—face a difficult "double bind" when creating works of art: the expectation is that they, like their racially marked bodies, will exhibit their difference by means of concrete signifiers (details, tropes, narratives, themes) of racial difference. Thus, the work is judged primarily in terms of its embodied sociological content (material, empirical) and not by "abstract" standards of aesthetic subtlety, philosophical sophistication, and so on. At the same time, in the popular and academic imaginary, minority subjects and artists poets occupy a single abstract signifying category—homogeneous, undifferentiated, "other," marginalized, non–universal—while racially "unmarked" (white) artists occupy the position of being universal and individual at once.
The irony, of course, is that, say, an African American poet's being read as an abstract signifier does not mean that the black subject or writer is seen as capable of engaging in abstract ideas. This course will ask questions about the problem of race and abstraction by looking at the work of various African American and Asian American writers, visual artists and musicians—including Will Alexander, Mei–mei Berssenbrugge, David Hammons, Yayoi Kusama, Tan Lin, Nathaniel Mackey, and Cecil Taylor—as well as critics. We will pay particular attention to formally experimental works.
This course will ask questions about the problem of race and abstraction by looking at the work of various African American and Asian American writers, visual artists and musicians—including Will Alexander, John Keene, Mei–mei Berssenbrugge, John Yau, Cecil Taylor, David Hammons, and Yoko Ono—as well as critics. We will pay particular attention to formally experimental works.
Class Format: seminar **Requirements/Evaluation:** two papers (one 6–8 pages and the other 10–12 pages), in–class presentation, brief response papers, and class participation
Prerequisites: none if registering under AMST, AFR, or COMP, though a previous lit, art or music class would be helpful; if registering under ENGL, 100–level ENGL course, or 5 on AP English Lit exam or 6 or 7 on the Higher Level IB English exam required **Enrollment Limit:** 13 **Expected Class Size:** 13
Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AFR or AMST
Distributional Requirements: Division 2 **Other Attributes:** AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST 400–level Senior Seminars
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Dorothy Wang

ENGL 327 Experimental African American Poetry Crosslistings: AMST 307/COMP 311/AFR 301/ENGL 327
Contemporary African American poets in various cities and towns across the nation—from New York City, Providence, and Newark to Durham, Chicago, and Los Angeles—are currently producing a vibrant and thriving body of formally experimental work, yet this poetry is largely unknown to readers both within and outside the academy. Formally innovative African American poetry defamiliarizes what we normally expect of "black writing" and also pushes us to question our assumptions and presumptions about black identity, "identity politics," experimental writing (is the avant–garde implicitly raced?), formalism, socially "relevant" writing, the (false) dichotomy of form versus content, the black "community," digital poetics, and other issues of race and aesthetics.
This course will examine the work of living poets who range in age from 30's to 80's, including Amiri Baraka, Ed Roberson, Nate Mackey, Will Alexander, Harryette Mullen, Tyrone Williams, John Keene, Fred Moten, Erica Hunt, and Renee Gladman. We will also look at the work of some of their avant–garde predecessors in the twentieth century (such as Bob Kaufman, Gwendolyn Brooks, Norman Pritchard, Russell Atkins), as well as critical work by Mackey, Moten, and Aldon Nielsen, among others.
Class Format: seminar **Requirements/Evaluation:** two papers (6–8 pp., 8–10 pp.), short response papers, oral presentation, and class participation
Prerequisites: none, though at least one previous literature course preferred **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** American Studies majors
Distribution Notes: meets Division 2 requirement if registration is under AMST or AFR; meets Division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2 **Other Attributes:** AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
SEM Instructor: Dorothy Wang

ENGL 328(F) Narrating Other Minds: Austen, Eliot, Woolf Crosslistings: ENGL 328/WGSS 328
At roughly fifty–year intervals, Britain produced three brilliant female novelists— Jane Austen, George Eliot, and Virginia Woolf— who would each become renowned, in her own way, for her ability to combine minutely detailed social observation with a rich depiction of the inner lives of her characters. This course will examine some of their major fiction— with an emphasis on Austen and Eliot— in the context of recent critical debate about the nature and implications of their narrative methods for representing the consciousnesses of characters, and of the authorial narrative voices that mediate among them. Questions to be considered: how is our understanding of novelistic characters and consciousness shaped by our real–life experience in interpreting the thoughts and character of others, and vice versa? Do "omniscient" narrators lay claim to a privileged kind of knowing presumed to be unavailable either to their character or to readers, or are they modelling humanly available interpretive stances toward a world of others? Why does "free indirect discourse"— which blurs the distinction between the consciousness of narrator and character— feature so prominently in the work of all three? Possible texts include Austen's *Emma* and *Persuasion*, Eliot"s *Middlemarch, Daniel Deronda,* and *The Lifted Veil*, and Woolf's *The Waves.*
Class Format: seminar **Requirements/Evaluation:** three 5– to 8–page essay and several shorter assignments
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 25
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1 **Other Attributes:** ENGL Criticism Courses
ENGL Literary Histories B
Fall 2014
SEM Section: 01 MR 02:35 03:50 Instructor: Alison Case

ENGL 329(F) Premodern Sexualities (D) Crosslistings: ENGL 329/WGSS 329
Is it possible that a European Middle Ages so beholden to the cultural authority of the Catholic Church could model forms of desire relevant to 21st–century discourse about sexual identity? In this course, we will think about what medieval texts can tell us about desire and how we might understand its modes within a wider perspective of a history of sexuality. In addition to investigating the theme of courtly love in medieval romance, we will explore troubadour poetry, saint's lives, theological treatises, courtesy manuals, and mystical visions. We will frame our investigation around some of the most influential narratives regarding the evolution of sexuality, including those of Michel Foucault, David Halperin and Karma Lochrie, in order to analyze how medieval texts uphold and sometimes challenge received notions about how, when, and whether these categories emerged. In our investigation, we will cover the paradox of virginity, the rise of a knightly class as an experiment in the homosocial, the poetics of desire, the sexuality of grammar, and more.
By investigating the varied modes of sexuality depicted in the narratives and practices of the European Middle Ages, Premodern Sexualities will challenge students to think critically about theorizations of gender/sexuality pre– and post–modern.
Class Format: seminar **Requirements/Evaluation:** participation in class discussion, two presentations, short position papers, one 5– to 8–page paper, one 8– to 10–page paper
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** English majors
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ENGL Literary Histories A
Fall 2014
SEM Section: 01 MR 01:10 02:25 Instructor: Christopher Taylor

ENGL 331(F) Romantic Natures Crosslistings: ENGL 331/ENVI 331
A seminar on the role of nature in British Romanticm. Romantic Literature is conventionally associated with the turn to nature, a convention that is well supported by the breathtaking landscapes and verdant microcosms that populate much of its poetry and prose. But what motivated this Romantic turn to nature, and how does it shape and or react to broader political, social and economic developments in the late Eighteenth– and early Nineteenth–centuries? Is the Romantic turn to nature a turn away from culture and politics, or is the relationship between nature and culture that Romantic texts reflect more complicated? Is Romantic nature of historical interest only, or might Romantic conceptions of nature offer us tools for confronting today's ecological dilemmas? We will consider such questions primarily through readings of the poetry and prose of canonized Romantic authors such as Wordsworth, Coleridge, Byron, Mary and Percey Shelley, Keats, and Smith. We will also consider relevant excerpts from philosophical conceptions of nature that influenced British Romanticism, and developments in contemporary art and "eco–criticism" that arguably inherit, question, and transform Romantic conceptions of nature.
Class Format: seminar **Requirements/Evaluation:** three papers (one 4 pages, one 6 pages, and one 8–10 pages) and one presentation
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** none
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 **Other Attributes:** ENGL Literary Histories B
ENVI Humanities, Arts + Social Science Electives
ENVI Environmental Policy
Fall 2014
SEM Section: 01 MR 02:35 03:50 Instructor: Walter Johnston

ENGL 332(S) Images of Law Crosslistings: JLST 401/COMP 411/ENGL 332
Works of art transform how we view the law. Novels like Melville's *Billy Budd,* Kafka's *The Trial* and Camus' *The Stranger* produce indelible images that inspire sometimes haunting reflections about all phases of the legal process — investigation, interrogation, arrest, trial, and punishment. Poems, paintings, and other art forms also offer perspectives on the law, raising issues richer and more elusive than what we encounter on Court TV, in the New York Times, or even from sophisticated legal scholars. We will probe, among other things, the nature of justice, how a penal system acquires and maintains legitimacy, different modes of fact–finding, and purposes of punishment. This course engages with works of art with the goal of gaining insight into law.
Class Format: seminar **Requirements/Evaluation:** several short writing assignments, three longer papers, class participation
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** justice and law concentrators
Distribution Notes: meets Division 2 requirement if registration is under JLST; meets Division 1 requirement if registration is under ENGL or COMP
Distributional Requirements: Division 2 **Other Attributes:** JLST Enactment/Applications in Institutions
Spring 2015
SEM Section: 01 MWF 08:30 09:45 Instructor: Alan Hirsch

ENGL 333(S) The Nineteenth–Century British Novel Crosslistings: ENGL 333/WGSS 333
Imagine this: a form of art and entertainment that purports to be able to represent everything–intimate, even inaccessible human thoughts and feelings, love, class, the city, shopping, sexuality, bureaucracy, social bonds, industrialization, nationalism, even modernity itself. In this course we will try to understand the scope of the nineteenth–century British novel's jaw–dropping representational aspirations: its claim to compre-

hend in its pages both the dizzying complexity of new social, political, and economic structures, as well as delineate in finest detail the texture of individual minds and lives. We will pay attention to the fictional modes by which apparently intractable social problems are resolved, through a sleight of hand act we seem never to tire of, in the realm of romantic love. And while we might think of the novel as an *Empire of the Little*, endlessly occupied with giving significance to the smallest acts of ordinary human life, we will think about the broader historical and social conditions the novel both represents in its pages, and is a crucial not–so–silent partner in promoting and contesting. We will also interest ourselves in the kind of under–the–counter work the Victorian novel does on behalf of British empire, as well as empire's own behind–the–scenes work for the novel. Since so many of these stories of everyday life seem as familiar to us as everyday life, we will work hard to maintain what is strange and specific about the nineteenth century even as we recognize within these works the birth of so much that is modern in our own culture.
Class Format: seminar **Requirements/Evaluation:** 2 papers, a series of shorter response papers, regular and substantial contributions to class discussion
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** English majors
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 **Other Attributes:** ENGL Literary Histories B
Spring 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Gage McWeeny

ENGL 338(F) The American Renaissance (W) Crosslistings: ENGL 338/AMST 338
The mid–nineteenth century was evidently a good time to be an American writer. Thoreau's *Walden* and Melville's *Moby–Dick*, Emerson's essays, Hawthorne's and Poe's fiction, abolitionist writings by Harriet Jacobs and Harriet Wilson, and the groundbreaking poetry of Walt Whitman and Emily Dickinson were all produced around this time. We will read through this essential period of American literature by asking how key authors imagine the relationship between the self and its community. Does the individual exist in splendid isolation? Or are we terrifyingly open to the people around us? These texts will help us explore the politics of belonging as they played out in a nation headed toward Civil War and conscious of its fractures. We'll see how much we can make this past work speak to our present moment. And we will jump in to arguments among scholars about who belongs in the canon of great American literature, whether it's a good idea to categorize texts by time and place, and what we should be reading literature for.
Class Format: seminar **Requirements/Evaluation:** 3 or 4 essays across the semester, totaling 20 pages
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** English majors, American Studies majors
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Arts in Context Electives
ENGL Literary Histories B
Fall 2014
SEM Section: 01 MR 01:10 02:25 Instructor: Ashley Barnes

ENGL 344(S) Aestheticism & Decadence Crosslistings: ENGL 344/COMP 354
"Fin de Siècle": Despair over the seeming perilous decline in moral standards, scandalously avant–garde fashions in art and writing, anxieties brought on by Britain's uneasy relation to its colonies, and the emergence of new dissident sexual and social identities, led some to fear (and others to celebrate) that the ways of Victorian Britain were not long for this world at end of the 19th century. This course will consider two loosely affiliated artistic movements, aestheticism and decadence, as responses both scandalized and scandalizing to this exhilarating period. Part of what's so tricky here is the elusiveness of the terms we'll be studying. So, much of our work will entail tracing out the multiple and often contradictory uses of them: do these terms designate a distinct cultural moment, an historically bounded period, a loose set of writers and artists, a theme? Or, might we better conceptualize aestheticism and decadence as a style of writing or a style of the self, or even a mode of art that seeks to disrupt such distinctions as the one between the self and writing—one we might find in 21st–century New York as 19th–century London? We'll read writers such as Oscar Wilde, who reveled in amoral manifestos like "art for art's sake" by elevating artifice and shallowness to first principles of life; but also Conan Doyle's Sherlock Holmes, who has his own thing for artifice. Noting the high body count in these works, we'll also ask why these texts seem so concerned with fatality, with death, with addiction, with various forms of losing the self—in art, in the metropolis, in another person. We'll focus as well on attempts to rethink traditional social bonds in works that value variously, solitude over sociality, the transient encounter over the enduring relationship, promiscuity over fidelity, and to think about how literary form might relate to those efforts.
Class Format: seminar **Requirements/Evaluation:** 2 short papers, a series of shorter response papers, regular and substantial contributions to class discussions
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** English majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 **Other Attributes:** ENGL Literary Histories B
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Gage McWeeny

ENGL 345(S) Shakespearean Comedy Crosslistings: ENGL 345/THEA 349
Among Shakespeare's most beloved, delightful, and fascinating plays are four comedies: *A Midsummer Night's Dream, As You Like It, Twelfth Night*, and *Much Ado About Nothing*. This seminar examines the language, theatricality, characterization, and comic elements through close scrutiny and discussion. Students will present brief seminar reports, memorize a few brief passages, and write three 5–page essays, to be discussed with the instructor individually and revised. The essays and discussions will test various theories of comedy and concentrate on Shakespearean language.
Class Format: seminar **Requirements/Evaluation:** three 5–page papers, seminar reports, participation in discussions
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** English majors
Distributional Requirements: Division 1 **Other Attributes:** ENGL Literary Histories A
Spring 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Robert Bell

ENGL 346(S) The Abbey Theatre (W) Crosslistings: THEA 336/ENGL 346
The Irish Literary Theatre was launched in 1899, offering brief seasons of work performed by amateurs. It aimed to provide a forum for distinctively Irish writing, to escape the constraints and conventions of London commercial drama, and to encourage artistic expression "outside" of political considerations (though all the while benefitting from the fact that British censorship laws did not apply in Ireland). By 1904 the Irish Literary Theatre had evolved into the Abbey Theatre, a year–round professional company; and this in turn eventually became Ireland's National Theatre. This course will trace the evolution of modern Irish drama from these beginnings to the present day, with a core focus on work produced by the Abbey and its rivals. Readings will include plays by Yeats, Edward Martyn, J.M.Synge, Lady Gregory, Sean O'Casey, Lennox Robinson, Brendan Behan, John B. Keane, Brian Friel, Frank McGuinness, Martin McDonagh, Marina Carr, Enda Walsh, and Conor McPherson. We will consider production and reception histories, as well as the specific political and literary contexts in which these plays were written.
Class Format: seminar **Requirements/Evaluation:** two 6+ page papers; several short journal–style writing assignments; active participation in discussion
Prerequisites: a 100–level English course, or a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Theatre majors, English majors or permission of instructor
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ENGL Literary Histories C
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: James Pethica

ENGL 347(F) Henry James
Henry James' 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 twentieth century to be mutually exposed to, and by, one another. His work examines what it means to be civilized, to be smart, and to be rich. In so doing, it raises intriguing issues of empire and of reverse colonization. We will consider how the drama of consciousness is stretched to — and past — the limit in his characters' struggles with love and conscience, and in his own preoccupation with capturing and experimenting stylistically with the narrative logic of the passions. Texts will be drawn from the novellas, including *Daisy Miller*, *The Pupil*, *The Beast in the Jungle*, and *The Turn of the Screw*; from such novels as *Portrait of a Lady*, *The Bostonians*, *What Maisie Knew*, and *The Ambassadors*; from James' travel writings; and from critical essays.
Class Format: seminar **Requirements/Evaluation:** two essays eight–ten pages
Prerequisites: a 100–level English course, or a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** junior and senior English majors
Distributional Requirements: Division 1 **Other Attributes:** ENGL Literary Histories B
Fall 2014
SEM Section: 01 MR 02:35 03:50 Instructor: Anita Sokolsky

ENGL 348T(S) Postcolonial Theory and the World Literature Debates (D) (W) Crosslistings: ENGL 348/COMP 348
When publishers, scholars, reviewers, and critics talk about the massive, beautiful, prismatic literary and cultural traditions outside of Western culture, they sometimes refer to them by their geographical provenance — African literature, say, or Sumerian art — or perhaps by their historical moment — Ottoman architecture, or postcolonial Indonesian poetry — but more and more, the catch–all category of World Literature has begun to hold sway in influential places, and is changing the shape of how we think, learn, and write about non–Western aesthetics, as well as how we participate in our "own" cultures in all their complexity. If we can imagine a kind of literature that truly goes under the headings of "World Literature," or "Global Literature," what can we possibly exclude? Doesn't all literature belong to the world? What might we gain by using this term, and what might we lose? What histories are attached to the various names and classifications we assign to culture and how does cultural "othering" uphold or resist forms of economic, political, and military dominance? In this tutorial we will work carefully through the history and influential writings of postcolonialism as a particular challenge to hegemonic forms of representation, cultural production, and naming, starting with a close consideration of the writings of the movement's founders and key commentators, including Aimé Césaire, Frantz Fanon, Edward Said, Gayatri Spivak, Robert J.C. Young, Gauri Viswanathan, and Sara Suleri, and consider their influence on later postcolonial writers and critics around the world. In the second half of the semester, we will turn our attention to the historical underpinnings and current firestorm of debates about World Literature, beginning with Goethe, Marx, Adorno, Frederic Jameson, Franco Moretti, and Pascale Casanova and shifting finally to critics of the ideas of World and Global Literature.
This tutorial allows students a sustained engagement with the politics of cross–cultural aesthetics, the canon ! debates and the culture wars, and the relationship between Western cultural institutions and non– Western art; as such, it is part of the Exploring Diversity Initiative.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on preparation of weekly reading and writing assignments and active engagement during tutorial sessions
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** students who have taken at least one course in non–Western cultures or in critical theory
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: ASAM Related Courses

ENGL Criticism Courses
Spring 2015
TUT Section: T1 TBA Instructor: Anjuli Raza Kolb

ENGL 349(S) Contemporary Theatre and Performance Crosslistings: THEA 345/ENGL 349/COMP 355
As Gertrude Stein once remarked, "The hardest thing is to know one's present moment." What is going on it today's theatre and in performance now? What are the hot topics? Who are the writers and directors of our recent past and present moment? This seminar course will consider both experimental and mainstream drama and performance from roughly the past twenty years, focusing on topics such as: auteur–directors, new realism, identity theatre, environmental theatre, performance art, cyber–plays, and the "virtuosic theatre" of the new century. Artists and groups to be considered may include: The Wooster Group, Richard Foreman, Robert Wilson, Edward Albee, Sam Shepard, David Mamet, Caryl Churchill, Tony Kushner, David Henry–Hwang, Suzan–Lori Parks, Sarah Kane, Will Eno, Richard Maxwell, Annie Baker, and others.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on written and dramaturgical–based assignments, an oral presentation, as well as in–class discussions and a creative writing and/or performance project
Prerequisites: none **Enrollment Limit:** 18 **Expected Class Size:** 15 **Enrollment Preferences:** Theatre, Art History, English or Comparative Literature majors
Distributional Requirements: Division 1
Spring 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Amy Holzapfel

ENGL 353(S) The Transmission of Culture
This course explores the transmission of culture through close analysis of key works of literature in a variety of genres from antiquity to the present, each of which reflects upon its relationship to the tradition it inherits, affirms, questions, and transforms. Course texts explore such fundamental questions as: What is an author, and what is the nature of his or her authority? What is the relationship between a writer and his or her work? Between a writer and his or her readers? What is the nature of cultural influence and what is its relationship to originality? How do anxieties about cultural transmission inform conceptions of gender and how can one transmit or inherit a history of violation, abandonment, or disinheritance? Readings may include works by Virgil, Dante, Geoffrey of Monmouth, Chrétien de Troyes, Shakespeare, Marvell, Milton, M. Shelley, Keats, Melville, Poe, Woolf, and Morrison.
Class Format: seminar **Requirements/Evaluation:** two papers (6 pp., 10–12 pp.), other short writing assignments, and one in–class presentation
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** English majors
Distributional Requirements: Division 1 **Other Attributes:** ENGL Literary Histories A
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Walter Johnston

ENGL 354(F) Hamlet (W) Crosslistings: THEA 331/ENGL 354
As Michel Foucault observed, "the face of madness has haunted the imagination" of Western culture—not just because the loss of rationality is a source of both crisis and intrigue, but because madness "deals not so much with truth and the world as with man and whatever truth about himself he is able to perceive." Hamlet, the character who feigns madness, and whose rationality and feeling are also tested well beyond that feigning, has likewise haunted the Western literary canon, raising fundamental questions about self–performance and the value of language and rationality. This course will study Shakespeare's *Hamlet* and its legacies. We will consider its literary antecedents (including Kyd's *The Spanish Tragedy*) and the theatrical and historical contexts in which it was written, prior to comprehensive study of the play. We will pay close textual and bibliographic attention to the differences between the two Quarto texts of 1603 of 1604 and the First Folio text of 1623, and to what these can tell us about performance and publication practices during the playwright's lifetime. Class exchanges with the Theatre Department production of the play will engage with questions of interpretation and performance for their work–in–progress. We will also assess at least two film versions of the play. The latter portion of the course will consider the ways *Hamlet* has haunted, and inspired, other writers over the past 400 years. Readings will Chekhov's *The Seagull*; Stoppard's *Rosencrantz and Guildenstern are Dead*; Heiner Muller's *Hamletmachine*; Martin McDonagh's *A Skull in Connemara*; and criticism by T.S.Eliot, Stephen Greenblatt and others.
Class Format: seminar **Requirements/Evaluation:** two 7+ page papers; several shorter critical response papers; active class participation
Prerequisites: a 100–level English course, a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate, or permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Theatre, English and Comparative Literature majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ENGL Criticism Courses
ENGL Literary Histories A
Fall 2014
SEM Section: 01 TR 09:55 11:10 Instructor: James Pethica

ENGL 355(F) Fanaticism Crosslistings: ENGL 355/COMP 365
Eighteenth and nineteenth–century writers of literature and political philosophy repudiate fanaticism—over and over again. Whether as a religious, political or amorous posture, fanaticism is universally decried and never avowed. But what is fanaticism, and why should it be considered such a threat, particularly during a period that for the most part embraced an enlightened secular rationalism? In this course, we will explore these questions by considering literary texts that dramatize fanaticism in light of accounts by such philosophers and historians as Voltaire, Kant, Rousseau, Hobbes, Hume, Burke, Carlyle, Mill, and Adorno. Literary readings will be drawn from works by Swift, de Stael, Shelley, Hogg, Dickens, Eliot, Hawthorne, Conrad, and Sinclair, as well as films by Dreyer, Riefenstahl, Le Roy and Pontecorvo, and drawings and engravings by Hogarth and Goya. While some of these works oppose fanaticism to enlightenment values, others see it as an effect of those values, which include sympathy, self–examination, and political flexibility. Since fanaticism has recently had considerable political currency, we will also consider some contemporary accounts that reanimate the debates and concerns of the course.
Class Format: seminar **Requirements/Evaluation:** students will write one 6– to 8–page paper and one 10– to 12–page paper
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** junior and senior English majors
Distributional Requirements: Division 1 **Other Attributes:** ENGL Criticism Courses
ENGL Literary Histories B
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: Anita Sokolsky

ENGL 356 Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora Crosslistings: AFR 323/AMST 323/ARTH 223/COMP 322/ENGL 356
This course explores how the graphic novel has been an effective, provocative and at times controversial medium for representing racialized histories. Drawing on graphic novels such as Jeremy Love's *Bayou* and Ho Che Anderson's *King*: *A Comic Biography*, this course illustrates and critiques multiple ways the graphic novel commingles word and image to create more sensorial access into ethnic traumas, challenges and interventions in critical moments of resistance throughout history. Students will practice analyzing graphic novels and comic strips, with the help of critical essays, reviews and film; the chosen texts will center on Africana cultures, prompting students to consider how the graphic novel may act as a useful alternate history for marginalized peoples. During the course, students will keep a journal with images, themes and reflections and will use Comic Life software and ipads to create their own graphic short stories based on historical and/or autobiographical narratives.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based upon class participation, weekly written responses, student–led facilitation, one 3–page graphic analysis, one 6– to 8–page essay, and a final project (producing a graphic short story with Comic Life)
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** none
Dept. Notes: this course is part of the Gaudino Danger Initiative
Distribution Notes: meets division 2 requirement if registration is under AFR or AMST; meets division 1 requirement if registration is under ARTH, COMP or ENGL
Extra Info: not available to be taken Pass/Fail
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
SEM Instructor: Rashida Braggs

ENGL 357(S) Literature of World War I Crosslistings: ENGL 357/AMST 357
The summer of 2014 marks the centennial of World War I, an historical cataclysm that caused over 37 million casualties, precipitated several revolutions and the fall of four empires, led directly to World War II, and shattered the fantasy of irreversible, peaceable progress for European civilization. The Great War also provoked startling new modes of literature, as artists strove to respond to the unprecedented horrors of trench warfare and to traumatic social and political transformations. In this course we will explore the War and the social and cultural upheavals it precipitated, as represented in historical texts and reflected in the poetry of Owen, Sassoon, Blunden, Graves, and Jones; in such novels as Remarque's *All Quiet on the Western Front*, Ford's *Parade's End*, Hasek's *The Good Soldier Svejk*, Hemingway's *A Farewell to Arms*, and Woolf's *Mrs. Dalloway*; and in films by such directors as Renoir, Milestone, Eisenstein, and Kubrick. We will examine the contrasts in these texts between the War and the misleadingly idyllic years preceding it, and between the trenches and a domestic life which was tantalizingly nearby and psychically distant. We will also explore some of the revolutionary movements triggered by the War, and the domestic upheavals in class and gender relations and in sexual and other social norms that accompanied the War and marked a rupture in European civilization.
Class Format: seminar **Requirements/Evaluation:** regular class participation and two 8– to 10–page papers
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam. **Enrollment Limit:** 20 **Expected Class Size:** 18 **Enrollment Preferences:** English majors
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST
Distributional Requirements: Division 1 **Other Attributes:** ENGL Literary Histories C
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Stephen Tifft

ENGL 358(F) Impossible India: Modern South Asian Literature in English (D) Crosslistings: ENGL 358/COMP 358/ASST 358
Since the late nineteenth century, the English language in India has belonged not just to the British conquerors, but also to the artists and writers, the poets and politicians of South Asia. From Rabindranath Tagore's mystical poetry to Viaks Swarup's novel that inspired *Slumdog Millionaire*, the styles and aesthetics of Indian English are as vast as the peninsula itself, and the literature that has emerged from this diverse region has utterly reshaped contemporary global culture. "Impossible India" will introduce students to modern South Asian literature written in English. We will aim to discover how the writing of the so–called subcontinent has effected massive literary and theoretical transformations far beyond its boundaries in literary institutions around the globe. With an attention to shifting codes of ethnicity, race, religion, and other forms of identity within India, Sri Lanka, Bangladesh, Afghanistan, and Pakistan, as well as in the African, Caribbean, and American diasporas, the course is organized around the question of what makes South Asian literature South Asian, especially when we consider the South Asian novel in English. Major topics of discussion will include caste, gender, nationalism, globalization, cosmopolitanism, crime, and hybridity. Additionally, we will take up select contemporary criticism on subaltern studies, postcolonialism, and narratology. This class will be of interest to students curious about global perspectives on race and ethnicity, postcolonialism, the contemporary novel in English, and comparative literature. Authors will include Anand, Naipaul, Narayan, Suleri, Rushdie, Roy, Lahiri, as well as select works of poetry, film, and visual art. In engaging deeply with the diverse literary traditions that fuel contemporary writing in South Asia, this course will participate in the college's Exploring Diversity Initiative.
Class Format: seminar **Requirements/Evaluation:** one seminar paper of 10–12 pages and one provocation paper of 3–4 pages and a presentation

Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** English Majors
Dept. Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under ASST
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ASAM Core Courses
ASAM Related Courses
ENGL Literary Histories C
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: Anjuli Raza Kolb

ENGL 359(F) Origins of Literary Modernity
One way of better appreciating the types of literature we like to read would be to imagine a world in which they didn't exist: a world, that is, in which you could not buy a book of poems or pay to see a play in a theater staffed by professional actors or read a novel of any kind, because no–one had ever thought to write one. That image, in fact, accurately describes our world in most places for most of its history. The greater part of the world's societies have gotten by just fine without literature. The question, then, is why anyone ever thought to open a theater in the first place — or write a novel — or print a collection of lyrics. We'll want to figure that out, and to explain, too, what kinds of societies are capable of hosting literature as we know it, and what kind of effects literature has upon such societies in turn: how poetry changes when it gets printed in books, how plays change when they get performed in front of ticket–holders, what kind of opportunities were opened up for writers in the generations around 1600, and equally, what new burdens were placed upon them. At one point, lyric poetry in English, the theater, and the novel were all new, and we'll need to know whether they had anything to do with the period's other new things: centralized governments, Protestantism, capitalism, science. We will read poems, plays, and at least one early novel, but our chief task will be to consider the competing accounts of these infant forms offered by contemporaries and later literary historians.
Class Format: seminar **Requirements/Evaluation:** two papers, totaling 20 pages or so; informal writing weekly; class attendance and participation
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 25
Distributional Requirements: Division 1 **Other Attributes:** ENGL Criticism Courses
ENGL Literary Histories A
Fall 2014
SEM Section: 01 TF 02:35 03:50 Instructor: Christian Thorne

ENGL 360(S) James 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 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.
Class Format: seminar **Requirements/Evaluation:** active participation in class discussions, several group reports, a midterm exam, a 5–page paper, and an 8– to 10–page paper
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** English majors
Distributional Requirements: Division 1 **Other Attributes:** ENGL Literary Histories C
Spring 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Stephen Tifft

ENGL 362(S) Difference and Desire (D) Crosslistings: ENGL 362/AMST 362/WGSS 362
Do we desire that which is different from us, or the same? Why are we taught to celebrate and embrace "difference," but most often in terms closer to sheer tolerance than attraction? Can difference——or sameness——be characterized as a moral good? Politically, is difference a goal or an obstacle? How and where do we encounter the "other" in ways that change who we are? This course will probably not answer these questions tidily but will definitely bring them up over and over again, refining them through close reading of poetry, graphic novels, fiction, philosophy, and film from the latter half of the twentieth century and into the twenty–first. We will encounter literary works by Roland Barthes, Alison Bechdel, Junot Díaz, Marguerite Duras, Ariana Reines, Adrian Tomine, Monique Truong, as well as films by Rainer Warner Fassbinder, Isaac Julien, and Eric Rohmer. As we court these scintillating primary texts, we will also flirt with secondary authors in psychoanalysis, queer theory, feminism, black studies, and postcolonial studies. As the aim of our course is to explore and interrogate the notion of social difference itself, we will participate in the College's Exploring Diversity Initiative. This EDI course will focus on the power relation between queer sexuality and heteronormativity in twentieth–century culture, as well as on the relationship between queerness as lived experience (cultural practice) and queerness as metaphor (institutional and psychic life).
Class Format: seminar **Requirements/Evaluation:** one 5–page paper and one 8– to 10–page paper, and steady and thoughtful class participation
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** English majors
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ENGL Literary Histories C
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Seulghee Lee

ENGL 363(F) Literature and Psychoanalysis (W) Crosslistings: COMP 340/ENGL 363
The British psychoanalyst D. W. Winnicott once wrote: "It is a joy to be hidden, and a disaster not to be found." This course will explore the many ways in which writing enacts this paradox, examining in the process several main strands of psychoanalytic thought in relation to literature that precedes, accompanies, and follows it in history. Approximately the first two–thirds of the course will involve close readings of theoretical and literary texts, which will be shared in a seminar format. In the latter portion of the course, students will work with each other and with the instructor on analyzing the processes of reading and writing as they produce original psychoanalytic readings of texts of their choice. *All readings in English.*
Class Format: lecture/discussion **Requirements/Evaluation:** active engagement with the material and with each other, plus two 5–page papers, one 8–page paper, and a symposium presentation
Prerequisites: one previous course in either COMP or ENGL, or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Comparative Literature students
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives
ENGL Criticism Courses
Fall 2014
SEM Section: 01 TF 01:10 02:25 Instructor: Gail Newman

ENGL 364T(F) Documentary Poetry (D)
One of the most vibrant trends in contemporary writing, documentary poetry draws on various kinds of source materials (including photographs, newspapers, legal records, and public testimonials) in the creation of innovative forms. This course will be a joint adventure in the reception and production of such work, and is designed for anyone interested in the intersections of the creative and the socio–political. Our documentary models treat a range of subjects — from a slave–ship massacre, to coal mining accidents in West Virginia and China, to American gun violence, to the impact of climate change — yet all share both an investigative approach and a commitment to thinking about the way individual lives are shaped by larger social and historical structures. Generically, these works make use of the strategies of poetry, but also frequently incorporate essay, narrative, and image to create distinctly mixed forms. Students likewise will choose topics to investigate over the term, and their final projects will be printed through Publication Studio, an on–demand press in residency at WCMA in Fall 2014.
As part of the Exploring Diversity Initiative, this tutorial engages questions of power and privilege, asking students to pursue an independent writing project that works empathically to understand a situation by uncovering its social, political, cultural, and historical contexts. Readings will likely be drawn from the following authors: Anne Carson, Julie Carr, Bhanu Kapil, Myung Mi Kim, Mark Nowak, Craig Santos Perez, M. NourbSe Philip, Claudia Rankine, Julianna Spahr, and C.D. Wright.
Class Format: tutorial **Requirements/Evaluation:** students will meet with the instructor in pairs for an hour each week; they will write a 5– to 7–page critical paper or installment of their documentary project every other week (five in all), and comment on their partners' work in alternate weeks
Prerequisites: a 100–level English course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** if over–enrolled, admission will be decided based on a writing sample
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ENGL Literary Histories C
Fall 2014
TUT Section: T1 TBA Instructor: Jessica Fisher

ENGL 367(F) Documentary Fictions Crosslistings: ENGL 367/ARTH 367/COMP 367
The first movies excited viewers not by telling stories, but by reproducing the world. A dancer's billowing skirts, the sight of Niagara Falls, the arrival of a train at the station — such vignettes felt viscerally real. Our fascination with documentaries derives, in large part, from the way such seemingly transparent images are woven into narratives full of hidden assumptions. Every viewer of the Zapruder film sees the same thing: President Kennedy, struck by a bullet, lurches forward. But what that might mean — whether it points toward a lone gunman or a conspiracy, toward the Soviet Union or the CIA — still remains uncertain. We'll explore the tensions between image and story, evidence and context, in films ranging from Fred Ott's *Sneeze* (1894) to Josh Oppenheimer's *The Act of Killing*, (2012), concluding with a look at the effects of contemporary image technologies on our sense of both personal and national identity. Readings for the course will be drawn from narrative theory, epistemology, and cultural theory, as framed by writers including Trinh Minh–ha, Vivian Sobchak, Christian Metz, and Bill Nichols.
Class Format: seminar **Requirements/Evaluation:** five written and multimedia exercises; two essays (eight and twelve pages); a willingness to experiment with formats and argumentation; active participation
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** English majors; Art and Comparative Literature majors; students with experience making video
Distributional Requirements: Division 1 **Other Attributes:** ENGL Criticism Courses
ENGL Literary Histories C
Fall 2014
SEM Section: 01 MWF 11:00 12:15 Instructor: Shawn Rosenheim

ENGL 369(S) American Poetry Crosslistings: ENGL 369/COMP 369
This course will survey American poetry from Whitman and Dickinson to the present, focusing on some of the major poetic movements of the 20th century (including Modernism, the New York School, the San Francisco Renaissance, Confessional and Language Poetry). We'll read a few poets deeply, tracing both their inheritances and also the ways they each "make it new," in Pound's phrase. Along the way, we'll ask what social, historical, and aesthetic pressures shape the poetry of the long 20th century, and will develop an account of ways these writers radically change poetry as a genre.

Class Format: seminar **Requirements/Evaluation:** regular attendance, engaged and thoughtful participation, and two papers (one 5– to 7–pages and one 8– to 10 – pages long)
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** English Majors
Distributional Requirements: Division 1 **Other Attributes:** ENGL Literary Histories C
Spring 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Jessica Fisher

ENGL 370 Literary and Critical Theory in the Twentieth Century Crosslistings: COMP 380/ENGL 370
From the rise of modern literary criticism around 1900 to the explosion of high theory in the 1980s and 1990s, the twentieth century witnessed an international flowering of new ideas about how to interpret art and literature: Russian Formalism, American New Criticism, French Structuralism and Deconstruction, new varieties of hermeneutic criticism, and a welter of post– prefixed concepts that claim to transcend national boundaries: the poststructural, the postmodern, the postcolonial, the posthuman. What are the ideas associated with these different movements, and how are they connected? Does each represent a radical break with previous ways of reading, or do they actually build on one another and evolve in a systematic way? The course will focus on careful reading of essays representing major 20th–century critical schools (and a couple of their earlier precursors), by critics like Schiller, Shklovsky, I.A. Richards, Barthes, Derrida, Said, and others. Written assignments will encourage you to parse these theories carefully and apply them to the literary texts that most interest you: prose or poetry from any time and place; film, visual art, or architecture; music, new media, or digital media, etc.
Class Format: seminar **Requirements/Evaluation:** attendance and active participation, several short response assignments summarizing and applying the theory, and a final project consisting of a scripted oral presentation plus a final 15–page paper
Prerequisites: at least one previous literature or theory course **Enrollment Limit:** 15 **Expected Class Size:** 12 **Enrollment Preferences:** students majoring in a related discipline
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: Christopher Bolton

ENGL 371T The Brothers Karamazov (W) Crosslistings: RUSS 331/COMP 331/ENGL 371
Widely hailed as one of the greatest novels ever written, Dostoevsky's *The Brothers Karamazov* contains a series of enigmas, not the least of which is precisely who murdered the Karamazov father. In addition to exploring the shared guilt of all four of the brothers Karamazov in the crime of patricide, Dostoevsky poses the most probing questions of his day: Are families tied together merely by blood or by deeper spiritual bonds? Is religious faith possible in an age of reason, science, and technology? Can man's earthly laws ever carry out divine justice? Is humanity prepared to bear the burden of responsibility that comes with freedom? This tutorial will spend an entire semester exploring Dostoevsky's masterwork, and we will read a variety of secondary sources alongside *The Brothers Karamazov*, including history, philosophy, and literary theory. Our goal will be to understand Dostoevsky's answers to these so–called "accursed questions" through the unique artistic form of The Brothers Karamazov.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions
Prerequisites: at least one 200–level literature class **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** students majoring or considering a major in Russian, Comparative Literature, or English
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Writing Intensive
Not Offered Academic Year 2014–2015
TUT Instructor: Julie Cassiday

ENGL 372T(F) American Modernist Fiction (W) Crosslistings: ENGL 372/AMST 372
Modernism among writers began in the second half of the nineteenth century and continued through perhaps World War II; we shall concentrate on fiction from around the 1920s, by such writers as Faulkner, Hemingway, Fitzgerald, Toomer, Cather, and Stein. Modernism tends to be difficult and elitist, though such writers as Fitzgerald and Hemingway tried to make popular careers out of its methods. Its reception has always been controversial and paradoxical: modernism either unleashes revolutionary thinking or displaces it (and either alternative may be its value); it either allows expression to repressed forms of sexuality or re–represses them; it either registers new racial realities or is specifically designed to keep racial structures in place. In this tutorial we shall address both American modernist fiction and its reception, and thus will conduct a continuing investigation of the relation of obscure meaning and imputed historical significance.
Class Format: tutorial **Requirements/Evaluation:** one hour meeting every week; students will write and deliver papers every other week (five in all) of 5–7 pages, and will critique papers in their off–weeks
Prerequisites: a 100–level English course, or a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate; not open to first–year students **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** English majors
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Arts in Context Electives
ENGL Criticism Courses
ENGL Literary Histories C
Fall 2014
TUT Section: T1 TBA Instructor: John Limon

ENGL 374 Cities of the Anglophone Chinese Imagination (D) Crosslistings: AMST 305/ASST 305/COMP 303/ENGL 374
The current academic vogue for the "diasporic" and the "transnational" has shifted the emphasis away from viewing ethnic literatures solely, or primarily, as minority national literatures and towards reading them more "globally." Such a re–framing, while potentially exciting, raises new questions. For example, what exactly is shared by subjects in a given diaspora? Does the term "diaspora" necessarily invoke the specter of racial essentialism? What happens to concepts of of race, racialization and racism when one moves away from local and national politics? Is the idea of a diasporic subject much less vexing than the idea of a racially minoritized person? How important a role does the shared English language play in these diasporas? In this course, we will look at the works of a specific diasporic literary group, English–language writers of Chinese descent, living in England, former British settler colonies (the United States, Canada, Australia) and other sites in Asia formerly colonized by the British. We will consider how geographic sites function as material spaces and places of the imagination and how the English language is itself a material and imaginary space.
Class Format: discussion/seminar **Requirements/Evaluation:** evaluation will be based on one 5– to 7–page paper, one 8– to 10–page paper, short response papers, participation
Prerequisites: those taking this as an ENGL class must have previously taken a 100–level ENGL course **Enrollment Limit:** 17 **Expected Class Size:** 10 **Enrollment Preferences:** American Studies majors
Distribution Notes: meets Division 2 requirement if registration is under AMST or ASST; meets Division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Dorothy Wang

ENGL 375 New Asian American, African American, Native American, and Latina/o Writing (D) Crosslistings: AMST 403/COMP 375/ENGL 375/AFR 403/LATS 403
Critics reading minority writing often focus on its thematic—i.e., sociological—content. Such literature is usually presumed to be inseparable from the "identity"/body of the writer and read as autobiographical, ethnographic, representational, exotic. At the other end of the spectrum, avant–garde writing is seen to concern itself "purely" with formal questions, divorced from the socio–historical (and certainly not sullied by the taint of race). In the critical realm we currently inhabit, in which "race" is opposed to the "avant–garde," an experimental minority writer can indeed seem an oxymoron. In this class we will closely read recent work by Asian American, African American, Native American and Latino/a writers which challenges preconceptions about ethnic literature, avant–garde writing, genre categorization, among other things. The writing done by these mostly young, mostly urban, poets and fiction writers is some of the most exciting being written in the United States today; their texts push the boundaries of aesthetic form while simultaneously engaging questions of culture, politics, and history. Reading them forces us to re–think our received notions about literature. Authors to be read include Will Alexander, Sherwin Bitsui, Monica de la Torre, Sesshu Foster, Renee Gladman, Bhanu Kapil, Tan Lin, Tao Lin, Ed Roberson, James Thomas Stevens, Roberto Tejada, and Edwin Torres.
Class Format: seminar/discussion **Requirements/Evaluation:** evaluation will be based on either one 16– to 18–page seminar paper or two shorter papers (one 7–8 pages and one 9–10 pages); short response papers; participation
Prerequisites: those taking this as an ENGL class must have previously taken a 100–level ENGL course **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** American Studies majors
Distribution Notes: meets Division 2 requirement if registration is under AMST, AFR or LATS; meets Division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST 400–level Senior Seminars
ENGL Literary Histories C
LATS Comparative Race + Ethnic Studies Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Dorothy Wang

ENGL 376(F) Silent Film Crosslistings: ENGL 376/COMP 376/AMST 376
For many contemporary filmgoers, the silent era represents a cinematic Dark Ages in which the lack of sound and spectacular special effects makes its films seem quaint or primitive. Yet silent cinema represents an era of unparalleled transformation in which structures of narrative and the language of visual representation were virtually re–invented to meet the needs and the potentialities of a new medium, and the very relationship between art and entertainment was re–defined, producing hundreds of films that are the aesthetic equal of any contemporary work. The absence of synchronous sound allowed silent cinema a visual freedom that fostered forms of artistic experimentation unattainable in sound cinema, leading some aestheticians to proclaim the artistic superiority of silent cinema. In this course we will survey classic narrative films by such directors as D. W. Griffith, Erich von Stroheim, and Abel Gance; stars of silent cinema such as Greta Garbo, Douglas Fairbanks, Mary Pickford, and Rudolph Valentino; the flowering of American silent comedy in the work of Chaplin and Keaton; the creation of exciting new modes of political art by Eisenstein, Pudovkin, Vertov, and other directors of Soviet montage cinema; expressionist, surrealist, and other avant–garde work by such filmmakers as Murnau, Dulac, Man Ray, Buñuel, and Dreyer; and brilliant silent films by major directors better known for their sound films, such Ernst Lubitsch, Yasujiro Ozu, and Alfred Hitchcock. Films will be regularly accompanied by readings in aesthetic and film theory.
Class Format: seminar **Requirements/Evaluation:** regular class participation, two 5– to 7–page papers, and a final examination
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam. **Enrollment Limit:** 20 **Expected Class Size:** 18 **Enrollment Preferences:** ENGL and COMP Majors
Dept. Notes: satisfies either English Literary History C OR English Criticism requirement
Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AMST
Distributional Requirements: Division 1 **Other Attributes:** ENGL Criticism Courses
ENGL Literary Histories C

Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: Stephen Tifft

ENGL 380(F) Amiri Baraka and Audre Lorde (D) Crosslistings: ENGL 380/AMST 380/WGSS 380/AFR 382
In both literary content and political disposition, Audre Lorde and Amiri Baraka were radically different people. Lorde was a queer feminist icon credited with furthering the concepts of intersectional identity and black feminism, while Baraka was accused throughout his career of obliviously brazen machismo and criticized for his use of homophobic invective. Baraka endorsed the very notions of leadership and community from which Lorde crafted an identity of marginality, and Lorde endorsed a community–bound poetics contrasted to Baraka's avant–gardism. But for all their differences, Lorde and Baraka were arguably the two most significant African American writers of the late twentieth century, and, however surprisingly, they staked similar conceptual territory, addressing such themes as the possibility of spiritual self–discovery, the possibility of liberatory consciousness, the significance of emotions in building community, and the relationship between sexuality and racial identity. We will explore such issues by way of closely attending to their texts, and since another similarity between them was a prolific range of genre, we will have the opportunity to delve into poetry, essays, fiction, drama, and memoir, with a slight but definite preference for their poetry. We will also place these writers in their political and philosophical contexts, sampling secondary sources on the Black Arts movement, queer theory, contemporary American and African American poetry, and transnational black studies. As we will be discussing two writers whose collective contribution to minority discourse is nothing short of monumental, our course will participate in the College's Exploring Diversity Initiative. Specifically, this EDI course will emphasize the ongoing historical negotiation between blackness and white supremacy in the contemporary period, in addition to the relationship between queer sexuality and blackness.
Class Format: seminar **Requirements/Evaluation:** one 5–page paper and one 8– to 10–page paper, and steady and thoughtful class participation
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** English majors
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR, AMST or WGSS
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ENGL Literary Histories C
Fall 2014
SEM Section: 01 TR 11:20 12:35 Instructor: Seulghee Lee

ENGL 381(S) Who's Afraid of Failure? (D) Crosslistings: ENGL 381/AMST 381/AFR 380/WGSS 381/COMP 381
Success is demanding, as any Williams student knows, and all that discipline–hard work, sacrifice, perseverance–can come to seem an end in itself. But as the great theorist of children's animation and stoner movies Jack Halberstam has noted, sometimes failure turns out to be a better bet than success: it can reveal the blindspots of dominant ideologies, while opening up alternative ways of living in the world. This course will take a long detour through meditations on failure emerging from queer theory, Asian American studies, and black studies, with a particular interest in what failure can reveal about higher education and related disciplinary institutions, such as prisons or the so–called "internment camps" for Japanese Americans during World War II. This course fulfills the Exploring Diversity requirement by considering how the stigmatization of difference and justification of social inequality are inscribed in supposedly neutral rubrics of success and failure.
Readings may include Halberstam's *Queer Art of Failure*, Junot Diaz's *Brief Wondrous Life of Oscar Wao*, and works by Fred Moten, Roderick Ferguson, Angela Davis, Hisaye Yamamoto, Toshio Mori, Nella Larsen, Victor Lavalle, and others. Students will also have the opportunity to bring these concepts to bear on other social concerns and/or cultural objects (music, film, etc.) of their choice, as we attempt to figure out just what a course in cultural criticism might be good for in a society infatuated with success. What are you planning to do with that liberal–arts degree, anyway?
Class Format: seminar **Requirements/Evaluation:** class participation, frequent short writing assignments, a midterm take–home exam, and a final project
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor **Enrollment Limit:** 25 **Expected Class Size:** 10 **Enrollment Preferences:** English majors and Africana Studies concentrators
Distribution Notes: meets Division 1 requirement if registration is under ENGL and COMP; meets Division 2 requirement if registration is under AFR, AMST or WGSS
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ASAM Related Courses
ENGL Criticism Courses
ENGL Literary Histories C
Spring 2015
SEM Section: 01 MWF 11:00 12:15 Instructor: Vincent Schleitwiler

ENGL 383(S) Representing History Crosslistings: ENGL 383/COMP 383/HIST 399
Moments of political turmoil expose the highly charged ways in which a culture structures itself around a narrative past. In this course, we will read literary and cinematic works that invoke such moments of upheaval—the French and Russian Revolutions as well as those of 1848, the rise of fascism and the Great Depression of the 1930s, the battle for Algerian independence, the AIDS crisis, among others—in order to explore those fraught narratives of the past. We will consider such issues as the rise of the historical novel, the aesthetics of fascism and of democracy under pressure, fantasies of decolonization, representational clashes of culture, forms of affective and sexual disorientation, and the uses of melancholy in representing historical loss. Readings will be drawn from literary works by Edgeworth, Scott, Shelley, Balzac, Eliot, Conrad, Kafka, Babel, Mann, Borges, Stoppard, Kushner, Morrison, Pahmuk, Bolano, and Philip, and theoretical essays by Kant, Burke, Carlyle, Marx, Benjamin, Lukacs, Adorno, Foucault, de Certeau, Jameson, Lefort and Ahmed. Films will include such works as Eisenstein's *October*, Reifenstahl's *The Blue Light*, Wellman's *Nothing Sacred* and Pontecorvo's *The Battle of Algiers*.
Class Format: seminar **Requirements/Evaluation:** two essays, 8–10 pages
Prerequisites: a 100–level English course, or a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** Junior and senior English and Comparative Literature majors
Extra Info: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under HIST
Distributional Requirements: Division 1 **Other Attributes:** ENGL Criticism Courses
ENGL Literary Histories B
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Anita Sokolsky

ENGL 386(F) Catastrophe/Apocalypse: The Movie
The film industry has always appreciated the visual and dramatic possibilities of catastrophe, and lately the apocalyptic and post–apocalyptic sensibility seems to be everywhere in our mass culture. In fact, being plugged into the zeitgeist might necessarily entail a familiarity with the emerging tropes and assumptions of this subgenre. This course will consider the ways in which such films model for us those moments when our expectations and/or actions collide with the devastating and unforeseeable realities of our physical world and political situation. How do we measure loss when loss occurs at the upper end of the human scale? How do we consider collectively, in either secular or metaphysical terms, the issue of our own complicity in — if not responsibility for— disaster? Films to be studied will include W.S. Van Dyke's *San Francisco*, Steven Spielberg's *Schindler's List*, Roman Polanski's *The Pianist*, Stanley Kubrick's *Dr. Strangelove*, George Romero's *Night of the Living Dead*, Ridley Scott's *Blade Runner*, Edgar Wright's *Shaun of the Dead*, Michael Heneke's *Time of the Wolf*, Danny Boyle's *28 Days Later*, Alfonso Cuaron's *Children of Men*, Bruce McDonald's *Pontypool*, Yoshiro Nakamura's *Fish Story*, and Joshua Oppenheimer's *The Act of Killing*.
Class Format: seminar **Requirements/Evaluation:** four short papers and in–class presentations
Prerequisites: ENGL 204 or permission of the instructor **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** junior and senior English majors
Distributional Requirements: Division 1 **Other Attributes:** ENGL Literary Histories C
Fall 2014
SEM Section: 01 MR 02:35 03:50 Instructor: James Shepard

ENGL 389(S) The Fiction of Virginia Woolf Crosslistings: ENGL 389/WGSS 389
"Let us record the atoms as they fall upon the mind in the order in which they fall, let us trace the pattern, however disconnected and incoherent in appearance, which each sight or incident scores upon the consciousness. Let us not take it for granted that life exists more fully in what is commonly thought big than in what is commonly thought small" ("Modern Fiction"). Virginia Woolf's fiction represents a self–conscious and highly experimental challenge to the conventions of Victorian and Edwardian fiction. This course will explore the evolution of the innovative narrative techniques by which she tried to bridge the gap between the experience of consciousness and its representation in language. Accompanying concerns will be Woolf's challenges to stable gender roles, her conception of the relationship of gender to creativity, and the ways in which her powerful lyric impulses are reflected in her fiction. We will read most of the major novels, including *The Voyage Out*, *Jacob's Room*, *Mrs. Dalloway*, *To the Lighthouse*, *Orlando*, *The Waves*, and *Between the Acts*, together with selected short fiction and critical essays. The course will be taught largely by discussion.
Class Format: seminar **Requirements/Evaluation:** weekly journal entries, one 5– to 7–page paper and one 10– to 12–page paper
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam; not open to first years **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** none
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS
Extra Info: evaluation will be based on written work, oral presentations of that work and analyses of their colleague's work
Distributional Requirements: Division 1 **Other Attributes:** ENGL Literary Histories B
Spring 2015
SEM Section: 01 TF 02:35 03:50 Instructor: Alison Case

ENGL 390T Donne, Shakespeare, and Wroth (W) Crosslistings: ENGL 390/WGSS 390
"Wit! Wonder–exciting vigour, intenseness and peculiarity of thought," Samuel Coleridge wrote, "this is the wit of Donne!" There are no greater, wittier, or more daringly original lyric poems in the English language than Donne's *Songs and Sonnets*, *Shakespeare's Sonnets*, or Mary Wroth's *Pamphilia to Amphilathus*, the first collection of secular poems written and published by an Englishwoman. This tutorial will explore the following questions. What are these writers' stylistic characteristics? How peculiar or unconventional are these poems, and what innovations do they seek? What is the impact of their coterie audience? How do questions of sexuality and gender animate these poems? To what extent are biography and history pertinent or helpful in understanding this poetry? Why have these poems inspired such provocative critical responses from modernists, and more recently, post–modernists and gender studies?
Class Format: tutorial; students will meet with the instructor in pairs for an hour each week **Requirements/Evaluation:** students will write a 5– to 7–page paper every other week (five in all), and comment on their partners' papers in alternate weeks
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** English and WGSS majors or potential majors
Extra Info: May not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ENGL Literary Histories A
Not Offered Academic Year 2014–2015
TUT Instructor: Ilona Bell

ENGL 391(S) American Portraits (D) (W) Crosslistings: ENGL 391/AMST 391
We've all seen pictures of ourselves that we thought got it right, and others we've rejected as wrong. What exactly makes the difference? This class will weigh the powers of words and pictures to represent persons, asking how artists in each medium try to define and convey something that feels like the truth of character. Is that truth hidden deep in our souls? Or is it the case that what you see, moment to moment, is all there is? We'll think through these aesthetic and psychological questions with a range of (mostly) nineteenth–century texts and an array of visual media. We'll see, too, how portraits confer or deny political and social power. Our

texts will give us examples of the deadly male gaze (Poe), the mania for phrenology, the potential for daguerreotypes to reveal a villainous heart (Hawthorne), the existential and political consequences of passing (Larsen), the possibility that you are what you wear (James), and the promise of fingerprinting to prove who's who (Twain). These instances of fixing or manipulating identity will show us how slippery and how potent the concept of identity has been — and still is — in American culture.
The class will participate in the college's Exploring Diversity Initiative by encouraging students to be critically aware of the stakes and the consequences of one's visibility or invisibility, to explore the intertwined history of misperception and subversive camouflage, and to reflect on the uses of different versions of selfhood.
Class Format: seminar **Requirements/Evaluation:** essays (4 or 5) totaling 20 pages across the semester
Prerequisites: a 100–level English course, or a score of 5 on the AP Exam in English Literature or a 6 or 7 on the International Baccalaureate **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** English majors & American studies majors
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: AMST Arts in Context Electives
ENGL Literary Histories B
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Ashley Barnes

ENGL 392(F) Wonder Crosslistings: ENGL 392/COMP 392
We tend to imagine "wonder" as a naive, wide–eyed response, something quite distinct from the cold and sophisticated act of critical analysis. In this discussion class, we will consider wonder as an eminently analyzable concept, but one that raises provocative questions about the nature and limits of our own, distinctly modern forms of critical engagement. The course examines three historical incarnations of "wonder," each involving complex relations among the aesthetic, philosophical, and social domains: the Renaissance tradition of wonder and the marvelous; the eighteenth–century analysis of the sublime; and twentieth–century accounts of the culture of spectacle. We will consider writers such as Shakespeare, Sir Thomas Browne, Wordsworth, Borges, and W.G. Sebald (all wonderful); painters such as Leonardo and Vermeer, the photography of Andreas Gursky and Thomas Struth; films including Lang's *Metropolis* and Scott's *Blade Runner*; and critical philosophical writers, including Aristotle, Descartes, Kant, and Walter Benjamin.
Class Format: seminar **Requirements/Evaluation:** three papers totaling 20 pages
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** English and Comparative Literature majors
Distributional Requirements: Division 1 **Other Attributes:** ENGL Criticism Courses
ENGL Literary Histories A
Fall 2014
SEM Section: 01 TR 11:20 12:35 Instructor: Christopher Pye

ENGL 393(S) Shakespeare, Sexuality, and History Crosslistings: ENGL 393/COMP 393
What can Shakespeare tell us about the relationship between sexuality and history? He's a writer of the English Renaissance so his plays might be a good place to confirm the historically changeable character of matters of gender and desire. Then again, sexuality has its own peculiar temporal logic, one that may trouble comfortable understandings of what we mean by time and history. We'll focus on four plays in which the relations among sexuality, literature and history are particularly richly engaged: *As You Like It*, *Twelfth Night*, *Macbeth*, and *Anthony and Cleopatra*. We'll read these works alongside theoretical writing on sexuality and history, with some emphasis on psychoanalytic theory.
Class Format: seminar **Requirements/Evaluation:** three papers totaling twenty pages
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** English majors; WGSS and THEA majors
Distributional Requirements: Division 1 **Other Attributes:** ENGL Criticism Courses
ENGL Literary Histories A
Spring 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Christopher Pye

ENGL 395(F) Signs of History Crosslistings: ENGL 395/COMP 395/HIST 395
A seminar on key texts from the history of reflections on history. Through readings of works of philosophy, poetry, history, prose fiction, film, photography, and cultural criticism from the Enlightenment to the present, we will weigh how writers have attempted to answer such questions as: What is an historical event, and how do such events differ from other occurrences? How are historical changes reflected in or produced by literature, art and other cultural forms? Who or what makes history and what is the nature of historical agency? Is history always "written by the victors," as one says, or are there ways of challenging dominant accounts of the past? Though answers to these questions will be multiple, course reading and discussion will in general strive to determine the consequences of understanding history as a site in which reading and writing, experience and narration, and action and interpretation interpenetrate. Readings may include works by Burke, Hegel, Charlotte Smith, Hazlitt, de Tocqueville, Marx & Engels, Dickens, Nietzsche, Conrad, Benjamin, Eliot, Warhol, Richter, Lanzmann, and Celan.
Class Format: seminar **Requirements/Evaluation:** three papers (two 6 and one 8–10 page) and one presentation
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** given to majors in English, Comparative Literature, and German
Dept. Notes: satisfies either English Literary History B OR English Criticism requirement
Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under HIST
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 **Other Attributes:** ENGL Criticism Courses
ENGL Literary Histories B
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: Walter Johnston

ENGL 396 Happiness
Happiness is one big puzzle. The Greek philosophers were largely agreed that
nothing was more important, but they couldn't agree on how to get it. The
Declaration of Independence makes a big deal about it, and yet modern politicians talk about happiness almost not at all. They offer to make us freer or safer or richer, but they almost never say they'll make us happier. Academic psychologists, meanwhile, have shown that we're really bad at identifying what will make us happy; we think we know, and we're usually wrong. Some living philosophers have concluded that we don't even know what the word means. In this seminar, we'll have to ask all the hard questions: What is happiness? What makes people happy? How do you decide what kind of life is worth living? Does happiness change from society to society or culture to culture? Is there a politics to happiness? What, if anything, does happiness have to do with justice? Why does the song tell you to clap your hands "if you're happy *and you know it*"? Is it possible to be happy and not know it? Are some of us happy behind our own backs?
The course will be held inside the Berkshire county jail; enrollment will be divided equally between Williams students and residents of the jail. Final enrollment will be settled on the basis of face–to–face interviews with the instructor. The jail setting is a way of opening up the classroom to the one group that college students almost never get to hear from around the seminar table: people who have not thought of themselves as college–bound. One class meeting per week. Attendance is required, except in cases of emergency. Transportation will be provided by the college.
Part of the Gaudino Danger initiative.
Class Format: seminar/discussion **Requirements/Evaluation:** short weekly writing assignment; final essay, 12–15 pages
Prerequisites: none **Enrollment Limit:** 9 **Expected Class Size:** 9 **Enrollment Preferences:** open to all Williams students, men and women; NO preference given to English majors
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: Christian Thorne

400–LEVEL COURSES

On the aims of these courses, please see description at beginning of the English Department section of the catalog

ENGL 407(F) Literature, Justice, and Community (D) Crosslistings: ENGL 407/COMP 407
Can we imagine possibilities of justice not dictated by already determined norms? What would a community founded on such a conception of justice look like? Can we imagine a version of community not founded on exclusion? What would the members of such a community look like—what version of subjectivity would that community imply? And might literature in particular have something to say about the possibilities for such versions of community, selfhood, and justice? This course will look at recent, theoretically–oriented writing on justice and community, with an emphasis on the work of Hannah Arendt, Jacques Derrida, Jean–Luc Nancy and Giorgio Agamben. No prior knowledge of these writers is expected, but the course does require a willingness to wrestling with demanding (and rewarding) theoretical argument. We will place the philosophical work in relation to fiction from Euripides to Kafka, films (Resnais, Farhadi), photography (Silva, *Badlands*) and worldly examples of competing claims to justice.
The course pursues the aims of the EDI initiative in part by engaging works in which cultural differences reveal the limits of universalizing accounts of law and justice, works such as Euripides' *Bacchae*, Nuruddin Farah's *Maps*, Louise Erdrich's poetry, and Farhadi's *A Separation*. But the course will equally suggest that such contingency is inherent in the concept of justice as such, insofar as the problem of justice is bound up with forms of constituting indebtedness that define humans as communal beings. In that sense, contingency and difference mark justice even in its most familiar instances—intimately and close to home, as it were.
Class Format: seminar with tutorial sessions **Requirements/Evaluation:** one 5–page paper, and a final 15–page paper
Prerequisites: 300–level English course or permission of instructor **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** English majors, students who have taken Criticism/Theory course in any discipline
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ENGL Criticism Courses
JLST Interdepartmental Electives
Fall 2014
SEM Section: 01 TF 02:35 03:50 Instructor: Christopher Pye

ENGL 409 Senior Seminar: Sentimental Empire (D) Crosslistings: AMST 409/ENGL 409
America's expansions and interventions throughout its national life have evoked both sentiment and violence. While imperialist ventures themselves—often manifested as acts of war, although not exclusively—were violent, the cultural logic and rhetoric that accompanied, represented, and remembered them embraced sentimental language and imagery. Our course examines this apparent contradiction of U.S. imperialism to ask whether and how the sentimental has not only masked but also supplemented and enabled violence of empire. We will also consider how sentiment and violence together function as ways to govern and discipline empire and its subjects. Our scope will include specific sites and histories (including but not limited to westward expansion, Philippine–American war, Cold War) as well as broader theoretical perspectives and implications through engagement with contemporary American Studies scholarship on U.S. empire. This class reflects the aims of the Exploring Diversity Initiative by critically reconsidering the operations of power and management of difference as they have been shaped and enabled by ideology and culture.

Class Format: seminar **Requirements/Evaluation:** active and consistent in–class participation, 2–3 short response papers, final project
Prerequisites: prior courses in American Studies or permission of instructor; not open to first year students **Enrollment Limit:** 15 **Expected Class Size:** 10–15 **Enrollment Preferences:** senior American Studies majors
Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ENGL
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
SEM Instructor: Ji–Young Um

ENGL 410 American Avant Garde Poetry Since 1950 Crosslistings: AMST 410/ENGL 410
This course examines American poetry from what one critic has called "the other side of the century"—the lineage of poetry descending from two Modernist forebears, Ezra Pound and Gertrude Stein. Focusing on experimental poetry since 1950, we will read poems and essays by those working in Black Mountain, New York School, Beat, Black Arts, Language, Conceptual, Flarf, and digital poetries and poetics.
Class Format: seminar **Requirements/Evaluation:** several short assignments (presentation, response papers), class participation, and either one long seminar paper (20–25 pp.) or two shorter papers (one 8–10 pp., the other 12–15 pp.)
Prerequisites: AMST 201 or permission of instructor **Enrollment Limit:** 16 **Expected Class Size:** 15 **Enrollment Preferences:** American Studies senior majors, then other American Studies and English majors
Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ENGL
Distributional Requirements: Division 2 **Other Attributes:** AMST Arts in Context Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Dorothy Wang

ENGL 412(S) Feminist and Queer Interventions in Literary Theory Crosslistings: ENGL 412/COMP 412/WGSS 412
Feminist scholars have worked, with increasing success from the 1960s onward, to shed light on previously unrecognized women writers and situate gender and sexuality at the center of the study of literature. Building on this foundation, we will investigate the profound methodological impact of feminist and queer literary criticism. We will examine the ways in which such scholarship has not only challenged the neglect of gender and sexuality but also generated new theoretical frameworks and approaches to interpretation. Our investigation will be guided by questions such as: What is the relationship between feminist and queer theories and other interpretive approaches such as new criticism, poststructuralism, psychoanalysis, critical race theory, new historicism, and postcolonial theory? In what ways do feminist and queer theories differ and disagree about literary studies? What constitutes a feminist reading practice or queer method of interpretation? Our discussions will explore the historically contingent, varied, and contested nature of feminist and queer criticism, and what becomes possible (or impossible) when thinking and reading within these frameworks.
Class Format: seminar with elements of a colloquium, including independent research and some student–selected readings and discussion topics **Requirements/Evaluation:** group discussion facilitation; 5–page essay; 12– to 15–page final paper, with oral presentation
Prerequisites: a 300–level English course, or instructor permission **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** English and/or WGSS majors
Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1 **Other Attributes:** ENGL Criticism Courses
WGSS Theory Courses
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Margaux Cowden

ENGL 415 Edward Said Crosslistings: AMST 415/COMP 403/ENGL 415
Edward Said (1935–2003), one of the major critics of the last century, is best known for his groundbreaking 1978 book *Orientalism*, which inaugurated the field of postcolonial studies, and for his activist work on behalf of the Palestinian peoples. But his intellectual interests were wide–ranging: from French literary theory to Vico to Middle East politics to Glenn Gould. A true public intellectual, Said was a rarity among university academics. Besides writing several important scholarly books, he also wrote for various non–academic publications, such as *The Nation, Al–Ahram*, and *The London Review of Books*; co–founded, with the musician Daniel Barenboim, the West–Eastern Divan Orchestra; and, from 1977–1991, served as a member of the Palestinian National Council. In this course, we will focus on works that represent different, though interconnected, facets of Said's oeuvre: his more strictly literary critical work *(Beginnings and The World, The Text, and the Critic)*, his work on society and culture *(Orientalism and Culture and Imperialism)*, his writings on the Palestinian question and the Middle East *(The Question of Palestine, Covering Islam, From Oslo to Iraq)*, his writings on music *(Parallels and Paradoxes* co–authored with Daniel Barenboim), and his late work *(On Late Style)*. We will also examine criticism of his work—*Orientalism* in particular.
Class Format: seminar
Prerequisites: none; some literature background helpful **Enrollment Limit:** 12 **Enrollment Preferences:** American Studies, English and Comparative Literature majors
Distribution Notes: meets Division 2 credit if registration is under AMST; meets Division 1 credit if registration is under ENGL or COMP
Distributional Requirements: Division 2 **Other Attributes:** AMST Arts in Context Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Dorothy Wang

ENGL 425(F) The Aesthetics of Transnationalism in American Literature (D) (W) Crosslistings: AMST 340/COMP 335/ENGL 425
Transnationalism describes the continuous flow of goods, people, and ideas within the agitated dynamics of a globalized and modern world. Typically, research in transnational American Studies promotes investigations of American culture in its myriad appropriations in local and specific contexts on a global scale by defining borders as permeable and flexible. But how does transnationalism become visible on the level of textual aesthetics? We will be looking at aesthetic representations of transnationalism in a select body of narrative texts from the American Revolution to 9/11: Olaudah Equiano;s *The Interesting Narrative* (1789); Susan Warner's *The Wide, Wide World* (1859); Henry James' *Daisy Miller, A Study* (1899); James Baldwin's *Another Country* (1962); Jamaica Kincaid's *Lucy* (1990); Cristina García's *Monkey Hunting* (2003); and Mohsin Hamid's *The Reluctant Fundamentalist* (2006). This course fulfills the critical theorization theme for the Exploring Diversity Initiative through its comparative analysis of scholarship and literature on transnationalism American identity. It invites students to re–think present and historical concepts of American identity by tracing senses of self which are not confined within national borders.
Class Format: seminar **Requirements/Evaluation:** papers (2–page theory part; 6 to 8–page draft; 15–page full essay); in–class peer–review activity; in–class presentation of paper project on a text we discussed in class; class participation. **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** if the course is over–enrolled, preference will be given to American Studies and Comparative Literature majors
Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under AMST
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Fall 2014
SEM Section: 01 TF 01:10 02:25 Instructor: Silvia Schultermandl

ENGL 450(F) Melville, Mark Twain, and Ellison (D) Crosslistings: ENGL 450/AFR 450
As an epigraph to his novel, *Invisible Man*, Ralph Ellison selects a quotation from Herman Melville's story, "Benito Cereno." In the prologue to *Invisible Man*, Ellison invokes a sermon that appears briefly in the opening chapter of *Moby–Dick*. In his essays on comedy and American culture, Ellison comments trenchantly on *Adventures of Huckleberry Finn*. Melville and Mark Twain were, in many obvious ways, as different as two writers can be. Nonetheless, they also have many surprising similarities, and it is not difficult to understand why both are so important to Ellison.
This course will examine the novels, stories, and essays of these three writers, with particular attention to the themes that they have in common and to the traits that make each of them distinctive. Race, slavery, epistemology, and the nature of American democracy are among those themes.
Class Format: lecture **Requirements/Evaluation:** a journal and a 15–page paper
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 12
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ENGL Literary Histories B
MAST Interdepartmental Electives
Fall 2014
SEM Section: 01 MR 02:35 03:50 Instructor: David Smith

ENGL 456(S) Topics in Critical Theory: Derrida Crosslistings: ENGL 456/COMP 456
This course is for students of any major who wish to continue studying critical, cultural, or literary theory. Students will give close attention to a single theorist or philosophical school or perhaps to a single question as taken up by several theorists. Prior coursework in critical theory or continental philosophy, no matter the department, is strongly recommended. The subject of this semester's seminar is Jacques Derrida. We often think of language as best when it is living and intimate: words spoken to a lover, arguments shared around a seminar table, the poet we finally get to hear read her works out loud. But it is Derrida's signature argument that language is never really intimate in these ways — that it is always adrift, separated at once from the person who speaks or writes it, from the person to whom it is addressed, and from the things in the world that it putatively names. The words you speak and write aren't really yours; nor can you ever be sure they will carry the meanings you intend them to have; nor can you guarantee that they will reach the people for whom they were devised, or that they will reach only them. Derrida's core claim is that this is nothing to worry about — that, on the contrary, a liberated philosophy will have to keep faith with a language thus unfixed. We will spend the semester considering this idea and reckoning its consequences for our understandings of literature, metaphysics, ethics, politics, and law.
Class Format: seminar **Requirements/Evaluation:** seminar paper of 25 pages; informal weekly writing; class attendance and participation
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam; prior coursework in critical theory or continental philosophy, no matter the department, is strongly recommended **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** seniors with background in critical theory
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 **Other Attributes:** ENGL Criticism Courses
Spring 2015
SEM Section: 01 TF 02:35 03:50 Instructor: Christian Thorne

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 248(S) Adapting Literature to the Screen Crosslistings: ENGL 248/ARTS 248
This course functions both as an introduction to screenwriting in general and as an introduction to the special requirements of adapting literature to the screen. The course will begin by introducing students to the fundamentals of film narrative, the art of visual storytelling, and the elements of dramatic writing for the screen. Students will develop narrative strategies for establishing structure, pacing, setting, characterization, and dialogue by studying model films and by their own writing exercises. Beyond this, students will be adapting a book or short story into a screenplay during the course of the semester, work shopping scenes in class and eventually writing a full adaptation, dealing with the problem of representing consciousness in images rather than in words, keeping in mind the ruthless principle that in order to serve a book, you often need to change the book.

Class Format: seminar **Requirements/Evaluation:** there will be 3 writing assignments approx length 4–6 pages in addition to a final screenplay, participation in all class table readings of the writing exercises and improv exercises is required
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** ENGL and ARTS majors
Distributional Requirements: Division 1 **Other Attributes:** ENGL Creative Writing Courses
Spring 2015
SEM Section: 01 TR 08:30 09:45 Instructor: Silas Howard

ENGL 281(F) Introductory Workshop in Poetry
This workshop will include readings in modern and contemporary poetry, weekly writing assignments, frequent improvisations and collaborations, and the attendance of several arts events.
Class Format: seminar/workshop **Requirements/Evaluation:** evaluation is based on class participation, timely completion of all assignments, and final portfolio of the semester's revised poems
Prerequisites: none **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** if the workshop is over–enrolled, admission will be decided via a writing sample
Distributional Requirements: Division 1 **Other Attributes:** ENGL Creative Writing Courses
Fall 2014
SEM Section: 01 MR 01:10 02:25 Instructor: Jessica Fisher

ENGL 281(S) Introductory Workshop in Poetry
This workshop will include readings in modern and contemporary poetry, weekly writing assignments, conferences with the instructor, and regular discussion of student poems in class, with an emphasis on revision.
Class Format: seminar/workshop **Requirements/Evaluation:** evaluation is based on class participation, timely completion of all assignments, and final portfolio of the semester's revised poems
Prerequisites: none **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** given to those who preregister
Distributional Requirements: Division 1 **Other Attributes:** ENGL Creative Writing Courses
Spring 2015
SEM Section: 01 TF 02:35 03:50 Instructor: Lawrence Raab

ENGL 283(F,S) Introductory Workshop in Fiction
An introduction to the basics of writing short fiction. Exercises, short assignments, and discussion of published fiction will be combined with workshops of student stories and individual conferences with the instructor.
Class Format: seminar **Requirements/Evaluation:** successful completion of assigned exercises and a final portfolio of at least 30 pages of revised fiction
Prerequisites: permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** selection is based on writing samples
Distributional Requirements: Division 1 **Other Attributes:** ENGL Creative Writing Courses
Fall 2014
SEM Section: 01 MR 01:10 02:25 Instructor: James Shepard
Spring 2015
SEM Section: 01 MR 01:10 02:25 Instructor: James Shepard

ENGL 288(F) Introductory Workshop in Memoir
A course in the basic problems and possibilities that arise in the composition of memoir. Individual meetings with the instructor will be available. Class sessions will be devoted to the discussion of both published and student work. Students will receive written critiques from other students as well as the instructor.
Class Format: seminar **Requirements/Evaluation:** several short exercises, in–class presentations, written comments on published and student work, active participation in discussions, final portfolio
Prerequisites: permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** selection is based on writing samples
Distributional Requirements: Division 1 **Other Attributes:** ENGL Creative Writing Courses
Fall 2014
SEM Section: 01 TR 09:55 11:10 Instructor: Karen Shepard

ENGL 382(S) Advanced Workshop in Poetry
This course will combine individual conferences with workshop sessions at which students will discuss each other's poetry. Considerable emphasis will be placed upon the problems of revision.
Class Format: seminar **Requirements/Evaluation:** quality of work, improvement, commitment, and participation in class
Prerequisites: English 281 and permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 8–10 **Enrollment Preferences:** no preferences but requires a writing sample
Distributional Requirements: Division 1 **Other Attributes:** ENGL Creative Writing Courses
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Lawrence Raab

ENGL 384(S) Advanced Fiction Workshop
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.
Class Format: workshop
Prerequisites: English 283 or 385, or permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** interested students should preregister for the course and attend the first class; selection will be based on writing samples
Distributional Requirements: Division 1 **Other Attributes:** ENGL Creative Writing Courses
Spring 2015
SEM Section: 01 MR 02:35 03:50 Instructor: James Shepard

ENGL 385(F) Advanced Fiction Workshop: Form and Technique
A course for students with experience writing fiction and an understanding of the basics of plot, character, setting, and scene. Through close study of stories in both traditional and unusual forms, we'll examine how a story's significant elements are chosen, ordered, and arranged; how the story is shaped; how, by whom, and to what purpose it's told. Students will write new stories, employing the forms and techniques studied, and discuss them in workshop.
Class Format: seminar **Requirements/Evaluation:** regular attendance, active participation in workshop, weekly 1–2 pp brief imitations of assigned stories, two 8–18 pp story drafts for discussion in workshop, and a final portfolio of at least two revised, polished stories
Prerequisites: English 283 or 384, or permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 8–10 **Enrollment Preferences:** selection is based on writing sample, if prerequisites are satisfied
Distributional Requirements: Division 1 **Other Attributes:** ENGL Creative Writing Courses
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: Andrea Barrett

HONORS AND INDEPENDENT STUDY

ENGL 397(F) Independent Study: English
English independent study.
Class Format: 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
Distributional Requirements: Division 1
Fall 2014
IND Section: 01 TBA Instructor: John Limon

ENGL 398(S) Independent Study: English
English independent study.
Class Format: 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
Distributional Requirements: Division 1
Spring 2015
IND Section: 01 TBA Instructor: John Limon

ENGL 493(F) Honors Colloquium: English
A colloquium for students pursuing critical theses and critical specializations. Students will present and critique their work in progress, and discuss issues particular to researching and structuring a long analytical thesis. We will also discuss the work of a variety of recent critics representing a range of methods of literary study. Satisfactory completion of the course will be required for students to continue on in the honors program.
Class Format: independent study **Requirements/Evaluation:** evaluation will be based on participation and on individual progress on the thesis projects, which will be determined in consultation with each student's honors advisor
Prerequisites: admission to the department Honors program **Enrollment Limit:** none
Distributional Requirements: Division 1
Fall 2014
HON Section: 01 W 01:10 03:50 Instructor: Gage McWeeny

ENGL 494(S) Honors Thesis: English
English honors thesis. Required of all senior English majors pursuing critical theses and critical specialization.
Class Format: independent study
Distributional Requirements: Division 1

Spring 2015
HON Section: 01 TBA Instructor: Gage McWeeny

ENGL 497(F) Honors Independent Study: English
English honors thesis. Required of all senior English majors pursuing departmental honors in creative writing.
Class Format: independent study
Distributional Requirements: Division 1
Fall 2014
HON Section: 01 TBA Instructor: Gage McWeeny

ENVIRONMENTAL STUDIES

Chair, Professor RALPH BRADBURD
Associate Director, Lecturer SARAH S. GARDNER

Professor BRADBURD. Assistant Professors: HOWE, KOHLER*. Lecturer: GARDNER. Research Associates: R. BOLTON, VENOLIA. Visiting Assistant Professor: MCCAMMACK.

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AMY JOHNS, Interim Director of the Zilkha Center for Environmental Initiatives
RALPH BRADBURD, Professor of Economics
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DAVID CASSUTO, Class of 1946 Visiting Distinguished Professor of Environmental Studies
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DARRA GOLDSTEIN, Francis Christopher Oakley Third Century Professor of Russian
KIM GUTSCHOW, Lecturer in Religion and Anthropology/Sociology
DOUGLAS GOLLIN, Professor of Economics*
JACQUELINE HIDALGO, Assistant Professor of Latina/o Studies and Religion**
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BRIAN McCAMMACK, Visiting Assistant Professor of Environmental Studies
KAREN R. MERRILL, Professor of History
MANUEL MORALES, Associate Professor of Biology and Director of Research Hopkins Forest
JAMES NOLAN, Professor of Sociology
DAREL E. PAUL, Professor of Political Science
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DAVID C. SMITH, Senior Lecturer in Biology
DAVID L. SMITH, Professor of English
LaSHANDRA SULLIVAN, Post–doctoral Fellow in Anthropology/Sociology
JOHN W. THOMAN, Jr., Professor of Chemistry
CLAIRE TING, Associate Professor of Biology
NATALIE BUMP VEÑA, Bolin Fellow in Anthropology/Sociology

Environmental issues call upon citizens, organizations, and other agencies to grasp complex science concepts, address conflicting human values, and make difficult economic, political and ethical choices. The three curricular options in Environmental Studies—the majors in Environmental Policy and Environmental Science and the concentration in Environmental Studies—are designed to prepare students to deal effectively with these issues by integrating perspectives and methodologies from the natural sciences, the social sciences, and the arts and humanities.

The program is administered by the Center for Environmental Studies (CES), located in Harper House. Founded in 1967, CES was one of the first environmental studies programs at a liberal arts college. In addition to the academic program described below, CES is the focus of a varied set of activities in which students lead and participate, often with other members of the Williams community. CES offers extensive resources including databases, GIS facilities, and funding for student–initiated activities, summer research and internships. The Center administers the Hopkins Memorial Forest, a 2600–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 the Environmental Analysis Laboratory in Morley Science Center.

The Program in Environmental Studies offers three distinct curricular options: students may decide to pursue either a major in Environmental Policy or Environmental Science or to complement a major in a different area with a concentration in Environmental Studies. Students may not double–major in Environmental Policy and Environmental Science or combine either major with a concentration in Environmental Studies.

The ENVI majors share a common "core" of five courses: ENVI 101, 102, 203, 302, and 402. The core courses have been designed to be taken in sequence, with ENVI 302 and ENVI 402 normally reserved for senior majors and concentrators. ENVI 101 is a broad introduction to the field, emphasizing the humanities and social sciences. ENVI 203 is a course in ecology (offered by the Biology department) that provides a unified conceptual approach to the behavior of living things in the natural world. ENVI 302 is an experiential course that puts teams of students to work on projects of immediate significance in the Berkshires. ENVI 402, the senior seminar, is an opportunity for majors and concentrators to draw together their interdisciplinary educational experiences and apply what they have learned to specific environmental issues. 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. Students who choose to pursue a concentration in Environmental Studies are strongly encouraged, but not required, to take ENVI 102. The other four "core" courses listed above are required for the concentration.

Credit for AP, IB, A–levels and other pre–Williams courses: At this time ENVI does not allow students to place out of ENVI 101. Placement out of ENVI 102 may be granted to students who have achieved a score of 5 on the AP–Environmental Science test or a score of at least 6 on the International Baccalaureate Environmental Systems and Societies exam. A student meeting these thresholds and requesting to be excused from ENVI 102 should provide the ENVI Program Chair with the AP or IB course and lab syllabuses and a statement detailing their reasons for requesting placement; the ENVI 102 course instructors will evaluate equivalency of the previous AP / IB experience with that of ENVI 102 for the year in which the placement is requested. Placement out of ENVI 102 does not reduce the total number of courses required for completion of either the ENVP or ENVS major.

Planning your path through an ENVI major: Some courses required for ENVI Science or ENVI Policy majors have prerequisites, and we strongly suggest that you do some advance planning to avoid being blocked from a required course because you lack the necessary prerequisite course(s). For example, ENVI 203, Ecology, a core course for all ENVI majors and the concentration, has prerequisites of BIOL 101 and 102, ENVI 101 or 102, or permission of the instructor. For that reason and others, we recommend that students who are planning to pursue the Biology track of the ENVI Science major take BIO 101 in the fall semester and BIO 102 in the spring semester of their first year at Williams. There are other examples as well. We recommend that students who are planning to pursue the Chemistry track of the ENVI Science major take CHEM 151 or 153 or 155 in the fall semester and CHEM 156 in the spring semester of their first year at Williams. Similarly, students interested in the ENVI Geosciences track are advised to take one of the 100–level GEOS courses. Students who think they might wish to pursue the Political Economy track of the ENVI Policy major need to be aware that both of the courses that can be used to satisfy the Theory/Methods requirement (POEC 253 or ECON 255) have prerequisite courses: POEC 253 requires a calculus course (130 or above) and an economics course; ECON 255 requires a calculus course (130 or above), an economics course, and either STAT 101 or 201.

Advising in Environmental Studies

Students interested in pursuing a major or concentration sponsored by CES should seek advising from program faculty as early as possible. Students who decide to major in either Environmental Policy or Environmental Science are required to identify a track through the major and a faculty advisor from the list below at the time of declaration. Both the advisor's signature and that of the Chair of Environmental Studies are required on the major declaration form.

Track:	**Advisors for 2014–15:**
Political Economy	Bradburd, Paul
Political Theory and Law	Gardner, Paul
Society & Culture	Howe, French, Hildago, Merrill, James Manigault–Bryant
Environmental Biology	Art, Banta, Edwards
Environmental Chemistry	Richardson, Thoman
Environmental Geosciences	Cook, Karabinos

Study Away:

Many study away options are available to students in Environmental Studies, including the Williams Mystic program. Students considering either a semester or year away should consult both the Chair of Environmental Studies and the Dean in charge of study abroad as early as possible to discuss their options. Up to two courses for the majors and three courses for the concentration may be taken outside of Williams. Approval for courses taken elsewhere must be granted in writing by the Chair of Environmental Studies. You can find general study away guidelines for the Environmental Studies Concentration here. You can find general study away guidelines for the Environmental Studies Majors here.

Honors in Environmental Studies

A student earns honors in Environmental Policy, Environmental Science or Environmental Studies by successfully completing a rigorous independent research project under the supervision of a member of the CES faculty. Juniors who wish to apply for the honors program should submit a 5–page proposal to their intended advisor and the Chair of Environmental Studies by the end of spring break. If a student wishes to work with a faculty member not affiliated with CES, the student must also identify a co–advisor from within the program. Students will be notified by the end of the semester whether or not their proposal has been approved.

Students in the honors program are required to present their preliminary findings at a meeting of CES students, faculty and staff in November. The final research project should be reported as a written thesis and presented orally before a faculty committee convened for that purpose. Environmental Studies concentrators may undertake an honors thesis and submit it to both their major department and Environmental Studies; petitions for a joint honors project should be approved by the department chair and the Chair of Environmental Studies by the end of the junior year. Majors and concentrators who pursue honors in Environmental Policy, Environmental Science or Environmental Studies alone should enroll in ENVP 493–W31–494, ENVS 493–W31–494, or ENVI 493–W31–494, Senior Research and Thesis, in addition to completing the requirements of the major or concentration.

Because most research requires sustained field, laboratory or archival 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 CES, and an open competition is held each spring to allocate funding 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.

Honors will be awarded on the basis of the academic merit and originality demonstrated by the student and in the completed thesis. The following timeline has been established for students pursuing honors in 2014–15:

Thursday, October 30 (7:00 pm)	Preliminary presentation of research results
Friday, May 1 (7:00 pm)	Defense of honors thesis
Friday, May 15 (5:00 pm)	Delivery of final thesis to Chair of Environmental Studies

Failure to meet any one of these deadlines will result in removal from the honors program.

THE MAJOR IN ENVIRONMENTAL POLICY

The major in Environmental Policy brings together core courses in Environmental Studies with relevant coursework in related fields including economics and political science, history, anthropology, religion, sociology, and literature. The goal of the Environmental Policy major is to combine scientific literacy with an understanding of the economic, political and cultural structures involved in institutional decision–making on environmental matters. There are three tracks to the major: 1. Political Economy, 2. Political Theory and Law, and 3. Society and Culture; each consists of 11 courses—seven required courses, a theory/methods course and three electives. Environmental Policy majors are encouraged to take GEOS 214: Remote Sensing and GIS.

Requirements for the Major in Environmental Policy

"Core" courses required for all ENVP majors (7):
ENVI 101 Nature and Society
ENVI 102 Intro to Environmental Science
ECON 110 Intro to Microeconomics*
ENVI 203 Ecology
ENVI 302 Environmental Planning
ENVI 307 Environmental Law
ENVI 402 Senior Seminar

* Environmental Policy majors will be exempt from taking Econ 110 if they received a score of 5 on the Microeconomics AP exam, a 6 or 7 on the higher–level Economics IB examination, or an A or B in economics in A–levels.

For the Political Economy track:
One theory/methods course:
POEC 253 Empirical Methods in Political Economy
or ECON 255 Econometrics
Three additional electives, at least ***one*** *of which must be a "policy" course from Group PE–A below*
. Group PE–A
ENVI 208 Science and Politics in Environmental Decision–Making
ENVI 283/PSCI 283 Dirty Politics: Regulating Hazardous Chemicals and Wastes
ENVI 309/PSCI 301/HSCI 309/SCST 309 Environmental Policy
ENVI 328/PSCI 329 Global Environmental Politics
ECON 204/ENVI 234 Economics of Developing Countries
ECON 213/ENVI 213 Intro to Environmental and Natural Resource Economics
ECON 228T/ENVI 228T Water as a Scarce Resource
ECON 229 Law and Economics
ENVI 371 History of U.S. Environmental Politics
ECON 383 Urban Economics
ECON 386/ENVI 386 Environmental Policy and Natural Resource Management
ECON 457 Public Economics Research Seminar
MAST 351 Marine Policy
PSCI 327/ENVI 329 Global Politics of Development and Underdevelopment
Group PE–B
ENVI 209 Ecologies of Place
ENVI/ANTH/JLST 210 Governing Nature
ECON 229 Law and Economics

For the Political Theory and Law track:
One theory/methods course:
ENVI 309/PSCI 301//HSCI 309/SCST 309 Environmental Policy
or ENVI 328 Global Environmental Politics
or ECON 386 Environmental Policy and Natural Resource Management
or MAST 351 Marine Policy
Three electives chosen among:
ENVI 208 Science and Politics in Environmental Decision–Making
ENVI/ANSO/JLST 210 Governing Nature
ENVI 283/PSCI 283 Dirty Politics: Regulating Hazardous Chemicals and Wastes
ENVI 309/PSCI 301/HSCI 309/SCST 309 Environmental Policy
ENVI 328/PSCI 328 Global Environmental Politics
ECON 204/ENVI 234 Economics of Developing Countries
ECON 213/ENVI 213 Intro to Environmental and Natural Resource Economics
ECON 228T/ENVI 228T Water as a Scarce Resource
ECON 229 Law and Economics
ECON 386/ENVI 386 Environmental Policy and Natural Resource Management
ENVI 371 History of U.S. Environmental Politics
MAST 351 Marine Policy
PSCI 235/ENVI 235 Environmental Political Theory
PSCI 273/ENVI 273 Politics without Humans
PSCI 327/ENVI 329 Global Politics of Development and Underdevelopment
PSCI 331 Knowledge and Politics
PSCI 333 The Sublime in Politics and Political Thought
ENVI 209 Ecologies of Place
PSCI 201 Power, Politics and Democracy in America

PSCI 216 American Constitutionalism I: Structures of Power

For the Society and Culture track:
One theory/methods course:
ENVI 217 Environmental Humanities: Theory and Practice (Same as AMST 216) (D)
or ENVI 209 Ecologies of Place: Culture, Commodities and Everyday Life or
ENVI 239 Introduction to Ecocriticism: North–South Dialogues on Nature and Culture (Same as COMP 238) (D)

Three additional electives, at least one of which must be a "policy" course from Group SC–A below:
Group SC–A
ENVI 208 Science and Politics in Environmental Decision–Making
ENVI 283/PSCI 283 Dirty Politics: Regulating Hazardous Chemicals and Wastes
ENVI 309/PSCI 301/HSCI 309/SCST 309 Environmental Policy
ENVI 328/PSCI 329 Global Environmental Politics
ECON 204/ENVI 234 Economics of Developing Countries
ECON 213/ENVI 213 Intro to Environmental and Natural Resource Economics
ECON 228T/ENVI 228T Water as a Scarce Resource
Econ 229 Law and Economics
ENVI 371 History of U.S. Environmental Politics
ECON 383 Urban Economics
ECON 386/ENVI 386 Environmental Policy and Natural Resource Management
ECON 457 Public Economics Research Seminar
MAST 351 Marine Policy
PSCI 327/ENVI 329 Global Politics of Development and Underdevelopment
Group SC–B
ANSO 206 Social Theory
ANSO/ENVI 326 Time and Space
AMST 302 Public Sphere/Public Space
AMST 221/ENVI 221/LATS 220 Introduction to Urban Studies
AMST 312/LATS 312/ ENVI 313 Chicago
AMST 408/LATS 408 Envisioning Urban Life
ENVI 209 Ecologies of Place
ENVI 211/AFR 211/SOC 211/AMST 211 Race and the Environment
ENVI 216/ARTH214 The Landscape of Allusion: Gardens and Landscape Design to c. 1800
ENVI/ANTH/JLST 210 Governing Nature
ENVI 223T/RLSP 223 Latin America's Contemporary Environmental Literature
ENVI 219 Topics in Sustainable Agriculture
ENVI 239/COMP238 Introduction to Ecocriticism: North–South Dialogues on Nature and Culture (D)
ENVI 252 A Perfect Storm: How Economic and Environmental Disaster Defined America During the Depression
ENVI 291 Religion and the American Environmental Imagination
ENVI 318/LATS 318 California: Myths, Peoples and Places
ENVI 320 Cultivating the Local
ENVI 331/ENGL 331 Romantic Nature
ENVI 346/PSYC 346 Environmental Psychology
ENVI 353 Apocalypse in Post–War America: Environmental Fear from the Atomic Age to Climate Change
HIST 478/ENVI 478 Cold War Landscapes
HSCI 240 Technology and Science in American Culture
MAST 231/ENGL 231 Literature of the Sea
MAST 352/HIST 352 America and the Sea, 1600–Present
PSCI 235/ENVI 235 Environmental Political Theory
PSCI 273/ENVI 273 Politics without Humans
PHIL 236 Contemporary Ethical Theory
PSCI 334 Theorizing Global Justice
REL 287 Society, Religions and the Environment
SCST 401 Critical Perspectives on Science and Technology
SOC 368 Technology and Modern Society

THE MAJOR IN ENVIRONMENTAL SCIENCE

The major in Environmental Science brings together core courses in Environmental Studies with relevant coursework in a specific scientific discipline. The goal of the major in Environmental Science is to provide training in one of the natural sciences as well as an understanding of the complex array of natural, social and political factors involved in environmental issues. Five courses are common to all Environmental Science majors; there is also a methods requirement and three disciplinary tracks, each comprised of five additional courses. The three disciplinary tracks are a) Environmental Biology, b) Environmental Chemistry, and c) Environmental Geosciences. Students majoring in Environmental Science should investigate the courses required for their chosen track and consult their advisor to plan an appropriate schedule for completing the major, including any prerequisites not listed below. Courses cannot be double–counted within the major; for example, a course used to fulfill the methods requirement cannot also be used as an elective. The availability of required courses may vary slightly from year to year, and occasionally substitutions may be authorized by the Chair of Environmental Studies. Students seeking to place out of particular courses on the basis of AP, IB or A–level exams should consult the Chair of Environmental Studies.

Requirements for the Major in Environmental Science
Five required courses:
BIOL 203/ENVI 203 Ecology
ENVI 101 Nature and Society: An Introduction to Environmental Studies
ENVI 102 Introduction to Environmental Science
ENVI 302 Environmental Planning Workshop
ENVI 402/MAST 402 Senior Seminar
A methods course:
CHEM 364/ENVI 364 Instrumental Methods of Analysis
or GEOS 214/ENVI 214 Remote Sensing and Geographic Information Systems
or MATH 310 Mathematical Modeling of Ecological Systems
or STAT 201 Statistics and Data Analysis
or STAT 231 Statistical Design of Experiments

A five–course disciplinary track:

for Environmental Biology
Two electives at the 300+ level from Group EB–A:
Group EB–A
BIOL 302/ENVI 312 Communities and Ecosystems
BIOL 305 Evolution
BIOL 308 Integrative Plant Biology: Fundamentals and New Frontiers
BIOL 315 Microbiology: Diversity, Cellular Physiology, and Interactions
BIOL 422/ENVI 422 Ecology of Sustainable Agriculture
CHEM 341/ENVI 341 Toxicology and Cancer
CHEM 364/ENVI 364 Instrumental Methods of Analysis

MAST 311/BIOL 231 Marine Ecology
MATH 310 Mathematical Modeling of Ecological Systems

Three electives from Group EB–B:
Group EB–B
BIOL 102 The Organism
BIOL 134/ENVI 134 The Tropics: Biology and Social Issues
BIOL 220/ENVI 220 Field Botany and Plant Natural History
CHEM 151 Introductory Concepts of Chemistry
GEOS 101/ENVI 105 The Co–Evolution of Earth and Life
GEOS 103/ENVI 103 Global Warming and Natural Disasters
GEOS 104/ENVI 104/MAST 104 Oceanography
GEOS 215/ENVI 215 Climate Changes
GEOS 226T/ENVI 226T/MAST 226T The Oceans and Climate
MAST 211/GEOS 210 Oceanographic Processes

for Environmental Chemistry:
One introductory Chemistry course (Group EC–A):
CHEM 151 Introductory Concepts of Chemistry
or CHEM 153 Introductory Concepts of Chemistry: Advanced Section
or CHEM 155 Principles of Modern Chemistry
All four of the following courses (Group EC–B):
CHEM 155 Principles of Modern Chemistry or CHEM 256 Foundations of Modern Chemical Sciences
CHEM 156 Organic Chemistry: Introductory Level
CHEM 251 Organic Chemistry: Intermediate Level or CHEM 255 Organic Chemistry Intermediate Level–Special Laboratory Section
CHEM 341/ENVI 341 Toxicology and Cancer

for Environmental Geosciences
One introductory Geosciences course (Group EG–A):
GEOS 101/ENVI 105 The Co–Evolution of Earth and Life
or GEOS 103/ENVI 103 Global Warming and Natural Disasters
or GEOS 104/ENVI 104/MAST 104 Oceanography
Two 200–level required courses (Group EG–B):
GEOS 201/ENVI 205 Geomorphology
GEOS 226T/ENVI 226T/MAST 226T The Oceans and Climate
One of the following electives (Group EG–C):
MAST 211/GEOS 210 Oceanographic Processes *or*
GEOS 206/ENVI 206 Renewable Energy and the Sustainable Campus *or*
GEOS 231/ENVI 231 The River
One 300+–level elective in Geosciences

CONCENTRATION IN ENVIRONMENTAL STUDIES

The Environmental Studies concentration provides students with an opportunity to explore how humans interact with the environment, including physical, biological, philosophical, and social elements. The concentration is designed so that students will understand the complexity of issues and perspectives and appreciate that most environmental issues lack distinct disciplinary boundaries. The goal of the concentration is to educate students to be well–informed, environmentally–literate citizens of the planet who have the capacity to become active participants in the local and global community. To this end, the concentration is designed to develop the capability to think in interdisciplinary ways and to use synthetic approaches to solve problems while incorporating the knowledge and experiences gained from majoring in other departments at the College. The concentration in Environmental Studies consists of four core courses and one elective course from each of the three categories below: The Natural World; Humanities, Arts and Social Sciences; and Environmental Policy.

Requirements for the Concentration in Environmental Studies

BIOL 203/ENVI 203 Ecology
ENVI 101 Nature and Society: An Introduction to Environmental Studies
ENVI 302 Environmental Planning Workshop
ENVI 402/MAST 402 Senior Seminar: Perspectives on Environmental Studies

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.

Students can check with the Chair of Environmental Studies to see if other courses not listed here might count as electives.

The Natural World
BIOL 134/ENVI 134 The Tropics: Biology and Social Issues
BIOL 220/ENVI 220 Field Botany and Plant Natural History
BIOL 302/ENVI 312 Communities and Ecosystems
BIOL 422/ENVI 422 Ecology of Sustainable Agriculture
BIOL 424/ENVI 424 Conservation Biology
CHEM 341/ENVI 341 Toxicology and Cancer
CHEM 364/ENVI 364 Instrumental Methods of Analysis
ENVI 102 Introduction to Environmental Science
GEOS 101/ENVI 105 The Co–Evolution of Earth and Life
GEOS 102 An Unfinished Planet
GEOS 103/ENVI 103 Global Warming and Natural Disasters
GEOS 104/ENVI 104/MAST 104 Oceanography
GEOS 201/ENVI 205 Geomorphology
GEOS 206/ENVI 206 Renewable Energy and the Sustainable Campus
GEOS 214/ENVI 214 Remote Sensing and Geographic Information Systems
GEOS 215/ENVI 215 Climate Changes
GEOS 226T/ENVI 226T/MAST 226T The Oceans and Climate
GEOS 231/ENVI 231 The River
MAST 211/GEOS 210 Oceanographic Processes
MAST 311/BIOL 231 Marine Ecology
MATH 310 Mathematical Modeling of Ecological Systems
PHYS 108/ENVI 108 Energy Science and Technology

Humanities, Arts, and Social Sciences
AFR 211/ENVI 211/SOC 211/AMST 211 Race and the Environment
ANTH 214/ENVI 224 The Rise and Fall of Civilizations
ANTH 272/WGSS 272 Sex and the Reproduction of Society
ARTS 329 Architectural Design II
ENGL 331/ENVI 331 Romantic Nature

ENGL 378/ENVI 378 Nature/Writing
ENVI 209/ANTH 209/AMST 209 Ecologies of Place: Culture, Commodities and Everyday Life
ENVI 217 Environmental Humanities: Theory and Practice (Same as AMST 216) (D)
ENVI 219 Topics in Sustainable Agriculture
ENVI/ANTH/JLST 210 Governing Nature
ENVI 223T/RLSP 223T Colonial Landscapes: Latin America's Contemporary Environmental Literature
ENVI 235/PSCI 235 Environmental Political Theory
ENVI 252 A Perfect Storm: How Economic and Environmental Disaster Defined America During the Depression
ENVI 273/PSCI 273 Politics without Humans?
ENVI 291/REL 291/SOC 291 Religion and the American Environmental Imagination
ENVI 303/SOC 303 Cultures of Climate Change
ENVI 320/ANTH 320 Cultivating the Local
ENVI 346/PSYC 346 Environmental Psychology
ENVI 353 Apocalypse in Post–War America: Environmental Fear from the Atomic Age to Climate Change
HIST 371/ENVI 371 The History of U.S. Environmental Politics
HIST 478/ENVI 478 Cold War Landscapes
LATS 220/AMST 221/ENVI 221 Introduction to Urban Studies: Shaping and Living the City
LATS 312/AMST 312/ENVI 313 Chicago
LATS 408/AMST 408 Envisioning Urban Life
MAST 231/ENGL 231 Literature of the Sea
MAST 352/HIST 352 America and the Sea, 1600–Present
PSCI 331 Knowledge and Politics
REL 227/LATS 227/AMST 227/ENVI 227 Utopias and Americas
REL 287/ENVI 287 The Dynamics of Globalization: Society, Religion and the Environment
REL 318/ENVI 318/AMST 318/LATS 318/COMP328 California: Myths, Peoples, Places
SOC 315 Culture, Consumption and Modernity
SOC 368 Technology and Modern Society

Environmental Policy

ECON 204/ENVI 234 Economics of Developing Countries
ECON 213/ENVI 213 Introduction to Environmental and Natural Resources Economics
ECON 228T/ENVI 228T Water as a Scarce Resource
ECON 386/ENVI 386/ECON 518 Environmental Policy and Natural Resource Management
ECON 517/ECON 388/ENVI 388 Urbanization and Development
ENVI 208 Science and Politics in Environmental Decision Making
ENVI 219/ANTH 218 Topics in Sustainable Agriculture
ENVI 283/PSCI 283 Dirty Politics: Regulating Hazardous Chemicals and Wastes
ENVI 307/PSCI 317 Environmental Law
ENVI 309/HSCI 309/SCST 309/PSCI 301 Environmental Policy
PSCI 328/ENVI 328 Global Environmental Politics
MAST 351/ENVI 351/PSCI 319 Marine Policy
PSCI 229 Global Political Economy
PSCI 273/ENVI 273 Politics Without Humans, Humans Without Politics
PSCI 327/ENVI 329 The Global Politics of Development and Underdevelopment

Variations from the requirements of the concentration must be approved in writing by the Chair of Environmental Studies. Students are urged to consult with program faculty and the Chair as soon as they develop an interest in the concentration or if they intend to participate in study away opportunities.

In addition to courses fulfilling the concentration requirements, the following are offered:

Environmental Studies 397, 398 Independent Study of Environmental Problems
Environmental Studies 493–W31–494 Senior Research and Thesis

Winter study courses play an important role in the program, offering opportunities to experiment in fields unfamiliar to the student, and for interdisciplinary topics to be developed by faculty working alone and in teams. Students are urged to review each year's winter study offerings bearing in mind their interests in the environment.

ENVI 101(F) Nature and Society: An Introduction to Environmental Studies
This course introduces environmental studies as an interdisciplinary field of learning. It will provide a survey of a broad range of environmental problems, cases, and questions, from climate change to sustainable agriculture, from toxic waste to species extinction. We will also examine the intellectual traditions, authors, and historical developments that have most profoundly shaped our understanding of these issues. Keeping a constant eye on the complexities of life in the twenty–first century, we will explore the many different theories and methods that inform environmental scholarship, activism, and policy–making in a variety of cultural arenas and across geographical scales. Along the way, we will read works by philosophers, economists, journalists, historians, sociologists, and many others.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on participation, in–class exercises, several writing assignments and a final exam
Prerequisites: none **Enrollment Limit:** 35 **Expected Class Size:** 35
Dept. Notes: required course for students wishing to complete the Environmental Studies concentration
Distributional Requirements: Division 2 **Other Attributes:** AMST Space and Place Electives
ENVI Core Courses
ENVP Core Courses
ENVS Core Courses
INST – Urbanizing World Electives
Fall 2014
LEC Section: 01 MW 11:00 12:15 Instructor: Nicolas Howe
LEC Section: 02 TF 01:10 02:25 Instructor: Brian McCammack

ENVI 102(S) Introduction to Environmental Science
Environmental science is the interdisciplinary study of the Earth's systems through the synthesis of physical, chemical, geological, and biological perspectives. This course introduces students to the scientific methods used to assess human impacts on the environment. Weekly readings on local, regional and global issues will include scientific literature. Part of each class will be spent on the discussion of scientific data and any related policy issues. While class time will focus primarily on a broad range of environmental issues, in the lab students will focus on the local Hoosic River Watershed. Field and laboratory exercises will generate data that students will analyze, interpret and compare to historic data sets. As the Hoosic River is ultimately connected to the Atlantic Ocean via the Hudson River, knowledge gained through the exploration of the local watershed in the lab will be applied where possible to other regions of the world in class. Examples of topics explored are: the hazards of everyday things, climate change, human impacts on water quality and quantity, atmospheric pollution, tracing pollution through the environment, water use, waste treatment, ocean resource management, and how science happens/works. Students will design and complete an independent project on one of these subjects as it pertains to their hometown. There will be an all–day field trip through the Hoosic River Valley early in the semester.
Class Format: two 75–minute workshop/discussion sessions, and one 3–hour field/laboratory session each week **Requirements/Evaluation:** lab reports; class discussion participation; reaction papers on readings; periodic long tests; independent project presentation and paper
Prerequisites: none; no seniors without permission of the instructors **Enrollment Limit:** 36 **Expected Class Size:** 36 **Enrollment Preferences:** first–year students;
Dept. Notes: it is a required course for the majors in Environmental Policy & Environmental Science
Distributional Requirements: Division 3 **Other Attributes:** ENVI Natural World Electives
ENVP Core Courses
ENVS Core Courses
EXPE Experiential Education Courses
Spring 2015
LEC Section: 01 TR 08:30 09:45 Instructor: Henry Art
LAB Section: 02 T 01:00 04:00 Instructor: Henry Art
LAB Section: 03 R 01:00 04:00 Instructor: Alex Apotsos

ENVI 103(F) Global Warming and Natural Disasters Crosslistings: GEOS 103/ENVI 103
The destruction caused by recent storms such as Irene and Sandy, devastation of prolonged drought in the African Sahel, catastrophic flooding and mudslides in SE Asia and sea level encroachment on the Alaska coast are visible examples of natural disasters that may be modulated by climate change. Global climate change, together with environmental degradation and the explosive growth of urban areas, has the potential to increase the severity and impact of natural disasters. In this course we globally examine geological and climatological processes that "set up" natural disasters such as hurricanes, floods, landslides, droughts, extreme temperatures, and coastal surges, as well as the processes that condition availability of water resources. We study in detail the causes and anticipated consequences of human alteration of global climate and its impact on the spectrum of natural hazards and resources. During laboratory sessions we use local field sites and computer models to analyze recent disasters/hazards, trends in weather and climate and options for mitigating future impacts.

Class Format: lectures, 3 hours per week; laboratory, 2 hours per week **Requirements/Evaluation:** evaluation based on written reports from laboratories, class participation, two hour exams and a final exam
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** first– and second–year students
Distributional Requirements: Division 3 **Other Attributes:** ENVI Natural World Electives
ENVS Group EB–B Electives
ENVS Group EG–A Electives
GEOS Environmental Geosciences Courses
SCST Related Courses
Fall 2014
LEC Section: 01 MWF 09:00 09:50 Instructor: David Dethier
LAB Section: 02 M 01:00 03:00 Instructor: David Dethier
LAB Section: 03 W 01:00 03:00 Instructor: David Dethier

ENVI 104(S) Oceanography Crosslistings: GEOS 104/ENVI 104/MAST 104
The oceans cover about 72% of Earth's surface, yet we know the surface of Venus better than our own ocean floors. Why is that? This integrated introduction to the oceans covers formation and history of the ocean basins; the composition and origin of seawater; currents, tides, and waves; ocean–atmosphere interactions; oceans and climate; deep–marine environments; coastal processes; productivity in the oceans; and marine resources. Coastal oceanography will be investigated on an all–day field trip, hosted by the Williams–Mystic program in Connecticut.
Class Format: lecture/discussion, three hours per week; laboratory, two hours per week in alternate weeks/one all–day field trip **Requirements/Evaluation:** evaluation will be based on two hour exams, lab work, participation in the field trip, and a final exam
Prerequisites: none; **Enrollment Limit:** 50 **Expected Class Size:** 50 **Enrollment Preferences:** first–year and second–year students
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 3 **Other Attributes:** ENVI Natural World Electives
ENVS Group EB–B Electives
ENVS Group EG–A Electives
EXPE Experiential Education Courses
GEOS Environmental Geosciences Courses
GEOS Earth Surface Processes + Life Courses
Spring 2015
LEC Section: 01 MWF 11:00 11:50 Instructor: Mea Cook
LAB Section: 02 M 01:00 03:00 Instructor: Mea Cook
LAB Section: 03 T 01:00 03:00 Instructor: Mea Cook

ENVI 105(F) The Co–Evolution of Earth and Life Crosslistings: GEOS 101/ENVI 105
Our planet is about 4.6 billion years old, and has supported life for at least the last 3.5 billion of those years. This course will consider the inter–related nature of Earth and the life that inhabits it, starting with the first living organisms and progressing to the interaction of our own species with the Earth today. Students will investigate the dynamic nature of the Earth–life system, examine many of its feedbacks, and learn about the dramatic changes that have occurred throughout the history of the Earth. We will ask questions such as: How did the Earth facilitate biologic evolution, and what effects did those biologic events have on the physical Earth? When did photosynthesis evolve, how can we detect that in the rock record, and how did this biological event lead to profound changes in the environment? How and why did animals evolve and what role did environmental change play in the radiation of animal life? How did the rise and radiation of land plants affect world climate? How do plate tectonics, glaciation, and volcanism influence biodiversity and evolutionary innovation? What caused mass extinctions in the past and what can that teach us about our current extinction crisis? Labs will involve hands–on analysis of rocks, fossils, and real–world data as well as conceptual and analytical exercises; field trips will contextualize major events in Earth history and will help students learn to read the rock record. Through these investigations, the class will provide a comprehensive overview of Earth history, with special attention paid to the geological and paleontological history of the northeastern United States.
Class Format: lecture; one laboratory per week plus one all–day field trip **Requirements/Evaluation:** evaluation will be based on lab work, short quizzes, midterms, a writing project, and a final exam
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 30 **Enrollment Preferences:** underclassmen
Distributional Requirements: Division 3 **Other Attributes:** ENVI Natural World Electives
ENVS Group EB–B Electives
ENVS Group EG–A Electives
GEOS Earth Surface Processes + Life Courses
Fall 2014
LEC Section: 01 MWF 10:00 10:50 Instructor: Phoebe Cohen
LAB Section: 02 M 01:00 03:00 Instructor: Phoebe Cohen
LAB Section: 03 T 01:00 03:00 Instructor: Phoebe Cohen

ENVI 108(S) Energy Science and Technology (Q) Crosslistings: PHYS 108/ENVI 108
Energy use has skyrocketed in the United States and elsewhere in the world, causing significant economic and political shifts, as well as concerns for the environment. This course will address the physics and technology of energy generation, consumption, and conservation. It will cover a wide range of energy sources, including fossil fuels, hydropower, solar energy, wind energy, and nuclear energy. We will discuss energy use in transportation, manufacturing, building heating, and building lighting. Students will learn to compare the efficiencies and environmental impacts of various energy sources and uses.
Class Format: lecture twice a week **Requirements/Evaluation:** evaluation will be based on weekly assignments, two hour tests, and a final project; all of these will be substantially quantitative
Prerequisites: high school physics, high school chemistry, and mathematics at the level of MATH 130 (formerly 103) **Enrollment Limit:** 40 **Expected Class Size:** 40
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: ENVI Natural World Electives
Spring 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Jefferson Strait

ENVI 134 The Tropics: Biology and Social Issues (D) Crosslistings: BIOL 134/ENVI 134
Intended for the non–scientist, this course explores the biological dimensions of social issues in tropical societies, and focuses on specifically on the peoples and cultures of tropical regions in Africa, Asia, Latin America, Oceanea, 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.
This course fulfills the EDI requirement. Through lectures, debates and readings, students confront social issues in the tropics from the perspective of biologist. This builds a framework for lifelong exploration of human diversity.
Class Format: lecture/debate, three hours per week **Requirements/Evaluation:** evaluation will be based on two hour exams, a short paper, panel preparation, and a final exam
Prerequisites: none **Enrollment Limit:** 60 **Expected Class Size:** 60 **Enrollment Preferences:** preference given to seniors, juniors, sophomores, and first–year students— in that order
Dept. Notes: does not count for major credit in Biology; does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3 Exploring Diversity
Other Attributes: ENVI Natural World Electives
ENVS Group EB–B Electives
INST African Studies Electives
PHLH Biomedical Determinants of Health
SCST Elective Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Joan Edwards

ENVI 203(F) Ecology (Q) Crosslistings: BIOL 203/ENVI 203
This course combines lectures with field and indoor laboratory exercises to explore factors that determine the distribution and abundance of plants and animals in natural systems. The course begins with an overall view of global patterns and then builds from the population to the ecosystem level. An emphasis is given to basic ecological principles and relates them to current environmental issues. Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow).
Class Format: lecture/laboratory, six hours per week **Requirements/Evaluation:** evaluation will be based on problem sets, lab reports, hour exams, and a final exam
Prerequisites: BIOL 101 and 102, or ENVI 101 or 102, or permission of instructor **Enrollment Limit:** none **Expected Class Size:** 35
Dept. Notes: it is a required course for the majors in Environmental Policy & Environmental Science and Environmental Studies concentration; satisfies the distribution requirement in the Biology major
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: ENVI Core Courses
ENVP Core Courses
ENVS Core Courses
Fall 2014
LEC Section: 01 MWF 10:00 10:50 Instructor: Joan Edwards
LAB Section: 02 M 01:00 04:00 Instructor: Joan Edwards
LAB Section: 03 T 01:00 04:00 Instructor: Joan Edwards

ENVI 205(F) Geomorphology Crosslistings: GEOS 201/ENVI 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. Geomorphology is the study of landforms, the processes that shape them and the rates at which surface processes change the landscape. This class emphasizes the influence of climatic, tectonic, and volcanic forces on landform evolution over relatively short periods of geologic time, generally thousands to a few millions of years. At this time scale, the influence of human activity and climate change on landforms may be strong, perhaps dominant, in many geologic environments. Many of our examples analyze human interaction¿planned or unplanned— with geomorphic processes. Labs focus on field measurements of channels and landscapes in the Williamstown area as well as on the analysis of topographic maps and stereo air photos.
Class Format: lecture/discussion, three hours per week; laboratory, three hours per week/student projects; weekend field trip to the White Mountains **Requirements/Evaluation:** evaluation will be based on two hour exams, a project, lab work and class participation

Prerequisites: any 100–level GEOS course or consent of the instructor **Enrollment Limit:** 18 **Expected Class Size:** 15
Distributional Requirements: Division 3 **Other Attributes:** AMST Space and Place Electives
ENVI Natural World Electives
ENVS Group EG–B Electives
GEOS Earth Surface Processes + Life Courses
Fall 2014
LEC Section: 01 TR 08:30 09:45 Instructor: David Dethier
LAB Section: 02 T 01:00 04:00 Instructor: David Dethier

ENVI 206(S) Renewable Energy and the Sustainable Campus Crosslistings: GEOS 206/ENVI 206
Rising oil and electricity costs disrupt the economy and help fuel global insecurity. Extraction of fossil fuels degrades the environment. Clearer understanding of how fossil–fuel consumption contributes to global climate change is increasing the demand for renewable sources of energy and for more sustainable campus environments. What sources of energy will supply Williams College and nearby areas in the twenty–first century? How will campus buildings, old and new, continue to be attractive spaces while making far more efficient use of heat and light? How can the College's operations and purchasing become more sustainable? This course is a practical introduction to renewable sources of energy, including conservation, principles of sustainability, and to their application to the campus environment. Topics covered include: biological sources of energy (biomass, biogas, liquid fuels), wind energy, geothermal and solar energy, energy efficiency and the environmental impacts of using renewable energy. Lectures, field trips and individual projects emphasize examples from the campus and nearby area.
Class Format: seminar, three hours per week **Requirements/Evaluation:** evaluation will be based on an hour exam, class participation that includes a seminar presentation, and a research project that investigates some aspect of campus energy use and greenhouse–gas emissions **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** sophomores
Distributional Requirements: Division 3 **Other Attributes:** AMST Space and Place Electives
ENVI Natural World Electives
ENVS Group EG–C Electives
EXPE Experiential Education Courses
GEOS Environmental Geosciences Courses
GEOS Earth Surface Processes + Life Courses
Spring 2015
LEC Section: 01 TR 09:55 11:10 Instructor: David Dethier

ENVI 208 Science and Politics in Environmental Decision Making (D)
This course explores the relationship between science and politics in environmental decision–making. How do legislators know when a species is endangered and warrants protection? What precautions should be applied in allowing genetically modified foods onto our plates? Can we, and should we, weigh the risks of malaria against the impacts of pesticides used to control those mosquitoes that transmit the disease? How has the global community come together to understand the risks from global climate change, and how has this understanding shaped our policy responses? What are some of the limits of science in shaping policy outcomes? In addressing these and other questions, we will pay particular attention to how power relations and existing institutions shape what knowledge, and whose knowledge, is taken on board in decision–making, be it at the local, national or global level. We will delve into how these dynamics shape policy outcomes and we will also examine novel approaches for incorporating the knowledge of traditionally disempowered groups, including indigenous and local communities.
Class Format: lecture/discussion with some role–play exercises **Requirements/Evaluation:** several shorter writing assignments and a final project
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 15
Dept. Notes: satisfies the "policy elective" requirement of the Environmental Policy major and the "Environmental Policy" requirement of the Environmental Studies concentration
Distributional Requirements:
Non–divisional Exploring Diversity
Other Attributes: ENVI Environmental Policy
ENVP PE–A Group Electives
ENVP PTL–A Group Electives
ENVP SC–A Group Electives
PHLH Environmental Health
Not Offered Academic Year 2014–2015
LEC Instructor: Pia Kohler

ENVI 209(F) Ecologies of Place: Culture, Commodities and Everyday Life Crosslistings: ENVI 209/ANTH 209/AMST 209
This course will explore the environmental implications of everyday life in modern America. It will ask how cultural, political, economic, and ecological systems interact to produce ordinary places and vernacular landscapes, from campuses to cul–de–sacs, farms to forests, nation–states to national parks. Combining approaches from cultural geography, environmental history, and political ecology, it will focus on the hidden lives of "things"—the commodities and technologies that form the basic building blocks of place: food, oil, water, wood, machines. With strong emphasis on local–global relations, it will look beneath the surface of the ordinary to reveal the complex networks of power, meaning, and matter that connect "here" to "there," "now" to "then," and "us" to "them." In so doing, it will pursue parallel goals: to understand the socio–spatial processes shaping today's global environment; and to explore the cultural systems through which those processes are understood and contested. Topics will include the bottled water controversy, factory farming and local agriculture, the political economy of lawns, and the cultural politics of invasive species.
Class Format: lecture/discussion **Requirements/Evaluation:** three 5– to 7–page essays and several shorter writing assignments
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** none; open to first–year students
Distributional Requirements: Division 2 **Other Attributes:** AMST Critical and Cultural Theory Electives
AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
ENVP PE–B Group Electives
ENVP PTL–A Group Electives
ENVP SC Theory/Method Courses
ENVP SC–B Group Electives
Fall 2014
LEC Section: 01 TR 08:30 09:45 Instructor: Nicolas Howe

ENVI 210(S) Governing Nature (W) Crosslistings: ANTH 210/ENVI 210/JLST 210
This course analyzes the regulation of natural resources, primarily in today's United States. We will study how shared definitions of nature and, hence, nature's resources are instituted in law and policy and the extent to which these legal mandates shape actual landscapes. We will examine the workings of government bureaucracies—for example, the U.S. Forest Service and the National Park Service—to see how their understanding and administration of natural resources operate on the ground and affect local communities. We will consider an array of questions: What is the relationship between nature and what anthropologists call "the State"? Does scientific expertise command authority? When is the governance of natural resources synonymous with the governance of people? To what extent are taken–for–granted terms like "endangered" in reality social and legal constructs? In order to unpack these and other puzzles, we will turn to historical works and ethnography, focusing on insights from political and environmental anthropology. We will also read legal doctrine, such as the Wilderness Act of 1964 and judicial opinions regarding tribal sovereignty and fishing rights. Our case studies will range from rivers and national forests in the American Southwest to local conservation issues in the Berkshires, including land trusts.
Class Format: seminar **Requirements/Evaluation:** active participation, two 5– to 7–page papers on assigned readings, one 12– to 15–page research paper
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Anthropology and Sociology majors, ENVI majors/concentrators and Justice and Law concentrators
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: ENVI Environmental Policy
ENVP PE–B Group Electives
ENVP PTL–A Group Electives
ENVP SC–B Group Electives
JLST Interdepartmental Electives
Spring 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Natalie Vena

ENVI 211(F) Race and the Environment (D) Crosslistings: AFR 211/ENVI 211/SOC 211/AMST 211
In contemporary societies, race remains an enduring impediment to the achievement of equality. Generally understood as a socially meaningful way of classifying human bodies hierarchically, race manifests itself in a number of arenas, including personal experience, economic production and distribution, and political organization. In this course, we will explore how race emerges in local and global environmental issues, like pollution and climate change. We will begin with a review of some of the landmark texts in Environmental Studies that address "environmental racism," like Robert Bullard's *Dumping in Dixie* and David Pellow's *Garbage Wars*. We will examine how and to what extent polluting facilities like landfills, oil refineries, and sewage treatment plants are disproportionately located in communities of color; we will also pay attention to how specific corporations create the underlying rationale for plotting industrial sites. After outlining some of the core issues raised in this scholarship, we will turn to cultural productions—like literature, film, and music—to understand how people of color respond to environmental injustice and imagine the natural world.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, 2–3 short papers (5–7 pages), and a self–scheduled final
Prerequisites: none **Enrollment Limit:** 20
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
ENVI Humanities, Arts + Social Science Electives
ENVP SC–B Group Electives
Fall 2014
LEC Section: 01 TR 11:20 12:35 Instructor: James Manigault–Bryant

ENVI 212(S) African American Environmental Culture from Slavery to Environmental Justice (D) Crosslistings: ENVI 212/AMST 214/AFR 218
Until the environmental justice movement rose to prominence over the past few decades and invited a more critical perspective on the connection between race and the environment, popular understanding of the American environmental (and environmentalist) tradition had effectively been whitewashed. But why? This course will work to find answers to that question while unearthing the deeper roots of African American environmental culture in conversation with key moments in African American history; from slavery to sharecropping, from migration and urbanization to environmental justice. With an interdisciplinary approach that considers sources as diverse as slave narratives, fiction, poetry, songs, photographs, maps, and ethnographies, we will consider African American intellectuals, writers, and visual and musical artists not always associated with environmental thought, from W.E.B. Du Bois and Zora Neale Hurston to the Black Panthers and Marvin Gaye.

Evaluation considers active, informed participation in class discussion based on assigned readings, midterm and final exams, and three 5–7 page essays. Students are also expected to research and respond to one news article exploring some aspect of the intersection between race and the environment over the course of the semester, and to share your findings with the class for discussion. This course fulfills the Exploring Diversity Initiative requirement by examining the themes of empathetic understanding and power and privilege. Among many other paths of inquiry, we will examine how African American environmental culture has evolved in conversation with an historical context of discrimination, racism, and inequality.
Class Format: lecture **Requirements/Evaluation:** evaluation considers weekly written responses and active, informed participation in class discussion based on assigned readings; two 6– to 8–page essays; and a 12– to 15–page final essay revising and expanding an earlier essay
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** open to first–year and continuing students
Distribution Notes: carries Division 2 credit
Extra Info: students also expected to research &respond to at least one news article exploring some aspect of the intersection between race and the environment over the course of the semester, &to share your findings with the class for discussion
may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ENVP SC–B Group Electives
Fall 2014
LEC Section: 01 Cancelled
Spring 2015
LEC Section: 01 W 01:10 03:50 Instructor: Brian McCammack

ENVI 213(S) Introduction to Environmental and Natural Resources Economics (Q) Crosslistings: ECON 213/ENVI 213
Economists love free markets, but many people fear that market–driven economic growth and consumption are endangering the natural environment. In fact, core economic theories predict that people and firms, left to their own devices, will often tend to pollute too much, conserve too little, overfish common waters, and cut down too many trees. These predictions seem to be borne out by the world's environmental problems. Fortunately, economics offers tools to address these issues, and these tools are increasingly gaining attention in the policy world. In this course, we will survey environmental and natural resource economics, fields that work to inform policy with attention to both natural assets and human needs. We will focus on real–world problems, mostly from a microeconomic perspective. Underlying issues in these fields include: why markets might be inefficient where the environment and natural resources are concerned; whether and how to value the benefits we receive from the environment; and how to carefully evaluate policies. We will study the economists' perspective on sustainability and we'll discuss how sustainability, growth, and human wellbeing relate to each other. We will study the use of non–renewable resources (like oil) and renewable resources (like trees and fish), and we will spend some time talking about energy and energy policy. We will examine issues related to pollution, looking at traditional "command and control" regulations and at market–based pollution control policies. Climate change is a pressing global problem, and we will study current and proposed climate policies and the role economics can play. We may cover other topics, including international development, food, agriculture, and water.
Class Format: lecture **Requirements/Evaluation:** problem sets, short papers, a midterm, and a final exam
Prerequisites: ECON 110 **Enrollment Limit:** 40 **Expected Class Size:** 30 **Enrollment Preferences:** preference to sophomores if course is overenrolled
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Other Attributes: ENVI Environmental Policy
ENVP PE–A Group Electives
ENVP PTL–A Group Electives
ENVP SC–A Group Electives
MAST Interdepartmental Electives
POEC Comparative POEC/Public Policy Courses
Spring 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Sarah Jacobson

ENVI 214(S) Remote Sensing and Geographic Information Systems Crosslistings: GEOS 214/ENVI 214
This class provides a practical look at fast–evolving methods used to integrate information about the Earth's surface with spatial data collected by disciplines such as archaeology, economics, the field sciences, history and political science. Remote sensing involves collection and processing of data from satellite and airborne sensors to yield environmental information about the Earth's surface and lower atmosphere. Remote sensing allows regional mapping of rock materials, analysis of vegetation cover and measurement of urban areas and land–use change 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 concepts of remote–data capture and geographic rectification using a Global Positioning System (GPS), as well as principles of remote sensing, including linear and non–linear image enhancements, convolution filtering, and image classification. Principles of GIS include display and classification, spatial buffers, logical overlays and techniques of spatial analysis. Weekly labs focus on training in the application of techniques using data from the region and other areas of North America.
Class Format: lecture, three hours per week; laboratory, three hours per week **Requirements/Evaluation:** based on weekly lab exercises, an hour exam and a final project
Prerequisites: at least one introductory course in BIOL, ENVI, or GEOS **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** Geosciences and Biology majors and Environmental Studies majors and concentrators
Distributional Requirements: Division 3 **Other Attributes:** ENVI Natural World Electives
ENVS Methods Courses
EXPE Experiential Education Courses
GEOS Solid Earth Courses
GEOS Environmental Geosciences Courses
GEOS Earth Surface Processes + Life Courses
Spring 2015
LEC Section: 01 MW 11:00 12:15 Instructor: Paul Karabinos
LAB Section: 02 M 01:00 04:00 Instructor: Paul Karabinos

ENVI 215(F) Climate Changes (Q) Crosslistings: GEOS 215/ENVI 215
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 resulting 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, the greenhouse effect, ocean circulation, configuration of continents, and positive and negative feedbacks . At the same time, we will review the geological record of climate changes in the past, examining their causes.
Laboratory exercises and problem sets 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 radiative balance of earth and the carbon cycle.
Class Format: lecture, three hours per week; one three–hour lab per week **Requirements/Evaluation:** evaluation will be based on lab exercises and problem sets (25%), three hour exams (50%), and a final project (25%) where students will collect, analyze, and interpret data
Prerequisites: 100–level course in GEOS, CHEM, or PHYS or permission of instructor **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** Geosciences majors
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: ENVI Natural World Electives
ENVS Group EB–B Electives
GEOS Environmental Geosciences Courses
MAST Interdepartmental Electives
Fall 2014
LEC Section: 01 MWF 10:00 10:50 Instructor: Mea Cook
LAB Section: 02 R 01:00 04:00 Instructor: Mea Cook

ENVI 217(S) Environmental Humanities: Theory and Practice (D) Crosslistings: ENVI 217/AMST 216
How does culture shape our use and imagination of the physical environment? And how does the physical environment shape culture in turn? These are the central questions of the environmental humanities. This course will explore the various ways in which scholars from a broad range of disciplines have sought to answer these questions by incorporating insights from social theory and cultural criticism. Focusing on studies of socio–environmental conflict in the United States and Latin America from the time of European colonization to the present, it will examine key works from environmental history, ecocriticism, environmental philosophy, and cultural geography, and it will survey the major methodological and theoretical commitments that unite these fields. Emphasis will be placed on environmental justice and the ideological critique of modernity. How have scholars made environmental sense of liberalism, colonialism, capitalism, nationalism, sexism, and racism? How have these "isms" influenced our relations with the natural world, and how can the humanities help us both understand and change these relations for the better? This course fulfills the Exploring Diversity requirement.
Class Format: lecture/discussion **Requirements/Evaluation:** three 5– 7–page essays; several shorter writing assignments
Prerequisites: ENVI 101 or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 15
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Critical and Cultural Theory Electives
AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
ENVP SC Theory/Method Courses
Spring 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Nicolas Howe

ENVI 219(F) Topics in Sustainable Agriculture Crosslistings: ENVI 219/ANTH 218
What does sustainability mean in the context of agricultural practice, food production, and consumption? This course encourages students to think analytically and critically about the meanings and practices of sustainability in the context of food and agriculture. We examine diverse regional and historic contexts to explore how concerns about sustainability in relation to agricultural production and food consumption emerged, and explore the contemporary incarnations of sustainable agriculture in organic, fair trade, and local agriculture as well as in debates around food miles, biofuels, and genetic modification. Cutting across each of these individual topics, we will think about the connections between production and consumption, ecology and society. By the end of this course, it is expected that students will develop a multifaceted understanding of the social, political and cultural dimensions of sustainable food and agriculture.
Class Format: lecture **Requirements/Evaluation:** students will be required to submit discussion questions before each class, complete a short writing assignment each week, and prepare a mid–term essay and final research paper
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19
Distributional Requirements: Division 2 **Other Attributes:** ENVI Humanities, Arts + Social Science Electives

ENVI Environmental Policy
ENVP SC–B Group Electives
PHLH Nutrition and Food Security
Fall 2014
LEC Section: 01 TF 01:10 02:25 Instructor: Shaila Seshia Galvin

ENVI 220(F) Field Botany and Plant Natural History Crosslistings: BIOL 220/ENVI 220
This field–lecture course covers the evolutionary and ecological relationships among plant groups represented in our local and regional flora. Lectures focus on the evolution of the land plants, the most recent and revolutionary developments in plant systemics and phylogeny, and characteristics of plant families and cultural and economic uses of plants, native species. The labs cover field identification, natural history, and ecology of local species.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on exams, field quizzes, field notebook and a class project
Prerequisites: none **Enrollment Limit:** 40 **Expected Class Size:** 25 **Enrollment Preferences:** seniors, Biology majors, and Environmental Studies majors & concentrators
Dept. Notes: satisfies the distribution requirement in the Biology major
Distributional Requirements: Division 3 **Other Attributes:** ENVI Natural World Electives
ENVS Group EB–B Electives
EXPE Experiential Education Courses
PHLH Nutrition and Food Security
Fall 2014
LEC Section: 01 MWF 09:00 09:50 Instructor: Henry Art
LAB Section: 02 T 01:00 04:00 Instructor: Henry Art
LAB Section: 03 W 01:00 04:00 Instructor: Henry Art

ENVI 221 Introduction to Urban Studies: Shaping and Living the City Crosslistings: LATS 220/AMST 221/ENVI 221
Generally, cities have been described either as vibrant commercial and cultural centers or as violent and decaying urban slums. In an effort to begin to think more critically about cities, this course introduces important topics in the interdisciplinary field of Urban Studies. Specifically, we will discuss concepts and theories used to examine the peoples and structures that make up cities: In what ways do socio–cultural, economic, and political factors affect urban life and development? How are cities planned and used by various stakeholders (politicians, developers, businesses, and residents)? How do people make meaning of the places they inhabit? We will pay particular attention to the roles of race, ethnicity, class, and gender in understanding and interpreting urban communities. Texts include works by anthropologists, historians, sociologists, cultural critics, cultural geographers, and literary writers.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on attendance and class participation, several short writing assignments (1–2 pages), two creative group projects and presentations, a midterm essay (5–7 pages) and final essay (8–10 pages)
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** first and second year students as well as American Studies majors and Latina/o Studies concentrators
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 **Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
ASAM Related Courses
ENVI Humanities, Arts + Social Science Electives
ENVP SC–B Group Electives
EXPE Experiential Education Courses
INST – Urbanizing World Electives
LATS Core Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Merida Rua

ENVI 223T(F) Colonial Landscapes: Latin America's Contemporary Environmental Literature (D) (W) Crosslistings: RLSP 223/ENVI 223/COMP 263
"It is not by coincidence that our societies are both racist and anti–ecological," wrote the Chilean sociologist Fernando Mires in his now–classic study, *The Discourse of Nature*. This tutorial explores works of contemporary literature that implicitly and explicitly link Latin America's ongoing environmental crisis to the region's long and multi–layered history of colonialism: novels by Sylvia Iparraguirre (Argentina), Mayra Montero (Puerto Rico), Giaconda Belli (Nicaragua), Luis Sepúlveda (Chile); poetry by Homero Aridjis (México); essays by Octavio Paz (Mexico), Eduardo Viveiros de Castro (Brazil), and more. Representing a wide variety of geographies, literary styles and ideological perspectives, these writers nevertheless converge in challenging us to consider the effects of environmental crisis within structures of power that are radically unequal at the local, national, and global levels; and to recognize that consciousness of environmental vulnerability can prompt new forms of inclusion and community as well as exclusion. Topics to be explored also include the role of indigenous cosmologies in contemporary environmental politics, the place of urban ecologies within the environmental imaginary, and the ongoing debates among academic critics and others regarding the scope and methodologies of ecocriticism as an approach to Latin American literature.
Students have the option of tutorial in Spanish or in English; partners will be assigned accordingly. Each tutorial pair will meet with me for one hour during the week, during which time we will discuss a 5–page paper that one of the partners has submitted the night before. This adds up to a substantial amount of (reading and) writing for each student in the course, i.e., six 5–page essays over the course of the semester. This tutorial meets the goals of the Exploring Diversity Initiative by challenging students to position themselves, intellectually and imaginatively, in the space of those excluded from modernity's material benefits as they struggle to brace themselves against its catastrophic environmental effects.
Class Format: tutorial **Requirements/Evaluation:** each tutorial pair will meet with me for one hour during the week, during which time we will discuss a 5–page paper that one of the partners has submitted the night before
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** students majoring in Spanish or Environmental Studies
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: ENVI Humanities, Arts + Social Science Electives
Fall 2014
TUT Section: T1 TBA Instructor: Jennifer French

ENVI 224 The Rise and Fall of Civilizations Crosslistings: ANTH 214/ENVI 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 light of the archaeological evidence.
Class Format: lecture/class discussion **Requirements/Evaluation:** midterm, final exam, paper, two quizzes
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 25
Distributional Requirements: Division 2 **Other Attributes:** ENVI Humanities, Arts + Social Science Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Antonia Foias

ENVI 226T(S) The Oceans and Climate (W) Crosslistings: GEOS 226/ENVI 226/MAST 226
The oceans are a fundamental part of Earth's climate system. Ocean currents redistribute heat and water vapor around the globe, controlling temperature and precipitation patterns. Marine phytoplankton blooms and air–sea gas exchange modulate the atmospheric carbon dioxide concentration. The dynamic interaction of the atmosphere and the sea surface results in multi–year climate variations such as the El Niño–Southern Oscillation. This course will examine gradual and abrupt climate shifts from Earth's history and the ocean's role in driving, amplifying or dampening the changes, the ocean's response to anthropogenic greenhouse gas emissions, and the projected impacts of continued emissions and climate change on the ocean in the coming decades and millennia. We will analyze articles from the scientific literature that lay out the theory on the ocean's influence on climate, reconstruct past climate and ocean changes, test the mechanisms responsible for those changes, and with that knowledge, project the consequences of continued anthropogenic greenhouse gas emissions. Topics may include the climate effects of opening and closing seaways with plate tectonics, ocean feedbacks that amplify the intensity of ice ages, the instability of ocean circulation during ice–sheet retreat, the evolution of the El Niño–Southern Oscillation with changing carbon dioxide through the geologic past and the next century, ocean heat and carbon dioxide uptake during the last century and into the future, and the impact on sea level, seafloor methane reservoirs, ocean acidification, oxygenation and marine ecosystems.
Class Format: tutorial **Requirements/Evaluation:** each student will write five 5–page position papers; evaluation based on the critical analysis of reading from the scientific literature through writing and discussion
Prerequisites: GEOS 104, GEOS 210 or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** sophomores and juniors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Writing Intensive
Other Attributes: ENVI Natural World Electives
ENVS Group EB–B Electives
ENVS Group EG–B Electives
GEOS Environmental Geosciences Courses
GEOS Earth Surface Processes + Life Courses
MAST Interdepartmental Electives
Spring 2015
TUT Section: T1 M 08:00 08:50 Instructor: Mea Cook

ENVI 227 Utopias and Americas Crosslistings: REL 227/LATS 227/AMST 227/ENVI 227
Where does the term "new world" come from? What do we mean by "utopia," "utopian," and "utopianism?" What relationships exist between the people who imagine utopias and the lands they inhabit? This course considers the relationship between utopian imaginations and the imaginations of the lands and peoples in the Western hemisphere. We will spend some time studying utopian theory, ancient proto–utopias, and utopias in Latin America, though our main focus will be on particular examples of utopianism in the U.S.A. We will attend to particular instances of utopian social dreaming that re–imagine time, space, environment, gender, family, education, and power. While the U.S.A. is the main focus of the class, students are encouraged to pursue and bring to class utopian perspectives from other parts of the Americas. Students are also strongly encouraged to take questions from class and engage utopian images not listed on this syllabus but pertinent to our classroom learning.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, short weekly writing assignments, a 5–page midterm paper, and a 10– to 15–page final research paper examining an American utopia
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 12
Distributional Requirements: Division 2 **Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives

ENVI Humanities, Arts + Social Science Electives
LATS Core Electives
REL North American Religions Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Jacqueline Hidalgo

ENVI 228T(S) Water as a Scarce Resource (W) Crosslistings: ECON 228/ENVI 228
For a variety of reasons including environmental pollution, urbanization, changing agricultural techniques, resource mismanagement, and the consequences of climate change, water is becoming a scarce resource even in places where it was relatively plentiful in the past, and it is likely to become an increasingly scarce resource over the coming decades. In this course we will use basic economic models to consider policy issues relating to water: Is access to water a basic human right, and if so, what market and non–market mechanisms should play a role in water allocation? Does public ownership of water improve the way it is provided and used? Why do societies differ in their approaches to allocating water and are some systems better than others? What does it mean to have a property right to water? Could private property rights to water help address the water pollution problem? How can societies change their water–related property rights, regulations and social institutions when individuals have implicit or explicit rights to the institutional status quo? Who has the right to water that crosses international boundaries? How should societies allocate water across generations?
Class Format: tutorial, meeting with the instructor in pairs for an hour each week; a 5– to 7–page paper every other week (5 in all), prepare and present a written critique of their partners' papers in alternate weeks, and revise and re–write one of their five papers **Requirements/Evaluation:** evaluation will be based on the quality of the papers and on the quality of the student's oral presentations and commentary on the work of his/her colleagues
Prerequisites: ECON 110 or equivalent **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** first–year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Policy or Environmental Science or Environmental Studies, and to students who are already major or concentrators in those subjects
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: ENVI Environmental Policy
ENVP PE–A Group Electives
ENVP PTL–A Group Electives
ENVP SC–A Group Electives
POEC Comparative POEC/Public Policy Courses
Spring 2015
TUT Section: T1 TBA Instructor: Ralph Bradburd

ENVI 231(S) The River Crosslistings: GEOS 231/ENVI 231
Rivers are everywhere. They fill our reservoirs, carry shipping, provide electrical power and feed millions of people. Rivers flush away our waste, potentially profoundly affecting the ocean. Rivers build land and destroy land: they transport the sediment and nutrients that construct agricultural land, and sometimes they flood that land. In this course we will consider a wide range of questions about rivers: How do they form? Where does the water come from? Where does the water go? How do rivers erode their banks and carve their channels? How do they move sediments? What is the chemistry of river water? How do our activities change river chemistry, and how does that affect the environment? When, how, and why do rivers flood? How can we predict and control flooding? What happens when rivers reach the ocean? How do rivers evolve over time, and how does that affect people and their livelihoods?
Three lectures a week, and 4–6 local field trips. This course is linked to an all–expenses–paid seven–day Spring Break field trip to the Mississippi River (Baton Rouge, New Orleans, Cajun country, the delta swamps, and barrier islands), during which students will get first–hand experience with topics covered during the course. Participation in the Spring Break trip is not required for successful completion of the course, but course enrollment is necessary to attend the trip.
Class Format: lecture/lab **Requirements/Evaluation:** evaluation will be based on two exams, participation in local field trips, and writing assignments (daily during the spring break trip in addition to a 5–page final paper)
Prerequisites: one Geosciences course or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** students who commit to the Spring Break trip, and to sophomores and Geosciences majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Trip is linked to a Spring Break field trip; No travel costs: Transportation, accommodation, and food covered by the College
Distributional Requirements: Division 3 **Other Attributes:** ENVI Natural World Electives
ENVS Group EG–C Electives
GEOS Environmental Geosciences Courses
GEOS Earth Surface Processes + Life Courses
Spring 2015
LEC Section: 01 MWF 09:00 09:50 Instructor: Ronadh Cox
LAB Section: 02 M 01:00 04:00 Instructor: Ronadh Cox

ENVI 234 Economics of Developing Countries Crosslistings: ECON 204/ENVI 234
This course is an introduction to the economics of development. The central question is: why are some people and nations poor? And what can governments (or donors) do to reduce poverty? Possible topics include agricultural productivity, health, education, microfinance, child labor, corruption, resource utilization and pollution, and intellectual property rights. We shall also discuss the extent to which market–friendly reforms (such as trade liberalization) can reduce poverty.
Class Format: lecture/discussion **Requirements/Evaluation:** short papers/exams
Prerequisites: ECON 110 **Enrollment Limit:** 40 **Expected Class Size:** 35 **Enrollment Preferences:** sophomores if course is overenrolled
Distributional Requirements: Division 2 **Other Attributes:** ENVI Environmental Policy
ENVP PE–A Group Electives
ENVP PTL–A Group Electives
ENVP SC–A Group Electives
INST African Studies Electives
INST Economic Development Studies Electives
POEC Comparative POEC/Public Policy Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Steven Nafziger

ENVI 235(F) Environmental Political Theory Crosslistings: PSCI 235/ENVI 235
What is the relationship between politics and nature? Today, this question has been given special urgency by the reality of environmental degradation and the efforts of social movements that seek a more sustainable future. But the nature–politics relationship is also a longstanding source of controversy and insight within the history of political thought. In this class, we will consider the efforts of both canonical and contemporary political theorists to fashion political principles suited to organizing the comportment of human communities towards non–human nature. The texts we read will prompt us to question common presuppositions about human nature and the material settings of political life. They will also challenge us to reconsider the actors, spaces, and knowledge that constitute politics. By putting contemporary scholarly and activist visions of environmental justice and sustainability into dialogue with works by Aristotle, Hobbes, Rousseau, and others, we will become more familiar with the theoretical roots of contemporary debates about the environment and better equipped to notice elisions in both past and present conceptions of nature and politics. The course will primarily be driven by discussion, often introduced by 15–20 minute lectures.
Class Format: lecture/discussion **Requirements/Evaluation:** three papers of 5–7 pages each and class participation
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** first year and sophomore students; then PSCI and ENVI majors/concentrators
Extra Info: please note that this is an introductory–level course with no prerequisites. First year students and those with no background in political theory are welcome, as are more experienced students
Distributional Requirements: Division 2 **Other Attributes:** ENVI Humanities, Arts + Social Science Electives
ENVP PTL–A Group Electives
ENVP SC–B Group Electives
PSCI Political Theory Courses
Fall 2014
LEC Section: 01 MW 08:30 09:45 Instructor: Laura Ephraim

ENVI 239 Introduction to Ecocriticism: North–South Dialogues on Nature and Culture (D) Crosslistings: ENVI 239/COMP 238
This course will introduce students to the study of the relationship between literature and the environment, often referred to as 'ecocriticism,' through careful examination of Jean de Léry's 1577 *History of a Voyage to the Land of Brazil* and related texts. Léry's fascinating account of a yearlong stay among the 'cannibals' of Brazil gets at many of the themes and debates taken up by ecocritics today: How do political, economic, religious and philosophical factors influence individual and collective conceptions of 'nature' and its value? How do acts of reading and writing inform (or deform) our understanding of the 'natural' world? What is the role of aesthetics in environmental politics, and how can unspoken assumptions about race, gender, and cultural difference influence representations of global environmental issues like deforestation and global warming? Envi 239/Comp 238 fulfills the goals of the Exploring Diversity Initiative by contextualizing current questions of international environmental policy within the long history of colonialism, challenging students to think about cultural diversity as well as economic inequality as relevant to contemporary debates about the value and distribution of natural resources. In addition to Léry's *History*, we will also read landmarks of ecocritical theory by scholars including Lawrence Buell, William Cronon, Candace Slater and Jorge Marcone, as well as more recent literary interventions into environmental issues in the Americas.
Class Format: lecture/discussion **Requirements/Evaluation:** three 5– to 7–page essays and several shorter writing assignments
Prerequisites: none; **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** majors in Environmental Policy, Environmental Science and Comparative Literature majors, Environmental Studies concentrators; other students interested are welcome
Dept. Notes: satisfies the "Humanities, Arts and Social Sciences" requirement for the Environmental Studies concentration and theory/methods requirement for the "Society & Culture" track of the Environmental Policy major
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ENVI Humanities, Arts + Social Science Electives
ENVP SC Theory/Method Courses
LATS Countries of Origin + Transnationalism Elect
Not Offered Academic Year 2014–2015
LEC Instructor: Jennifer French

ENVI 252(S) A Perfect Storm: How Economic and Environmental Disaster Defined America During the Depression Crosslistings: ENVI 252/AMST 252
What happens to environmental priorities and perspectives when the economy crashes? Since 2008, the "Great Recession" has been disastrous not only for Americans' financial well–being, but also for the political will to take action on climate change (to name just one environmental issue). But it wasn't always this way. The 1930s, one of the most traumatic decades of the twentieth century in America, actually spurred environmentally–conscious action in an economic context far worse than what we are experiencing today. Why? This class will explore the many ways Americans understood their diverse local environments and took action to save

them during the Great Depression. Although the Dust Bowl is perhaps the most iconic of these environmental upheavals during the 1930s, this course will explore diverse geographical regions: from the Appalachian mountains to the (de)forested Upper Midwest, from the agricultural South to the Dust Bowl plains and the water–starved West. In each region, we will trace the impacts of economic turmoil on the environment and the people who depended on it for their livelihoods, as well as the way the economic disaster paved the way for the federal government's unprecedented intervention in environmental matters. Key texts will include John Steinbeck's *The Grapes of Wrath* (along with the John Ford film adaptation) and Aldo Leopold's *A Sand County Almanac.*
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation based on attendance and participation, weekly written responses to readings, two 5–7 page essays, and a final examination consisting of essays and identifications
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15
Distributional Requirements: Division 2 **Other Attributes:** ENVI Humanities, Arts + Social Science Electives
ENVP SC–B Group Electives
Spring 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Brian McCammack

ENVI 273(F) Politics without Humans? Crosslistings: PSCI 273/ENVI 273
Are human beings the only beings who belong in politics? And is political involvement a unique or defining aspect of what it means to be human? Such questions are increasingly complex as the boundaries of "the human" become blurred by the rise of artificial intelligence, robotics, and brain implants: shifting attitudes towards both animal and human bodies; and the automation of economic and military decisions (buy! sell! attack! retreat!) that used to be the prerogative of human actors. How do visions of politics without humans and humans without politics impact our thinking about longstanding questions of freedom, power, and right? Can and should the link between humans and politics survive in an age in which "posthuman" or "transhuman" entities become central characters in the drama of politics? This class will consider these questions through readings, films and artifacts that bring political theory into conversation with science fiction, popular literature on the so–called "singularity" (the merger of humans with computers), science and technology studies, evolutionary anthropology, "new materialist" philosophy, and feminist theory.
Class Format: lecture/seminar **Requirements/Evaluation:** class participation, three 6– to 8–page papers
Prerequisites: none **Enrollment Limit:** 35 **Expected Class Size:** 15
Extra Info: please note that this is an introductory–level course with no prerequisites. First year students and those with no background in political theory are welcome, as are more experienced students
Distributional Requirements: Division 2 **Other Attributes:** ENVI Environmental Policy
ENVP PTL–A Group Electives
ENVP SC–B Group Electives
PSCI Political Theory Courses
Fall 2014
LEC Section: 01 MW 11:00 12:15 Instructor: Laura Ephraim

ENVI 283 Dirty Politics: Regulating Hazardous Chemicals and Wastes Crosslistings: ENVI 283/PSCI 283
Since consumers were first introduced to the promise of "better living through chemistry," society has had to wrestle with the impacts, often far removed in place and time, resulting from a rapid proliferation of hazardous chemicals and wastes. Policy responses, be they at the local, national or global scale, are often limited to reactionary efforts to counter releases into the environment, are constrained by the prevalent use of the technologies in question, and further bring to the fore key challenges of environmental justice and risk management.
How then are we to regulate DDT without adversely affecting our fight against mosquito–borne malaria? How might we preserve the ozone layer while still maintaining the benefits of food preservation through refrigeration? How can we reap the benefits of the electronic age without condoning the steady flow of electronic waste affecting workers' health and environments in developing countries? Emphasis will be placed on understanding the politics that bring about, and allow us to address, these problems. We will be examining in particular novel policy responses, including Europe's precautionary safe use law, citizen science initiatives and consumer–driven certification schemes.
Class Format: seminar **Requirements/Evaluation:** class presentations, weekly writing assignments, participation in negotiation simulations, one 12– to 18–page research paper and class participation
Prerequisites: ENVI 101 or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** environmental policy majors, environmental science majors, environmental studies concentrators, and political science majors
Dept. Notes: satisfies the "Environmental Policy" requirement for the Environmental Policy major and the environmental studies concentration
Distributional Requirements: Division 2 **Other Attributes:** ENVI Environmental Policy
ENVP PE–A Group Electives
ENVP PTL–A Group Electives
ENVP SC–A Group Electives
PHLH Environmental Health
POEC Comparative POEC/Public Policy Courses
PSCI Research Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Pia Kohler

ENVI 287 The Dynamics of Globalization: Society, Religion and the Environment (D) Crosslistings: REL 287/ENVI 287
This course offers a theoretical reflection on the social, cultural and environmental dynamics of globalization and their consequences for the nature and place of religion. Rather than argue for or against globalization, we first examine the nature of this new configuration and its relation to (post)modernity, asking questions such as: What are the cultural and social dynamics of globalization? What are the effects on the nature of the state and the political practices that take place in the global world? What are its environmental consequences? We then shift to examining the role of religion, arguing that its renewed relevance is a function of the socio–cultural transformations that globalization brings about, particularly the loss of community and the increasing atomization of individuals. We conclude by examining some of the perspectives created by the new religious expressions that attempt to respond to this situation, from personal spiritual quests as manifested in interest in Buddhism, ecology or mountain climbing, to various forms of fundamentalism, such as Evangelicalism, the fastest growing religious movement in the Americas, and the most radical forms of Islamicism. Reading list: Harvey, *The Condition of Postmodernity*; Castells, *The Rise of the Network Society*; Bauman, *Globalization*; Kivisto, *Multiculturalism in a Global Society*; Casanova, *Public Religions in the Modern World*; Ortner, *Life and Death on Mt. Everest*; Matthews, *Global Cultura/ Individual Identity*; Shuck, *Mark of the Beast*; Roy, *Globalized Islam*. **Requirements/Evaluation:** a class presentation and a research paper (15 pages)
Prerequisites: none **Enrollment Limit:** 22 **Expected Class Size:** 22 **Enrollment Preferences:** Religion majors and Environmental Studies concentrators
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ENVI Humanities, Arts + Social Science Electives
ENVP SC–B Group Electives
INST Economic Development Studies Electives
REL Contemporary Critical Inquiry Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Georges Dreyfus

ENVI 291 Religion and the American Environmental Imagination (W) Crosslistings: ENVI 291/REL 291/SOC 291
This course examines the relationship between religious and environmental thought in the modern United States. Focusing on the complex and closely linked legacies of Christianity, secularism, and popular spirituality, we will explore the religious and anti–religious roots of contemporary environmental discourse. Along the way, we will pursue a set of vexing questions about environmental thought: Is environmentalism a religion? If so, what kind of religion is it? If not, why not (and why do we even ask)? Is anti–environmentalism religiously motivated? Could religion be the cause of our ecological crisis? Could it be the solution? For answers, we will look to the writings of thinkers such as John Muir, Edward Abbey, Rachel Carson, Aldo Leopold, and Wendell Berry, as well as a number of lesser–known authors. We will read these authors alongside recent scholarship in the social sciences and humanities to understand how their thinking was influenced by social and environmental trends such as urbanization, industrialization, immigration, and globalization. We will also ask how religion has intersected with gender, race, class, and ethnicity to shape environmental politics in the twenty–first century. Finally, we will pay particularly close attention to episodes of conflict and cooperation between the environmental movement and religious conservatives during the past forty years, and we will analyze popular religious media from this period alongside the writings and visual productions of environmentalists.
Class Format: seminar **Requirements/Evaluation:** a 15– to18–page research paper and several shorter writing assignments
Prerequisites: ENVI 101 or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Environmental Studies majors and concentrators
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: ENVI Humanities, Arts + Social Science Electives
ENVP SC–B Group Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Nicolas Howe

ENVI 302(F) Environmental Planning Workshop
This interdisciplinary course introduces the theories, approaches, methodologies, and legal framework of environmental planning and provides students with experience in the planning process through project work in the Berkshire region. The first part of the course introduces the students to planning literature through analysis and discussion of case studies. In the second part of the course students tackle an actual planning problem. Small teams of students, working in conjunction with a client in the community and under supervision of the instructor, conduct a planning project, using all the tools of an environmental planner. The project work draws on students¿ academic training, extracurricular activities, and applies interdisciplinary knowledge and methodologies. The course includes several class presentations and culminates in a public presentation of each team's planning study. This course also includes field trips, town meetings, interviews, survey work, and computer mapping labs.
Class Format: seminar discussion/project lab **Requirements/Evaluation:** short written exercises, class presentations, public presentations, and final group report
Prerequisites: ENVI 101 and BIOL/ENVI 203, or permission of instructor; open to juniors and seniors only **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** Environmental Policy majors, Environmental Studies majors and Environmental Studies concentrators
Dept. Notes: required course for students wishing to complete the majors in Environmental Policy & Environmental Science and the Environmental Studies concentration
Distributional Requirements:
Non–divisional
Other Attributes: ENVI Core Courses
ENVP Core Courses
ENVS Core Courses
EXPE Experiential Education Courses
SCST Related Courses
Fall 2014
SEM Section: 01 TR 11:20 12:35 Instructor: Sarah Gardner
LAB Section: 02 T 01:00 04:00 Instructor: Sarah Gardner
LAB Section: 03 R 01:00 04:00 Instructor: Sarah Gardner

ENVI 303 Cultures of Climate Change (W) Crosslistings: ENVI 303/SOC 303

This course asks why people think and talk about climate change in such very different ways. Climate change is a physical phenomenon that can be observed, quantified, and measured. But it is also an idea, and as such it is subject to the vagaries of cultural interpretation. Despite scientific agreement about its existence and its causes, many people do not see climate change as a serious problem, or as a problem at all. Many others see it as the most serious problem our species has ever faced. What are the sources of this disparity? Why can't we agree about climate change? How does something as complex and confusing as climate change become a "problem" in the first place? This course will explore a broad array of factors, from religion to race, class to colonialism. It will focus especially closely on the communication of scientific knowledge, risk perception, and environmental ethics, and it will apply a range of theories from the social sciences and humanities to a set of concrete case studies In the climate change debate, culture matters. By investigating how culture shapes the politics and policy of climate change, students will develop the interpretive skills required to understand not just this most contentious of issues, but environmental issues in general.
Class Format: seminar **Requirements/Evaluation:** a 15– to 18–page research paper and several shorter writing assignments
Prerequisites: ENVI 101 **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** ENVI majors and concentrators first; ANSO majors second
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: ENVI Humanities, Arts + Social Science Electives
Not Offered Academic Year 2014–2015
SEM

ENVI 307(F) Environmental Law Crosslistings: ENVI 307/PSCI 317
We rely on environmental laws to make human communities healthier and protect the natural world, while allowing for sustainable economic growth. Yet, despite 40 years of increasingly varied and complex legislation, balancing human needs and environmental quality has never been harder than it is today.
Environmental Studies 307 analyzes the transformation of environmental law from fringe enterprise to fundamental feature of modern political, economic and social life. ENVI 307 also addresses the role of community activism in environmental law, from local battles over proposed industrial facilities to national campaigns for improved corporate citizenship.
By the completion of the semester, students will understand both the successes and failures of modern environmental law and how these laws are being reinvented, through innovations like pollution credit trading and "green product" certification, to confront globalization, climate change and other emerging threats.
Class Format: seminar **Requirements/Evaluation:** based on several short writing assignments, a term research project, and active participation in class.
Prerequisites: ENVI 101 or permission of instructor **Enrollment Limit:** 25 **Expected Class Size:** 25
Dept. Notes: required course for students wishing to complete the major in Environmental Policy; satisfies the "Environmental Policy" requirement for the Environmental Studies concentration
Distributional Requirements: Division 2 **Other Attributes:** AMST Space and Place Electives
ENVI Environmental Policy
ENVP Core Courses
JLST Enactment/Applications in Institutions
MAST Interdepartmental Electives
POEC U.S. Political Economy + Public Policy Course
SCST Elective Courses
Fall 2014
LEC Section: 01 M 07:00 09:40 Instructor: David Cassuto

ENVI 309(S) Environmental Politics and Policy (W) Crosslistings: ENVI 309/HSCI 309/SCST 309/PSCI 301
This course will provide an overview of environmental policy¿making, with an emphasis on the ways in which policies are developed and implemented at the local, state and national level. Special attention will be paid to the variety of actors that shape environmental outcomes, including legislators, administrators, the science community, civil society and the private sector. Following an examination of different models of environmental policy¿making, this course will focus on several case studies, including on the management of public lands, air and water pollution, climate change and endangered species protection.
Class Format: seminar **Requirements/Evaluation:** evaluation is based on several shorter writing assignments, a semester–long research project, and participation
Prerequisites: ENVI 101 or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Environmental Policy & Environmental Science majors & Environmental Studies concentrators; but other students interested in public policy are welcome
Dept. Notes: requirement for the Environmental Policy major and the Environmental Studies concentration
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: ENVI Environmental Policy
ENVP PTL Theory/Method Courses
ENVP PE–A Group Electives
ENVP PTL–A Group Electives
ENVP SC–A Group Electives
POEC Comparative POEC/Public Policy Courses
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Brian McCammack

ENVI 312 Communities and Ecosystems (Q) Crosslistings: BIOL 302/ENVI 312
An advanced ecology course that examines how organisms interact with each other and with abiotic factors. This course emphasizes phenomena that emerge in complex ecological systems, building on the fundamental concepts of population biology, community ecology, and ecosystem science. Lectures and workshops explore how communities and ecosystems are defined, and how theoretical, comparative, and experimental approaches are used to elucidate their structure and function. Field laboratories emphasize hypothesis–oriented experiments, some of which will continue with laboratory analyses; field trips introduce the diversity of natural communities and ecosystems of the region. There will be one all–day field trip to Mt. Greylock State Reservation. Extensive use will be made of the 75–year database of the Hopkins Memorial Forest. Students will engage in self–designed term project.
Class Format: lecture/laboratory, six hours a week **Requirements/Evaluation:** evaluation will be based on lab reports, a midterm exam, a term project presentation, and a final project paper
Prerequisites: BIOL/ENVI 203 or 220 **Enrollment Limit:** 28 **Expected Class Size:** 24 **Enrollment Preferences:** Biology majors and Environmental Studies majors and concentrators
Dept. Notes: satisfies the distribution requirement in the Biology major
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: ENVI Natural World Electives
ENVS Group EB–A Electives
EXPE Experiential Education Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Henry Art

ENVI 313 Chicago Crosslistings: LATS 312/AMST 312/ENVI 313
"The city of big shoulders has plenty of room for diversity," reads the official visitor's website for the City of Chicago. Focusing on this claim, this course asks students to think critically about what kind room has been made for diversity—social, spatial, and ideological. Additionally we examine the ways in which diverse social actors have shouldered their way into the imagined and physical landscape of the city. Working with ethnography, history, literature, critical essays, and popular culture, we will explore the material and discursive constructions of Chi–Town and urban life among its residents. Appreciating these constructions we also consider how Chicago has served as a key site for understandings of urbanity within a broader national and global context.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on attendance and class participation, group presentations and discussions, 5 critical briefs (2–pages) and a book review essay (12–15 pages)
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** American Studies majors, Latina/o Studies concentrators and students who have taken LATS 220/AMST 221/ENVI 221
Distributional Requirements: Division 2 **Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
ENVP SC–B Group Electives
LATS Core Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Merida Rua

ENVI 318 California: Myths, Peoples, Places (W) Crosslistings: LATS 318/AMST 318/REL 318/COMP 328/ENVI 318
"Now I wish you to know about the strangest thing ever found anywhere in written texts or in human memory...I tell you that on the right–hand side of the Indies there was an island called California, which was very close to the region of the Earthly Paradise." As far as we know, the name "California" was first written in this passage by Garcí Rodríguez de Montalvo, ca. 1510. Within a few decades, it came to be placed first on the peninsula of Baja California and then upon a region stretching up the Western coast of North America. What aspects of this vision are still drawn upon in how we imagine California today? How did certain narratives of California come to be, who has imagined California in certain ways, and why? What is the relationship between certain myths, the peoples who have imagined them, and the other peoples who have shared California dreams? In this course, we will examine some of the myths that surround California by looking at a few specific moments of interaction between the peoples who have come to make California home and the specific places in which they have interacted with each other. Of special interest will be imaginations of the Spanish missions, the Gold Rush, agricultural California, wilderness California, California as "sprawling multicultural dystopia," and California as "west of the west."
Class Format: seminar **Requirements/Evaluation:** this course will be mostly discussion oriented, with grading based upon participation, short writing exercises, one 3–page review essay with mandatory revision, one 5– to 8–page midterm review essay, and a final 10– to 15–page comparative review essay
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** none
Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under LATS, AMST, ENVI or REL
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
ENVP SC–B Group Electives
LATS Core Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Jacqueline Hidalgo

ENVI 320(S) Cultivating the Local: Place–based Productions of Food and Agriculture Crosslistings: ENVI 320/ANTH 320
This course explores the relation between ideas and practices relating to nature, food and agriculture, and specific formations of place, locality and region. Through this course we will lay conceptual and theoretical foundations for understanding the productions of place, nature, food and agriculture, and the interconnections among them. How do socially constructed ideas about nature, agrarian landscapes, and even particular

environmental qualities such as soil and water, shape the formation of categories such as city, country, and region or even of specific food products? Through what processes do particular food products come to be distinctively place–based? How do we understand the seeming shift to place–based agriculture and food production, in the context of an industrialized and increasingly intricate global food system that has often homogenized and standardized food production? How is locality produced through food and agriculture, and how are food and agriculture produced through claims to locality and place? These interconnections, and the relations of power interlaced in them, are salient in contemporary praxis, and the course builds on grounded, conceptual understandings to explore contemporary phenomena such as the *appellation d'origine contrôlée* in France's wine producing regions, the development of Geographic Indication within the World Trade Organization, the formation of "Organic Uttarakhand" that is the subject of my own research, and the affective economies generated through artisanal food production. Through an interdisciplinary approach that brings together scholarship in anthropology, social and cultural history, sociology, and cultural geography, this course aims to foster expansive, grounded and critical understandings about the connections among nature, food, agriculture and place–making.
Class Format: seminar **Requirements/Evaluation:** students are required to submit reading responses before each class, complete a take–home mid–term, and design and conduct an original research project which will provide the basis for a final research paper **Enrollment Limit:** 19 **Expected Class Size:** 19
Distributional Requirements: Division 2 **Other Attributes:** ENVI Humanities, Arts + Social Science Electives
ENVP SC–B Group Electives
PHLH Nutrition and Food Security
Spring 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Shaila Seshia Galvin

ENVI 326T(F) Time and Space Crosslistings: ANTH 326/ENVI 326
Often considered a mere backdrop to daily life, this course challenges that time and space are not inert, but are instead social products. Exploring a span of western science and philosophy ranging from the Enlightenment to contemporary debates in and about post–modernism, we interrogate the concepts of time and space by situating them across cultural milieus. This course provides an introduction to classic and contemporary social science literatures on the sociocultural production and experience of time and space, including by such figures as Bakhtin, Lefebvre, and Benjamin. We will further take up anthropological analyses of concrete ethnographic materials from contexts in (but not limited to) the Amazon, New York City, Mombai, Melanesia, Paris, and Appalachia. Topics of major concern include memory, ritual, narrative, deixis, chronology and time–reckoning, embodiment, landscape, planetarity and cosmopolitanism, as well as the spatiotemporal organization of contemporary industrial and post–industrial societies.
Class Format: tutorial **Requirements/Evaluation:** in–class presentation, 5–page written component to presenation, and a final 10– to 15–page research paper **Enrollment Limit:** 10 **Expected Class Size:** 10
Enrollment Preferences: Anthropology and Sociology majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Fall 2014
TUT Section: 01 M 07:00 09:40 Instructor: LaShandra Sullivan

ENVI 328 Global Environmental Politics Crosslistings: ENVI 328/PSCI 328
This seminar draws on the last four decades of international efforts to regulate the environmental commons. The process of negotiating and implementing international environmental treaties will be a core focus of the course, yet emphasis will also be placed on emerging non–state means of addressing global environmental challenges. A variety of challenges faced in global environmental policymaking (compliance, participation by civil society and industry, incorporation of science, efficiency.) will be examined through the study of several international regimes, including on climate change, endangered species, biodiversity, biosafety and chemicals management.
Class Format: seminar **Requirements/Evaluation:** a research paper to be constructed in stages over the course of the semester and presented in class, and several shorter writing assignments; active participation in class discussions; participation in a negotiation simulation
Prerequisites: ENVI 101 or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** Environmental Policy majors, Environmental Science majors, Environmental Studies concentrators and Political Science majors
Dept. Notes: satisfies the "Environmental Policy" requirement for the Environmental Policy major and the Environmental Studies concentration
Distributional Requirements: Division 2 **Other Attributes:** ENVI Environmental Policy
ENVP PTL Theory/Method Courses
ENVP PE–A Group Electives
ENVP PTL–A Group Electives
ENVP SC–A Group Electives
POEC International Political Economy Courses
PSCI Research Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Pia Kohler

ENVI 331(F) Romantic Natures Crosslistings: ENGL 331/ENVI 331
A seminar on the role of nature in British Romanticm. Romantic Literature is conventionally associated with the turn to nature, a convention that is well supported by the breathtaking landscapes and verdant microcosms that populate much of its poetry and prose. But what motivated this Romantic turn to nature, and how does it shape and or react to broader political, social and economic developments in the late Eighteenth– and early Nineteenth–centuries? Is the Romantic turn to nature a turn away from culture and politics, or is the relationship between nature and culture that Romantic texts reflect more complicated? Is Romantic nature of historical interest only, or might Romantic conceptions of nature offer us tools for confronting today's ecological dilemmas? We will consider such questions primarily through readings of the poetry and prose of canonized Romantic authors such as Wordsworth, Coleridge, Byron, Mary and Percey Shelley, Keats, and Smith. We will also consider relevant excerpts from philosophical conceptions of nature that influenced British Romanticism, and developments in contemporary art and "eco–criticism" that arguably inherit, question, and transform Romantic conceptions of nature.
Class Format: seminar **Requirements/Evaluation:** three papers (one 4 pages, one 6 pages, and one 8–10 pages) and one presentation
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** none
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 **Other Attributes:** ENGL Literary Histories B
ENVI Humanities, Arts + Social Science Electives
ENVI Environmental Policy
Fall 2014
SEM Section: 01 MR 02:35 03:50 Instructor: Walter Johnston

ENVI 341(F) Toxicology and Cancer Crosslistings: CHEM 341/ENVI 341
What is a poison and what makes it poisonous? Paracelcus commented in 1537: "What is not a poison? All things are poisons (and nothing is without poison). The dose alone keeps a thing from being a poison." Is the picture really this bleak; is modern technology–based society truly swimming in a sea of toxic materials? How are the nature and severity of toxicity established, measured and expressed? Do all toxic materials exert their effect in the same manner, or can materials be poisonous in a variety of different ways? Are the safety levels set by regulatory agencies low enough for a range of common toxic materials, such as mercury, lead, and certain pesticides? How are poisons metabolized and how do they lead to the development of cancer? What is cancer and what does it take to cause it? What biochemical defense mechanisms exist to counteract the effects of poisons?This course attempts to answer these questions by surveying the fundamentals of modern chemical toxicology and the induction and progression of cancer. Topics will range from description and quantitation of the toxic response, including risk assessment, to the basic mechanisms underlying toxicity, mutagenesis, carcinogenesis, and DNA repair.
Class Format: lecture, three hours per week **Requirements/Evaluation:** evaluation is based on two hour tests, a class presentation and paper, participation in discussion sessions, a self–exploration of the current toxicological literature, and a final exam
Prerequisites: CHEM 156; may be taken concurrently with CHEM 251/255; a basic understanding of organic chemistry **Enrollment Limit:** 30 **Expected Class Size:** 24
Dept. Notes: this course is required for the Chemistry track through the Environmental Science major and satisfies the Natural World requirement for the Environmental studies concentration
Distributional Requirements: Division 3 **Other Attributes:** BIMO Interdepartmental Electives
ENVI Natural World Electives
ENVS Group EB–A Electives
ENVS Group EC–B Electives
INST Global Health Studies Electives
PHLH Biomedical Determinants of Health
Fall 2014
LEC Section: 01 MWF 11:00 12:15 Instructor: David Richardson

ENVI 346(F) Environmental Psychology Crosslistings: PSYC 346/ENVI 346
This is a course in social psychology as it pertains to the natural environment. We will consider how the environment influences aspects of human psychology (e.g., the psychological implications of humans' disconnect with nature), as well as how human psychology influences the environment (e.g., why some people engage in environmentally destructive behaviors despite holding proenvironmental attitudes). At the core of this course is an attempt to examine various ways in which research and theory in social psychology can contribute insights to understanding (and encouraging) environmentally responsible behavior and sustainable practices, both here at Williams and globally. Because human choice and behavior play such an important role in environmental problems, a consideration of human psychology may therefore be an important part of the solution.
Class Format: empirical lab course **Requirements/Evaluation:** a series of papers, two essay exams, written and oral reports of research
Prerequisites: PSYC 242 recommended, PSYC 201, or a comparable course in statistics and research methodology, is also recommended. **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** Psychology majors and Environmental Studies concentrators
Distributional Requirements: Division 2 **Other Attributes:** ENVI Humanities, Arts + Social Science Electives
ENVP SC–B Group Electives
PSYC Area 4 – Social Psychology
PSYC Empirical Lab Course
Fall 2014
SEM Section: 01 TR 09:55 11:10 Instructor: Kenneth Savitsky
LAB Section: 02 T 01:00 04:00 Instructor: Kenneth Savitsky

ENVI 351(F,S) Marine Policy Crosslistings: MAST 351/ENVI 351/PSCI 319
This seminar utilizes the interdisciplinary background of the other Williams–Mystic courses to examine national and international contemporary issues in our relationship with ocean and coastal resources. This seminar takes a topical approach to the study of marine law and policy, examining fisheries, harbor development, coastal zone management, admiralty law, law of the sea, marine pollution, and shipping.
Class Format: lecture, discussions, guest lectures by active professionals, and includes coastal and near–shore field trips, and 10 days offshore **Requirements/Evaluation:** an independent research paper, a presentation, and a final exam

Dept. Notes: this course satisfies the Environmental Policy requirement for the Environmental Policy major and the Environmental studies concentration
Extra Info: offered only at Mystic Seaport
Distributional Requirements: Division 2 **Other Attributes:** ENVI Environmental Policy
ENVP PTL Theory/Method Courses
ENVP PE–A Group Electives
ENVP PTL–A Group Electives
ENVP SC–A Group Electives
EXPE Experiential Education Courses
POEC International Political Economy Courses
Fall 2014
LEC Section: 01 TBA Instructor: Catherine Hall
Spring 2015
LEC Section: 01 TBA Instructor: Catherine Hall

ENVI 353(F) Apocalypse in Post–War America: Environmental Fear From the Atomic Age to Climate Change Crosslistings: ENVI 353/AMST 353
One dominant strain of the postwar American environmental imagination has been fear, from diffuse anxiety to paralyzing terror. This course will explore this culture of fear through a variety of topics in postwar American environmental consciousness, including the specter of atomic annihilation, the anti–ecotoxics and environmental justice movements, food security, and climate change. We will also explore issues surrounding the idea of wilderness, the relation of native peoples and other minority groups with the landscape, the natural environment in urban spaces, human labor in the natural environment, and the ways in which a variety of disciplinary perspectives such as law, politics, and public health inform our historical understanding of environmental fear. Key texts will include Kurt Vonnegut's *Cat's Cradle,* Rachel Carson's *Silent Spring,* and Cormac McCarthy's *The Road.*
Class Format: seminar **Requirements/Evaluation:** evaluation based on attendance and participation, weekly written responses to readings, structuring and leading discussion during one class meeting, a final research paper proposal, 5–7 page draft, and a final 12–15 page research paper
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 10
Distributional Requirements: Division 2 **Other Attributes:** ENVI Humanities, Arts + Social Science Electives
ENVP SC–B Group Electives
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: Brian McCammack
Spring 2015
SEM Section: 01 Cancelled

ENVI 364(F) Instrumental Methods of Analysis Crosslistings: CHEM 364/ENVI 364
This course provides the student an understanding of the applicability of current laboratory instrumentation both to the elucidation of fundamental chemical phenomena and to the measurement of certain atomic and molecular parameters. Experimental methods, including absorption and emission spectroscopy in the x–ray, ultraviolet, visible, infrared, microwave, and radio frequency regions, chromatography, electrochemistry, mass spectrometry, magnetic resonance, and thermal methods are discussed, with examples drawn from the current literature. The analytical chemical techniques developed in this course are useful in a wide variety of scientific areas. The course also covers new developments in instrumental methods and advances in the approaches used to address modern analytical questions.
Class Format: lecture, three hours per week; laboratory, four hours per week **Requirements/Evaluation:** evaluation is based on class participation, problem sets, oral presentation and discussion of selected topics, laboratory work, and an independent project
Prerequisites: CHEM 155 or 256 and 251/255; may be taken concurrently with CHEM 256 with permission of instructor **Enrollment Limit:** 18 **Expected Class Size:** 8
Distributional Requirements: Division 3 **Other Attributes:** BIMO Interdepartmental Electives
ENVI Natural World Electives
ENVS Group EB–A Electives
ENVS Methods Courses
MTSC Related Courses
Fall 2014
LEC Section: 01 TR 08:30 09:45 Instructor: Patrick Barber
LAB Section: 02 T 01:00 05:00 Instructor: Patrick Barber
LAB Section: 03 M 01:00 05:00
LAB Section: 04 W 01:00 05:00

ENVI 371 The History of U.S. Environmental Politics Crosslistings: HIST 371/ENVI 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, as well as the global environment, with particular attention to which groups of people have had, or have not had, access to political processes and institutions.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, weekly critical writing, an analytical essay, and a final exam
Prerequisites: none; open to all **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** History, Environmental Policy, and Environmental Science majors or prospective majors if the course is over–enrolled
Distributional Requirements: Division 2 **Other Attributes:** ENVI Humanities, Arts + Social Science Electives
ENVP PE–A Group Electives
ENVP PTL–A Group Electives
ENVP SC–A Group Electives
HIST Group F Electives – U.S. + Canada
Not Offered Academic Year 2014–2015
LEC Instructor: Karen Merrill

ENVI 386 Environmental Policy and Natural Resource Management (Q) Crosslistings: ECON 386/ENVI 386/ECON 518
Policymakers in developed and developing countries struggle to manage natural resources and to protect the environment from excessive degradation while attending to pressing human needs. Economics has a rich body of advice to help achieve these goals. In this course, we will study environmental policy and natural resource management from a microeconomic (and, to a lesser extent, macroeconomic) perspective. We will explore relevant economic theory, look for empirical evidence in scholarly studies, and study actual policies as they have been implemented. The course is undergirded by concepts like sustainability, welfare within and across generations, market failure, and valuation of environmental assets. We will continually emphasize issues of efficiency and equity. Again and again we will see that the challenges are both technical and ethical, as society is forced to make troubling tradeoffs. Topics in the class will include pollution (with a focus on climate change and on incentive–based policies like tax and "cap–and–trade"), management of nonrenewable and renewable resources (including resources like oil, forests, and fisheries), and energy (with its obvious links to resource use and climate change). We will also examine the relationship between development and the environment, touching on controversial topics such as the "natural resources curse" and the relationship between economic growth and the demand for environmental quality.
Class Format: seminar **Requirements/Evaluation:** problem sets, paper, brief presentation, a midterm, and a final exam
Prerequisites: ECON 251, familiarity with statistics **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** senior Economic majors and CDE masters
Dept. Notes: this course satisfies the Environmental Policy requirement for the Environmental Policy major and the Environmental studies concentration
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Other Attributes: ENVI Environmental Policy
ENVP PTL Theory/Method Courses
ENVP PE–A Group Electives
ENVP PTL–A Group Electives
ENVP SC–A Group Electives
MAST Interdepartmental Electives
POEC Comparative POEC/Public Policy Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Sarah Jacobson

ENVI 388 Urbanization and Development Crosslistings: ECON 388/ECON 517/ENVI 388
At current rates of growth, the combined population of urban areas in developing countries will double in the next 30 years. The land area devoted to urban use is expected to double even more quickly. The costs of providing housing and infrastructure to accommodate this growth are enormous, but the costs of failing to accommodate urban development may be even larger. The decisions made in response to these challenges will affect the economic performance of these countries and the health and welfare of the urban residents. By affecting global patterns of energy use, these decisions will have broader impacts on the entire planet. This course will focus on these challenges. What are the economic forces that drive the process of urbanization, and how does the level of urbanization affect economic development? How are policies towards housing, transportation, public finance and development affected by urbanization? What policy choices are available, and which are most likely to succeed in dealing with the challenges of urban growth?
Class Format: lecture/discussion **Requirements/Evaluation:** a midterm and a final exam, plus a paper that evaluates specific problems, policy alternatives, and provides some analysis of relevant data
Prerequisites: ECON 251 plus POEC 253, ECON 255, 502 or 503; undergraduate enrollment limited and requires instructor's permission **Expected Class Size:** 20
Distributional Requirements: Division 2 **Other Attributes:** ENVI Environmental Policy
INST – Urbanizing World Electives
POEC Comparative POEC/Public Policy Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Stephen Sheppard

ENVI 397(F) 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.

Class Format: independent study
Prerequisites: approval by the Chair of Environmental Studies
Distributional Requirements:
Non–divisional
Fall 2014
IND Section: 01 TBA Instructor: Ralph Bradburd

ENVI 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.
Class Format: independent study
Prerequisites: approval by the Chair of Environmental Studies
Distributional Requirements:
Non–divisional
Spring 2015
IND Section: 01 TBA Instructor: Ralph Bradburd

ENVI 402(S) Senior Seminar: Perspectives on Environmental Studies Crosslistings: ENVI 402/MAST 402
TThe Environmental Studies and Maritime Studies programs provide students with an opportunity to explore the myriad ways in which humans interact with diverse environments at scales ranging from local to global. As the capstone course for Environmental Studies and Maritime Studies, this seminar will bring together students who will have specialized in the humanities, social studies and/or the sciences and will provide an opportunity for exchange across these disciplinary streams. Readings and discussion will be organized around a common theme. Over the course of the seminar, students will develop a sustained independent research project on a topic of their choice with numerous opportunities for collaboration.
Class Format: seminar **Requirements/Evaluation:** evaluation is based on active participation, discussion leading, several smaller assignments and capstone project
Prerequisites: ENVI 302 or MAST 351 Maritime Policy or permission of instructor **Enrollment Limit:** 20 **Expected Class Size:** 19 **Enrollment Preferences:** limited to senior Environmental Policy and Environmental Science majors and Environmental Studies and Maritime Studies concentrators
Dept. Notes: required course for students wishing to complete the Environmental Policy & Environmental Science majors and the Environmental Studies or the Maritime Studies concentrations
Distribution Notes: no division 1, 2 or 3 credit
Distributional Requirements:
Non–divisional
Other Attributes: ENVI Core Courses
ENVP Core Courses
ENVS Core Courses
SCST Elective Courses
Spring 2015
SEM Section: 01 TF 02:35 03:50 Instructor: Nicolas Howe

ENVI 422(S) Ecology of Sustainable Agriculture Crosslistings: BIOL 422/ENVI 422
A seminar / field course investigating patterns, processes, and concepts of stability in human–dominated, food production ecosystems. As a capstone course, the course will draw upon the experiences that students have had in biology and environmental studies courses. Topics will include: the relationships among diversity, ecosystem function, sustainability, resilience, and stability of food production and distribution systems, nutrient pools and processing in human–dominated ecosystems. Two extensive field trips will be taken to agricultural operations in the region. Each student will present a seminar on a topic requiring extensive reading of primary resources and is responsible for leading the discussion that ensues. Reading question paper assignments will be due prior to the seminar. Criticism paper assignments will be made at approximately bi–weekly intervals and due two days after the seminar to which they relate.
Class Format: seminar, 2 75 minute sessions per week **Requirements/Evaluation:** evaluation will be based on writing assignments, seminar presentation, and course participation
Prerequisites: BIOL/ENVI 203 or BIOL 302 or permission of instructor **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** open to juniors and seniors
Dept. Notes: Satisfies the distribution requirement in the major; the ENVS biology track; the Natural World distributional requirement of the Environmental Studies program
Distributional Requirements: Division 3 **Other Attributes:** ENVI Natural World Electives
ENVS Group EB–A Electives
PHLH Nutrition and Food Security
Spring 2015
SEM Section: 01 MWF 08:30 09:45 Instructor: Henry Art

ENVI 424T Conservation Biology (W) Crosslistings: BIOL 424/ENVI 424
This tutorial examines the application of population genetics, population ecology, community ecology, and systematic to the conservation of biological diversity. While the focus of this tutorial is on biological rather than social, legal, or political issues underlying conservation decisions, the context is to develop science–based recommendations that can inform policy. Topics include extinction, the genetics of small populations, habitat fragmentation, the impact of invasive species, restoration ecology, design of reserves and conservation strategies.
Format; tutorial/field trip, one to three hours per week. Requirements: evaluation will be based on 5 writing assignments, tutorial presentation, performance in the role of paper critic, and course participation.
Class Format: tutorial/field trip, one to three hours per week **Requirements/Evaluation:** based on 5 writing assignments, tutorial presentation, performance in the role of paper critic, & course participation
Prerequisites: BIOL/ENVI 203 or BIOL 302 or 305 or permission of instructor; open to juniors and seniors **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Biology majors who have not taken a 400–level course; then to senior Environmental Studies majors or concentrators
Dept. Notes: satisfies the distribution requirement in the Biology major
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Writing Intensive
Other Attributes: ENVI Natural World Electives
Not Offered Academic Year 2014–2015
TUT Instructor: Joan Edwards

ENVI 478(S) Cold War Landscapes Crosslistings: HIST 478/ENVI 478/AMST 478
The Cold War between the United States and the Soviet Union set in motion dramatic changes to the natural and built environments of many nations between 1945 and 1991. Nuclear test and missile launch sites, naval installations, military production operations, and border securitizations are just a few of the most obvious ways in which the stand–off between the two countries altered rural and urban landscapes around the world. But one can also see the Cold War as setting in motion less immediately direct but nonetheless profound changes to the way that many people saw and planned for the environments around them, as evidenced, for instance, by the rise of the American suburb, the reconstruction of postwar Europe, and agricultural and industrial initiatives in many developing nations. We will begin this seminar by exploring several distinct "Cold War landscapes" in the United States, then move on to examining others in Europe and the Soviet Union. We will spend the final weeks of the semester discussing examples from other parts of the world. Our approach to our topics will be interdisciplinary throughout the semester, and students are welcome to write their research papers on any geographical area of the world.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, weekly critical writing, and a final research paper
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** History, Environmental Policy, and Environmental Science majors if over–enrolled
Distributional Requirements: Division 2 **Other Attributes:** AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
ENVP SC–B Group Electives
HIST Group C Electives – Europe and Russia
HIST Group F Electives – U.S. + Canada
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Karen Merrill

ENVI 493(F) Senior Research and Thesis: Environmental Studies
Environmental Studies senior research and thesis.
Class Format: independent study
Prerequisites: approval by the director of the Center
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements:
Non–divisional
Fall 2014
HON Section: 01 TBA Instructor: Ralph Bradburd

ENVI 494(S) Senior Research and Thesis: Environmental Studies
Environmental Studies senior research and thesis.
Class Format: independent study
Prerequisites: approval by the director of the Center
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements:
Non–divisional
Spring 2015
HON Section: 01 TBA Instructor: Ralph Bradburd

ENVP 493(F) Senior Thesis: Environmental Policy

Class Format: independent thesis
Distributional Requirements: Division 2
Fall 2014
HON Section: 01 TBA Instructor: Ralph Bradburd

ENVP 494(S) Senior Thesis: Environmental Policy
Class Format: independent thesis
Distributional Requirements: Division 2
Spring 2015
HON Section: 01 TBA Instructor: Ralph Bradburd

ENVS 493(F) Senior Thesis: Environmental Science
Class Format: independent thesis
Distributional Requirements: Division 3
Fall 2014
HON Section: 01 TBA Instructor: Ralph Bradburd

ENVS 494(S) Senior Thesis: Environmental Science
Class Format: independent thesis
Distributional Requirements: Division 3
Spring 2015
HON Section: 01 TBA Instructor: Ralph Bradburd

GEOSCIENCES (Div. III)

Chair, Professor RÓNADH COX

Professors: COX, DETHIER, KARABINOS, WOBUS. Associate Professor: GILBERT. Assistant Professors: COHEN, COOK. Lecturer: APOSTOS. Research Associates: BAARLI, BRANDRISS.

MAJOR

The Geosciences major offers an understanding of the evolution of our planet and its interacting global systems. In this era of global change, geoscience provides the tools that can help us learn to live sustainably with our environment, and appreciate our place within the vastness of Earth history. Forces within the Earth create mountain ranges and ocean basins and drive the movements of continents. Wind, water and ice shape the surface of the Earth, making and changing the landscapes around us. Sedimentary rocks and the fossils within them teach us how life and climate have evolved over the vastness of time.

Geosciences graduates have a wide range of career options, both with and without graduate training. The many choices include environmental consulting, hazard assessment hydrology, gemology, the energy and mining industries, outdoor education, and research and teaching in universities, colleges, and secondary schools. Many students choose to double–major in fields as diverse as Art, Economics, History, Physics, Mathematics, English, and Philosophy, and often find jobs where they can apply the synergies of their Geosciences double major. No matter what field they enter, all our Geosciences graduates pursue their lives and careers with a deeper appreciation for the natural world around them.

The Geosciences major includes at most two 100–level courses:

GEOS 101 The Co–Evolution of Earth and Life
GEOS 102 An Unfinished Planet
GEOS 103 Global Warming and Natural Disasters
GEOS 104 Oceanography

At least two 200–level courses selected from this group:

GEOS 201 Geomorphology
GEOS 210/MAST 211 Oceanographic Processes
GEOS 212/BIOL 211 Paleobiology
GEOS 214 Remote Sensing and Geographic Information Systems
GEOS 215 Climate Changes
GEOS 260 Mineralogy and Geochemistry

At least two 300–level courses selected from this group:

GEOS 301 Structural Geology
GEOS 302 Sedimentology
GEOS 303 Igneous and Metamorphic Petrology
GEOS 311 Geobiology

The senior seminar:

GEOS 401 Global Tectonics and the Rise of Mountains

Finally, students must take enough electives to bring the total to a minimum of nine courses.

Geosciences embrace a very broad range of subjects. It is therefore possible—although not required—for students to focus on sub–disciplines within the major. Possible groupings are listed below as guidelines to assist students, but any array of courses that satisfies the requirements laid out above is acceptable for the major. Further advice on the major can be obtained from the department chair, and all Geosciences faculty are happy to discuss course choices with individual students.

I Environmental Geosciences. For students interested in surface processes, climate change, and the application of geology to environmental problems such as land use planning, resource planning, environmental impact analysis, and environmental law. Students interested in this track may choose to double–major in Environmental Science.

GEOS 103/ENVI 103 Global Warming and Natural Disasters
GEOS 104/ENVI 104/MAST 104 Oceanography

GEOS 206/ENVI 206 Renewable Energy and the Sustainable Campus
GEOS 210/MAST211 Oceanographic Processes
GEOS 214/ENVI 214 Remote Sensing and Geographic Information Systems
GEOS 215/ENVI 215 Climate Changes
GEOS 218/ENVI 218 The Carbon Cycle and Climate
GEOS 226T Oceans and Climate
GEOS 231 The River
GEOS 260 Mineralogy and Geochemistry
(Students interested in Environmental Geosciences should consult with Professors Dethier or Cook.)

II Earth Surface Processes and Life. For students interested in the study of modern and ancient sedimentary environments and the marine organisms that inhabited them.

GEOS 101/ENVI 105 The Co–Evolution of Earth and Life
GEOS 104/ENVI 104/MAST 104 Oceanography
GEOS 201/ENVI 205 Geomorphology
GEOS 206/ENVI 206 Renewable Energy and the Sustainable Campus
GEOS 210/MAST 211 Oceanographic Processes
GEOS 212/BIOL 211 Paleobiology
GEOS 214/ENVI 214 Remote Sensing and Geographic Information Systems
GEOS 218/ENVI 218 The Carbon Cycle and Climate
GEOS 226T Oceans and Climate
GEOS 231 The River

GEOS 260 Mineralogy and Geochemistry
GEOS 302 Sedimentology

GEOS 311 Geobiology
(Students interested in Earth Surface, Processes and Life should consult with Professor Cox or Cohen.)

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.

GEOS 102 An Unfinished Planet

GEOS 205/ENVI 207 Earth Resources
GEOS 214/ENVI 214 Remote Sensing and Geographic Information Systems
GEOS 260 Mineralogy and Geochemistry
GEOS 301 Structural Geology
GEOS 303 Igneous and Metamorphic Petrology
(Students interested in The Solid Earth should consult with Professors Wobus or Karabinos.)

With the consent of the department, certain courses at the 200 level or higher in biology, chemistry, mathematics and statistics, or physics may be substituted for elective courses in the major. Credit may be granted in the Geosciences major for Maritime Studies 211/Geosciences 210 (Oceanographic Processes) or Maritime Studies 311/Biology 231 (Marine Ecology) taken at Mystic Seaport.

Students considering graduate work in geosciences should consult with faculty to ensure that they have completed courses typically expected by graduate programs. Most graduate programs will expect students to have a background in mathematics as well a year or so of study in other related sciences; so students planning to go to graduate school should 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. Geosciences graduate programs commonly expect entering students to have taken courses in chemistry and mathematics. For those going into Environmental Geosciences, courses in computer science or statistics are recommended. For those considering Earth Surface Processes and Life, 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

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 that demonstrates outstanding achievement of an original and innovative nature. The principal considerations in admitting a student to a program of independent research are interest and motivation, mastery of fundamental material and skills, and ability to pursue independent study successfully.

STUDY AWAY

Students planning on studying off–campus should meet as early as possible with the Department Chair to plan and to discuss how potential courses might be used in the Geosciences major. Some study–away programs dovetail well with a geoscience major. Examples include the Williams–Mystic program, and the University of Otago in New Zealand. Courses offered at Norwegian Technical Universities and at several universities in the United Kingdom have also been accepted as part of the Geosciences major. Most study–away programs, however, do not usually offer courses that are acceptable substitutes for courses required by the Williams Geosciences major. The Department Chair is always happy, however, to discuss student plans and ideas for off–campus work. You can find general study away guidelines for the Geosciences here.

GEOS 101(F) The Co–Evolution of Earth and Life Crosslistings: GEOS 101/ENVI 105
Our planet is about 4.6 billion years old, and has supported life for at least the last 3.5 billion of those years. This course will consider the inter–related nature of Earth and the life that inhabits it, starting with the first living organisms and progressing to the interaction of our own species with the Earth today. Students will investigate the dynamic nature of the Earth–life system, examine many of its feedbacks, and learn about the dramatic changes that have occurred throughout the history of the Earth. We will ask questions such as: How did the Earth facilitate biologic evolution, and what effects did those biologic events have on the physical Earth? When did photosynthesis evolve, how can we detect that in the rock record, and how did this biological event lead to profound changes in the environment? How and why did animals evolve and what role did environmental change play in the radiation of animal life? How did the rise and radiation of land plants affect world climate? How do plate tectonics, glaciation, and volcanism influence biodiversity and evolutionary innovation? What caused mass extinctions in the past and what can that teach us about our current extinction crisis? Labs will involve hands–on analysis of rocks, fossils, and real–world data as well as conceptual and analytical exercises; field trips will contextualize major events in Earth history and will help students learn to read the rock record. Through these investigations, the class will provide a comprehensive overview of Earth history, with special attention paid to the geological and paleontological history of the northeastern United States.
Class Format: lecture; one laboratory per week plus one all–day field trip **Requirements/Evaluation:** evaluation will be based on lab work, short quizzes, midterms, a writing project, and a final exam
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 30 **Enrollment Preferences:** underclassmen
Distributional Requirements: Division 3 **Other Attributes:** ENVI Natural World Electives
ENVS Group EB–B Electives
ENVS Group EG–A Electives
GEOS Earth Surface Processes + Life Courses
Fall 2014
LEC Section: 01 MWF 10:00 10:50 Instructor: Phoebe Cohen
LAB Section: 02 M 01:00 03:00 Instructor: Phoebe Cohen
LAB Section: 03 T 01:00 03:00 Instructor: Phoebe Cohen

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 of us 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 the past 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, a primary source supplement, selected writings of John McPhee, and references about the geology of the Northeast.
Class Format: lecture, three hours per week; lab (several involving field work), two hours per week; one required all–day field trip on the last Monday of the semester to the Connecticut Valley and the highlands of western Massachusetts **Requirements/Evaluation:** evaluation will be based on two hour–tests, weekly lab work, and a scheduled final exam
Prerequisites: none **Enrollment Limit:** 40 **Expected Class Size:** 40 **Enrollment Preferences:** first– and second–year students
Distributional Requirements: Division 3 **Other Attributes:** ENVI Natural World Electives
GEOS Solid Earth Courses
Spring 2015
LEC Section: 01 MWF 10:00 10:50 Instructor: Bud Wobus
LAB Section: 02 W 01:00 03:00 Instructor: Bud Wobus
LAB Section: 03 R 01:00 03:00 Instructor: Bud Wobus

GEOS 103(F) Global Warming and Natural Disasters Crosslistings: GEOS 103/ENVI 103
The destruction caused by recent storms such as Irene and Sandy, devastation of prolonged drought in the African Sahel, catastrophic flooding and mudslides in SE Asia and sea level encroachment on the Alaska coast are visible examples of natural disasters that may be modulated by climate change. Global climate change, together with environmental degradation and the explosive growth of urban areas, has the potential to increase the severity and impact of natural disasters. In this course we globally examine geological and climatological processes that "set up" natural disasters such as hurricanes, floods, landslides, droughts, extreme temperatures, and coastal surges, as well as the processes that condition availability of water resources. We study in detail the causes and anticipated consequences of human alteration of global climate and its impact on the spectrum of natural hazards and resources. During laboratory sessions we use local field sites and computer models to analyze recent disasters/hazards, trends in weather and climate and options for mitigating future impacts.
Class Format: lectures, 3 hours per week; laboratory, 2 hours per week **Requirements/Evaluation:** evaluation based on written reports from laboratories, class participation, two hour exams and a final exam
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** first– and second–year students
Distributional Requirements: Division 3 **Other Attributes:** ENVI Natural World Electives
ENVS Group EB–B Electives
ENVS Group EG–A Electives
GEOS Environmental Geosciences Courses
SCST Related Courses
Fall 2014
LEC Section: 01 MWF 09:00 09:50 Instructor: David Dethier
LAB Section: 02 M 01:00 03:00 Instructor: David Dethier
LAB Section: 03 W 01:00 03:00 Instructor: David Dethier

GEOS 104(S) Oceanography Crosslistings: GEOS 104/ENVI 104/MAST 104
The oceans cover about 72% of Earth's surface, yet we know the surface of Venus better than our own ocean floors. Why is that? This integrated introduction to the oceans covers formation and history of the ocean basins; the composition and origin of seawater; currents, tides, and waves; ocean–atmosphere interactions; oceans and climate; deep–marine environments; coastal processes; productivity in the oceans; and marine resources. Coastal oceanography will be investigated on an all–day field trip, hosted by the Williams–Mystic program in Connecticut.
Class Format: lecture/discussion, three hours per week; laboratory, two hours per week in alternate weeks/one all–day field trip **Requirements/Evaluation:** evaluation will be based on two hour exams, lab work, participation in the field trip, and a final exam
Prerequisites: none; **Enrollment Limit:** 50 **Expected Class Size:** 50 **Enrollment Preferences:** first–year and second–year students
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 3 **Other Attributes:** ENVI Natural World Electives
ENVS Group EB–B Electives
ENVS Group EG–A Electives
EXPE Experiential Education Courses
GEOS Environmental Geosciences Courses

GEOS Earth Surface Processes + Life Courses
Spring 2015
LEC Section: 01 MWF 11:00 11:50 Instructor: Mea Cook
LAB Section: 02 M 01:00 03:00 Instructor: Mea Cook
LAB Section: 03 T 01:00 03:00 Instructor: Mea Cook

GEOS 201(F) Geomorphology Crosslistings: GEOS 201/ENVI 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. Geomorphology is the study of landforms, the processes that shape them and the rates at which surface processes change the landscape. This class emphasizes the influence of climatic, tectonic, and volcanic forces on landform evolution over relatively short periods of geologic time, generally thousands to a few millions of years. At this time scale, the influence of human activity and climate change on landforms may be strong, perhaps dominant, in many geologic environments. Many of our examples analyze human interaction¿planned or unplanned— with geomorphic processes. Labs focus on field measurements of channels and landscapes in the Williamstown area as well as on the analysis of topographic maps and stereo air photos.
Class Format: lecture/discussion, three hours per week; laboratory, three hours per week/student projects; weekend field trip to the White Mountains **Requirements/Evaluation:** evaluation will be based on two hour exams, a project, lab work and class participation
Prerequisites: any 100–level GEOS course or consent of the instructor **Enrollment Limit:** 18 **Expected Class Size:** 15
Distributional Requirements: Division 3 **Other Attributes:** AMST Space and Place Electives
ENVI Natural World Electives
ENVS Group EG–B Electives
GEOS Earth Surface Processes + Life Courses
Fall 2014
LEC Section: 01 TR 08:30 09:45 Instructor: David Dethier
LAB Section: 02 T 01:00 04:00 Instructor: David Dethier

GEOS 206(S) Renewable Energy and the Sustainable Campus Crosslistings: GEOS 206/ENVI 206
Rising oil and electricity costs disrupt the economy and help fuel global insecurity. Extraction of fossil fuels degrades the environment. Clearer understanding of how fossil–fuel consumption contributes to global climate change is increasing the demand for renewable sources of energy and for more sustainable campus environments. What sources of energy will supply Williams College and nearby areas in the twenty–first century? How will campus buildings, old and new, continue to be attractive spaces while making far more efficient use of heat and light? How can the College's operations and purchasing become more sustainable? This course is a practical introduction to renewable sources of energy, including conservation, principles of sustainability, and to their application to the campus environment. Topics covered include: biological sources of energy (biomass, biogas, liquid fuels), wind energy, geothermal and solar energy, energy efficiency and the environmental impacts of using renewable energy. Lectures, field trips and individual projects emphasize examples from the campus and nearby area.
Class Format: seminar, three hours per week **Requirements/Evaluation:** evaluation will be based on an hour exam, class participation that includes a seminar presentation, and a research project that investigates some aspect of campus energy use and greenhouse–gas emissions **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** sophomores
Distributional Requirements: Division 3 **Other Attributes:** AMST Space and Place Electives
ENVI Natural World Electives
ENVS Group EG–C Electives
EXPE Experiential Education Courses
GEOS Environmental Geosciences Courses
GEOS Earth Surface Processes + Life Courses
Spring 2015
LEC Section: 01 TR 09:55 11:10 Instructor: David Dethier

GEOS 210(F,S) Oceanographic Processes Crosslistings: MAST 211/GEOS 210
This course examines ocean and coastal environmental science issues including carbon dioxide and the ocean's role in climate, El Niño and other ocean–atmosphere oscillations that influence our weather, coastal erosion and other hazards, coastal pollution, and fisheries. The focus is on controlling processes with regional comparisons. Blue water oceanography is conducted in the Atlantic and comparative coastal oceanography includes trips to southern New England shores, and the West and Gulf coasts of the US as part of the Williams–Mystic program.
Class Format: lecture/laboratory, including coastal and near–shore field trips, 11 days offshore, and a laboratory or field research project **Requirements/Evaluation:** two tests, a research project, and a presentation
Extra Info: offered only at Mystic Seaport
Distributional Requirements: Division 3 **Other Attributes:** ENVI Natural World Electives
ENVS Group EB–B Electives
ENVS Group EG–C Electives
EXPE Experiential Education Courses
Fall 2014
LEC Section: 01 TBA Instructor: Lisa Gilbert
Spring 2015
LEC Section: 01 TBA Instructor: Lisa Gilbert

GEOS 212(S) Paleobiology Crosslistings: GEOS 212/BIOL 211
The fossil record is a direct window into the history of life on Earth and contains a wealth of information on evolution, biodiversity, and climate change. This course investigates the record of ancient life forms, from single–celled algae to snails to dinosaurs. In addition to the intellectual discovery of fossils as organic relics and the ways in which fossils have been used to support conflicting views on nature, geologic time, and evolution, we will cover a range of topics central to modern paleobiology. These include: how the fossil record informs our understanding of evolutionary processes including speciation; the causes and consequences of mass extinctions; how fossils help us tell time and reconstruct the Earth's climactic and tectonic history; statistical analysis of the fossil record to reconstruct biodiversity through time; analysis of fossil morphology to recreate the biomechanics of extinct organisms; and using fossil communities to reconstruct past ecosystems. Laboratory exercises will take advantage of Williams' superb fossil collections as well as published datasets to provide a broad understanding of fossils and the methods we use to study the history of life on Earth. We will also view a diversity of fossils in their geologic and paleo–environmental context on our field trip to Eastern New York.
Class Format: lecture/laboratory; field trip to the the Paleozoic of New York State **Requirements/Evaluation:** evaluation will be based on lab assignments, short quizzes and writing assignments, and a final exam
Prerequisites: any 100–level GEOS course or BIOL 102, 203 or 205 **Enrollment Limit:** 15 **Expected Class Size:** 12 **Enrollment Preferences:** sophomores and juniors
Dept. Notes: does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3 **Other Attributes:** GEOS Earth Surface Processes + Life Courses
MAST Interdepartmental Electives
Spring 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Phoebe Cohen
LAB Section: 02 W 01:00 04:00 Instructor: Phoebe Cohen

GEOS 214(S) Remote Sensing and Geographic Information Systems Crosslistings: GEOS 214/ENVI 214
This class provides a practical look at fast–evolving methods used to integrate information about the Earth's surface with spatial data collected by disciplines such as archaeology, economics, the field sciences, history and political science. Remote sensing involves collection and processing of data from satellite and airborne sensors to yield environmental information about the Earth's surface and lower atmosphere. Remote sensing allows regional mapping of rock materials, analysis of vegetation cover and measurement of urban areas and land–use change 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 concepts of remote–data capture and geographic rectification using a Global Positioning System (GPS), as well as principles of remote sensing, including linear and non–linear image enhancements, convolution filtering, and image classification. Principles of GIS include display and classification, spatial buffers, logical overlays and techniques of spatial analysis. Weekly labs focus on training in the application of techniques using data from the region and other areas of North America.
Class Format: lecture, three hours per week; laboratory, three hours per week **Requirements/Evaluation:** based on weekly lab exercises, an hour exam and a final project
Prerequisites: at least one introductory course in BIOL, ENVI, or GEOS **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** Geosciences and Biology majors and Environmental Studies majors and concentrators
Distributional Requirements: Division 3 **Other Attributes:** ENVI Natural World Electives
ENVS Methods Courses
EXPE Experiential Education Courses
GEOS Solid Earth Courses
GEOS Environmental Geosciences Courses
GEOS Earth Surface Processes + Life Courses
Spring 2015
LEC Section: 01 MW 11:00 12:15 Instructor: Paul Karabinos
LAB Section: 02 M 01:00 04:00 Instructor: Paul Karabinos

GEOS 215(F) Climate Changes (Q) Crosslistings: GEOS 215/ENVI 215
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 resulting 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, the greenhouse effect, ocean circulation, configuration of continents, and positive and negative feedbacks . At the same time, we will review the geological record of climate changes in the past, examining their causes.
Laboratory exercises and problem sets 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 radiative balance of earth and the carbon cycle.
Class Format: lecture, three hours per week; one three–hour lab per week **Requirements/Evaluation:** evaluation will be based on lab exercises and problem sets (25%), three hour exams (50%), and a final project (25%) where students will collect, analyze, and interpret data
Prerequisites: 100–level course in GEOS, CHEM, or PHYS or permission of instructor **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** Geosciences majors
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: ENVI Natural World Electives

ENVS Group EB–B Electives
GEOS Environmental Geosciences Courses
MAST Interdepartmental Electives
Fall 2014
LEC Section: 01 MWF 10:00 10:50 Instructor: Mea Cook
LAB Section: 02 R 01:00 04:00 Instructor: Mea Cook

GEOS 226T(S) The Oceans and Climate (W) Crosslistings: GEOS 226/ENVI 226/MAST 226
The oceans are a fundamental part of Earth's climate system. Ocean currents redistribute heat and water vapor around the globe, controlling temperature and precipitation patterns. Marine phytoplankton blooms and air–sea gas exchange modulate the atmospheric carbon dioxide concentration. The dynamic interaction of the atmosphere and the sea surface results in multi–year climate variations such as the El Niño–Southern Oscillation. This course will examine gradual and abrupt climate shifts from Earth's history and the ocean's role in driving, amplifying or dampening the changes, the ocean's response to anthropogenic greenhouse gas emissions, and the projected impacts of continued emissions and climate change on the ocean in the coming decades and millennia. We will analyze articles from the scientific literature that lay out the theory on the ocean's influence on climate, reconstruct past climate and ocean changes, test the mechanisms responsible for those changes, and with that knowledge, project the consequences of continued anthropogenic greenhouse gas emissions. Topics may include the climate effects of opening and closing seaways with plate tectonics, ocean feedbacks that amplify the intensity of ice ages, the instability of ocean circulation during ice–sheet retreat, the evolution of the El Niño–Southern Oscillation with changing carbon dioxide through the geologic past and the next century, ocean heat and carbon dioxide uptake during the last century and into the future, and the impact on sea level, seafloor methane reservoirs, ocean acidification, oxygenation and marine ecosystems.
Class Format: tutorial **Requirements/Evaluation:** each student will write five 5–page position papers; evaluation based on the critical analysis of reading from the scientific literature through writing and discussion
Prerequisites: GEOS 104, GEOS 210 or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** sophomores and juniors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Writing Intensive
Other Attributes: ENVI Natural World Electives
ENVS Group EB–B Electives
ENVS Group EG–B Electives
GEOS Environmental Geosciences Courses
GEOS Earth Surface Processes + Life Courses
MAST Interdepartmental Electives
Spring 2015
TUT Section: T1 M 08:00 08:50 Instructor: Mea Cook

GEOS 231(S) The River Crosslistings: GEOS 231/ENVI 231
Rivers are everywhere. They fill our reservoirs, carry shipping, provide electrical power and feed millions of people. Rivers flush away our waste, potentially profoundly affecting the ocean. Rivers build land and destroy land: they transport the sediment and nutrients that construct agricultural land, and sometimes they flood that land. In this course we will consider a wide range of questions about rivers: How do they form? Where does the water come from? Where does the water go? How do rivers erode their banks and carve their channels? How do they move sediments? What is the chemistry of river water? How do our activities change river chemistry, and how does that affect the environment? When, how, and why do rivers flood? How can we predict and control flooding? What happens when rivers reach the ocean? How do rivers evolve over time, and how does that affect people and their livelihoods?
Three lectures a week, and 4–6 local field trips. This course is linked to an all–expenses–paid seven–day Spring Break field trip to the Mississippi River (Baton Rouge, New Orleans, Cajun country, the delta swamps, and barrier islands), during which students will get first–hand experience with topics covered during the course. Participation in the Spring Break trip is not required for successful completion of the course, but course enrollment is necessary to attend the trip.
Class Format: lecture/lab **Requirements/Evaluation:** evaluation will be based on two exams, participation in local field trips, and writing assignments (daily during the spring break trip in addition to a 5–page final paper)
Prerequisites: one Geosciences course or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** students who commit to the Spring Break trip, and to sophomores and Geosciences majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Trip is linked to a Spring Break field trip; No travel costs: Transportation, accommodation, and food covered by the College
Distributional Requirements: Division 3 **Other Attributes:** ENVI Natural World Electives
ENVS Group EG–C Electives
GEOS Environmental Geosciences Courses
GEOS Earth Surface Processes + Life Courses
Spring 2015
LEC Section: 01 MWF 09:00 09:50 Instructor: Ronadh Cox
LAB Section: 02 M 01:00 04:00 Instructor: Ronadh Cox

GEOS 260(S) Mineralogy and Geochemistry
With a title merging two inter–related fields, this course could be subtitled "An Introduction to Earth Materials and Analytical Techniques." As the basis for all subsequent solid–earth courses in the major, it provides a systematic framework for the study of minerals – Earth's building blocks: their physical and chemical properties at all scales and the common analytical methods used to identify and interpret them. The 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; wavelength– and energy–dispersive x–ray spectrochemical analysis; x–ray diffraction; the use of the petrographic microscope; and the identification of important minerals in hand specimen and thin section.
Class Format: lecture, three hours per week; laboratory, three hours per week; independent study of minerals in hand specimen; one afternoon field trip **Requirements/Evaluation:** evaluation will be based on one hour test, lab work, and a final exam
Prerequisites: one 100–level GEOS course or consent of the instructor **Enrollment Limit:** none **Expected Class Size:** 12
Distributional Requirements: Division 3 **Other Attributes:** GEOS Solid Earth Courses
GEOS Environmental Geosciences Courses
GEOS Earth Surface Processes + Life Courses
MTSC Related Courses
Spring 2015
LEC Section: 01 TR 08:30 09:45 Instructor: Bud Wobus
LAB Section: 02 T 01:00 04:00 Instructor: Bud Wobus

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.
Class Format: lecture/discussion, three hours per week; laboratory, three hours per week **Requirements/Evaluation:** evaluation will be based on weekly laboratory exercises, problem sets, a midterm exam, and a final exam; many of the labs and problem sets use geometry, algebra, and several projection techniques to solve common problems in structural geology
Prerequisites: GEOS 101, 102, or 103, or permission of instructor **Enrollment Limit:** 16 **Expected Class Size:** 12 **Enrollment Preferences:** Geosciences majors
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: GEOS Solid Earth Courses
Fall 2014
LEC Section: 01 MW 11:00 12:15 Instructor: Paul Karabinos
LAB Section: 02 M 01:00 04:00 Instructor: Paul Karabinos

GEOS 302(S) Sedimentology (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.
Class Format: lecture/discussion, three hours per week; laboratory, three hours per week; two half–day and one all–day field trip **Requirements/Evaluation:** Eight written critiques (each 350–400 words) of assigned papers from the sedimentological literature—designed to teach clear written expression & careful analytical reading; evaluation based on lab work, writing assignments, hour exam & final exam
Prerequisites: GEOS 260 Mineralogy and Geochemistry (may be taken concurrently with permission of instructor) **Enrollment Limit:** 12 **Expected Class Size:** 12
Extra Info: papers will be thoroughly edited for style, grammar and syntax; 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
Distributional Requirements: Division 3 Writing Intensive
Other Attributes: GEOS Earth Surface Processes + Life Courses
MAST Interdepartmental Electives
Spring 2015
LEC Section: 01 TR 11:20 12:35 Instructor: Ronadh Cox
LAB Section: 02 R 01:00 04:00 Instructor: Ronadh Cox

GEOS 303(F) Igneous and Metamorphic Petrology
Using plate tectonics and the geologic assembly of New England as a template, this course explores the origin of crystalline rocks – volcanic, plutonic, and metamorphic – that comprise 94% of the Earth's crust and record most of its history. Field and lab studies (the crux of the course) are backed up by phase–rule applications and fundamental thermodynamic principles. Chemical and mineralogical compositions and rock fabrics provide evidence for crystallization or re–crystallization processes and environments, particularly as they define present or past plate boundaries or tectonic settings. Lab work emphasizes thin section analysis, with a 3–week segment devoted to interpreting the igneous rocks of New England collected on field trips..
Class Format: lecture/discussion, three hours per week; laboratory, three hours per week; several field trips including one full day trip to central New Hampshire **Requirements/Evaluation:** evaluation will be based on lab work, one hour test, and a final exam
Prerequisites: GEOS 202 or consent of the instructor **Enrollment Limit:** none **Expected Class Size:** 8
Distributional Requirements: Division 3 **Other Attributes:** GEOS Solid Earth Courses

Fall 2014
LEC Section: 01 MW 08:30 09:45 Instructor: Bud Wobus
LAB Section: 02 W 01:00 04:00 Instructor: Bud Wobus

GEOS 311(F) Geobiology
Geobiology— the study of interactions between earth and life over geologic timescales—is a new and interdisciplinary field that has grown out of exciting advances in earth and life sciences. During this course we will explore the way in which life has shaped our planet over geological timescales. Topics include the origin of life, the rise of oxygen in the earth's atmosphere, the evolution of biomineralization, the environmental context for animal evolution, the role of microbial communities in the earth system, the emergence of land plants, and the potential for planet–life interactions elsewhere in our solar system, among others. Geobiology incorporates tools and ideas from geochemistry, paleontology, microbiology, and sedimentology. Labs will be varied and involve everything from growing our own microbial ecosystems and cyanobacterial mat communities to querying online databases and analyzing geological, geochemical, genetic, and paleontological data. Our field trip will take us to Harvard and MIT where we will tour labs doing cutting–edge geobiology research. The final project will involve literature–based research on a sub–topic of interest to the student within the field of Geobiology. The student will be responsible for an oral presentation at the end of the semester as well as mock grant proposal to study the area further.
Class Format: seminar **Requirements/Evaluation:** labs, mid–term and final exam, and a final project involving an oral presentation and a mock grant proposal
Prerequisites: GEOS 212 / BIOL 211; or GEOS 101 + any 200–level GEOS course; or permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** junior and senior GEOS majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 **Other Attributes:** GEOS Earth Surface Processes + Life Courses
Fall 2014
SEM Section: 01 TR 09:55 11:10 Instructor: Phoebe Cohen
LAB Section: 02 R 01:00 04:00 Instructor: Phoebe Cohen

GEOS 401(F) Global Tectonics and the Rise of Mountains
Fifty years after the sea–floor spreading hypothesis was first verified using magnetic anomalies, we have spectacular data sets from paleomagnetism, seismology, volcanism, the Global Positioning System, and digital elevation models that provide rich details into the kinematics and mechanisms of present and past plate motions. After an introduction to the theory of plate tectonics, we will learn how to 1) access these data sets, 2) portray them on Google Earth and other geographic information systems, and 3) use them to test important tectonic models. We will also explore ways in which tectonics, climate, and erosion affect each other during the evolution of mountain ranges.
Class meetings will include lectures and discussions of assigned reading. Labs will include field trips and computer–based projects using large data sets.
Class Format: seminar **Requirements/Evaluation:** participation during seminar discussions; six 2–page written summaries of journal articles; and weekly lab reports based on field trips and laboratory projects
Prerequisites: two 200–level GEOS courses or permission of instructor **Enrollment Preferences:** senior Geosciences majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 3
Fall 2014
SEM Section: 01 TR 11:20 12:35 Instructor: Paul Karabinos
LAB Section: 02 R 01:00 04:00 Instructor: Paul Karabinos

GEOS 493(F) Senior Thesis: Geosciences
Geosciences senior thesis.
Class Format: independent study
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 3
Fall 2014
HON Section: 01 TBA Instructor: Ronadh Cox

GEOS 494(S) Senior Thesis: Geosciences
Geosciences senior thesis.
Class Format: independent study
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 3
Spring 2015
HON Section: 01 TBA Instructor: Ronadh Cox

GEOS 497(F) Independent Study: Geosciences
Geosciences independent study.
Class Format: independent study
Distributional Requirements: Division 3
Fall 2014
IND Section: 01 TBA Instructor: Ronadh Cox

GEOS 498(S) Independent Study: Geosciences
Geosciences independent study.
Class Format: lecture/discussion
Distributional Requirements: Division 3
Spring 2015
IND Section: 01 TBA Instructor: Ronadh Cox

GERMAN (Div. I)

Chair, Professor JULIE CASSIDAY

Professors: DRUXES, B. KIEFFER, NEWMAN***. Visiting Assistant Professor: KONÉ. Lecturer: E. KIEFFER§. Teaching Associates: DUECKER AND HEIDERICH.

LANGUAGE STUDY

The department provides language instruction to enable the student to acquire all four linguistic skills: understanding, speaking, reading, and writing. German 101–W–102 stresses communicative competence and covers German grammar in full. German 103 combines a review of grammar with extensive practice in reading and conversation. German 104 aims to develop facility in speaking, writing, and reading. German 111–112 offers an alternative introduction to German with a focus on reading competence. German 201 emphasizes accuracy and idiomatic expression in speaking and writing. German 202 combines advanced language study with the examination of topics in German–speaking cultures. Students who have studied German in secondary school should take the placement test given during First Days in September to determine which course to take.

STUDY ABROAD

The department strongly encourages students who wish to attain fluency in German to spend a semester or year studying in Germany or Austria, either independently or in one of several approved foreign study programs. German 104 or the equivalent is the minimum requirement for junior–year abroad programs sponsored by American institutions. Students who wish to enroll directly in a German–speaking university should complete at least 201 or the equivalent. In any case, all students considering study–abroad should discuss their language preparation with a member of the department. You can find general study away guidelines for German here.

LITERATURE IN TRANSLATION

The department regularly offers courses on German literature in translation for students who have little or no knowledge of German, but who wish to become acquainted with the major achievements in German literary and intellectual history.

ADVANCED STUDIES

The department offers a variety of advanced courses for students who wish to investigate German literature, thought, and culture in the original. German 202 is given each year and is recommended as preparation for upper–level courses.

THE CERTIFICATE IN GERMAN

To enhance a student's educational and professional profiles, the department offers the Certificate in German. It requires seven courses—three fewer than the major—and is especially appropriate for students who begin study of the language at Williams.

Students who enter Williams with previous training in German may substitute more advanced courses for the 100–level courses; they can also be exempted from up to two of the required courses.

The student must achieve proficiency at the level of a B in German 104 or the equivalent.

Appropriate elective courses can usually be found among the offerings of German, Art History, History, Music, Philosophy, Political Science, and Theatre.

Required Courses

German 101
German 102
German 103
German 104
German 201

Electives

—at least one course (in German or English) on German cultural history (literature, art, drama, music)

—at least one course (in German or English) on German intellectual, political, or social history

THE MAJOR

The German major offers students an interdisciplinary approach to German intellectual and cultural history by combining courses in German language and literature with courses in History, Philosophy, Music, and other appropriate fields.

For students who start German at Williams, the major requires a minimum of ten courses: German 101–102, 103, 104, 201 and 202; two 300–level German courses; and two electives from either German courses numbered above 202 or appropriate offerings in other departments.

For students who have acquired intermediate or greater proficiency in the language before coming to Williams, the minimum requirement is nine courses: German 202; two 300–level German courses; and six other courses selected from German courses numbered above 102 and appropriate offerings in other departments.

Examples of appropriate courses in other departments are:

ArtH 267 Art in Germany: 1960 to the Present
History 239 Modern German History
History 338 The History of the Holocaust
Music 108 The Symphony
Music 117 Mozart
Music 118 Bach
Music 120 Beethoven
Philosophy 309 Kant

Students may receive major credit for as many as four courses taken during study abroad in Germany or Austria in the junior year.

THE DEGREE WITH HONORS IN GERMAN

Students earn honors by completing a senior thesis (German 493–W31–494) of honors quality.

Students interested in honors should consult with the department chair no later than April 15 of their junior year. The usual qualifications for pursuing honors are: (1) an overall GPA of 3.33 or better, (2) a departmental GPA of 3.67 or better, (3) a strong interest in a specific topic for which an appropriate faculty advisor will be available in the senior year.

GERM 101(F) Elementary German
German 101–102 is for students with no previous study of German whose ultimate aim is to gain comprehensive fluency in the language. The course employs a communicative approach involving all four language skills: listening comprehension, speaking, reading, and writing. We focus initially on practice in understanding the spoken language and then move rapidly to basic forms of dialogue and self–expression. In the second semester, reading and especially writing come increasingly into play.
Class Format: lecture/discussion; meets five days a week **Requirements/Evaluation:** active class participation, written homework, short compositions, oral exercises and tests
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 15
Extra Info: students registered for GERM 101–102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (GERM 101 and 102) are taken
Distributional Requirements: Division 1
Fall 2014
LEC Section: 01 M–F 10:00 10:50 Instructor: Gail Newman

GERM 102(S) Elementary German
German 101–102 is for students with no previous study of German whose ultimate aim is to gain comprehensive fluency in the language. The course employs a communicative approach involving all four language skills: listening comprehension, speaking, reading, and writing. We focus initially on practice in understanding the spoken language and then move rapidly to basic forms of dialogue and self–expression. In the second semester, reading and especially writing come increasingly into play.
Class Format: lecture/discussion; meets five days a week **Requirements/Evaluation:** active class participation, written homework, short compositions, oral exercises and tests
Prerequisites: GERM 101 **Enrollment Limit:** 20 **Expected Class Size:** 15
Extra Info: students registered for GERM 101–102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (GERM 101 and 102) are taken
Distributional Requirements: Division 1
Spring 2015
LEC Section: 01 M–F 10:00 10:50 Instructor: Christophe Kone

GERM 103(F) Intermediate German I
This course will provide a thorough grammar review at the intermediate level with plenty of reading, writing, and speaking practice and creative projects. Using materials provided by the instructor, students will watch and discuss contemporary German feature films and develop a deeper understanding of the German language and culture. *Conducted in German.*
Class Format: 4–skills language course **Requirements/Evaluation:** extremely active class participation, midterm, homework assignments, short quizzes, compositions, and a written and oral final project
Prerequisites: GERM 102 or the equivalent **Enrollment Limit:** 18 **Expected Class Size:** 15
Distributional Requirements: Division 1
Fall 2014
LEC Section: 01 MWF 10:00 10:50 Instructor: Christophe Kone

GERM 104(S) Intermediate German II
The prerequisite to all advanced courses in German. Practice in speaking and writing; reading in a variety of contemporary texts ranging from interviews to social documentary to short stories. Weekly film clips from a popular German TV series. *Conducted in German.*
Class Format: discussion, small group work **Requirements/Evaluation:** daily short writing assignments, small group work, midterm, and final
Prerequisites: GERM 103 or equivalent preparation **Enrollment Limit:** 20 **Expected Class Size:** 15
Distributional Requirements: Division 1
Spring 2015
LEC Section: 01 MWF 09:00 09:50 Instructor: Helga Druxes

GERM 111(F) Reading German for Beginners Crosslistings: GERM 111/GERM 511
German 111–112 is for students whose principal reason for acquiring German is to work with written materials. It is particularly appropriate for students majoring in fields in which the ability to read primary and secondary texts in German can be crucial, such as Art History, Classics, Comparative Literature, History, Music, Philosophy, Political Science, and Theatre. In the first semester students learn the elements of grammar and acquire a core vocabulary. In the second semester, while covering advanced grammatical topics, they practice reading in a variety of textual genres in the humanities and social sciences. They also learn how to work with dictionaries, encyclopedias, and other reference works, in both printed and online forms. By the end of the course they will have a solid foundation for building proficiency in German, whether through self–study or further course work.
Class Format: lecture/discussion **Requirements/Evaluation:** written homework, quizzes, tests, active class participation
Prerequisites: none; students who have taken or plan to take 101 and/or 102 may not take 111–112 **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** Art–History graduate students, seniors and juniors
Extra Info: credit granted only if both semesters (GERM 111/511 and 112/512) are taken; students who wish to continue their study of German after 112 should consult a member of the department
Distributional Requirements: Division 1
Fall 2014
LEC Section: 01 MWF 09:00 09:50 Instructor: Bruce Kieffer

GERM 112(S) Reading German for Beginners Crosslistings: GERM 112/GERM 512
German 111–112 is for students whose principal reason for acquiring German is to work with written materials. It is particularly appropriate for students majoring in fields in which the ability to read primary and secondary texts in German can be crucial, such as Art History, Classics, Comparative Literature, History, Music, Philosophy, Political Science, and Theatre. In the first semester students learn the elements of grammar and acquire a core vocabulary. In the second semester, while covering advanced grammatical topics, they practice reading in a variety of textual genres in the humanities and social sciences. They also learn how to work with dictionaries, encyclopedias, and other reference works, in both printed and online forms. By the end of the course they will have a solid foundation for building proficiency in German, whether through self–study or further course work.
Class Format: lecture/discussion **Requirements/Evaluation:** written homework, quizzes, tests, active class participation
Prerequisites: GERM 111/511 or permission of instructor; students who have taken or plan to take 101 and/or 102 may not take 111–112 **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** Art History graduate students, seniors and juniors
Extra Info: credit granted only if both semesters (GERM 111/511 and 112/512) are taken; students who wish to continue their study of German after 112 should consult a member of the department

Distributional Requirements: Division 1
Spring 2015
LEC Section: 01 MWF 09:00 09:50 Instructor: Bruce Kieffer

GERM 201(F) Advanced German: Current Issues in the German Media Landscape
This course expands on the reading, writing, and speaking skills acquired at the intermediate level, via intensive work with texts of various sorts, including online newspapers, short fiction or excerpts from longer texts, audio and current features/ documentaries.
Class Format: seminar **Requirements/Evaluation:** active class participation, frequent short writing assignments, 2 informal oral presentations, and a final project
Prerequisites: GERM 104 or equivalent **Enrollment Limit:** 20 **Expected Class Size:** 12 **Enrollment Preferences:** German majors
Distributional Requirements: Division 1
Fall 2014
SEM Section: 01 MWF 12:00 12:50 Instructor: Helga Druxes

GERM 202 Berlin—Multicultural Metropolis Between East and West
We will examine texts and films about Berlin as a center of cultural and social transformations in the late nineteenth and twentieth centuries, with special emphasis on the post–wall period. We will move from the turn of the century (when the city's 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 cold war division of the city. We will conclude with the reshaping of the city after the fall of the Berlin wall. Texts and films may include: Walter Benjamin, *Berliner Kindheit um 1900*, excerpts from Ulrich van der Heyden und Joachim Zeller's *Kolonialmetropole Berlin*, Walter Ruttmann, *Sinfonie einer Großstadt*, Irmgard Keun's *Das kunstseidene Mädchen*, Nazi architect Albert Speer's plans for Berlin as the fascist capital "Germania," the 1956 East German youth protest film *Ecke Schönhauser*, short fiction by Reiner Kunze, Aras Ören, Peter Schneider, Bodo Morshäuser, Irina Liebmann. Recent films to be included are: *Sonnenallee*, *Goodbye, Lenin!*, *Berlin is in Germany*, *Geschwister*.
Class Format: seminar/discussion **Requirements/Evaluation:** frequent short writing assignments
Prerequisites: GERM 201 or equivalent
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
LEC

GERM 202 Vienna 1900–2000 and Beyond Crosslistings: GERM 202/INST 202
Once the center of a vast empire, Austria has tended to be overlooked since the demise of that empire. In fact, though, its trajectory can usefully serve as a guide to the complex developments in Europe before, during, and after the Second World War. Contemporary Austria is indeed a laboratory of post–Cold War Europe: Its population is remarkably multicultural, in spite of resistances; its language is rich and dynamic, yet increasingly dominated by its more powerful neighbor to the north; its political attitudes encompass extreme nationalism, pan–Europeanism, and much in between. Austria's capital, Vienna, will form the lens through which we examine the origins and quirks of this fascinating, sometimes paradoxical, culture. The course will employ a variety of written, video, audio, and cyber–materials to explore some of the issues facing contemporary Austria, and to continue the development of advanced reading, writing, and speaking skills begun in German 201. *Conducted in German*.
Class Format: discussion/lecture **Requirements/Evaluation:** active class participation, several 1–2 – page writing assignments, final written/oral project
Prerequisites: GERM 201 or the equivalent **Enrollment Limit:** 16 **Expected Class Size:** 8 **Enrollment Preferences:** German majors
Distribution Notes: meets Division 1 requirement if registration is under GERM; meets Division 2 requirement if registration is under INST
Distributional Requirements: Division 1 **Other Attributes:** INST – Urbanizing World Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Gail Newman

GERM 202 Seh'n Se, det is Berlin
In the history of Germany, Berlin has always been a very important cultural and political center: it was successively the capital of the Kingdom of Prussia, the German Empire, the Weimar Republic, the Third Reich, and the German Democratic Republic, before becoming the capital of a reunited Federal Republic of Germany in 1990. In order to understand the fascination held by this metropolis before and after WWII and its increasing popularity today, it is crucial to gain an insight into the cultural and historical aspects of the capital of Germany throughout the 20th century. In order to do so, we will read texts by Erich Kästner, Kurt Tucholsky, Thomas Brussig, and Wladimir Kaminer, look at paintings by Ernst Ludwig Kirschner, Otto Dix and photographs by August Sander, watch movies by Fritz lang, Wolfgang Staudte, Hannes Stöhr, and Detlev Buck, and listen to cabaret songs by Marlene Dietrich and electronic music by Ellen Alien.
Conducted in German.
Class Format: seminar **Requirements/Evaluation:** midterm, final exam, several short papers
Prerequisites: GERM 201 or the equivalent **Enrollment Limit:** 12 **Expected Class Size:** 10 **Enrollment Preferences:** German majors
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: Christophe Kone

GERM 202(S) German Comics (W)
The goal of this advanced course is to study language and culture through the exploration of German–language comics. Despite the boom in the production of comics since the reunification and the appearance of numerous talented artists in the German speaking world, German comics remain largely unknown and unrecognized abroad. This course seeks to introduce students to this rich, active genre and to deepen their understanding of it by allowing them to engage with its broad spectrum of subjects and styles.
The course will address a variety of recent comics ranging from graphic novels by Tim Dinter, Line Hoven, Kati Rickenbach, and Olivia Vieweg to literary comics by Flix, Isabel Kreitz, as well as historical comics by Simon Schwartz, and Elke Steiner, not to forget German mangas *Bloody Circus* by Jürgen Seebeck!
The course will also address a variety of genres such as humor with *Der bewegte Mann* by Ralf König, biography with *Schiller* by Horus, and autobiography with *Smalltown Boy* by Andreas Michalke, and *Held* by Flix.
What are the recurrent themes in German comics? What kind of current political issues do these comics raise and what type of contemporary anxieties do they express? These are some of the questions the course seeks to answer.
This course is conducted entirely in German.
Class Format: seminar **Requirements/Evaluation:** 3 3–5 page paper and 1 Final project
Prerequisites: GERM 104 and GERM 201 **Enrollment Limit:** 19 **Expected Class Size:** 12 **Enrollment Preferences:** German majors
Distributional Requirements: Division 1 Writing Intensive
Spring 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Christophe Kone

GERM 277 Dangerous Minds/Endangered Minds in the German Tradition Crosslistings: GERM 277/COMP 277
"When we are missing ourselves, we are missing everything." So spoke young Werther in Johann Wolfgang Goethe's groundbreaking novel from 1774. The *Sorrows of Young Werther* exploded into high Enlightenment Germany, with its emphasis on rationality, on universal human values and on optimism about the future, a bestseller that instead exposed the volatile inner world of an extraordinary individual. Throughout the nineteenth and twentieth centuries in Germany and Austria, profound interiority surfaced frequently to challenge—and even threaten—what was touted as the triumph of objective, scientific thought. At the same time, the writers and thinkers who explored the deepest recesses of the mind were beset by alienation and despair as they were drawn into inevitable conflict with dominant paradigms.
This course will examine literature and thought at the moments when the tectonic plates of reason and supposed unreason converge and collide most forcefully: around 1800 (Goethe, Kleist, and the Romantics), around 1900 (Nietzsche, Freud, Kafka, Hofmannsthal), the mid–twentieth century with its disastrous consequences (Hitler, Böll, Bachmann) and the end of the millennium (Roth, Jelinek). Some theoretical work (psychoanalytic theory, Adorno, Benjamin) will aid in the process of understanding the literature and philosophy we read. *All readings and discussion will be in English translation*.
Class Format: seminar **Requirements/Evaluation:** active class participation, several one–page papers, one 5–page paper and a final written and oral project
Prerequisites: one college–level literature course **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** actual or prospective Comparative Literature, Literary Studies, or German majors
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: Gail Newman

GERM 306T Enlightenment and its Discontents (W) Crosslistings: GERM 306/COMP 314
"Sapere Aude," declared Immanuel Kant in his essay "What is Enlightenment?" (1784): "Have the courage to make use of your own capacity to reason." Kant's exhortation sums up the mood of the high Enlightenment, a trend in Western thought that gave birth to most of the ideals that we still hold dear: the primacy and universality of reason, the autonomy of the individual, the educative and restorative powers of the nuclear family. Today we are confronted daily with the tensions and gaps hidden inside Enlightenment thinking; in fact, the fissures in the edifice of the Enlightenment were subtly present from the beginning. This course will trace the development of Enlightenment assumptions through German literature and theory. Our reading will move through several stations of the development of Enlightenment thinking, from its most fervent proponents (Kant, Lessing), through those who put it to a severe test (Kleist, Hoffmann, Büchner), to the outright subversion of its premises (Nietzsche, Freud, Kafka). Readings and discussion in German for those who know German, in English for those who do not.
Class Format: tutorial **Requirements/Evaluation:** 5–page papers or 2–page written commentaries every other week
Prerequisites: for German students, GERM 201 or the equivalent; for non–German students, one college literature course; not open to first–year students, except with permission of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** German and Comparative Literature students
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Not Offered Academic Year 2014–2015
TUT Instructor: Gail Newman

GERM 310T Storm and Stress and More (W) Crosslistings: GERM 310/COMP 310
The first half of the course will focus on the Sturm–und–Drang movement (1770–1785) that launched the literary careers of Goethe and Schiller; the second half will map the lasting influence of the movement's extremist aesthetic by considering a variety of works by authors, artists and filmmakers of the 19th and 20th centuries. We'll deal with themes like forbidden love, suicide, crime, war and revolution and with formal tendencies like poetic egotism, social realism, and radical expressionism. We'll read plays, poems, manifestos and stories by Goethe, Klinger and Schiller, and then move on to texts by Büchner, Nietzsche, Hauptmann, Wedekind, Kafka and Benn, paintings by Marc, Schmidt–Rottluff, Lohse–Wächtler and Kirchner, and films by Murnau, Lang and Herzog. All materials in German for those who take the course as GERM 310T; all materials in English for those who take it as COMP 310T.
Class Format: tutorial **Requirements/Evaluation:** five 4–page presentations and five 2–page response
Prerequisites: for GERM 310T, German 202 or the equivalent; for COMP 310T, at least one college–level course in literature **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** German majors and Comparative Literature majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive

Not Offered Academic Year 2014–2015
TUT Instructor: Bruce Kieffer

GERM 316(S) "Wer ist wir?": Recent Debates over Multiculture in Germany (D) (W)
German chancellor Angela Merkel controversially claimed in 2010: "Multikulti ist gescheitert." (Multiculturalism has failed in Germany). We will investigate different perspectives on Germany's integration of minorities. In the 1960s, government labor contracts brought large numbers of foreign workers into the country and facilitated the "economic miracle." How did the newcomers adapt to life in Germany and what did they hold on to from their home cultures? How did subsequent generations experience life in Germany? What were the major political shifts that took place regarding citizenship and participation in the public sphere? How do popular media portray minorities? How do members of minority groups portray themselves?
We will read texts by: Zafer Senocak, Hatice Akyün, Yoko Tawada, Marica Bodrozic, Navid Kermani, Wladimir Kaminer, view feature films and documentaries, and discuss a wide range of social commentary and analyses across the political spectrum from right wing populists to left liberals: Thilo Sarrazin, Kirsten Heisig, Astrid Geisler and Christoph Schultheis, Wilhelm Heitmeyer, Alexander Häusler, Freya Klier, Mark Terkessidids, Rita Süssmuth and others.
Class Format: seminar **Requirements/Evaluation:** four 5–page papers in German
Prerequisites: GERM 202 or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 8 **Enrollment Preferences:** German majors, but open to all with appropriate language skills
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Spring 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Helga Druxes

GERM 317(F) The New Woman in Weimar Culture (W) Crosslistings: GERM 317/WGSS 317
This course explores the figure of the New Woman, a professional, political, independent, and modern woman, that rises in Germany right at the end of World War II and thrives during the Weimar Republic. Acclaimed as the epitome of Weimar Modernity, the New Woman is nevertheless greeted with great ambivalence: whether a liberated and emancipated woman for some, or a dangerous and promiscuous woman loathed by others, she is perceived as threatening to the patriarchal order. A closer look at artworks by Otto Dix, Christian Schad, and Hannah Höch, films by Fritz Lang and Georg Wilhelm Pabst, poems by Gottfried Benn, Else Lasker–Schüler, and Kurt Tucholsky, novels by Erich Kästner, Vicky Baum, and Irmgrad Keun, as well as plays by Frank Wedekind and Bertolt Brecht, will provide a more precise picture of the New Woman's various incarnations, ranging from actresses (Marlene Dietrich), singers (Margo Lion and Claire Waldorf), and dancers (Anita Berber) to prostitutes, and suggest that the New Woman serves as the vessel of male anxieties and represents the contradictions of modernity. *Taught in German.*
Class Format: taught seminar style in German for the German students and as a tutorial in English for non German speaking students **Requirements/Evaluation:** papers and oral presentations
Prerequisites: for students taking it in German: GERM 201 or the equivalent; for students taking the course in English: one college–level literature course **Enrollment Limit:** 19 **Expected Class Size:** 8
Distributional Requirements: Division 1 Writing Intensive
Fall 2014
SEM Section: 01 TR 09:55 11:10 Instructor: Christophe Kone

GERM 321 Lust, Liebe und Gewalt (W)
In the finale of Salome, an opera in German by Richard Strauss, a young Salome kisses the severed head of John the Baptist, while expressing her desire and declaring her love to him. No other opera makes the violence of love and lust more explicit; it brings the interplay of *Eros* and *Thanatos* to a climax. In this course, we will reflect on the intimate relationship between love, lust, and violence, examining how love and lust do not exclude violence, but rather include—if not provoke—it. In order to gain a better understanding of the dynamics formed by this fascinating triangle, we will read a collection of short stories by Bernhard Schlink, plays by Arthur Schnitzler and Frank Wedekind, poems by Johann Wolfgang Goethe, look at paintings by Gustav Klimt and Oskar Kokoschka, watch movies by Josef von Sternberg and Rainer Werner Fassbinder, and listen to pop songs by Nina Hagen and Rammstein. *Conducted in German.*
Class Format: seminar **Requirements/Evaluation:** 5–page papers every other week, 2–page critiques of the partner's papers in alternate weeks
Prerequisites: GERM 201 or the equivalent **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** German majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Not Offered Academic Year 2014–2015
SEM Instructor: Christophe Kone

GERM 323T Reason, Unreason and Anti–Reason from the Enlightenment to the Third Reich (W) Crosslistings: GERM 323/COMP 323
From its inception in the eighteenth century, modern German art and thought have probed the nature of human reason. At every turn, the celebration of rationality as triumphing over the irrational has brought with it a resistance to the rational: Lessing's Enlightenment dramas find their counterpart in those of the *Sturm und Drang* movement; Kleist's preoccupation with reliable justice and predictable happiness can't hide an unblinking knowledge of life's randomness; Freud's search for ultimate knowledge is constantly shadowed by the unknowable; in the acts and "theories" of the Nazis, we see the ultimate horror of rationality reduced to rigid mechanics, in the service of the unthinkable. The course will involve reading closely and writing intensively about texts by, among others, Lessing, Goethe, Kleist, Büchner, Nietzsche, Freud, Kafka, and the Nazi propagandists.
Offered in English or German: Reading, discussion and writing will be in German for German–speakers, in English for non–German speakers.
Class Format: tutorial **Requirements/Evaluation:** two seminar meetings with the entire group; five 5–page papers, five 2–page critiques of the partner's papers
Prerequisites: for students taking the tutorial in German: GERM 201 or the equivalent; for students taking the course in English: one college–level literature course **Enrollment Limit:** 10 **Expected Class Size:** 10
Enrollment Preferences: German majors or Comp Lit majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Not Offered Academic Year 2014–2015
TUT Instructor: Gail Newman

GERM 493(F) Senior Thesis: German
German senior thesis.
Class Format: independent study
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 1
Fall 2014
HON Section: 01 TBA Instructor: Julie Cassiday

GERM 494(S) Senior Thesis: German
German senior thesis.
Class Format: independent study
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 1
Spring 2015
HON Section: 01 TBA Instructor: Julie Cassiday

GERM 497(F) Independent Study: German
German independent study.
Class Format: independent study
Distributional Requirements: Division 1
Fall 2014
IND Section: 01 TBA Instructor: Julie Cassiday

GERM 498(S) Independent Study: German
German independent study.
Class Format: seminar
Distributional Requirements: Division 1
Spring 2015
IND Section: 01 TBA Instructor: Julie Cassiday

GERM 511(F) Reading German for Beginners Crosslistings: GERM 111/GERM 511
German 111–112 is for students whose principal reason for acquiring German is to work with written materials. It is particularly appropriate for students majoring in fields in which the ability to read primary and secondary texts in German can be crucial, such as Art History, Classics, Comparative Literature, History, Music, Philosophy, Political Science, and Theatre. In the first semester students learn the elements of grammar and acquire a core vocabulary. In the second semester, while covering advanced grammatical topics, they practice reading in a variety of textual genres in the humanities and social sciences. They also learn how to work with dictionaries, encyclopedias, and other reference works, in both printed and online forms. By the end of the course they will have a solid foundation for building proficiency in German, whether through self–study or further course work.
Class Format: lecture/discussion **Requirements/Evaluation:** written homework, quizzes, tests, active class participation
Prerequisites: none; students who have taken or plan to take 101 and/or 102 may not take 111–112 **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** Art–History graduate students, seniors and juniors
Extra Info: credit granted only if both semesters (GERM 111/511 and 112/512) are taken; students who wish to continue their study of German after 112 should consult a member of the department
Distributional Requirements: Division 1
Fall 2014
LEC Section: 01 MWF 09:00 09:50 Instructor: Bruce Kieffer

GERM 512(S) Reading German for Beginners Crosslistings: GERM 112/GERM 512
German 111–112 is for students whose principal reason for acquiring German is to work with written materials. It is particularly appropriate for students majoring in fields in which the ability to read primary and secondary texts in German can be crucial, such as Art History, Classics, Comparative Literature, History, Music, Philosophy, Political Science, and Theatre. In the first semester students learn the elements of grammar

and acquire a core vocabulary. In the second semester, while covering advanced grammatical topics, they practice reading in a variety of textual genres in the humanities and social sciences. They also learn how to work with dictionaries, encyclopedias, and other reference works, in both printed and online forms. By the end of the course they will have a solid foundation for building proficiency in German, whether through self–study or further course work.
Class Format: lecture/discussion **Requirements/Evaluation:** written homework, quizzes, tests, active class participation
Prerequisites: GERM 111/511 or permission of instructor; students who have taken or plan to take 101 and/or 102 may not take 111–112 **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** Art History graduate students, seniors and juniors
Extra Info: credit granted only if both semesters (GERM 111/511 and 112/512) are taken; students who wish to continue their study of German after 112 should consult a member of the department
Distributional Requirements: Division 1
Spring 2015
LEC Section: 01 MWF 09:00 09:50 Instructor: Bruce Kieffer

GERM 513(F) Readings in German Art History and Criticism
This is an advanced course in German reading, focused on the literature of art history. Texts are selected from fundamental works of art history and criticism and from the writings related to concurrent seminars in the Graduate Program. The course includes a grammar review.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on written homework, quizzes, tests, and class participation
Prerequisites: GERM 511–512 or equivalent preparation (a score of 500 or higher on SAT II German Reading Test) **Enrollment Limit:** 20 **Expected Class Size:** 12 **Enrollment Preferences:** Graduate Program students; others by permission of the instructor
Distributional Requirements: Division 1
Fall 2014
SEM Section: 01 MWF 09:00 09:50 Instructor: Elizabeth Kieffer

HISTORY (Div. II)

Chair, Professor EIKO MARUKO SINIAWER

Professors: BERNHARDSSON**, DEW, KITTLESON**, KOHUT*, MERRILL, MUTONGI, SINGHAM, W. WAGNER, WATERS, WHALEN, WONG, WOOD***. Associate Professors: L. BROWN, CHAPMAN, DUBOW, GARBARINI*, LONG, A. REINHARDT**, SINIAWER. Assistant Professors: KAPADIA, KNIBBS, P. SPERO*. Schumann Visiting Professor: WELKE. Visiting Professor: KING. Mellon Postdoctoral Fellow: FAHRENTHOLD. Research Associates: GUNDERSHEIMER, L. SPERO, STARENKO.

GENERAL STATEMENT OF GOALS

The History department seeks to cultivate 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 analyses and their analytical and rhetorical skills.

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 give students an opportunity to explore an exciting historical topic in–depth, learn about the discipline of history, and improve their research and writing skills. Because these courses emphasize the acquisition of skills required for the advanced study of History, they are ideal for students contemplating a major in History.

Each 100–level seminar is normally limited to nineteen students and focuses both on training in research skills (such as using the library, navigating on–line resources, formulating a research question and developing a research agenda, and learning how to use different types of evidence) and on the acquisition of reading skills (such as how to interpret different kinds of historical writing and the arguments historians make). These seminars especially emphasize the importance of writing and include varied assignments that stress the mechanics of writing and revision and focus on issues of argumentation, documentation, and style. Enrollment preference in 100–level seminars is normally given to first–year students and then to sophomores.

Each 100–level tutorial stresses the importance of interpreting historical evidence and evaluating the arguments made by historians and likewise fulfills the writing–intensive requirement. Enrollment in these courses is limited to ten students, each of whom is expected to write five or six interpretive essays and present five or six oral critiques of another student's work. First–year students and sophomores will normally be given equal enrollment preference in 100–level tutorials.

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.

Major Seminars (301): Major seminars explore the nature and practice of history, are required for the degree in History, and are normally restricted to junior History majors. Although these seminars vary in topic and approach, each focuses on the discipline of history itself—on the debates over how to approach the past, on questions of the status of different kinds of evidence and how to use it, on the purpose of the study of history. Focusing on questions of methodology, epistemology, and historiography, these courses ask: What kind of knowledge do historians claim to produce? What does it mean to study the past? How do historians approach the project of studying the past? Each year several major seminars will be offered. Students who plan to study abroad during their junior year may take their major seminar in the spring semester of their sophomore year (space permitting), and those planning to be away for the whole of their junior year are encouraged to do so.

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 Seminars (402–479): These are advanced courses normally limited in enrollment to fifteen students. Each seminar will investigate a topic in depth and will require students to engage in research that leads to a substantial piece of historical writing. All History majors are *required* to complete either an advanced seminar (402–479) or a tutorial (480–492). Instructors may recommend prior coursework in the area of the seminar. Preference is given to senior History majors, followed by junior History majors.

Advanced Tutorials (480–492): These are advanced reading and writing courses that offer an in–depth analysis of a topic in tutorial format. Tutorials are limited in enrollment to ten students and preference is given to senior History majors. All History majors are *required* to complete either an advanced seminar (402–479) or a tutorial (480–492). Instructors may recommend prior coursework in the area of the tutorial. The writing of five or six essays and the oral presentation of five or six critiques of another student's essays are central to tutorials.

Within each of these levels, courses are further divided by geographical area:

Africa and the Middle East	102–111	202–211	302–311	402–411
Asia	112–121	212–221	312–321	412–421
Europe and Russia	122–141	222–241	322–341	422–441
Latin America and the Caribbean	142–151	242–251	342–351	442–451
United States	152–191	252–291	352–387	452–471
Transnational/Comparative	192–199	292–299	388–396	472–479

ADVISING

Both majors and non–majors are encouraged to talk at any time with the department chair, the department administrative assistant, or any other member of the department about the History major.

All incoming majors will choose a faculty advisor in the spring of their sophomore year. All majors must meet with their advisor in the beginning of the fall semester, to develop their Concentration (see below), 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 thesis program or graduate school should contact the faculty director of the Thesis Program. Prospective study abroad students should contact the department's administrative assistant.

THE MAJOR

The major consists of at least *nine semester courses* as follows:

Required Courses in the Major

One Major 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* to be chosen from among *three* of the following groups:

Group A: The History of Africa

Group B: The History of Asia

Group C: The History of Europe and Russia

Group D: The History of Latin America and the Caribbean

Group E: The History of the Middle East

Group F: The History of the United States and Canada

In addition, students must take at least one course dealing with the premodern period (designated *Group G* in the catalog); this may be one of the courses used to fulfill the group requirement (*Groups A–F*).

A single course can meet the requirement for no more than one of Groups A through F.

Concentration in the Major

All students are required to adopt a concentration within the History major. Students are responsible for designing their own concentration, in consultation with a faculty advisor, in the fall semester of their junior year. Each student's concentration will be formally approved by the Department's Curriculum Committee. 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 the Concentration Proposal, the student must list a minimum total of six courses that could satisfy the requirements of the concentration, from which they can select three to fulfill the concentration requirement (recognizing that not all courses are offered every year); courses taken abroad may be included in the concentration with the approval of the chair.

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 seminar.

Application to enter the thesis program is made by spring registration in the junior year and is 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 a thesis submit a proposal to the History Department at this time. Students who will be away during the spring semester of their junior year make arrangements to apply before leaving. Normally, it is the responsibility of the student to secure the agreement of a member of the department to act as his or her thesis advisor, normally a faculty member with whom the student has worked in the past. The student therefore consults with a member of the department about a thesis topic and secures the faculty member's agreement to serve as his or her thesis advisor prior to submitting a proposal to the department. The thesis proposal must be signed by a member of the History Department. Normally, the thesis topic is related to course work that the student has completed. Students should be aware that, while the department tries to accommodate all students who qualify to write a thesis, particular topics may be deemed unfeasible. Final admission to the thesis program depends 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 thesis program, he or she registers for History 493, Senior Thesis Seminar, in the fall semester, for History 031 during winter study, and for History 494, Senior Thesis Seminar, in the spring. In addition to researching and writing a thesis of approximately 75–100 pages, students attend special presentations under the History Department's Class of 1960 Scholars Program.

During the fall, students work regularly on their research and consult frequently with their advisors. Throughout the semester, thesis writers also present progress reports for group discussion to the seminar (History 493). Performance in the seminar is taken into consideration in determining students' continued participation in the thesis program and is taken into account in determining their final thesis grades calculated at the end of the year. Students are required to submit one draft thesis chapter to their advisor and the director of the thesis seminar by the end of the fall semester. During the first week of winter study students present their draft chapter to the thesis seminar and members of the history department thesis committee. Students deemed to be making satisfactory progress on their research and writing at this point are allowed to continue with the thesis. They devote the entire winter study period to thesis work. They normally conclude their research during winter study and must complete a second draft chapter of their thesis for submission to their advisor and the director of the thesis seminar before the end of winter study. By the beginning of spring semester, the thesis committee formally consults with advisors and makes a recommendation to the department on which students are allowed to proceed with the thesis. Those students continuing with the thesis present a draft chapter of their thesis to the thesis seminar and members of the department's thesis committee during the early weeks of the second semester.

Completed theses are due in mid–April, after which each student prepares and makes a short oral presentation of his or her thesis at the departmental Thesis Colloquium. Another student who has read the thesis then offers a critique of the thesis, after which the two faculty readers of the thesis offer their own comments and questions, followed by 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.

STUDY ABROAD

The History Department considers immersion in and familiarity with a foreign culture not only to be valuable in themselves, but also to provide an important way of understanding the past. Students who major in History therefore are encouraged to study a foreign language and to consider studying abroad during their junior year. History courses taken as part of a study abroad program that is recognized by the college normally can be used to satisfy departmental distribution and general requirements, up to a maximum of three courses (this limit does not apply to tutorials taken as part of the Williams–Exeter Program). Courses taken abroad, even at Oxford, cannot be used to satisfy the major seminar and advanced seminar/tutorial requirements, with only one exception: the tutorial on "Historiography: Tacitus to Weber" that is offered through the Williams–Exeter Program can count for major seminar credit. Students who plan to study abroad during their junior year may take their major seminar in the spring semester of their sophomore year, and those planning to be away the whole of their junior year are strongly encouraged to do so.

Students interested in studying abroad during their junior year should discuss their plans with a member of the department as well as with the department's administrative assistant. Approval of departmental credit for courses taken abroad normally must be obtained from the chair or from the administrative assistant prior to the commencement of the study abroad program. You can find general study away guidelines for History here.

HIST 104(S) Travel Narratives and African History (W) Crosslistings: HIST 104/AFR 104

In a way, all historical thinking and writing deals with travel accounts given that, as many scholars have noted, the past can be likened to a foreign country and the historian can be viewed as a traveler in foreign places. Nevertheless, actual travel narratives—narratives about the actual physical visits of writers to distant lands—call for careful and critical analysis because they can be seductive, and they can shape the ways we think about the present—and the past—of distant lands and cultures. This course discusses Arab, Indian, European, African and African American travel narratives about various regions of Africa since the 14th century. We will mine the travel accounts for descriptions of local contexts. We will also explore what travel writing says about the author's perceptions of self, home, and "other." Ultimately, we will investigate the authors' biases and how the narratives influence both our perception of Africa and the writing of African history. This course is highly interdisciplinary and draws heavily on literary, anthropological, geographical, and historical methodologies.

Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, oral reports, 1–2 short papers and a research paper

Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first–year students, and then to sophomores who have not previously taken a 100–level seminar

Distributional Requirements: Division 2 Writing Intensive

Other Attributes: HIST Group A Electives – Africa

INST African Studies Electives

Spring 2015

SEM Section: 01 MWF 11:00 12:15 Instructor: Kenda Mutongi

HIST 111 Movers and Shakers in the Middle East (D) (W) Crosslistings: HIST 111/LEAD 150/ARAB 111

This course examines the careers, ideas, and impact of leading politicians, religious leaders, intellectuals, and artists in the Middle East in the twentieth century. Utilizing biographical studies and the general literature on the political and cultural history of the period, this course will analyze how these individuals achieved prominence in Middle Eastern society and how they addressed the pertinent problems of their day, such as war and

peace, relations with Western powers, the role of religion in society, and the status of women. A range of significant individuals will be studied, including Gamal Abd al–Nasser, Mustafa Kemal Ataturk, Ayatollah Khomeini, Muhammad Mussadiq, Umm Khulthum, Sayyid Qutb, Anwar Sadat, Naghuib Mahfouz, and Huda Shaarawi.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, short essays, and a final paper
Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 15–19 **Enrollment Preferences:** first–year students, and then sophomores who have not previously taken a 100–level seminar
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: ARAB Arabic Studies Electives
HIST Group E Electives – Middle East
INST Middle Eastern Studies Electives
JWST Elective Courses
LEAD Facets or Domains of Leadership
Not Offered Academic Year 2014–2015
SEM Instructor: Magnus Bernhardsson

HIST 115(S) The World of the Mongol Empire (W) Crosslistings: HIST 115/ASST 115
By the middle of the thirteenth century, Mongol armies led by Genghis Khan had conquered an enormous swath of territory, extending from China westward to Eastern Europe. Further expanded by Genghis's descendants, the Mongol Empire incorporated a vast range of different peoples and cultures, enhancing communications, trade, and exchange among them. In this course we will examine the "world order" of the Mongol Empire from its origins on the Asian steppe through its expansion, consolidation, disintegration, and legacies for later periods. From a wide range of primary and secondary sources, including travelers' accounts, chronicles, art, and literature, we will investigate the diverse experiences of the Mongol world in different places, such as China, Russia, Persia, and Central Asia.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, several short papers, and a final research paper
Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 15–19 **Enrollment Preferences:** first–year students and then to sophomores who have not previously taken a 100–level seminar
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group B Electives – Asia
HIST Group G Electives – Premodern
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Anne Reinhardt

HIST 117(F) Bombay/Mumbai: Making of a Modern Metropolis (W) Crosslistings: HIST 117/ASST 117/INST 117
Bombay or Mumbai is India's foremost urban center and is well known today as a truly global city. It is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's emerging cities like Shanghai, Hong Kong and Sao Paulo.
What are the historical elements that contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general?
This seminar will help students to answer these questions through historical materials on Bombay as well a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis.
The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of modern India through the history of its most important city.
Class Format: seminar **Requirements/Evaluation:** class participation, weekly journal of notes on the readings; three short essays (5–6 pages); final research paper based on primary sources (10–12 pages)
Prerequisites: first–year or sophomore standing **Enrollment Limit:** 19 **Expected Class Size:** 15–19 **Enrollment Preferences:** first–year students, then sophomores who have not previously taken a 100–level seminar
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group B Electives – Asia
INST South + Southeast Asia Studies Electives
Fall 2014
SEM Section: 01 MR 01:10 02:25 Instructor: Aparna Kapadia

HIST 119 The Japanese Empire (W)
The largest non–Western empire of modern times, Japan extended its reach to Taiwan, Korea, China, Sakhalin, Southeast Asia, and the South Pacific. This course explores the many contentious political, economic, social, and cultural questions that arise from Japan's imperial project. We will ask what drove imperialist expansion; how the Japanese ruled; who won and lost in economic relations; what various aspects of life were like in the empire; how to understand the dynamics between Japanese settlers and the colonized; what effects empire building had at home in Japan; how to explain the nature of wartime conquests; and what legacies Japanese imperialism and empire left in their wake. Throughout the semester, we will make a point of examining these issues from various standpoints, and we will also read theoretical works that place the Japanese empire in a comparative context. Course materials will include political documents, intellectual treatises, films, memoirs, and literature.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, response papers, short essays, and a final research paper
Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 15–19 **Enrollment Preferences:** first–year students, and then to sophomores who have not previously taken a 100–level seminar
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group B Electives – Asia
INST East Asian Studies Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Eiko Siniawer

HIST 121T(F) The Two Koreas (W) Crosslistings: HIST 121/ASST 121
The two Koreas—North and South—were born in the aftermath of World War II, when the United States and the Soviet Union arbitrarily divided the peninsula into two zones of occupation at the 38th parallel. Today, over six decades later, the split endures as what has been called "the Cold War's last divide." This tutorial examines the history of the two Koreas from their creation in 1945 to the present. We will explore the historical and ideological origins of the division; how tensions between North and South led to the outbreak of the Korean War; why the paths of the two Koreas have differed so markedly; how each country has been shaped by its political leaders and their ideologies; and what recent developments in North Korea, including its nuclear program, have meant for relations on the peninsula and beyond. Course material will include primary and secondary sources of various kinds, including political documents, intellectual treatises, films, and short stories.
Class Format: tutorial **Requirements/Evaluation:** students will meet with the instructor in pairs for an hour each week; a student either will write and present orally a 5– to 7–page essay on the assigned readings or will be responsible for offering an oral critique of their partner's work
Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** first–year students, and then sophomores who have not previously taken a 100–level seminar
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group B Electives – Asia
Fall 2014
TUT Section: T1 TBA Instructor: Eiko Siniawer

HIST 127 The Expansion of Europe (W)
This course investigates the expansion of European power and influence over much of the rest of the world from the late Middle Ages to the mid–nineteenth century—the early period of European Imperialism. Specific topics will vary, but include the development and initial expansion of medieval and Renaissance Europe, the discovery and conquest of the New World, the struggle with Islam for command of the seas, the establishment of European influence in the East and Far East, the slave trade, the invasion of North America, and the initial steps toward hegemony in the Middle East and Africa. Students will investigate the ways in which individual personality, religiosity, greed, critical first contacts, and cultural misunderstandings and prejudices combined with important aspects of the Military, Scientific, and early Industrial Revolutions to establish European hegemony on a world–wide scale during this early period of European Imperialism.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on five short written exercises and one research paper
Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 15–19 **Enrollment Preferences:** first–year students, and then sophomores who have not previously taken a 100–level seminar
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group C Electives – Europe and Russia
HIST Group G Electives – Premodern
MAST Interdepartmental Electives
Not Offered Academic Year 2014–2015
LEC Instructor: James Wood

HIST 129 Blacks, Jews, and Women in the Age of the French Revolution (D) (W) Crosslistings: HIST 129/WGSS 129
The French Revolution was an important turning point in world history. Besides ushering in an age of *liberté* (liberty) and *égalité* (equality), it also postulated the existence of a new revolutionary *fraternité* (brotherhood) between peoples of all backgrounds. Would revolutionary fraternity include women, African slaves, and Jews in the new democratic polity? French men and women debated these questions in ways that have had a direct impact on our contemporary discussions of race, gender, religious freedom and ethnicity. In this course, we will explore these debates, their Enlightenment roots, and the legacy of these debates for France's minorities today. Students will be introduced to various types of historical sources (rare books, art, opera, plays), as well as to the lively historiographical debates between historians of France concerning methodology, politics, and the goal of historical research.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, oral reports, 1–2 short papers, a 15– to 20–page research paper, and a final examination (may be an oral and/or take–home exam); the class will also be expected to go on a couple of field trips
Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 15–19 **Enrollment Preferences:** first–year students, and then sophomores, who have not previously taken a 100–level seminar
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive

Other Attributes: HIST Group C Electives – Europe and Russia
HIST Group G Electives – Premodern
JWST Elective Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Shanti Singham

HIST 130(S) The First Crusade (W)
Between 1096 and 1099, thousands of peasants, soldiers and nobles set out to seize Jerusalem from the Turks. Their unprecedented military expedition, which ushered in a long series of religious wars and has deeply influenced modern impressions of the Middle Ages, is known to history as the First Crusade. In this seminar, we will follow the crusaders through medieval chronicles and histories as they respond to ecclesiastical demands for military intervention in the East, travel to Constantinople, lay siege to Nicaea and Antioch, and finally capture Jerusalem. Along the way we will pause frequently to study the broader social, religious and political environment that gave birth to the crusading movement. Careful reading and discussion will drive this writing–intensive course.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on a quiz, three shorter papers, and a longer, final project based on independent library research
Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 15–19 **Enrollment Preferences:** first–year students, and then sophomores who have not previously taken a 100–level seminar
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group C Electives – Europe and Russia
HIST Group G Electives – Premodern
Spring 2015
SEM Section: 01 MWF 08:30 09:45 Instructor: Eric Knibbs

HIST 135T(F) The Great War, 1914–1918 (W) Crosslistings: HIST 135/LEAD 135
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?
Class Format: tutorial **Requirements/Evaluation:** paper or critique every week
Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** first–year students, and then sophomores, who have not previously taken a 100–level tutorial
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group C Electives – Europe and Russia
Fall 2014
TUT Section: T1 TBA Instructor: James Wood

HIST 136 Before the Deluge: Paris and Berlin in the Interwar Years (W)
Paris and Berlin were the two poles of Europe in the 1920s, rival capital cities of two historically hostile nations that had only just put an end to the carnage of World War I. Paris was the grande dame; Berlin the upstart. In the 1920s, these two pulsating metropolises became the sites of political and cultural movements that would leave a lasting imprint on European society until the present day. This course focuses on the politics, society, and culture of these two cities in their heyday in the 1920s. We will also consider their fate in the 1930s, first as depression set in, and then as the Nazis came to power. Devoting half the semester to Paris and the other half to Berlin, we will examine a range of parallel topics in both contexts, including the impact of World War I, the growing popularity of right–wing political movements and the increase in political violence, shifting gender norms and sexual mores, and new developments in the realms of art, film, theatre, cabaret, and literature.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class attendance and participation, several short papers, and a final research paper
Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 15–19 **Enrollment Preferences:** first–year students, and then sophomores who have not previously taken a 100–level seminar
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group C Electives – Europe and Russia
INST – Urbanizing World Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Alexandra Garbarini

HIST 140T(F) Fin–de–Siècle Russia: Cultural Splendor, Imperial Decay (W)
Imperial Russia on the eve of the First World War presents a complex picture of political conflict, social and economic change, and cultural ferment and innovation. Newly emergent political parties sought to enlist mass support to transform or overthrow the tsarist regime, which in turn endeavored to preserve itself through a combination of repression, reform, and the refashioning of its image. Rapid urbanization and industrialization, and the spread of education and literacy, gave rise to social conflict and dislocation, demands for social reform, and the redefinition of individual identities and beliefs. These political, social, cultural, and economic developments provided a fertile context for the burst of literary creativity and the emergence of modernist literary and artistic movements that occurred in *fin–de–siècle* imperial Russia. Through a variety of primary and secondary sources, this course will explore the interrelationship in late imperial Russia between political, social, and cultural change and conflict on the one hand and literary and artistic creativity on the other. Our goal will be to gain an understanding of both the pressures that contributed to the Revolutions of 1917 and the reasons why this proved to be such a culturally creative period.
Class Format: tutorial **Requirements/Evaluation:** in alternative weeks, students will write an essay based on class readings and critique their tutorial partner's essay
Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** first–year students, and then sophomores who have not previously taken a 100–level seminar
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group C Electives – Europe and Russia
Fall 2014
TUT Section: T1 TBA Instructor: William Wagner

HIST 143 Soccer and History in Latin America: Making the Beautiful Game (D) (W)
This course examines the rise of soccer *(fútbol/futebol)* in modern Latin America, from a fringe game to the most popular sport in the region. Focusing especially on Brazil, Argentina, Peru, and Mexico, we will analyze the central role that soccer played as these countries faced profound questions about race, masculinity, and regional and national identities. Using autobiographies, videos, and scholarly works from several disciplines, we will consider topics including: the role of race and gender constructions in the initial adoption of soccer; the transformation of this foreign game into a key marker of national identity; the relationship between soccer and political and economic "modernization"; the production of strong, at times violent identities at club, national, and regional levels; and the changes that mass consumerism and globalization have effected on the game and its meanings for Latin Americans. As an Exploring Diversity Initiative course, the class uses primary sources as well as recent scholarship to explore these issues comparatively between regions and nations. Throughout the semester, we will look at how the world of soccer reflects, produces, and at times apparently resolves cultural difference.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, a series of short papers, and an 8– to 10–page research paper
Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first year students and then to sophomores who have not previously taken a 100–level seminar. If oversubscribed an application process may be developed to determine admission to the course
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: HIST Group D Electives – Latin America + Caribbean
LATS Countries of Origin + Transnationalism Elect
Not Offered Academic Year 2014–2015
SEM Instructor: Roger Kittleson

HIST 152(S) The Fourteenth Amendment and the Meanings of Equality (D) (W) Crosslistings: HIST 152/WGSS 152
For more than a century, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment's meaning in the century that followed. Central themes in this course include the contested interpretations of "due process," "privileges and immunities," "equal protection," and "life, liberty or property"; the rise, fall, and rebirth of substantive due process; and the battles over incorporating the Bill of Rights into the 14th Amendment. We will pay particular attention to how debates over the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality, and how the 14th Amendment has transformed the promise and experience of American citizenship.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on class discussion, three short analytical papers, and a final research paper
Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 15–19 **Enrollment Preferences:** first–year students, and then to sophomores who have not previously taken a 100–level seminar
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives – U.S. + Canada
JLST Enactment/Applications in Institutions
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Sara Dubow

HIST 154T The American Way of War: The First Three Centuries (W)
Is there an historically distinct American way of war? How have Americans experienced warfare? From the earliest days of European settlement through the final campaigns against American Indians west of the Mississippi, Americans have often been at war. Long before the United States became a world power those conflicts had determined many of the basic contours of American society, culture, and nationhood. This tutorial will investigate the nature and development of American wars over the period 1600 to 1900. Though some attention will be paid to the American Revolution and the Civil War, the tutorial will concentrate primarily on lesser known but still historically significant wars, including King Philip's War, the Seven Years War, the War of 1812, Jackson's Indian Wars, the Mexican–American War, the Plains Indians Wars, and the Spanish American War. All but the last were fought to conclusion in North America itself. How did Americans fight these wars? How did American militaries establish control over such a huge and varied continent? What role did military institutions play in the development of a distinctive American society? Did war abet social mobility, or lend itself to social control? What role did race play in the creation and sustaining of martial goals? What was the relationship between local military institutions and centralist attempts to create a national and/or professional army? What was the impact of warfare on American culture, on concepts of masculinity, and national or community images? Despite the fact that Americans have often conceived of themselves as a peace–loving people, war from the beginning has played a key role in shaping their society and nation. It is exactly the nature, meaning, and paradoxes of American wars that this tutorial will attempt to unravel.

Class Format: tutorial; students will meet with the instructor in pairs for an hour each week **Requirements/Evaluation:** each student will write and present orally a 7–page essay every other week on the readings assigned for that week; in alternate weeks, students will be responsible for offering an oral critique of the work of their partner
Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** first–year students, and then sophomores, who have not previously taken a 100–level tutorial
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group F Electives – U.S. + Canada
Not Offered Academic Year 2014–2015
TUT Instructor: James Wood

HIST 156 From Pocahontas to Crazy Horse: Representations of Native Americans in Popular Culture (W) Crosslistings: HIST 156/AMST 158
In this class, we will explore a variety of media to interrogate depictions of Native peoples in the United States. By examining popular representations of iconic Native Americans (Pocahontas, Squanto, Sacagawea, and Crazy Horse, among others) in film, children's literature, websites, statuary and portraiture, etc., alongside scholarly interpretations of their lives, we can parse the creation and evolution of stereotypes about Native peoples and consider the cultural work that such imagery performs. For instance, why is it important to some people to imagine that Pocahontas lived happily ever after with John Smith, or that Squanto gave us the first Thanksgiving? Such national myths are based on kernels of historical reality, but they also elide important details and oversimplify the lives of both Native and European protagonists. By learning more about the complex Native individuals behind the stereotypes, we will face our assumptions, identify the cultural work these images perform, and question why certain portrayals of Native peoples continue to thrive. We will also interrogate other timely and recognizable images such as sports mascots and fictional characters to contemplate the ways that myths about Native pasts (and the stereotypes they engender) continue to affect real people living in this country today.
Class Format: seminar **Requirements/Evaluation:** brief response papers (1 page each), short papers (3–5 pages each), and a final paper (of approximately 10 pages); particular attention paid to developing students' drafting and revising processes as well as improving argumentation and style
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** potential history majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group F Electives – U.S. + Canada
HIST Group G Electives – Premodern
Spring 2015
SEM Section: 01 Cancelled

HIST 157 From Powhatan to Lincoln: Discovering Leadership in a New World (W) Crosslistings: HIST 157/LEAD 157/AMST 157
The collision of cultures and peoples in colonial North America created a New World that demanded new forms of political leadership. This course explores the history of leadership from the colonial era to the Civil War through the study of consequential individuals whose actions shaped seminal moments in American history. As often as possible, the course will analyze rival leaders to understand the many different forms of leadership that existed throughout American history and how historical contexts affected individual decisions. The course opens with Powhatan, whose Native American empire spanned the East Coast of North America, and John Smith, who confronted this Indian empire as he tried to establish England's first toehold in the New World, and it ends with Abraham Lincoln, who tried to keep together a nation that Jefferson Davis aimed to destroy. In between, the course will explore colonial leaders like John Winthrop, the first governor of the Massachusetts Bay Colony; African American leaders like Gabriel Prosser, who led a slave rebellion, and Richard Allen, a free black abolitionist; presidents like George Washington and Thomas Jefferson; First ladies like Abigail Adams and Dolley Madison; advocates for women's rights like Elizabeth Cady Stanton and Susan B. Anthony, and others. Providing a survey of early American history through the study of these individuals, students will have a deeper appreciation of how historical processes shaped leaders—and how leaders have shaped history.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, weekly writing assignments, three 5–page essay assignments, and a final paper
Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 15–19 **Enrollment Preferences:** first–year students, and then sophomores who have not previously taken a 100–level seminar
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group F Electives – U.S. + Canada
HIST Group G Electives – Premodern
LEAD American Domestic Leadership
LEAD Facets or Domains of Leadership
Not Offered Academic Year 2014–2015
SEM Instructor: Patrick Spero

HIST 164 Slavery in the United States (W) Crosslistings: HIST 164/AFR 164/AMST 165
Slavery and freedom rose as concomitant ideologies—simultaneously and interrelated—critical to the development of the American colonies and United States. Few areas of American social, political, and economic history have been more active and exciting in recent years than the study of this relationship. This seminar introduces students to the most important aspects of American slavery, beginning with an examination of the international slave trade and traces the development of the "peculiar institution" to its demise with the Civil War.
Class Format: seminar **Requirements/Evaluation:** building on several preliminary essays, each student will complete a research project which leads to a final research paper
Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 15–19 **Enrollment Preferences:** first–year students, and then to sophomores who have not previously taken a 100–level seminar
Extra Info: in addition to reading key books in the field, students will engage in primary source research using the College library's extensive holdings of microfilm and local records dealing with slavery
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives – U.S. + Canada
JLST Enactment/Applications in Institutions
Not Offered Academic Year 2014–2015
SEM Instructor: Charles Dew

HIST 165(F) Going Nuclear: American Culture in the Atomic Age (W) Crosslistings: HIST 165/LEAD 165
Ever since the Manhattan Project produced atomic weapons for Harry Truman to use against Japan at the end of World War II, atomic science has fueled Americans' fears, hopes, nightmares, and fantasies. This course will examine all aspects of American nuclear culture, from scientists' movements to abolish atomic weapons and expand peaceful atomic energy production to dystopian fiction about the nuclear apocalypse. It will investigate the role of the nuclear arms race in the cold war and the development of civil defense and bomb shelter culture in the United States. Using scholarly books and articles, primary sources, novels, and films, we will explore the interactions between science, diplomacy, and culture in the nuclear age. In this writing intensive course, we will focus on analyzing sources, writing clearly and effectively, and making persuasive arguments. Students will not only learn about history, but they will learn to think and write as historians.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, several short essays, and a final 10– to 12–page research paper
Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 15–19 **Enrollment Preferences:** first–year students, then sophomores who have not previously taken a 100–level seminar
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group F Electives – U.S. + Canada
SCST Related Courses
Fall 2014
SEM Section: 01 TR 08:30 09:45 Instructor: Jessica Chapman

HIST 166 Politics and Prose: Invisible Man in Historical Context (D) (W) Crosslistings: HIST 166/AFR 166/AMST 166
"I am an invisible man." So begins Ralph Ellison's treatise on black life in the United States in the middle of the twentieth century. Ellison's book *Invisible Man* appeared in 1952, won the National Book Award, and secured a prominent place in the canons of both American and African American arts and letters. Often studied for its literary crafting and for the ways it echoes the work of classic American writers, *Invisible Man* iterates the black past as it affects its protagonist. This course examines the novel and its themes in historical context: debates among black ideologues and leaders; links between culture and protest; and effects of black migration and urbanization. In addition to the novel the course also includes readings in black sociology, anthropology, law, literature, political science, education, folklife, and music.
Class Format: seminar **Requirements/Evaluation:** frequent short assignments, building toward longer essays and a final paper; final evaluation will be based on these assignments and class participation
Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** first–year students, and then sophomores who have not previously taken a 100–level seminar
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives – U.S. + Canada
Not Offered Academic Year 2014–2015
SEM Instructor: Leslie Brown

HIST 167(S) Let Freedom Ring? African Americans and Emancipation (W) Crosslistings: HIST 167/AFR 167/AMST 167
This course will examine African Americans' transition from slavery to freedom. In the years that encompassed the Civil War and immediately after, most African Americans changed from being legal property, able to be bought, sold, mortgaged, rented out, and leveraged into U.S. citizens, with the Constitutional right to male suffrage. This course examines this transition. How did it come about? To what extent were African Americans able to exercise their rights that the constitution guaranteed? How did Emancipation shape African American family relations, culture and demography? This is a research seminar. We will examine work of historians and discuss the contradictions and nuances of emancipation. Readings will include monographs, scholarly articles and heavy dose of primary sources, as many as possible written by African Americans themselves. Assignments include an original research paper on an aspect of Emancipation. We will devote considerable time throughout the semester to finding primary and secondary sources and on the writing process.
Class Format: seminar **Requirements/Evaluation:** Research paper, short writing assignments, class participation
Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first–year students, and then sophomores who have not previously taken a 100–level seminar
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

HIST Group F Electives – U.S. + Canada
Spring 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Gretchen Long

HIST 168(F) 1968–1969: Two Years in America (W) Crosslistings: HIST 168/AMST 168
These two years were tumultuous ones worldwide. The escalation of the war in Vietnam, the Soviet invasion of Prague, the student uprisings in Paris and Japan, and the racial politics in the Summer Olympics held in Mexico City all had their counterparts that reverberated in the streets, college campuses, the halls of Congress, movie theaters, and concert halls and rock festivals in the United States. This first–year seminar will examine some of the major events of this time period in America: the assassinations of Martin Luther King, Jr. and Robert Kennedy, the Democratic Convention in Chicago, as well as cultural trends such as the development of the anti–war movement, the push for curricular reforms on college campuses, and the rise of the "counter culture."
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on a number of writing assignments: two 3– to 5–page response papers, a 5– to 7–page oral history, an annotated bibliography, and a final 10–page research paper
Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 15–19 **Enrollment Preferences:** first–year students, and then sophomores who have not previously taken a 100–level seminar
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
HIST Group F Electives – U.S. + Canada
Fall 2014
SEM Section: 01 MR 01:10 02:25 Instructor: Scott Wong

HIST 178T Marriage and the American Nation (W) Crosslistings: HIST 178/WGSS 178
This tutorial explores the transformation of marriage as an institution, idea, and experience from colonial times through the beginning of the twenty–first century. What is marriage? Is it a private agreement or a public contract? A legal bond or a religious sacrament? A right or a privilege? Who can enter it? Who determines when it is over, and on what grounds? Examining the long history of American debates about these questions, we will consider the complex ways that beliefs and policies regarding marriage have affected national understandings of gender roles, of racial difference, of the meaning of citizenship, and of the function and reach of government. We will explore many of the controversies associated with marriage over the last 400 years, including interracial marriage, polygamy, divorce, domestic violence, property rights, custody, cohabitation, working mothers, and same–sex marriage.
Class Format: tutorial **Requirements/Evaluation:** students meet in wkly 1–hr sessions with the instructor & a classmate; each wk, students will alternate between writing a 5– to 7–pg paper on the assigned readings (presented orally in class) & writing & presenting a 2–pg critique of classmate's paper
Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** sophomores, and then first–year students who have not previously taken a 100–level tutorial
Extra Info: the course will conclude with a final paper that examines one of the issues raised in class in greater depth
may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group F Electives – U.S. + Canada
Not Offered Academic Year 2014–2015
TUT Instructor: Sara Dubow

HIST 193 Black Power Abroad: Decolonization in Africa, the Caribbean and Europe (D) (W) Crosslistings: AFR 193/HIST 193
Obama's recent successful bid for the Presidency has reminded Americans of the strong links between African–Americans and Africans and of the international dimensions of the struggle for racial justice. This struggle has its roots in the post–World War II transformation of the world associated with the decolonization struggles led by individuals like C.L.R. James, Aimé Césaire, Kwame Nkrumah, Franz Fanon and Nelson Mandela. This course will examine this movement, focusing on activists in the Caribbean and Africa, the new ideas and cultural movements they inspired (Pan–Africanism, Negritude, and Socialism), their organizational activities in London and Paris, and their success in breaking free of European imperialism only to be confronted with American and Russian Cold War rivalry. By comparing and contrasting different experiences of independence—in the Caribbean, in independent Ghana, and in anti–apartheid South Africa—this course will grapple with the ways in which racism, political power, and cultural difference affected relations between Blacks, mulattoes, whites, and Indians in these countries as they fought for independence. The comparative and transatlantic scope of this course, combined with its focus on race relations, power, and privilege helps it meet the requirements of the Exploring Diversity Initiative.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on class participation, oral reports, 1 short paper, and a 10– to 12–page research paper
Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first–year students, and then sophomores who have not previously taken a 100–level seminar
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AFR Core Electives
HIST Group A Electives – Africa
HIST Group C Electives – Europe and Russia
HIST Group D Electives – Latin America + Caribbean
Not Offered Academic Year 2014–2015
SEM Instructor: Shanti Singham

HIST 201(F) History Behind the Headlines (D) Crosslistings: HIST 201/AMST 202
What is the history behind some of the major issues covered by the media? And what are some of the differing perspectives on and interpretations of how to address some of the most significant issues that face us all? This course will challenge students to think historically about the present by introducing the methods and conceptual tools historians use to understand the past and how that may lead to a better appreciation of contemporary society. Students will be encouraged to become more critical readers of the media and thus better assess when and how history is used and abused in the public sphere. Throughout the semester, members of the History Department will visit the class and address how their field is represented in the media and political discourse. Because of its commitment to explore how people in different societies respond to the pressing issues of the day and how people in various corners of the world are redefining and rethinking notions of rights, this course is part of the Exploring Diversity Initiative (EDI).
Class Format: lecture **Requirements/Evaluation:** three short papers and on longer final paper
Prerequisites: none **Enrollment Limit:** 40 **Expected Class Size:** 40 **Enrollment Preferences:** sophomores
Distributional Requirements: Division 2 Exploring Diversity
Fall 2014
LEC Section: 01 MR 01:10 02:25 Instructor: Leslie Brown

HIST 203(F) Modern African History (D) Crosslistings: HIST 203/AFR 203
This course surveys the history of 19th and 20th century Africa. The first section of the course focuses on the European conquest of Africa and the dynamics of colonial rule—especially its socio–economic and cultural consequences. The second section looks at how the rising tide of African nationalism, in the form of labor strikes and guerrilla wars, ushered out colonialism. The third section examines the postcolonial states, focusing on the politics of development, recent civil wars in countries like Rwanda and Liberia, and the growing AIDS epidemics. The last section surveys the history of Apartheid in South Africa up to 1994.Course materials include fiction, poetry, memoirs, videos, newspaper articles, and outstanding recent scholarship. The course is structured around discussions. This EDI course explores the experiences and expressions of the culturally diverse peoples of African descent in the New World (and the Old), as well as the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. and/or European hierarchies of race, culture, gender and class.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on two 7– to 10–page papers, one exam, and an unspecified number of pop quizzes
Prerequisites: none; no prior knowledge of African history required; open to all **Enrollment Limit:** 40 **Expected Class Size:** 15–25 **Enrollment Preferences:** students interested in History or Africana Studies
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group A Electives – Africa
INST African Studies Electives
Fall 2014
LEC Section: 01 MWF 11:00 12:15 Instructor: Kenda Mutongi

HIST 206 Muhammad and the Rise of Islam (D) Crosslistings: HIST 206/REL 235/ARAB 206
This course will trace the historical development of Islam, one of the world's major religions and multi–cultural traditions, from early in the seventh century until the establishment of the Safavid Empire in 1501. The first part of the course will focus on the life and career of Muhammad, as prophet and statesman, and how he became an ideal for public and private behavior. The main part will consider the emergence of Islamic scripture, institutions, festivals, theology, and law and how a religion that had its origins in the Arabian Peninsula developed in multifaceted ways in Asia, Africa, and Europe. One major aim of this course is to give voice to Islamic texts and especially to how Muslims have defined themselves in multiple socio–historical contexts and how that context may have determined their interpretations of the Qur'an and the legacy of the Prophet Muhammad. Because the course explores the myriad reactions to the rise of Islam in different cultural communities, it is part of the Exploring Diversity Initiative.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on short quizzes and papers, a midterm, and final project
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 25–30 **Enrollment Preferences:** students who are majoring in History, Religion, or Arabic Studies or intending to do so
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group E Electives – Middle East
HIST Group G Electives – Premodern
Not Offered Academic Year 2014–2015

HIST 207(F) The Modern Middle East (D) Crosslistings: HIST 207/JWST 217/REL 239/ARAB 207/INST 101/L
This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination. This course is part of the Exploring Diversity Initiative because it compares the differences and similarities between different cultures and societies in the Middle East and the various ways they have responded to one another in the past.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on participation, 2 short papers, quizzes, midterm and final exam
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 30–40 **Enrollment Preferences:** completion of course admission survey if overenrolled
Distribution Notes: meets Division 2 requirement if registration is under ARAB

Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ARAB Arabic Studies Electives
HIST Group E Electives – Middle East
HIST Group G Electives – Premodern
INST Middle Eastern Studies Electives
JWST Elective Courses
Fall 2014
LEC Section: 01 TF 01:10 02:25 Instructor: Stacy Fahrenthold

HIST 209 The Origins of Islam: God, Empire and Apocalypse Crosslistings: REL 231/HIST 209/ARAB 231
Both Muslim and non–Muslim historians usually see the rise of Islam in the seventh century C.E. as a total break with the past. This course will challenge that assumption by placing the rise of Islam in the context of the history of late antiquity (c. 250–700 C.E.). The first portion of the course will examine the impact of Judeo–Christian monotheism in the ancient world, the rise of confessional empires, articulation of new ideas about holiness and its relation to sexuality and the transformations undergone by Judaism, Christianity, Zoroastrianism and Manichaeism. We shall examine the conversation of these traditions with classical paganism and philosophy, the internal struggle within traditions to define rules of interpretation, the impact of ascetic, iconoclastic and apocalyptic ideas and, finally, polemics among the traditions. We will then examine the career of Muhammad (PBUH) in the context of Arabia, the spread of the Islamic empire into Christian and Iranian worlds, the impact of apocalyptic expectations, the fixation of religious decision making within the tradition, the process of conversion, the encounter with the Late Antique heritage and religious diversity within the commonwealth of Islam. The course will end with the end of the Abbasid Caliphate in 1258. **Requirements/Evaluation:** one 5–page paper, self–scheduled final, and a final research project
Prerequisites: none; open to all **Enrollment Limit:** 30 **Expected Class Size:** 20
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 **Other Attributes:** ARAB Arabic Studies Electives
HIST Group E Electives – Middle East
HIST Group G Electives – Premodern
INST Middle Eastern Studies Electives
REL Islamic Tradition Courses
Not Offered Academic Year 2014–2015
LEC

HIST 212 Transforming the "Middle Kingdom": China, 2000 BCE–1600 (D) Crosslistings: HIST 212/ASST 212
China expanded from scattered Neolithic settlements to become one of the world's most complex and sophisticated civilizations. During this process, it experienced dramatic transformation as well as remarkable institutional and cultural continuities. This course will examine Chinese history from prehistoric times to the "early modern" seventeenth century. It will address topics such as the creation and transformation of dynastic authority, the reinterpretation of Confucian thought, the transmission of Buddhism, the conquest of China proper by "barbarian" peoples, the composition of elites, and change in daily life, popular culture and China's place in the East Asian and world systems. This course fulfills the Exploring Diversity Initiative requirement in that it disputes the idea of a single, stable Chinese identity throughout history, and focuses instead on the variety of cultures and cultural encounters that contributed to what we currently think of as "Chinese" history and culture.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, two short papers, a midterm, and a self–scheduled final exam
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 30–40
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group B Electives – Asia
HIST Group G Electives – Premodern
INST East Asian Studies Electives
INST Middle Eastern Studies Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Anne Reinhardt

HIST 213 Modern China, 1600–Present (D) Crosslistings: HIST 213/ASST 213
Observers may be struck by the apparent contradictions of contemporary China: market reforms undertaken by a nominally Communist government, extremes of urban wealth and rural poverty, increasing participation in the international community and intensifying nationalist rhetoric. This course will examine China's historical engagement with the modern world in order to gain perspective on our current views. It will cover the Qing (1644–1911) dynastic order, encounters with Western and Japanese imperialism, the rise of Chinese nationalism, Republican and Communist revolutions, the "other Chinas" of Taiwan and Hong Kong, economic liberalization, and globalization. This course is part of the Exploring Diversity Initiative in that it requires students to engage with questions of difference through studying the development of the modern Chinese nation–state from the multi–ethnic empire of the Qing and China's particular experiences of imperialism in the nineteenth and twentieth centuries.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, two short papers, a midterm, and a self–scheduled final exam
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 35–40
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group B Electives – Asia
INST East Asian Studies Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Anne Reinhardt

HIST 216 The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow Crosslistings: REL 236/HIST 216/ASST 236/INST 101
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 the Caucasus, the Central Asian Republics, Xinjiang and Mongolia and the interests of their neighbors, including now the United States in those areas. This will be a 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. 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.
Class Format: lecture/discussion **Requirements/Evaluation:** weekly responses, three short essays (4–6 pages), and one research paper (12–15 pages)
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 15 **Enrollment Preferences:** first–year students and sophomores
Distributional Requirements: Division 2 **Other Attributes:** ASST Interdepartmental Electives
HIST Group B Electives – Asia
HIST Group G Electives – Premodern
INST Russian + Eurasian Studies Electives
REL Islamic Tradition Courses
Not Offered Academic Year 2014–2015
LEC Instructor: William Darrow

HIST 217(S) Early Modern Japan Crosslistings: HIST 217/JAPN 217/ASST 217
The ascension of powerful warlords in the late 1500s brought to an end a century of constant warfare and laid the foundation for the Tokugawa bakufu, the military government headed by the Tokugawa shogun that would rule Japan for almost three hundred years. This course will introduce students to the extraordinary changes of the years between the establishment of the Tokugawa bakufu in 1603 and its collapse in 1868, an era characterized by relative peace and stability, periods of economic growth as well as stagnation, the development of cities and towns, the flourishing of urban culture, and the decline of the samurai. We will focus on the political and social history of early modern Japan, including topics such as the establishment of the Tokugawa order, the nature of the political system, economic growth and urbanization, the legal order, popular culture, rural life, gender and sexuality, class and status, religion, and the fall of the Tokugawa bakufu. Assigned materials will include government documents, intellectual treatises, autobiographies, literature, and films.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, response papers, two short papers (5 pages), and a final paper (10 pages) or self–scheduled final exam
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 25–30
Distributional Requirements: Division 2 **Other Attributes:** HIST Group B Electives – Asia
HIST Group G Electives – Premodern
Spring 2015
LEC Section: 01 TR 08:30 09:45 Instructor: Eiko Siniawer

HIST 218 Modern Japan Crosslistings: HIST 218/JAPN 218/ASST 218
A stunning revolution, the construction and collapse of an empire, the waging of wars, devastating defeat and occupation by a foreign power, and postwar economic rollercoaster have marked Japan's modern experience. This course will explore how various Japanese from politicians and intellectuals to factory workers and urban youth have understood, instigated, and lived the upheavals of the past century and a half. We will ask why a modernizing revolution emerged out of the ashes of the early modern order; how Japan's encounters with "the West" have shaped the country's political and cultural life; what democracy and its failures have wrought; how world war was experienced and what legacies it left in its wake; how national identity has been constructed and reconstructed; and how postwar Japan has struggled with the successes and costs of affluence. Materials will include anthropological studies, government documents, intellectual tracts, fiction, films, and oral histories.
Class Format: lecture/discussion **Requirements/Evaluation:** class participation, response papers, two short papers (5 pages), and a self–scheduled final exam or research paper
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 30
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 **Other Attributes:** HIST Group B Electives – Asia
INST East Asian Studies Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Eiko Siniawer

HIST 219 Japanese Culture and History from Courtiers to Samurai and Beyond (D) Crosslistings: HIST 219/COMP 229/ASST 219/JAPN 219
This course will introduce students to the history, literature, and artistic culture of premodern Japan, from the time of the first recorded histories in the 800s through the abolition of the samurai class in the late 1800s. We will focus on the politics and aesthetic culture of the ruling elites in each period, from the heyday of the imperial court through the rise and eventual decline of the samurai warrior and the growth of Edo (Tokyo), with its new mode of early modern government and new forms of literature, theater, and art. Team taught by faculty from History and Comparative Literature, the course will examine historical texts alongside works drawn from literature, visual culture, and performing arts, and will ask students to consider how these different kinds of texts can shed light on one another. What is the difference between reading history and reading literature, or is it even meaningful to distinguish the two? By critically engaging in various kinds of textual analysis, this EDI course not only considers the relationship between politics, culture, and society in premodern Japan but

also explores how we can attempt to know and understand different times and places. Primary texts will include court diaries, war tales, and fiction; laws and edicts; essays and autobiographies; noh, kabuki, and puppet theater; and tea ceremony, visual art, and architecture. Students should register under the prefix specific to the Division in which they want to receive credit.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, response assignments, quizzes, one short paper (approximately seven pages), and a final exam
Prerequisites: none; open to all **Enrollment Limit:** none **Expected Class Size:** 30 **Enrollment Preferences:** students majoring or considering a major in a related field
Distribution Notes: meets Division 2 requirement if registration is under HIST or ASST; meets Division 1 requirement if registration is under COMP or JAPN
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group B Electives – Asia
HIST Group G Electives – Premodern
Not Offered Academic Year 2014–2015
LEC Instructor: Eiko Siniawer

HIST 220(F) History and Society in India and South Asia: c. 2000 to 1700s CE Crosslistings: HIST 220/ASST 222
This course is an introduction to the history of India and South Asia from prehistoric times to the emergence of "early modernity". During these centuries, the subcontinent emerged as one of the most diverse and complex regions of the world, as it continues to be even today. The course will cover the period between the rise of the Indus Valley civilization to the end of the Mughal Empire and will address topics such the as the "discovery of India", the coming of the "Aryans", society and culture in the great epics like the *Ramayana*, the beginnings of Jain and Buddhist thought, politics and patronage under Islamic polities, the formation of Mughal imperial authority through art, architecture and literature, among others. Through the study of social processes, the course will focus on the diversity and connectedness that have defined the subcontinent throughout its history. It will also consider the role of history in the region and how a number of events from the past continue to inform its present.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, response papers (2–3 pages), two short essays (4–5 pages), midterm and final exams
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 20–25 **Enrollment Preferences:** none
Distributional Requirements: Division 2 **Other Attributes:** HIST Group B Electives – Asia
HIST Group G Electives – Premodern
INST South + Southeast Asia Studies Electives
Fall 2014
LEC Section: 01 TR 09:55 11:10 Instructor: Aparna Kapadia

HIST 221(S) The Making of Modern South Asia: 1750–1950 CE Crosslistings: HIST 221/ASST 221/INST 221
This course focuses on the history of South Asia with the aim of providing an overview of the political and social landscape of the region from the end of the Mughal Empire through British colonial rule and the Partition of India and Pakistan.
We will explore a range of themes including the rise of colonialism, nationalism, religion, caste, gender relations, and the emergence of modern social and political institutions on the subcontinent. In addition to reading key texts and historical primary sources on the specific themes, we will also work with a variety of multimedia sources including films, short stories and website content.
One objective of this course is to introduce students to the different political and social processes that led to the creation of India, Pakistan and Bangladesh; another is to teach students to think critically about the significance of history and history writing in the making of the subcontinent.
Class Format: lecture/discussion **Requirements/Evaluation:** class participation, response papers (2–3 pages), two short essays (4–5 pages), midterm and final exams
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 20–25
Distributional Requirements: Division 2 **Other Attributes:** HIST Group B Electives – Asia
INST South + Southeast Asia Studies Electives
Spring 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Aparna Kapadia

HIST 222 Greek History Crosslistings: CLAS 222/HIST 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.
Class Format: lecture/discussion; the class will meet once a week for a lecture, and will divide into two discussion sections for the second meeting of the week **Requirements/Evaluation:** evaluation will be based on contributions to class discussions, a midterm, a final exam, and a medium–length paper
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 40
Distribution Notes: meets Division 2 requirement if registration is under HIST; meets Division 1 requirement if registration is under CLAS
Distributional Requirements: Division 2 **Other Attributes:** HIST Group C Electives – Europe and Russia
HIST Group G Electives – Premodern
Not Offered Academic Year 2014–2015
LEC Instructor: Kerry Christensen

HIST 223(S) Roman History Crosslistings: CLAS 223/HIST 223
The study of Roman history involves questions central to the development of Western institutions, religion, and modes of thought. Scholars have looked to Rome both for actual antecedents of European cultural development and for paradigmatic scenes illustrating what they felt were cultural universals. Yet Roman history also encompasses the most far–reaching experience of diverse cultures, beliefs, and practices known in the Western tradition until perhaps contemporary times. A close analysis of Roman history on its own terms shows the complex and fascinating results of an ambitious, self–confident nation's encounter both with unexpected events and crises at home, and with other peoples. As this course addresses the history of Rome from its mythologized beginnings through the reign of the emperor Constantine, it will place special emphasis on the impressive Roman ability to turn the unexpected into a rich source of cultural development, as well as the complex tendency later to interpret such *ad hoc* responses as predestined and inevitable. The Romans also provide a vivid portrait of the relationship between power and self–confidence on the one hand, and violence and ultimate disregard for dissent and difference on the other. Readings for this course will concentrate on a wide variety of original sources, and there will be a strong emphasis on the problems of historical interpretation.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on weekly brief in–class response papers, one 8– to 10–page paper, a midterm, and a final exam
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 40
Distribution Notes: meets Division 2 requirement if registration is under HIST; meets Division 1 requirement if registration is under CLAS
Distributional Requirements: Division 1 **Other Attributes:** HIST Group C Electives – Europe and Russia
HIST Group G Electives – Premodern
Spring 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Kerry Christensen

HIST 224 Roman Archaeology and Material Culture Crosslistings: CLAS 224/HIST 224/ANTH 235/ARTH 235
This course examines the development of Roman archaeology and material culture from the early Iron Age, ca. 1000 BCE, to the end of the reign of Constantine in 337 CE. The primary goal of the course is to help students understand the social and historical context in which Roman material culture was created and used. We will consider a variety of evidence from across the empire, including monumental and domestic architecture, wall painting, mosaics, sculpture, coins and inscriptions. Special emphasis will be placed on the city of Rome; however, we will also look at other important urban centers, such as Pompeii, Aphrodisias and Lepcis Magna. Roman art and architecture were not the product of any single people or culture, but rather the hybrid synthesis of complex cultural negotiations between the Romans and their colonial subjects (i.e., Greeks, Jews, Celts, etc.). Class discussions will focus on issues related to gender, ethnicity and cultural identity in the Roman Empire. For example, we will explore what it meant to be "Roman" in terms of language, ethnicity and cultural institutions. We will also discuss how Roman elites used material culture to convey political messages and social status in the imperial hierarchy, as well as the legacy of Roman art and architecture in the modern world.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on classroom performance, quizzes, one 8– to 10–page paper, a midterm, and a final exam
Prerequisites: none **Enrollment Limit:** 40 **Expected Class Size:** 30 **Enrollment Preferences:** majors or prospective majors in Classics, History, Art History, and Anthropology
Distribution Notes: meets Division 1 requirement if registration is under CLAS or ARTH; meets Division 2 requirement if registration is under HIST or ANTH
Distributional Requirements: Division 1 **Other Attributes:** HIST Group C Electives – Europe and Russia
HIST Group G Electives – Premodern
Not Offered Academic Year 2014–2015
LEC Instructor: Benjamin Rubin

HIST 225 The Medieval World, 300–1500
The European world saw dramatic changes and the creation of new cultures and societies between the ancient and modern periods. This course will survey more than a millennium of history, beginning late in classical antiquity and concluding at the dawn of the modern era. We will concentrate both on developments within Europe, and on European encounters with Islam, the Byzantine East, and pagan cultures. With an approach that is both chronological and thematic, we will place the broader narrative of medieval history alongside special consideration of Europe's neighbors, social organization, medieval women, religion and piety, and education. Lectures and class discussion will receive equal emphasis.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on three short papers, a mid–term, and a self–scheduled final
Prerequisites: none **Enrollment Limit:** 40 **Expected Class Size:** 20–30 **Enrollment Preferences:** History majors
Distributional Requirements: Division 2 **Other Attributes:** HIST Group C Electives – Europe and Russia
HIST Group G Electives – Premodern
Not Offered Academic Year 2014–2015
LEC Instructor: Eric Knibbs

HIST 226 Europe From Reformation to Revolution: 1500–1815 Crosslistings: HIST 226/REL 222
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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on two short papers, a midterm and a final exam
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 25–35
Distributional Requirements: Division 2 **Other Attributes:** HIST Group C Electives – Europe and Russia

HIST Group G Electives – Premodern
JWST Elective Courses
Not Offered Academic Year 2014–2015
LEC Instructor: James Wood

HIST 227 A Century of Revolutions: Europe, 1789–1917
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, of profound social and economic change, and of great intellectual ferment. Topics include the French and Russian Revolutions, the Revolutions of 1830 and 1848, the Industrial Revolution, German and Italian Unification, European imperialist expansion, the origins of World War I, and the environmental impact of 19th century Europeans on the world. With an eye toward exploring the origins of today's complex attitudes toward class, race, ethnicity, and gender, the course will also focus on Marxism, racism, anti–Semitism, and feminism in the nineteenth century.
Class Format: seminar/discussion **Requirements/Evaluation:** evaluation will be based on class participation, a midterm and/or a short paper, and a final exam and/or a 10– to 12–page research paper
Prerequisites: none; open to all **Enrollment Limit:** none **Expected Class Size:** 25 **Enrollment Preferences:** none
Distributional Requirements: Division 2 **Other Attributes:** HIST Group C Electives – Europe and Russia
Not Offered Academic Year 2014–2015
SEM Instructor: Shanti Singham

HIST 228(S) Europe in the Twentieth Century
This course will offer a survey of some of the important themes of twentieth–century European history, from the eve of World War One to the end of the century. Organized topically and thematically, the course will consider European society in the fin–de–siècle period; imperialism, racism, and mass politics; the impact of the Great War on European thought, culture and society; the Russian Revolution and Stalinist Russia; economic and political stabilization in the 1920s; the Depression; the rise of Fascism and National Socialism; World War II and the Holocaust; the establishment of postwar social democratic welfare states; decolonization; the "economic miracle" of the 1950s; the uprisings of 1968; the development of the European Union; and the 1989 revolutions in Eastern Europe. Through a combination of lecture and discussion, the course seeks to introduce students to the major ideologies and institutions that shaped the lives of Europeans in the twentieth century, and to reflect on the role of ordinary people who devised, adapted, embraced, and sometimes resisted the dominant ideas and practices of their time.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, several quizzes, an exam, and two papers
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 35–40
Distributional Requirements: Division 2 **Other Attributes:** HIST Group C Electives – Europe and Russia
Spring 2015
LEC Section: 01 MWF 11:00 12:15 Instructor: Chris Waters
LEC Section: 02 MR 01:10 02:25 Instructor: Chris Waters

HIST 229(F) European Imperialism and Decolonization (D) Crosslistings: HIST 229/AFR 229
This course surveys European imperialism in the nineteenth and early–twentieth centuries, paying special attention to important case studies such as British India, the Scramble for Africa, and the break–up of the Ottoman Empire following World War I. Issues to be explored include imperialism and its relationship to Christianity, gender, racism, and economic profit. In the second half of the course, we will examine some of the most dramatic cases of decolonization, including Gandhi and Nehru's independence movement in India, Ho Chi Minh's victory at Dien Bien Phu, and the torturous struggle for independence in Lumumba's Congo. As a transatlantic and transpacific course focusing on race relations, power and privilege, this course fulfills the EDI requirement.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on a midterm, a final exam, a 10–page research paper, and class participation
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 15–20
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group A Electives – Africa
HIST Group B Electives – Asia
HIST Group C Electives – Europe and Russia
HIST Group D Electives – Latin America + Caribbean
HIST Group E Electives – Middle East
Fall 2014
LEC Section: 01 TR 11:20 12:35 Instructor: Shanti Singham

HIST 230 Modern European Jewish History, 1789–1948 Crosslistings: HIST 230/JWST 230
What does it mean to be a Jew? The vexed question of Jewish identity emerged at the end of the eighteenth century in Europe and has dominated Jewish history throughout the modern period. Although Jewish emancipation and citizenship followed different paths in France and the German states, in both cases Jews were confronted by unprecedented opportunities for integration into non–Jewish society and unprecedented challenges to Jewish communal life. This course will introduce students to the major social, cultural, religious, and political transformations that shaped the lives of Europe's Jews from the outbreak of the French Revolution to the aftermath of World War II. We will explore such topics as emancipation, Jewish diversity, the rise of religious denominations within Judaism, competing political ideologies, Jewish–gentile relations, the role of Jewish women, Jewish responses to Nazism, and the situation of Jews in the immediate postwar period. In addition to broad historical treatments, course materials will include memoirs and diaries.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, two papers, and a final exam
Prerequisites: none **Enrollment Limit:** none **Expected Class Size:** 20–25
Distributional Requirements: Division 2 **Other Attributes:** HIST Group C Electives – Europe and Russia
JWST Core Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Alexandra Garbarini

HIST 231(F) Medieval England Crosslistings: HIST 231/REL 217
Across the entire world of the Middle Ages, no region has captured the modern pop–culture imagination as much as medieval England. From the Battle of Hastings to Magna Carta, from Braveheart to King Arthur, medieval English history and popular knowledge of the medieval past are closely linked. This course will survey the history of England from the Roman period through the reign of Richard II (AD 43—1399). We will find a great deal to detain us in these thirteen centuries, including the Anglo–Saxon settlement of England and subsequent conversion to Christianity, the Viking raids of the ninth and tenth centuries, the Norman Conquest, the growth of English common law, the murder of Thomas Beckett, Edward I's campaigns in Wales and Scotland, the Peasants' Revolt of 1381, and the beginning of the Hundred Years War. We will focus particularly on power and politics, but primary readings will add important social, cultural and religious context. Our meetings will emphasize lectures and discussion equally. No prior knowledge is expected.
Class Format: lecture/discussion **Requirements/Evaluation:** several short papers, a midterm and a final
Prerequisites: none **Enrollment Limit:** 40 **Expected Class Size:** 35 **Enrollment Preferences:** History majors
Distributional Requirements: Division 2 **Other Attributes:** HIST Group C Electives – Europe and Russia
HIST Group G Electives – Premodern
Fall 2014
LEC Section: 01 MWF 12:00 12:50 Instructor: Eric Knibbs

HIST 239 Germany in the Twentieth Century
This course is designed to introduce students to the history of the twentieth–century Germany as experienced and made by ordinary human beings through written documents, literature, film, and the writings of historians and other scholars. Topics to be considered include: the bourgeoisie and the working classes in the Kaiserreich; Germany at the outbreak of World War I; the experience of war and its aftermath; the hyper–inflation of 1923; the commitment of Germans to democracy during the Weimar Republic; the mood in Germany at the beginning of the 1930's; the coming to power of the National Socialists; the ideology of National Socialism; the "Volksgemeinschaft"; the Nazi image of the Jew; the "Final Solution"; World War II on the battlefront and on the home front; the West German "Economic Miracle"; divided Germany in the 1970s and 1980s; life in the German Democratic Republic; the "Historians' Debate"; and Germany after the Wall.
Class Format: lecture/discussion **Requirements/Evaluation:** active and effective participation in class discussion, three interpretive essays, and a number of pop quizzes
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 30–35
Distributional Requirements: Division 2 **Other Attributes:** HIST Group C Electives – Europe and Russia
JWST Elective Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Thomas Kohut

HIST 240 Muscovy and the Russian Empire
Between the fourteenth and the seventeenth centuries the princes and political elite of Muscovy created an extensive multi–ethnic and multi–religious 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, collapse.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, a map quiz, several short essays based on class readings, and a final self–scheduled exam
Prerequisites: none; open to all **Enrollment Limit:** none **Expected Class Size:** 15–25
Distributional Requirements: Division 2 **Other Attributes:** HIST Group C Electives – Europe and Russia
HIST Group G Electives – Premodern
INST Russian + Eurasian Studies Electives
Not Offered Academic Year 2014–2015
LEC Instructor: William Wagner

HIST 241(S) The Rise and Fall of the Soviet Union
The October Revolution of 1917 brought to power in the debris of the Russian Empire a political party committed to the socialist transformation of society, culture, the economy, and individual human consciousness. Less than seventy–five years later, the experiment appeared to end in failure, with the stunning collapse of the Soviet Union in December 1991. Using a combination of primary and secondary sources, this course will explore the nature and historical significance of the Soviet experiment, the controversies to which it has given rise, and the forces, processes, and personalities that shaped the formation, transformation, and ultimate collapse of the Soviet Union.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, a map quiz, several short papers based on class readings, and a final self–scheduled exam

Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 25
Distributional Requirements: Division 2 **Other Attributes:** HIST Group C Electives – Europe and Russia
INST Russian + Eurasian Studies Electives
Spring 2015
LEC Section: 01 TR 11:20 12:35 Instructor: William Wagner

HIST 242 Latin America From Conquest to Independence
This course will examine the processes commonly referred to as the creation of "Latin America" and will do so from numerous perspectives. Starting with the construction of indigenous societies, from small and decentralized groupings to huge imperial polities–, before 1492, to the invasion of Europeans from that date forward, we will take up the question of the Iberian "conquest," looking at the often violent encounters that made up that event and analyzing its success, limits, and results. We will then study the imposition of Iberian rule from the point of view of would–be colonizers and the peoples they treated as objects of colonization, stressing the multiple and conflicting character of European, indigenous, and African perspectives. Thus looking at the Americas from both the outside–in and inside–out, we will focus on the unequal relations of power that came to define cultural, political, and economic life in the colonies, always with an eye on the gendered and racialized nature of those relations. We will also not only compare very different regions of the Iberian Americas but also see how the grand shifts of history intervened in—and perhaps consisted of—the most normal elements of daily life in northern Mexico, the central Andes, coastal Brazil, and other parts of colonial Latin America. Visual as well as more traditional written primary materials, along with secondary texts and films, will serve as the basis for our discussions throughout the semester.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, two short papers (4–5 pages), and a take–home final exam **Enrollment Limit:** 40 **Expected Class Size:** 25
Distributional Requirements: Division 2 **Other Attributes:** HIST Group D Electives – Latin America + Caribbean
HIST Group G Electives – Premodern
INST Latin American Studies Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Roger Kittleson

HIST 243 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 two sections of the course will focus on the turbulent formation of nation–states over the course of the "long nineteenth century," from the crises of the Spanish and Portuguese colonial empires in the late eighteenth century to the heyday of liberal political economies at the turn of the twentieth 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, and industrialization and urbanization. The latter two sections will examine the trend toward state–led national development in the twentieth century, considering the diverse forms it took and conflicts it generated in different nations and periods. Here we will take up questions 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 life and possibly death of revolutionary options. Within this chronological framework of national and regional political economy, we will consider the ways that various Latin American social actors shaped their own lives and collective histories, sometimes challenging and sometimes accommodating the ideals of national elites. General regional trends will be illustrated by selected national cases, including Mexico, Brazil, Agentina, Cuba, Chile, Venezuela, Nicaragua, and Guatemala.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, two shorts papers (3–5 pages), and a take–home final exam
Prerequisites: none **Enrollment Limit:** 40 **Expected Class Size:** 35–40
Distributional Requirements: Division 2 **Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group D Electives – Latin America + Caribbean
INST Latin American Studies Electives
LATS Countries of Origin + Transnationalism Elect
Not Offered Academic Year 2014–2015
LEC Instructor: Roger Kittleson

HIST 245(S) History of Modern Brazil (D) Crosslistings: HIST 245/AFR 346
Brazil has been "the country of the future" far longer than it has been an independent nation. Soon after Europeans descended on its shores, Brazil was hailed as a land of resources so rich and diverse that they would inevitably produce great wealth and global power for its inhabitants. Although this has often lent a booster–ish quality to its descriptions of the country, it has also brought ambiguity—for if the label suggests Brazil's potential, it also underlies the country's failure to live up to that promise. Being an *eternal* "country of the future" must be as much a troubling as a cheering designation. This course will examine the modern history of that country of the future by taking up major themes from independence to the present. Beginning with what was by Latin American standards an easy transition from colony to independent empire, we will analyze the hierarchies that have characterized Brazilian society and their relation to the political and economic evolution of the Brazilian nation–state. The course will give particular attention to the themes of race, gender, and citizenship; national culture and modernity; and democracy and authoritarianism in social and political relations. Combining cultural, political, and social analyses, this course fulfills the Exploring Diversity Initiative requirement by examining a range of written texts and other sources to understand these and other themes in the lives of Brazilians of different social identities and political standings since Independence.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, two short papers, and a final exam
Prerequisites: none; open to first–year students with instructors permission **Enrollment Limit:** 40 **Expected Class Size:** 15–20
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group D Electives – Latin America + Caribbean
INST Latin American Studies Electives
LATS Countries of Origin + Transnationalism Elect
Spring 2015
LEC Section: 01 MW 11:00 12:15 Instructor: Roger Kittleson

HIST 248(F) The Caribbean: From Slavery to Independence (D) Crosslistings: AFR 248/HIST 248
This course explores the history of the Caribbean from the eighteenth to the twentieth centuries, focusing on a comparative approach to British, French, Spanish, and American rule in the region. It will concentrate on the history of Jamaica, Haiti, Cuba and Puerto Rico. Topics to be covered include: comparative slave systems; plantation economies; revolution, rebellion and resistance; voodoo and slave religions; indentured labor and intra–Caribbean migration; free persons of color, mulattoes, and West Indian color hierarchies; class and color; trade unionism; communism; the independence movements; the failed West Indies Federation, CARIFTA and CARICOM; Black Power; women in the contemporary Caribbean; migration; and the legacies of slavery and colonialism.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, a midterm and final examination, and a 10– to 12–page research paper
Prerequisites: none; open to all **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** Africana Studies concentrators; History majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AFR Core Electives
HIST Group D Electives – Latin America + Caribbean
HIST Group G Electives – Premodern
INST Latin American Studies Electives
LATS Countries of Origin + Transnationalism Elect
MAST Interdepartmental Electives
Fall 2014
SEM Section: 01 MR 01:10 02:25 Instructor: Shanti Singham

HIST 252(S) From Contact to Civil War: A History of North America to 1865
This course will provide a survey of North American history from Europe's first expansion into the New World to the American Civil War. Cast as a contest between competing empires and their peoples, the course begins in Europe and Native North America before contact and studies the expansion of European nations into the New World. The course will emphasize the history of British North America and the interactions between and among the many peoples of colonial America. The course will then examine the coming, course, and consequence of the American Revolution (or what many at the time considered America's first civil war). The new nation unleashed massive and far–reaching economic, social and political changes. The last third of the course will explore these changes in the antebellum era and trace how they affected the coming of America's second civil war.
Class Format: lecture/discussion **Requirements/Evaluation:** class participation, mid–term, final exam, book review, and weekly writing assignments
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 15–20
Distributional Requirements: Division 2 **Other Attributes:** HIST Group F Electives – U.S. + Canada
HIST Group G Electives – Premodern
Spring 2015
LEC Section: 01 TF 02:35 03:50 Instructor: Charles Dew

HIST 253(F,S) Modern U.S. History
This course surveys themes and issues that inform the historical landscape of the United States after the Civil War and Reconstruction, from the late 1800s to the present. With special attention to freedom and fragmentation, the course examines the dilemmas inherent to American
democracy, including: westward expansion and Indian affairs; immigration and nationalism; progressivism and domestic policy; the expanding role of the United States in the world; race, gender, and rights; and the shifting terrains of liberalism and conservatism. The course also tunes into the connections between current affairs and the American past. Course materials include a range of primary sources (letters, political speeches, autobiography, film, oral histories, fiction, and photography) and historical interpretations.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on some combination of quizzes, short papers, and a final exam or final paper
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 30–40
Distributional Requirements: Division 2 **Other Attributes:** HIST Group F Electives – U.S. + Canada
Fall 2014
LEC Section: 01 TR 11:20 12:35 Instructor: Karen Merrill
Spring 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Scott Wong

HIST 262 The United States and the World, 1776 to 1914
From its foundation in 1776 to the beginning of World War I in 1914, the United States developed a complex of ideas for understanding—and methods for securing—its place in the world. During this period, the nation's diplomacy went through several phases as it made the transition from a young republic struggling to conduct its diplomacy, to an expansionist power in the first half of the nineteenth century, to an emerging world power in the aftermath of the Civil War, and then to an imperialist power after the Spanish–American War. Amidst these events, U.S. statesmen and citizens constantly debated the country's proper diplomatic role

and struggled to construct and propagate a unique American ideology, as well as an advantageous geo–strategic position, on the global stage. Debates about foreign relations were imbued with questions of race, nation, independence, religion, economy, law, gender, and geographic expansion; indeed, defining U.S. foreign relations was a means of defining the nation itself. Through a variety of primary sources and scholarly books and articles, this course will examine U.S. relations with external powers as well as the interactions that occurred between U.S. domestic and foreign policy during this period.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, two 5– to 7– page papers, quizzes, and a final exam
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 15–25
Distributional Requirements: Division 2 **Other Attributes:** HIST Group F Electives – U.S. + Canada
LEAD American Foreign Policy Leadership
Not Offered Academic Year 2014–2015
LEC Instructor: Jessica Chapman

HIST 263(S) The United States and the World, 1914 to the Present
This course explores America's engagement with the world from 1914 to the present. The First World War ushered in a new era for U.S. foreign relations. The self–identified isolationist power became a principal player on the world stage and by the end of the Second World War emerged as one of the two global superpowers, poised to compete with the Soviet Union in a protracted Cold War. After the Soviet Union collapsed in 1991, some spoke of the United States as a "hyperpower," but how it should exercise its unrivalled power was far from clear. Through a mixture of lecture and discussion, this course introduces students to the key events of America's most powerful century and to the new wave of scholarly literature being written about the United States and the World. Readings will reflect current trends in the sub–field, which focuses not only on high–level diplomacy, but also on a range of other factors that influence foreign relations, including ideology, race, gender, culture, domestic politics, and the roles of individual personalities.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, short papers, a midterm exam, and a final exam
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 25–30
Distributional Requirements: Division 2 **Other Attributes:** HIST Group F Electives – U.S. + Canada
LEAD American Foreign Policy Leadership
Spring 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Jessica Chapman

HIST 279 From Cahokia to Casinos: Histories of Native North America from Precontact to the Present Crosslistings: HIST 279/AMST 279
This course will introduce students to the Native histories of North America, from theories about the arrival of the "first Americans" to this continent, through the possibilities of early encounters and the challenges of different colonial systems, to the creation of the United States and subsequent policies of forced removal, allotment, assimilation, and education. We will also focus on Native responses to such policies, including the Red Power movement and other efforts aimed at gaining the right to be both Native and American. Finally, we will examine the issues facing Indian Country today (such as environmental worries, health concerns, and gaming and land rights) as Native peoples continue to fight to maintain their political, cultural, and territorial sovereignty in the face of what many see as an ongoing process of imperialism. Throughout, we will assume that Native Americans were and are active producers of their own histories; by seeing Native agency, adaptability, and tenacity, we can undermine the persistent "myth of the vanishing Indian". By the end of the course, students will be able to reevaluate their understanding of North American history in general and to answer the question of why Native American histories matter to all of us.
Class Format: lecture/discussion **Requirements/Evaluation:** students will be evaluated based on their participation in class discussion and completion of the required assignments, including a writing assignment and midterm and final exams
Prerequisites: none **Enrollment Limit:** 40 **Expected Class Size:** 20 **Enrollment Preferences:** History majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 **Other Attributes:** HIST Group F Electives – U.S. + Canada
HIST Group G Electives – Premodern
Fall 2014
LEC Section: 01 Cancelled

HIST 280 African American History: An Introduction (D) Crosslistings: HIST 280/AFR 280
This course provides a survey of African American History from the earliest importation and migration of Africans to North American through the present day. Our readings and discussions will take up the development, expansion, and organization of slavery, the coming and meaning of freedom, and the political and cultural landscapes of African Americans over time. We will discuss slavery, freedom, civil rights, and racial ideologies. Finally, we will examine the post Civil Rights era, the changing meaning of the designation "African American" in light of global migrations, and African American political power in the 21st century. Our readings, which will include both primary and secondary sources, will help us to interrogate American history and gain an understanding and overview of African American history. The course will be primarily discussion based. Given its focus on the workings of racial ideology and the development of slavery and other forms of unfree labor in the U.S. economic system, this course fulfills the criteria of the Exploring Diversity Initiative.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on three short papers, a take–home final exam, and performance in in–class discussions and assignments
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 20–30
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group F Electives – U.S. + Canada
Not Offered Academic Year 2014–2015
LEC Instructor: Gretchen Long

HIST 281 African–American History, 1619–1865 (D) Crosslistings: HIST 281/AFR 281
This course provides an introduction to the history of African Americans in United States during the colonial, early republic, and antebellum eras. The course demonstrates how economically, culturally, and politically, African Americans shaped and were shaped by the historical landscape of the nation.
The experience of enslavement necessarily dominates this history, and it is the contours and nuances of slavery—and the development of racial classifications—that give this course its focus. But with a attention centered on African Americans, the course also explores African cultural influences, the significance of gender, the lives of free blacks, and the cultural and intellectual significance of the abolitionist movement. The course closes on the themes that emerge from the war between the states, and on the meaning of freedom and emancipation. Our readings will include primary sources and secondary literature. Class meetings will combine lecture and discussion. Informed participation in class discussion is essential. This EDI course explores the experiences and expressions of the culturally diverse peoples of African descent in the New World (and the Old), as well as the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. and/or European hierarchies of race, culture, gender and class.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on short papers, a midterm exam, a final exam, brief in–class writing assignments, and class participation
Prerequisites: none **Enrollment Limit:** none **Expected Class Size:** 20–25
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives – U.S. + Canada
HIST Group G Electives – Premodern
Not Offered Academic Year 2014–2015
LEC

HIST 282 African–American History From Reconstruction to the Present (D) Crosslistings: HIST 282/AFR 282
This course introduces students to the significant themes that shaped African–Americans' historical experiences from Reconstruction to the end of the twentieth century: the changing meanings of freedom, equality, and rights; the intersections of ideology and activism; the links among local, regional, and national perspectives; and the expanding diversity of black people in the United States. In addition, the course explores the political culture of black institutional and organizational life, the rise and fall of Jim Crow, migration and urbanization, resistance and protest.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, two short papers, and a take–home exam
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 20–25
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives – U.S. + Canada
Not Offered Academic Year 2014–2015
LEC Instructor: Leslie Brown

HIST 284 Introduction to Asian American History (D) Crosslistings: HIST 284/AMST 284/ASST 284
This course serves as the introduction to Asian American history, roughly covering the years 1850 to the present. It examines the lives of Chinese, Japanese, Koreans, Filipinos, Indians, and Southeast Asians in America, and the historical reasons why they came to the US and their subsequent interactions with other ethno–racial groups in the United States. Topics include the anti–Asian exclusion movements, the wartime incarceration of Japanese Americans, the increase of Asian immigration after the 1965 Immigration Act and the war in Viet Nam, and the impact of the events of September 11, 2001 on Asian American communities. These themes and others will be explored through the use of historical texts, primary documents, novels, memoirs, and films. This is an EDI course because it examines how people from different Asian countries and cultures interacted with each other and those already here in the US. Theirs is a story of immigration, exclusion, resistance, accommodation, and the process of "becoming American."
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on four response papers, two short critical essay (5–7 pages) and a final oral history/family history of an Asian American (10–15 pages)
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 30
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
ASAM Core Courses
HIST Group F Electives – U.S. + Canada
Not Offered Academic Year 2014–2015
LEC Instructor: Scott Wong

HIST 286(S) Latina/o History, 1848 to the Present (D) Crosslistings: LATS 286/HIST 286
From 1848 to the present, Latina/o communities have taken shape in the United States through conquest and migration. Why and when have distinct Latina/o groups come to have sizeable communities in different regions of the United States? U.S. imperialism and foreign policies, as well military, political and economic ties between the United States and the various countries of origin define the political and economic contexts in which people leave their homes to come to the United States. In their search for low–wage labor, U.S. employers have recruited workers from Latin America and the Hispanic Caribbean. Mexicans, Puerto Ricans, Cubans, Dominicans, Guatemalans, and Salvadorans, as well as others, have responded to labor recruitment and have also relied on networks of family and friends to seek a better life in the United States. What do the histories of these distinct Latina/o groups share and where do their experiences diverge? This EDI course examines the racial dynamics at play in the formation of Latina/o communities, as well as the impact of U.S. hierarchies of race, ethnicity, gender and class on the labor histories of Latinas and Latinos.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation and group presentations, short writing assignments, two short essays, and a final essay
Prerequisites: none **Enrollment Limit:** 40 **Expected Class Size:** 20

Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives – U.S. + Canada
LATS Core Electives
Spring 2015
LEC Section: 01 TR 11:20 12:35 Instructor: Carmen Whalen

HIST 293 History of Medicine Crosslistings: HSCI 320/HIST 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.
Class Format: seminar **Requirements/Evaluation:** six short papers (3 pages), midterm, final hour exam
Prerequisites: none; open to first–year students **Enrollment Limit:** 15
Distributional Requirements: Division 2 **Other Attributes:** HIST Group G Electives – Premodern
INST Global Health Studies Electives
PHLH History of Medicine
SCST Related Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Donald Beaver

HIST 294(S) Scientific Revolutions: 1543–1927 Crosslistings: HSCI 224/HIST 294
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 of thought, and in society. Knowledge of high–school algebra is presupposed.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on five problem sets, four short papers (3–5 pages), and two hour exams
Prerequisites: none; open to first–year students **Enrollment Limit:** 30 **Enrollment Preferences:** seniors and juniors
Distribution Notes: meets Division 2 requirement if registration is under HIST; meets Division 3 requirement if registration is under HSCI
Distributional Requirements: Division 3 **Other Attributes:** HIST Group C Electives – Europe and Russia
HIST Group G Electives – Premodern
SCST Related Courses
Spring 2015
LEC Section: 01 MWF 10:00 10:50 Instructor: Donald Beaver

HIST 295(F) Technology and Science in American Culture Crosslistings: HSCI 240/HIST 295
Although technologically dependent, the American colonies slowly built a network of native scientists and inventors whose skills helped shape the United States' response to the Industrial Revolution. The interaction of science, technology, and society in the nineteenth century did much to form American identity: the machine in the garden, through the "American System of Manufactures" helped America rise to technological prominence; the professionalization and specialization of science and engineering led to their becoming vital national resources. Understanding these developments, as well as the heroic age of American invention (1865–1914), forms the focus of this course: how science and technology have helped shape modern American life.
Class Format: seminar **Requirements/Evaluation:** class discussion, six short reports (2–3 pages), and two hour exams
Prerequisites: none; open to first–year students **Enrollment Limit:** 15
Distributional Requirements: Division 2 **Other Attributes:** ENVP SC–B Group Electives
HIST Group F Electives – U.S. + Canada
SCST Elective Courses
Fall 2014
SEM Section: 01 MR 01:10 02:25 Instructor: Donald Beaver

HIST 301 Approaching the Past: Is History Eurocentric?
The modern historical profession is very much a European creation, originating in the Age of Enlightenment. Championing reason and challenging religious views of the past, the Philosophes linked the new secular study of man and his society to a view of historical progress. Some have argued that the very nature of the historical discipline is Eurocentric, based as it is on Western concepts of reason, science, and historical evolution which privilege European history at the expense of its non–Western counterparts. In this course, we will study some of the important spokesmen for historical progress (Voltaire, Condorcet, Marx, von Ranke) as well as some of their important critics. The first half of the course will survey the history of the historical profession from the Enlightenment to the present. In the second half of the course, we will read some of the great works of history which have attempted to explain the rise of the west, grappling with how and to what extent these interpretations are Eurocentric.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on class participation, two 10– to 12–page papers, and a final exam
Prerequisites: restricted to History majors and sophomores planning to major in History **Enrollment Limit:** 19 **Expected Class Size:** 15–19 **Enrollment Preferences:** senior, then junior, History majors
Distributional Requirements: Division 2 *Not Offered Academic Year 2014–2015*
SEM Instructor: Shanti Singham

HIST 301 Approaching the Past: Practices of Modern History
What is history? What is it that historians do? In this course, students will explore questions of how and why we historians practice our craft. The first section of the course will examine how historians come to know, think about, and understand the past. Issues of the nature of historical "truth," objectivity and bias, types of sources, and uses of theory will be discussed. Next, we will address the ways in which historians write about the past, considering the influence of postmodernism on historical narratives, and historical film. Finally, we will examine the uses of history, including public history, history education, and the construction of historical memory. The class will meet once a week, and each session will focus on some theoretical material as well as readings that concretely illustrate the methodological issues at stake. These readings will be drawn from a broad range of topics, such as the Great Depression, the Nanking Massacre, and the assassination of JFK.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on class participation, response papers, short essays, and a final paper
Prerequisites: restricted to History majors and sophomores planning to major in History **Enrollment Limit:** 19 **Expected Class Size:** 15–19 **Enrollment Preferences:** senior, then junior, History majors
Distributional Requirements: Division 2 *Not Offered Academic Year 2014–2015*
SEM Instructor: Eiko Siniawer

HIST 301 Approaching the Past: Writing the Past
"History" refers to the aggregate of past events as well as to the branch of knowledge that seeks to understand those past events. Whereas history courses often take as their content the first of these two meanings of history, focusing on the politics, society, and culture of a particular place in a particular historical era, this course will examine history's often concealed "other" meaning: the practices of historians, their methods and assumptions. In so doing, this course aims to unsettle history majors' own assumptions about what history "is" and what historians "do". How do historians reconstruct the past, and how and why have their approaches to sources, theories, and narrative strategies changed over time? And on a deeper level, how have historians' suppositions changed—if they have changed—about the nature of historical truth, knowledge, and the value of history to the societies in which they wrote? Taking history–writing itself as our object of study, over the course of the semester we will read the work of twelve, quite different historians from the classical to the modern era. Each week in our seminar meetings, we will subject these texts to a careful reading in order to understand and assess these historians' theories and practices.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on class participation, weekly critical response papers to the assigned reading, and a final paper
Prerequisites: restricted to History majors and sophomores planning to major in History **Enrollment Limit:** 19 **Expected Class Size:** 15–19 **Enrollment Preferences:** senior, then junior, History majors
Distributional Requirements: Division 2 *Not Offered Academic Year 2014–2015*
SEM Instructor: Alexandra Garbarini

HIST 301 Approaching the Past: Remembering American History
Much of what we know and understand about American history is rooted in the received narrative of our national history, a history that is constructed of individual, collective, and a national memory of the past and its meanings. This course will examine some forms through which American historical memory is presented and (re)presented, such as monuments, museums, novels, film, photographs, and scholarly historical writing, by considering a number of pivotal events, institutions, or eras in American history. Potential topics are slavery, race, and the Civil War; westward expansion; the Great Depression; World War II; the Sixties; the war in Viet Nam; and the events and aftermath of September 11, 2001.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on weekly response papers, a book review, an exercise with the Williams College Museum of Art, and a final project to be completed in consultation with the professor; students will be required to lead a class discussion
Prerequisites: restricted to History majors and sophomores planning to major in History **Enrollment Limit:** 19 **Expected Class Size:** 15–19 **Enrollment Preferences:** senior, then junior, History majors
Extra Info: not available for the Gaudino option
Distributional Requirements: Division 2 *Not Offered Academic Year 2014–2015*
SEM Instructor: Scott Wong

HIST 301 Approaching the Past: Varieties of Historical Thinking
This course is designed to acquaint students with some of the ways historians have thought about the past. Beginning with Thucydides' *The Peloponnesian War*, the work of eleven historians will be studied closely and critically over the course of the semester. In the process, students not only will become familiar with various important historical approaches but will also be encouraged to examine their own assumptions about the past and about how and why—or even if—we know it. We will meet weekly to define, understand, and assess the different ways historians considered in the course have thought about the past.
Class Format: seminar **Requirements/Evaluation:** in preparation for class discussion, students are required to produce a one–page critical response to the assigned reading each week, which will form the basis for class discussion
Prerequisites: restricted to History majors and sophomores planning to major in History **Enrollment Limit:** 19 **Expected Class Size:** 15–19 **Enrollment Preferences:** senior, then junior, History majors
Extra Info: in addition to writing ten critical responses, students are also required to make an oral presentation of approximately twenty minutes on a professor they have had in a history course at Williams College not available for the Gaudino option
Distributional Requirements: Division 2 *Not Offered Academic Year 2014–2015*
SEM Instructor: Thomas Kohut

HIST 301(F) Approaching the Past: History, Theory, Practice
This course will explore how the discipline of 'History' has come to assume its present form and how a number of historians since the 1820s have understood their craft. We will begin by discussing the work of three great nineteenth–century historians (Macaulay, Marx, and Ranke) who believed that historical "truth" existed and could, with skill, be deciphered. Next we will explore the philosophy and practice of the cultural and social historians of the 1960s/1970s, comparing and contrasting it with that of their nineteenth–century predecessors. We will then consider the work of those recent theorists who have tried to refute historians' claims to be able to capture the "truth" of the past, focusing on the state of the field in the wake of challenges posed to its epistemological foundations by "post–modernism." We will conclude with an assessment of the state of the discipline today. In general, we will be less concerned with "the past" than with what historians *do* with "the past." Consequently, we will focus primarily on those abstract, philosophical assumptions that have informed the practice of history.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on class participation, a 250–word position statement ("What is History?"), two 9– to 11–page interpretive essays, and a take–home final exam
Prerequisites: restricted to History majors and sophomores planning to major in History **Enrollment Limit:** 19 **Expected Class Size:** 15–19 **Enrollment Preferences:** senior, then junior, History majors
Extra Info: not available for the Gaudino option
Distributional Requirements: Division 2
Fall 2014
SEM Section: A1 MR 01:10 02:25 Instructor: Chris Waters

HIST 301(F) Approaching the Past: Westward Expansion in American History
How does historical knowledge evolve? How do historians build on but also repudiate the work of historians that came before them? In this course, we will explore the historiography that has developed over the last 150 years about the Anglo–American settlement of the West, using it as a lens to explore larger questions about shifting perspectives of the historian's craft. This historiography will also illuminate critical conflicts about the meaning of American history. Did the frontier build American character, as Frederick Jackson Turner argued in 1893? Did it establish patterns of conquest that have shaped American policy toward other parts of the world, as later historians would argue? Has the West been an "exceptional" place or representative of the nation at large? The class will meet twice a week, and the discussions will focus intensively on one book, examining the theoretical and historical assumptions of the author; how these assumptions shaped the historian's search for evidence and his or her claims; and the impact they have had on our understanding of the American West.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on class participation, weekly critical writing, a midterm paper, and a final, book review essay
Prerequisites: restricted to History majors and sophomores planning to major in History **Enrollment Limit:** 19 **Expected Class Size:** 15–19 **Enrollment Preferences:** senior, then junior, History majors
Extra Info: not available for the Gaudino option
Distributional Requirements: Division 2
Fall 2014
SEM Section: M1 MR 01:10 02:25 Instructor: Karen Merrill

HIST 301(S) Approaching the Past: Documentary Studies and African American History
Comprised of non–traditional sources—photographs, oral history, narratives, folklore, films, fiction, music, poetry, art and other forms—documentary served historically to engender a progressive agenda by projecting the voices of the voiceless in order to illuminate the need for social change. Some examples include Jacob Riis' photographs of the Lower East Side, Louis Lomax's efforts to record folk music, Stud Terkel's interviews with ordinary Americans. But what documentarians have produced also provides a way to access information about the past, especially the stories of people whose lives have not been preserved through archival materials. This course examines the historical development of documentary forms and reviews the work of specific documentarians. It will focus in particular on the uses of various types of documentary as primary sources for research in African American history. Familiar formats, from Frederick Douglass' autobiographies to Henry Hampton's "Eyes on the Prize" series, recorded AND told histories that still remain mostly veiled. But in its unprocessed or raw form—collected work songs, sermons, tall tales, blues lyrics, family snapshots, oral history, and the like—documentary provides a store of rich primary sources that access the voices less often heard. This course will explore that material and what historians do with it.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, weekly written critiques, and a final paper/project
Prerequisites: restricted to History majors and sophomores planning to major in History **Enrollment Limit:** 19 **Expected Class Size:** 15–19 **Enrollment Preferences:** senior, then junior, History majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2
Spring 2015
SEM Section: B1 MR 02:35 03:50 Instructor: Leslie Brown

HIST 301(S) Approaching the Past: Modern National, Transnational, and Postcolonial Histories
This course examines the practice of history from the nineteenth century to the present. We will examine the sources, methods, and theoretical assumptions that have shaped the historical craft in this period, as well as the deeper questions that all historians must confront, implicitly or explicitly: What is "history"? Who makes it and how? To address these issues, we will discuss the work of canonical and non–canonical historians from across the world, and from outside as well as inside the academy. The particular focus will be on the production of history from the rise of the nation–state through the spread of new imperialisms in the late nineteenth century and on to the emergence of the "Third World," decolonization, and the "new globalization" over the course of the twentieth century. In weekly seminar meetings we will analyze texts and how their authors define historical subjects/actors and processes, as well as the meanings of history for different audiences and eras.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, response papers, short essays, and a final paper
Prerequisites: restricted to History majors and sophomores planning to major in History **Enrollment Limit:** 19 **Expected Class Size:** 15–19 **Enrollment Preferences:** senior, then junior, History majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2
Spring 2015
SEM Section: E1 W 01:10 03:50 Instructor: Roger Kittleson

HIST 304(F) South Africa and Apartheid (D) Crosslistings: HIST 304/AFR 304
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. This EDI course explores the experiences and expressions of the culturally diverse peoples of African descent in the New World (and the Old), as well as the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. and/or European hierarchies of race, culture, gender and class.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation and three short papers
Prerequisites: none; open to first–year students with instructors permission **Enrollment Limit:** 25 **Expected Class Size:** 20
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group A Electives – Africa
INST African Studies Electives
JLST Enactment/Applications in Institutions
Fall 2014
LEC Section: 01 TF 01:10 02:25 Instructor: Kenda Mutongi

HIST 305 Nation Building: The Making of the Modern Middle East (D) Crosslistings: HIST 305/ARAB 305
In 1932, or twelve years into his rule and twelve years after the establishment of Iraq, King Faysal I lamented that there were "no Iraqi people but only unimaginable masses of human beings, devoid of any patriotic idea, imbued with religious traditions and absurdities, connected by no common tie." This course will consider how true the Kings statement still holds by evaluating the various attempts at state and nation building in the modern Middle East and the challenges of statecraft. After assessing some of the more influential theories of nationalism, we will explore the historical experience of nationalism and national identity in Iraq, Israel, Turkey, Palestine, Iran, and Egypt. What has been at the basis of nationhood? How did European concepts of nation translate into the Middle Eastern context? What was the role of religion in these modern societies? How did traditional notions of gender effect concepts of citizenship? We will also explore some of the unresolved issues facing the various nations of the Middle East, such as unfulfilled nationalist aspirations, disputes over land and borders, and challenges to sovereignty. Finally, we will evaluate the role of foreign powers in nation building in the Middle East and consider whether the modern concept of the nation has any validity in the Middle Eastern context. Because this course is comparative in nature that utilizes theoretical frameworks to better understand cross–cultural interaction and because it focuses on the ways in which governments in the Middle East have used their power to legitimate their actions in the name of nationalism, this course fulfills the requirements of the Exploring Diversity Initiative (EDI).
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on several short papers and a "Magnus" Opus (a.k.a. final research paper)
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 20–25 **Enrollment Preferences:** History majors and students with a background in Middle Eastern studies
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ARAB Arabic Studies Electives
HIST Group E Electives – Middle East
Not Offered Academic Year 2014–2015
SEM Instructor: Magnus Bernhardsson

HIST 306(S) On the Move: Migration, Displacement, and Dispossession in the Middle East Crosslistings: HIST 306/ARAB 306
This course explores how patterns of human migration impacted the states and societies of the Middle East from the nineteenth century to the present. The course retrieves nomads, labor migrants, travelers, and refugees from the margins of social history and focuses on how post–Ottoman Arab states thought about migration, how they categorized migrants, managed human mobility, and even compelled forced migrations. We will take special interest in how modern Arab nation–states shaped their populations through migration policy: how did the construction of new national boundaries influence ethnic, religious, and political identities? Students will analyze how legal paraphernalia like passports, the census, visas, and international law made the state a stakeholder in regulating human migration. This course incorporates discussions of major migrations in the region, including the Armenian Genocide, the Greek–Turkish population transfer, Palestinian dispossession, and Arab emigration to the Americas. Contemporary issues like statelessness, "brain drain," and sectarian politics will be contextualized within the region's experience with migration. Course readings will include historical case studies, participant interviews, memoirs, diasporic literature/arts, and international legal documents. Students will additionally apply recent theories of migration in the Middle Eastern context.
Class Format: seminar **Requirements/Evaluation:** Evaluation will be based on class discussion, regular short response papers, and a longer, final term paper based on a case study of the student's choosing
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15–20 **Enrollment Preferences:** History and Arabic Studies majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 **Other Attributes:** HIST Group E Electives – Middle East
Spring 2015
SEM Section: 01 TR 09:55 11:10 Instructor: Stacy Fahrenthold

HIST 308(S) Gender and Society in Modern Africa Crosslistings: HIST 308/WGSS 308/AFR 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."

Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation and three short papers
Prerequisites: none; open to first–year students with instructors permission **Enrollment Limit:** 25 **Expected Class Size:** 15–20
Distributional Requirements: Division 2 **Other Attributes:** HIST Group A Electives – Africa
INST African Studies Electives
WGSS Racial Sexual + Cultural Diversity Courses
Spring 2015
LEC Section: 01 TF 01:10 02:25 Instructor: Kenda Mutongi

HIST 309(F) Arab Women Memoirs: Writing Feminist History Crosslistings: ARAB 252/COMP 252/WGSS 251/HIST 309
This course reviews selected autobiographical writings by Arab women writers from the wave of independence in the 20th century to the contemporary Arab uprisings, passing through all the transformations that globalization and the technosphere have instigated. We will examine the role that first–voice narrative plays in shaping literature, history and thought, while providing a space to reclaim cultural, social and political agency. Focusing on the different articulations of self–representation, our discussion will address how these women reflect on the shifting discourses of identities, gender, nationalism, religion, feminism, sexuality, politics, borders and their histories. Questions we will address include: How did these memoirs contribute to the development of Arab feminist consciousness? In addition to the memoirs, we will look at women's blogs and watch films that focus on first–person narrative to discuss related topics, such as, visual testimonies, virtual political participation and feminist resistance in the technosphere. Required texts may include: Fadwa Tuqan (*A Mountainous Journey: An Autobiography*), Fatima Mernissi (*Dreams of Trespass: Tales of a Harem Girlhood*), Leila Ahmed (*A Border Passage: From Cairo to America—a Woman's Journey*), Fadia Faqir and Shirley Eber (*In the House of Silence: Autobiographical Essays by Arab Women Writers*), and Jumanah Haddad (*I Killed Scheherazade: Confessions of an Angry Arab Woman*), as well as critical essays and selections from autobiographical writings that reflect the diversity of Arab women in the Middle East and the diaspora.
Class Format: seminar **Requirements/Evaluation:** active class participation, several short response papers, three short papers (3–5 pages), and a final paper (7–10 pages)
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** none
Distribution Notes: meets Division 1 requirement if registration is under ARAB or COMP; meets Division 2 requirement if registration is under HIST or WGSS
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 **Other Attributes:** ARAB Arabic Studies Electives
INST Middle Eastern Studies Electives
Fall 2014
SEM Section: 01 MR 01:10 02:25 Instructor: Amal Eqeiq

HIST 310 Iraq and Iran in the Twentieth Century (D) Crosslistings: HIST 310/ARAB 310
Despite being neighbors, the historical experience of Iran and Iraq has been drastically different. In this course we will begin by exploring the creation of Iraq in 1921 and the Pahlavi government in Iran. We will evaluate the revolutions of 1958 and 1978–9 and compare the lives and careers of Saddam Hussein and Ayatollah Khomeini. The tragic Iran–Iraq war of 1980–88 will also be discussed. Finally, the political future of these countries will be assessed.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, short essays, and a final paper
Prerequisites: none; open to first–year students with instructors permission **Enrollment Limit:** none **Expected Class Size:** 20–40
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ARAB Arabic Studies Electives
HIST Group E Electives – Middle East
INST Middle Eastern Studies Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Magnus Bernhardsson

HIST 311 The United States and the Middle East Crosslistings: HIST 311/ARAB 311
At the turn of the twentieth century, the United States was considered a benign superpower in the Middle East. Americans were known as "innocents abroad" for their educational and philanthropic work. From a distance, American society was admired for its affluence and freedom, and Middle Eastern politicians eagerly sought American advice and assistance. Today, however, the situation could hardly be more different. This course will examine the remarkable transformation of American involvement in the Middle East. Significant cultural and political encounters of the latter half of the twentieth century will be assessed in order to identify how the United States has approached the region and consider the multifaceted and sometimes ambivalent reactions of people in the Middle East to increasing U.S. presence. It will also explore the difficulty the United States has experienced in balancing diverse, and sometimes conflicting, foreign policy interests, and will evaluate what may account for the increasing level of antagonism and mistrust on both sides.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on class participation, short papers and a final research paper
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** History and Arabic Studies majors
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 **Other Attributes:** ARAB Arabic Studies Electives
HIST Group E Electives – Middle East
HIST Group F Electives – U.S. + Canada
INST Middle Eastern Studies Electives
JWST Elective Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Magnus Bernhardsson

HIST 313 The People's Republic: China since 1949 Crosslistings: HIST 313/ASST 313
This course provides a close examination of the six decades of the history of the People's Republic of China, from the 1949 Revolution to the present day. Through readings and discussion, we will explore the multiple political, economic, social, and cultural factors that contributed to the idealism of the "golden age" of Communist Party leadership (1949–65), the political violence of the Cultural Revolution (1966–76), the profound transformation of the Reform Era (1978–present) as well as the motors of change in China today. Course materials will include films, novels, and ethnographies, as well as secondary analyses. Please note that this is a discussion seminar and not a survey course.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on active class participation, several short papers and a final research paper
Prerequisites: none (HIST 213 recommended) **Enrollment Limit:** 25 **Expected Class Size:** 12–20 **Enrollment Preferences:** junior and senior History and Asian Studies majors
Distributional Requirements: Division 2 **Other Attributes:** HIST Group B Electives – Asia
Not Offered Academic Year 2014–2015
SEM Instructor: Anne Reinhardt

HIST 318 Nationalism in East Asia Crosslistings: PSCI 354/ASST 245/HIST 318
Nationalism is a major political issue in contemporary East Asia. From anti–Japanese demonstrations in China, to tensions on the Korea peninsula, to competitive elections in Taiwan, to debates in Japan about the possibility of a woman ascending the Chrysanthemum Throne, national identity is hotly debated and politically mobilized all across the region. This course begins with an examination of the general phenomena of nationalism and national identity. It then considers how nationalism is manifest in the contemporary politics and foreign relations of China, Japan, South Korea, North Korea and Taiwan.
Class Format: lecture/discussion **Requirements/Evaluation:** two 5–page papers, class participation, final exam
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Political Science and Asian Studies majors
Dept. Notes: formerly PSCI 245
Distributional Requirements: Division 2 **Other Attributes:** HIST Group B Electives – Asia
INST East Asian Studies Electives
POEC Comparative POEC/Public Policy Courses
PSCI Comparative Politics Courses
Not Offered Academic Year 2014–2015
LEC Instructor: George Crane

HIST 319 Gender and the Family in Chinese History (D) Crosslistings: HIST 319/WGSS 319/ASST 319
Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generational, and sexual roles in different historical periods. Beginning in the late imperial period (16th–18th Centuries), we will examine the religious, marital, sexual, and childrearing practices associated with the "orthodox" Confucian family. We will then explore the wide variety of "heterodox" practices in imperial China, debates over and critiques of the family system in the twentieth century, and configurations of gender and family in contemporary China. As an EDI course, this class makes use of anthropological and gender studies methods to analyze both the specificities of Chinese ideas and practices regarding family, gender and sexuality as well as the considerable variety among these ideas and practices at different points in time.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, several short papers, and a final paper
Prerequisites: none;open to first year–students with instructors permission **Enrollment Limit:** 25 **Expected Class Size:** 20
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group B Electives – Asia
HIST Group G Electives – Premodern
INST East Asian Studies Electives
WGSS Racial Sexual + Cultural Diversity Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Anne Reinhardt

HIST 321 History of U.S.–Japan Relations (D) Crosslistings: HIST 321/JAPN 321/ASST 321
An unabating tension between conflict and cooperation has been an undercurrent of U.S.–Japan relations in the past 150 years, at times erupting into clashes reaching the scale of world war and at times allowing for measured collaboration. We will explore the U.S.–Japan relationship from the perspectives of both countries with a focus on how culture, domestic concerns, economic and political aims, international contexts, and race have helped shape its course and nature. This course will fulfill the requirements of the Exploring Diversity Initiative by examining not just the diplomatic relationship between the U.S. and Japan, but also how various types of interactions have influenced the dynamics of power between these two countries and have shaped the ways in which each country has understood and portrayed the other. Topics will include early U.S.–Japan encounters; the rise of both countries as imperial powers; the road to, and experience of, World War II; the politics and social history of the postwar American occupation of Japan; the U.S.–Japan security alliance; trade relations; and popular culture. Contemporary topics will also be discussed.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, response papers, two short papers (5 pages), and a self–scheduled final exam or research paper

Prerequisites: none; open to first–year students with instructors permission **Enrollment Limit:** 25 **Expected Class Size:** 25
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group B Electives – Asia
HIST Group F Electives – U.S. + Canada
INST East Asian Studies Electives
MAST Interdepartmental Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Eiko Siniawer

HIST 323 Leadership, Government, and the Governed in Ancient Greece (W) Crosslistings: CLAS 323/LEAD 323/HIST 323
Visionary, opportunist, reformer, tyrant, demagogue, popular champion: concise characterization of influential leaders is often irresistible. But placing leaders in their much less easily encapsulated political, social, and religious contexts reveals them to be far more complicated and challenging subjects. Among the questions that will guide our study of Greek leadership: Was the transformative leader in a Greek city always an unexpected one, arising outside of the prevailing political and/or social systems? To what extent did the prevailing systems determine the nature of transformative as well as of normative leadership? How did various political and social norms contribute to legitimating particular kinds of leader? After studying such leaders as the "tyrants" who prevailed in many Greek cities of both the archaic and classical eras, then Athenian leaders like Solon, Cleisthenes, Cimon, Pericles, Cleon, and Demosthenes, and Spartans like Cleomenes, Leonidas, Brasidas, and Lysander, we will focus on Alexander the Great, whose unique accomplishments transformed every aspect of Greek belief about leadership, national boundaries, effective government, the role of the governed, and the legitimacy of power. Readings will include accounts of leadership and government by ancient Greek authors (e.g. Homer, Solon, Herodotus, Thucydides, Plato, Aristotle, Demosthenes, all in translation) and contemporary historians and political theorists.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on contributions to class discussions, three short papers (4–6 pages each), a midterm exam, and an oral presentation leading to a significant final paper (15–20 pages)
Prerequisites: none, but a background and/or interest in the ancient world, political systems, and/or Leadership Studies is preferred; open to first–year students with instructors permission **Enrollment Limit:** 19 **Expected Class Size:** 12
Distribution Notes: meets Division 2 requirement if registration is under HIST or LEAD; meets Division 1 requirement if registration is under CLAS
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group C Electives – Europe and Russia
HIST Group G Electives – Premodern
LEAD Facets or Domains of Leadership
Not Offered Academic Year 2014–2015
LEC Instructor: Kerry Christensen

HIST 324 The Development of Christianity: 30–600 C.E. (W) Crosslistings: REL 212/HIST 324
This class will introduce you to the history, writings, practices, and structures of early Christians between 30–600 CE. Who were "Christians" and how did they understand and define themselves in this time period? What historical and cultural factors influenced the ways in which Christians were perceived, could imagine themselves, and lived? 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.
Class Format: lecture/discussion; in–class group work **Requirements/Evaluation:** active and informed participation, one reflection paper (1 page), two textual analysis papers (3–4 pages)—at least one to be revised (option to revise both)
(see "Extra Info" for additional requirements)
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** sophomores considering a major in Religion or History, then senior and junior majors in these departments
Extra Info: additional requirements: one historiographical analysis (5–7 pages), and a take–home final exam
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group G Electives – Premodern
JWST Elective Courses
REL Christian Tradition Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Denise Buell

HIST 325(S) The Great Library of Alexandria: Collecting and Connoisseurship in the Ancient World Crosslistings: CLAS 283/COMP 293/HIST 325/ARTH 283
During the early third century BCE, the Ptolemaic kings of Egypt built the Great Library of Alexandria to serve as a repository for all human knowledge. Such an audacious project of collection has rarely been attempted either before or since. At its height, the Great Library was reputed to house over 700,000 books from across the Greek world, as well as many translations of texts originally written in Latin, Hebrew, Egyptian, and even Sanskrit. Attracted by the vast stores of knowledge, scholars, artists, and poets flocked to the Great Library to create one of the most vibrant intellectual communities the world has ever known. In this course, we will examine the development and influence of the Great Library and its sister institution, the Mouseion (or "Museum") from a variety of cultural and historical perspectives. We will begin by exploring the political motives of the Ptolemaic kings and their reception of earlier traditions of collecting in the Greek and Near Eastern worlds. We will then turn to the intellectual and artistic activity at the Library itself, with special attention to the development of notions of connoisseurship and canon across various disciplines. Although implicated in the Ptolemies' political agenda, the scholars living and working in the Great Library were granted extraordinary freedom to pursue new ideas that transformed literature, science, and the arts forever. Readings will include selections from Theocritus' *Idylls*, Apollonius' *Argonautica* and Eratothenes' *Geography*. Finally, we will examine the legacy of the Great Library from the Roman empire to the present day, focusing particularly on how the concept of a universal archive has shaped the collecting practices of everything from modern art museums and Google Books to such governmental entities as the NSA. *All readings are in translation*.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on classroom performance, three response papers, one 12– to 15–page paper, and a midterm exam
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 20 **Enrollment Preferences:** preference given to majors or prospective majors in Classics, History, and Comparative Literature
Dept. Notes: meets Division 1 requirement if registration is under CLAS or COMP; meets Division 2 requirement if registration is under HIST
Distributional Requirements: Division 1 **Other Attributes:** HIST Group C Electives – Europe and Russia
HIST Group G Electives – Premodern
Spring 2015
LEC Section: 01 TF 01:10 02:25 Instructor: Benjamin Rubin

HIST 326(F) War in European History
From the ancient world to the twentieth century, war has always played an important part in European history. Europeans have not only constantly been at war with other Europeans, but also with neighboring cultures and, indeed, most peoples around the globe. This course will introduce students to the history of European warfare from its origins in the classical and medieval periods to its maturation in the early modern period (1450–1815), and its disastrous culmination in the nationalist struggles of the nineteenth and twentieth centuries. Has there been a distinctively "European Way of War" from the beginning? How do we explain failure and success in European wars? What exactly happened at the strategic, operational, and tactical levels of war? And what caused changes in the organization and waging of European war from one period to the next?
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, one short research paper, and midterm and final exams
Prerequisites: none; open to first–year students with instructors permission **Enrollment Limit:** none **Expected Class Size:** 30–40
Distributional Requirements: Division 2 **Other Attributes:** HIST Group C Electives – Europe and Russia
HIST Group G Electives – Premodern
LEAD Facets or Domains of Leadership
Fall 2014
LEC Section: 01 MR 02:35 03:50 Instructor: James Wood

HIST 327 Law in the Middle Ages
Medieval laws form the foundation for much of our modern legal system. They also constitute crucial but problematic sources for our understanding of medieval society. This course will cover law from the sixth through the fourteenth centuries, with special emphasis on the law of the Roman empire and the law of the Christian church. Through smaller units on Law in Antiquity, Law in the Early Middle Ages, The High Medieval Legal Tradition, and Marriage in Canon Law, we will gain some exposure to the depth and complexity of the medieval legal tradition. We will spend most of our time with the legal sources themselves, concentrating specifically on legislation dealing with marriage, the settlement of disputes, and crime of all kinds. Along the way, we will also study the early history of lawyers and the legal profession. No prior experience with the Middle Ages is expected.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on three short papers on specific problems presented by our sources, and a final, longer essay
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15–20 **Enrollment Preferences:** History majors
Distributional Requirements: Division 2 **Other Attributes:** HIST Group C Electives – Europe and Russia
HIST Group G Electives – Premodern
JLST Enactment/Applications in Institutions
Not Offered Academic Year 2014–2015
LEC Instructor: Eric Knibbs

HIST 328(S) Witchcraft Crosslistings: HIST 328/REL 328
A wide variety of human cultures have accepted the existence of the supernatural, the reality of magic, and the possibility of magical transgression. Among the most common supernatural crimes is witchcraft, which societies can invoke to explain natural disasters and disease, and to blame these occurrences on specific individuals, often social outcasts. Witchcraft became a particular focus of fear and fascination in Early Modern Europe, when inquisitors, theologians and many ordinary people came to believe that Western Christendom was threatened by a vast, covert conspiracy of witches in league with the devil. Countless "witches"—most of them women—were accordingly tried, tortured and sometimes even executed. Our course will examine these bizarre events and consider what religious, cultural and intellectual factors might help explain them. We will begin by investigating the medieval legal and theological developments that enabled and encouraged the persecution of witches, and go on to study some of the most important and sensational witch trials of the later medieval and early modern periods. Throughout, we will encounter many strange and intriguing documents produced by the inquisitors who persecuted witches, the scholars who imagined their activities, and the laws that defined their crimes. No prior experience with European history is required for this seminar, which will emphasize thoughtful writing and discussion.
Class Format: seminar **Requirements/Evaluation:** several short papers and a final, longer essay
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** History and Religion majors
Distributional Requirements: Division 2 **Other Attributes:** HIST Group C Electives – Europe and Russia
HIST Group G Electives – Premodern
Spring 2015
SEM Section: 01 M 07:00 09:40 Instructor: Eric Knibbs

HIST 330 The Reformations in Early Modern Europe Crosslistings: REL 220/HIST 330

This course tracks the major developments in Christian thought from the Reformations to the nineteenth century. We will begin by examining the background to the Reformations across Europe and across denominations of Christianity, showing how the Reformations along with their precursors indirectly helped to usher in a world that placed greater emphasis on the value of selfhood and moral autonomy, encouraged the emergence of the Enlightenment and scientific rationality, and helped to lead to the cultural and political re–alignment of nation–states.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will consist of several short papers (1500 words), a final paper (3000–3500 words), and thoughtful interaction
Prerequisites: none; open to all **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** Religion and History majors
Distributional Requirements: Division 2 **Other Attributes:** HIST Group C Electives – Europe and Russia
HIST Group G Electives – Premodern
REL Christian Tradition Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Glenn Shuck

HIST 331 Gnosis, Gnostics, Gnosticism (W) Crosslistings: REL 218/COMP 218/CLAS 218/HIST 331
What is gnosis and Gnosticism? Who were the Gnostics? Salvation by knowledge, arch–heresy, an eternal source of mystical insights and experiences, secret esoteric teachings available only to a few. All these and more have been claims made about gnosis, Gnostics, and Gnosticism. This course will introduce you to the key ancient texts and ideas associated with Gnostics as well as to the debates over and claims made about Gnosticism in modern times. We shall explore neoplatonic, Jewish, and Christian thought, as well as modern spiritualism and esotericism. We shall also ask about how ancient Gnostics relate to later religious groups such as the Knights Templar and modern Theosophists. Readings include: Nag Hammadi writings in English, Irenaeus, *Against All Heresies*; David Brakke, *The Gnostics*; Elaine Pagels, *The Gnostic Gospels*; Karen King, *What is Gnosticism*? and *The Secret Revelation of John*.
Class Format: lecture/discussion **Requirements/Evaluation:** periodic reflection papers, 2 textual analysis papers, 2 historiographical analysis papers, and a final paper that entails a revision and expansion of an earlier paper
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** students with prior coursework in biblical or other ancient literature or history
Distribution Notes: meets Division 2 requirement if registration is under REL or HIST; meets Division 1 requirement if registration is under CLAS or COMP
Distributional Requirements: Division 2 Writing Intensive
Not Offered Academic Year 2014–2015
LEC Instructor: Denise Buell

HIST 332(F) Queering Europe: Sexualities and Politics since 1850 (D) Crosslistings: HIST 332/WGSS 331
This course explores the construction, articulation, and politics of queer sexual desire in Europe from the later nineteenth century to the present. By placing queer sexualities in their broader social and political context the course examines the ways in which sexuality has become central to questions of identity, personal and national, in modern European society. Topics include: the role of the new science of sexology in specifying various "sexual perversions"; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for "homosexual emancipation"; attempts to regulate and suppress "deviant" sexualities, especially under the fascist regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar "sex change" debates; the politics of 1950s homophile organizing and the 1970s Gay Liberation Movement; and the recent politics of gay marriage. The course will focus primarily on Britain, France, and Germany, but also on Italy and Russia. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians. Several films will also be discussed. "Queering Europe" meets the requirements of the Exploring Diversity Initiative insofar as it explores how sexual difference has been constituted, contested, and experienced and how what we assume to be the "sexual norm" has a profoundly political history.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class discussion, the posting of four 500 word response papers, two 6– to 8–page interpretive essays, and a final research paper of approximately 12–15 pages
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15–20 **Enrollment Preferences:** junior and senior History and WGSS majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group C Electives – Europe and Russia
Fall 2014
SEM Section: 01 TR 11:20 12:35 Instructor: Chris Waters

HIST 333 Postwar Britain: Gender, Race, Sexuality, and Social Change, 1945–1990 Crosslistings: HIST 333/WGSS 332
A major theme in British historiography is the enormous social change that has taken place in Britain since the end of the Second World War. In the 1950s, sociologists argued about the extent to which postwar affluence was leading to the "embourgeoisement" of the working class; in the 1960s, the advent of the so–called "Permissive Society" witnessed the flourishing of a new culture of sex, drugs, and rock 'n roll; in the 1970s, the feminist and gay movements challenged gender roles that earlier had seemed so secure; in the 1980s, Thatcherism sought to halt the nation's apparent terminal decline, repudiating much of the progressive legislation of earlier decades; finally, throughout this period successive ways of immigration challenged the cultural homogeneity of white Britain. This course will explore these themes, addressing the question of what it meant to be "postwar" in Britain, charting the gradual emergence of a new politics of class, gender, race, and sexuality in Britain that the made the nation in 1990, at the end of the postwar period, a radically different place from what it had been in 1945. In attempting to make sense of these complex changes, we will consider a variety of documents and works by recent historians, along with a dozen films, which students will be required to view outside of class.
Class Format: seminar **Requirements/Evaluation:** class discussion, two 8–10 page interpretive essays, and a self–scheduled final examination
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15–20 **Enrollment Preferences:** preference given to junior and senior History and WGSS majors
Distributional Requirements: Division 2 **Other Attributes:** HIST Group C Electives – Europe and Russia
Not Offered Academic Year 2014–2015
SEM Instructor: Chris Waters

HIST 334(S) From Habsburg to Hitler Crosslistings: HIST 334/JWST 335
This course comprises intertwined German, Czech, and Jewish case studies in the rich and tragic history of nationalist politics in Central and Eastern Europe. We will start in 1848, with the "Springtime of Nations," and end in the late 1940s, with the imposition of Stalinist rule on a region recently purged of Jews through the Holocaust, then stripped of Germans through mass expulsion. The territorial focus is Bohemia and Moravia, historic lands that belonged to the Habsburg Monarchy until 1918, to the Czechoslovak Republic until 1938 or 1939, and to the Third Reich until 1945. Through peace and war, we will study the contrasting philosophies and tactics of German and Czech nationalist movements which grew as they competed for power. We will trace the responses of the small but significant Jewish minority, and explore the quite different attempts by national or nonnational states—a liberal monarchy, a democratic republic, a fascist dictatorship, and its postwar, anti–fascist successor—to manage national or "racial" conflict. Readings include a variety of primary sources: eyewitness accounts, inspired analysis, radical rants, law, secret documents, poetry, memoir, fiction, and more.
Class Format: seminar **Requirements/Evaluation:** class discussion, midterm and final exams, and a research paper of 10 pages
Prerequisites: none; open to first–year students with instructor's permission **Enrollment Limit:** 25 **Expected Class Size:** 20–25 **Enrollment Preferences:** preference given to History majors
Distributional Requirements: Division 2 **Other Attributes:** HIST Group C Electives – Europe and Russia
Spring 2015
SEM Section: 01 TF 02:35 03:50 Instructor: Jeremy King

HIST 335 Weimar Germany
The Weimar Republic has been examined and re–examined, not only in an effort to account for the failure of democracy and the rise of Hitler in Germany but also for its remarkable artistic achievements. Using a variety of primary documents, including movies, works of art and literature, as well as more traditional historical sources and the writings of historians, this course will consider the social, political, and cultural history of the Weimar Republic. At issue in the course will be the relationship between the political and social instability and the cultural blossoming that characterized in Germany during the 1920s. We will also consider whether the Weimar Republic in general, and Weimar culture, in particular are better understood as the product of Germany's past or as harbingers of its future.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on upon participation in class discussion, two essays, each of approximately 5 pages, and one 8–page paper due at the end of the semester
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 20–25 **Enrollment Preferences:** students with background in European history, or History majors
Distributional Requirements: Division 2 **Other Attributes:** HIST Group C Electives – Europe and Russia
Not Offered Academic Year 2014–2015
LEC Instructor: Thomas Kohut

HIST 336 National–Socialist Germany (D)
This course is a history of National–Socialist Germany based to a considerable extent on primary documents. Students will use the documents to reconstruct the history of the Third Reich and to articulate and assess some of the principal historiographical debates relating to National–Socialist Germany. The course will consider the following topics: the failure of the Weimar Republic and the rise of National Socialism; the consolidation of Nazi rule; the experiential reality of the *Volksgemeinschaft*; the popularity of National Socialism; youth and women in the Third Reich; Nazi culture; Nazi racism and image of the Jew; Gestapo terror; the pre–war persecution of Jews; popular German anti–Semitism; the regime's euthanasia program; the Nazi Empire; the experience of war in Russia; the implementation of the "Final Solution to the Jewish Problem"; German knowledge of and complicity in the "Final Solution"; the experience of "total war" on the home front; resistance to National Socialism; and the collapse of the Third Reich. The course will focus especially on how ordinary Germans experienced and participated in the history through which they lived. We will take an empathic approach to National–Socialist Germany and to the Germans who lived through this period, attempting to understand why they felt, thought, and acted as they did. We will also consider the epistemological and ethical problems involved in attempting to empathize with Nazis.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on participation in class discussion, four brief oral presentations, and two six– to eight–page, interpretative essays
Prerequisites: none; open to all **Enrollment Limit:** 25 **Expected Class Size:** 20–25
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group C Electives – Europe and Russia
Not Offered Academic Year 2014–2015
LEC Instructor: Thomas Kohut

HIST 338 The History of the Holocaust Crosslistings: HIST 338/JWST 338/REL 296
In twenty–first century United States, 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 unfolding of Nazi Germany's genocidal policies, taking into consideration the perspectives of those who carried out mass murder as well as the experiences and responses of Jews and other victim groups to persecution. We will also examine the Holocaust within the larger context of the history of World War II in Europe and historians' debates about Germany's exterminatory war aims. Course materials will include diaries, speeches, bureaucratic documents, memoirs, films, and historical scholarship.
Class Format: mostly discussion **Requirements/Evaluation:** evaluation will be based on class participation, a map quiz, four papers (4 pages) based on class readings, and a final research paper (6–8 pages)
Prerequisites: none; open to first–year students with instructors permission **Enrollment Limit:** 25 **Expected Class Size:** 20–25 **Enrollment Preferences:** History majors and Jewish Studies concentrators
Distributional Requirements: Division 2 **Other Attributes:** HIST Group C Electives – Europe and Russia
JWST Core Electives
Not Offered Academic Year 2014–2015

LEC Instructor: Alexandra Garbarini

HIST 339(S) Marx and His Times
Growing economic inequality—at home and in the world— is fuelling powerful new protest movements reminiscent of the times of revolution in which Karl Marx played such an important role. Not surprisingly, activists, journalists, and academics have revived interest in studying Marx — the man, the activist, the theoretician— to discover his continuing relevance today. In this class, we will study Marx by reading his major political writings— *The Communist Manifesto, The 18th Brumaire of Louis Napoleon, The Civil War in France* — in the context of the revolutions he was engaged in (the 1848 revolutions, the Paris Commune of 1871); we will study his activism, particularly the organization of the First International (1864–1876), Marx's disputes with anarchists and social democrats (*Critique of the Gotha Programme*), and his attitude towards the non–white world, through reading his correspondence and newspaper articles, as well as recent biographies; and we will read excerpts from his major theoretical and philosophical works, e.g., *On the Jewish Question, The Economic and Philosophical Manuscripts and Capital*, with an eye towards understanding how he changed and developed his ideas over time.
Class Format: seminar **Requirements/Evaluation:** evaluation to be based on class participation, and 2–3 medium sized papers
Prerequisites: none; open to all **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** History majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 **Other Attributes:** HIST Group C Electives – Europe and Russia
Spring 2015
SEM Section: 01 M 07:00 09:40 Instructor: Shanti Singham

HIST 340 Roman Cities in the Near East (D) Crosslistings: CLAS 340/ANTH 240/HIST 340
The Near East under Roman rule was a zone of intense cultural contact and exchange. Major urban centers, like Ephesus and Alexandria, were home to a diverse array of Greeks, Romans, Jews, Egyptians and other Semitic peoples. Out of this cultural crucible emerged new movements in religion, science, and the arts which changed the face of the Roman Empire. This course examines the history and material culture of Roman cities in the Near East, from Pompey's annexation of Syria in 64 BCE to the Arab conquest in the 7th century CE. We will consider a variety of evidence, including sculpture, architecture and epigraphy, as well as textual sources, such as Josephus' *Jewish War, Acts of the Apostles* and Tacitus' *Histories*. Class discussion will focus on issues related to ethnicity and identity formation in the eastern Roman provinces. Possible topics include the Romanization of the Near East, the First Jewish Revolt, the formation of early Christianity, and the Roman wars with Sassanian Persia. This course fulfills the EDI requirement because it explores the interaction between peoples and cultures in the ancient Near East and their diverse responses to Roman imperialism.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on classroom performance, one 15–minute oral presentation, one 10– to 12–page paper, a midterm and a final exam.
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** preference given to majors or prospective majors in Classics, Anthropology, Art History, and History
Distribution Notes: meets Division 1 requirement if registration is under CLAS; meets Division 2 requirement if registration is under HIST or ANTH
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: HIST Group C Electives – Europe and Russia
HIST Group G Electives – Premodern
Not Offered Academic Year 2014–2015
SEM Instructor: Benjamin Rubin

HIST 341(F) Envisioning Empire: Geography in the Graeco–Roman World (D) Crosslistings: CLAS 341/HIST 341/ARTH 239
During the first century BCE, successive civil wars divided the Roman Empire along ethnic, geographical and partisan lines. Octavian's victory at battle of Actium in 31 BCE officially brought an end to the Roman civil wars, but it did not in itself unify the empire. Out of this matrix of social fragmentation and uncertainty arose the geographical texts of the Augustan age. The genre of universal geography provided a convenient means to reconfigure identity boundaries in post–Actium world. By delineating stable borders between the peoples and provinces, geographical texts (whether written, sculptural or pictorial) literally mapped out identity boundaries and power relationships to create a new, unified image of the Roman Empire. This course examines the political and cosmological of implications geographical sources produced under the Roman Empire, including the *Res Gestae* of Augustus, Strabo's *Geography* and Tacitus' *Germania*. We will also look at maps and other visual representations of the Roman world, such as the personification groups depicted on the Roman imperial cult temples at Aphrodisias and Pisidian Antioch. Discussion will focus on such issues as the relationship between geography and ethnography and the differences between modern cartography and the geographical mapping techniques used in the ancient world.
Class Format: seminar/lecture/discussion **Requirements/Evaluation:** evaluation will be based on classroom performance; a midterm and one 12–15 page paper
Prerequisites: none **Enrollment Limit:** 25 **Enrollment Preferences:** majors or prospective majors in Classics, Anthropology, and History
Distribution Notes: meets Division 1 requirement if registration is under CLAS or ARTH; meets Division 2 requirement if registration is under HIST
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: HIST Group C Electives – Europe and Russia
HIST Group G Electives – Premodern
Fall 2014
LEC Section: 01 TF 01:10 02:25 Instructor: Benjamin Rubin

HIST 343 Conquistadors in the New World Crosslistings: HIST 343/LATS 343
The Spanish conquest of the Americas happened with astonishing rapidity: Christopher Columbus entered the Caribbean in 1492; Hernando Cortes completed the conquest of the Aztecs of central Mexico in 1521; Francisco Pizarro triumphantly entered the Inca capital Cuzco, in Peru, in 1533. Other conquistadors pushed north to the Carolinas and California, south to the Tierra del Fuego and the River Plate, and across the Amazon basin to the Atlantic. "We came," wrote the conquistador Bernal Dias del Castillo, "to serve God, and our King, and to get rich." Their deeds were legendary, the courage, daring, and endurance remarkable. They were also notoriously quarrelsome, greedy, and cruel. Before their onslaught the major civilizations of the New World crumbled—destroyed or changed beyond recognition. Rarely in history have so few conquered so many so quickly. The conquest of the New World has both excited and appalled the human imagination for more than five centuries. Many questions remain to be answered or are still capable of provoking controversy. Who exactly were the conquistadors? What motivated them? What meaning did they themselves assign to their actions? How could they justify their many misdeeds? How did they develop their sense of the Other? Why did resistance by indigenous peoples and regimes ultimately fail? Was the conquest somehow preordained? What mixture of human agency, culture, technology, religion, nature, and biology can best explain the results of this encounter between the conquistadors and the Amerindian worlds?
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on four short essays, class presentations, and a self–scheduled final exam
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 30 **Enrollment Preferences:** History majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 **Other Attributes:** HIST Group C Electives – Europe and Russia
HIST Group D Electives – Latin America + Caribbean
HIST Group G Electives – Premodern
LATS Countries of Origin + Transnationalism Elect
Not Offered Academic Year 2014–2015
LEC Instructor: James Wood

HIST 347 Democracy and Dictatorship in Latin America
The inability—or failure—of Latin American countries to establish stable and democratic governments has frustrated observers across the region and beyond for almost 200 years. This course will examine the historical creation of both democratic and anti–democratic regimes in different national cases, seeking to identify the conditions that have fostered the apparent persistence of dictatorial tendencies in Brazil, Argentina, Mexico, Peru, and the countries of Central America. In this regard we will look at the social and economic forces as well as the political actors and ideologies that have contributed to distinct, if often parallel, outcomes. At the same time, we will also question the criteria we use to label regimes "democratic" or "dictatorial"—and the implications of our choice of criteria.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, response papers, two short papers, and a longer (10–12–page) final essay
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15–20 **Enrollment Preferences:** History majors
Distributional Requirements: Division 2 **Other Attributes:** HIST Group D Electives – Latin America + Caribbean
LATS Countries of Origin + Transnationalism Elect
Not Offered Academic Year 2014–2015
LEC Instructor: Roger Kittleson

HIST 352(F,S) America and the Sea, 1600–Present (W) Crosslistings: MAST 352/HIST 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.
Class Format: lecture/discussion, including coastal and near–shore field trips, 10 days offshore, and an independent, primary source research paper **Requirements/Evaluation:** an hour test, two papers, and a final exam Student papers will be a 5–page minimum and a 15–page minimum essay; the 15–page paper will be critiqued in three steps, as an outline, a draft, and a final paper, with attention to reasoning and style
Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor
Extra Info: offered only at Mystic Seaport
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
ENVP SC–B Group Electives
EXPE Experiential Education Courses
HIST Group F Electives – U.S. + Canada
HIST Group G Electives – Premodern
Fall 2014
LEC Section: 01 TBA Instructor: Glenn Gordinier
Spring 2015
LEC Section: 01 TBA Instructor: Glenn Gordinier

HIST 353 Before Independence: British North America, 1607–1763
This course will explore the political, social, and cultural history of British North America from its first colonization to the coming of the American Revolution. The course will mix case studies of the specific colonies with broader explorations of imperial rivalries for control of North America, the various forms of cross–cultural interaction between colonists and Native Americans, and the place of colonial America within the broader world (or what historians now call "the Atlantic World").
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, two writing assignments, and a final project
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 20–25 **Enrollment Preferences:** History majors
Distributional Requirements: Division 2 **Other Attributes:** HIST Group F Electives – U.S. + Canada

HIST Group G Electives – Premodern
Not Offered Academic Year 2014–2015
SEM Instructor: Patrick Spero

HIST 354(S) The Revolutionary Generation: Galaxy of Leaders Crosslistings: LEAD 285/PSCI 285/HIST 354
The American Revolution produced a galaxy of brilliant politicians and statesmen of extraordinary courage, intellect, creativity, and character. They succeeded in drafting an unparalleled Constitution and establishing enduring democratic political institutions while nevertheless failing to grapple with the wrenching issue of slavery and the rights of women. In this course, we will explore the lives, ideas, and political leadership of these men, most of whom belonged to the social elite of their day: Washington, Madison, Jefferson, Adams,and Hamilton. We will study in depth their superb writings, such as the correspondence between Madison and Jefferson and between Adams and Jefferson, and Madison's and Hamilton's Federalist essays. We will also read recent interpretations of the founding generation by Gordon Wood, Joseph Ellis, Bernard Bailyn, and others.
Class Format: seminar **Requirements/Evaluation:** two papers, two class presentations
Prerequisites: none; courses in Leadership Studies or Political Theory or early American History are very helpful for admission to this seminar **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** students with a background in American History or Political Science
Distributional Requirements: Division 2 **Other Attributes:** HIST Group F Electives – U.S. + Canada
HIST Group G Electives – Premodern
LEAD American Domestic Leadership
LEAD Facets or Domains of Leadership
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Susan Dunn

HIST 355 Perspectives on the American Revolution Crosslistings: HIST 355/LEAD 255
The American Revolution remains one of the most–studied events in American history. Yet, agreement about its main causes, significance, and purpose remains as distant as ever. Some historians argue that political ideas and principles brought about calls for Independence. Others emphasize the economic motives behind revolutionary fervor. Still others argue that British political institutions failed to adapt to the needs of a growing empire, leading colonists to replace British imperial rule with a form of government suited to their local exigencies. Some have told the story through the eyes of the Founding Fathers, while others have explored what the American Revolution meant for the lived experience of average citizens, of women, of free and enslaved African Americans, of Native Americans, and of peoples living beyond North America. Collectively, such a range of studies speaks to the significance of the American Revolution. Individually, however, these varying perspectives provide a fragmented picture of the era and its people. Through readings, lectures, and primary sources, this class will explore these different views of the Revolution and try to create some synthetic unity out of this historical kaleidoscope.
Class Format: lecture/discussion **Requirements/Evaluation:** Evaluation will be based on class participation (20%), mid–term (20%) and final (25%) exams, and a final project (35%)
Prerequisites: none; open to all **Enrollment Limit:** 25 **Expected Class Size:** 20–25 **Enrollment Preferences:** History majors and Leadership Studies concentrators
Distributional Requirements: Division 2 **Other Attributes:** HIST Group F Electives – U.S. + Canada
HIST Group G Electives – Premodern
LEAD American Domestic Leadership
LEAD Facets or Domains of Leadership
Not Offered Academic Year 2014–2015
LEC Instructor: Patrick Spero

HIST 356 The Rise of the North in Nineteenth Century America Crosslistings: HIST 356/AMST 356/LEAD 356
This course will study the diverse and vibrant economic, social, political, and cultural life of the northern states from the late–eighteenth century to the Civil War. Assignments will focus on specific civic, literary, business, and political leaders as a way to understand this era of rapid transformation. Topics covered will include industrialization, expansion, transcendentalism, regionalism, and political activism.
Class Format: seminar **Requirements/Evaluation:** class participation, two essays, regular short writing assignments, final
Prerequisites: none **Enrollment Limit:** 40 **Expected Class Size:** 20 **Enrollment Preferences:** History majors and Leadership Studies concentrators
Distributional Requirements: Division 2 **Other Attributes:** AMST Space and Place Electives
Not Offered Academic Year 2014–2015
SEM

HIST 357(F) Leadership at the American Founding (W) Crosslistings: LEAD 357/HIST 357
No definition of "leadership" will ever prove adequate, though we know it when we see it. We obviously see it in George Washington, Abraham Lincoln, Franklin Roosevelt, and Martin Luther King, all of whom are safely enshrined on the National Mall. Do we see it, collectively, in the revolutionary generation? What did they achieve, what did they fail to achieve, and how should we assess their legacy? These are the core questions we will address in this course. Special attention will focus on Washington, Thomas Jefferson, and John Adams. Each student will be required to write a research paper rooted in primary sources on their favorite, or least favorite, Founding Father.
Class Format: seminar **Requirements/Evaluation:** three short papers; one longer, research paper; class participation
Prerequisites: one Leadership Studies course or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Leadership Studies concentrators
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group F Electives – U.S. + Canada
HIST Group G Electives – Premodern
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: Joseph Ellis

HIST 358 The Roosevelt Style of Leadership Crosslistings: LEAD 325/HIST 358
In this course we will study the lives, ideas, visions and, above all, the political and moral leadership of Theodore, Franklin and Eleanor Roosevelt. The three Roosevelts transformed the role of government in American society, bringing about fundamental and lasting change. What were their leadership strategies and styles? Did they mobilize followers or did their followers mobilize them? How did they balance political compromise with bold, principled leadership? How did their personalities affect their visions and their goals? To what extent did they offer ethical and moral leadership? In addition to studying histories and biographies, we will do extensive research in primary source material.
Class Format: seminar **Requirements/Evaluation:** evaluation based on participation in class discussions, oral reports, two research papers
Prerequisites: LEAD 125 or permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** Leadership Studies concentrators and students with a background in American history and political science
Distributional Requirements: Division 2 **Other Attributes:** HIST Group F Electives – U.S. + Canada
Not Offered Academic Year 2014–2015
SEM Instructor: Susan Dunn

HIST 359 The Politics of Presidential Leadership, 1776–1860 Crosslistings: HIST 359/LEAD 259
This course will trace the development of the presidency from George Washington to Abraham Lincoln. By focusing on the most consequential presidents of the period, the class will explore presidential successes and failures during times of peace and prosperity and during times of war and depression. As often as possible, the class will also examine the tactics of these presidents' political rivals to understand how competing politicians tried to navigate the social and political terrain of their day. Through the study of biography and primary sources, students will offer critical appraisals of presidents and leave the course with a historical understanding of the types of challenges that those who have held the office have often faced. The course will also provide an in–depth survey of United States political history during the tumultuous early years of the nation.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation (25%), class presentation (10%), group presentation (5%), two essay assignments (each 15%), and a final project (30%)
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 20–25 **Enrollment Preferences:** given to History majors and Leadership Studies concentrators
Distributional Requirements: Division 2 **Other Attributes:** HIST Group F Electives – U.S. + Canada
HIST Group G Electives – Premodern
LEAD American Domestic Leadership
LEAD Facets or Domains of Leadership
Not Offered Academic Year 2014–2015
LEC Instructor: Patrick Spero

HIST 360(F) Leadership and Historical Memory Crosslistings: LEAD 320/HIST 360
In this course we will examine how Americans have used the concept of leadership as a lens for viewing our past, and, conversely, how our assessments of particular leaders have changed as new ideas and events have reshaped how we understand our history. To address these questions, we will study portrayals of four of the most famous leaders in American history——Abraham Lincoln, Eleanor Roosevelt, John F. Kennedy, and Martin Luther King, Jr. As we explore how portrayals of these leaders have changed over time, we will ask: How have our conceptions of leadership, and the qualities effective leaders possess, evolved? In what ways do leaders serve as symbols in historical memory for the times in which they lived and acted? Might assessments of these leaders reveal as much about the times in which they were produced as about the leaders' own historical moments? In what ways is the concept of "leadership" itself a historical construction? Our sources will include literature, film, and journalism as well as biography and history. For their term paper assignment, students will write a 10–12 page paper examining questions of historical memory for a leader of their own choosing.
Class Format: research seminar **Requirements/Evaluation:** several short essays, weekly writing assignments, and a longer research paper with presentation
Prerequisites: previous course in American politics or American history **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Leadership Studies concentrators
Distributional Requirements: Division 2 **Other Attributes:** HIST Group F Electives – U.S. + Canada
LEAD American Domestic Leadership
LEAD Facets or Domains of Leadership
Fall 2014
SEM Section: 01 MR 02:35 03:50 Instructor: Mason Williams

HIST 361(S) U.S. Settler Colonialism and Empire (D) Crosslistings: AMST 416/HIST 361
Colonialism in American history is too often regarded as a finite period ending with independence or the "closing of the frontier," but as Patrick Wolfe argues, "settler colonialism is a structure, not an event." This seminar debunks the myth of the US as an "empire of liberty," and delves into a new generation of scholarship that frames settler colonialism and imperialism as deep–seated organizing principles that have characterized the United States since its founding. We approach settler colonialism as an enduring set of power relations and governmental practices that uphold Euro–American domination and seek to eliminate Indigenous power. The course covers topics such as: ideas of Manifest Destiny, military conquests of Native peoples, the shifting role of the US throughout the world during the twentieth century, mass incarceration as a means of social control, the post–9/11 Global War on Terrorism, the colonial present in Indian Country, and Indigenous decolonization movements and their global parallels.

Class Format: seminar **Requirements/Evaluation:** evaluation will be based upon participation in discussions of weekly readings, short reviews, and a final paper that is 12–15 pages
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 12 **Enrollment Preferences:** American Studies majors and History majors
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST 400–level Senior Seminars
HIST Group F Electives – U.S. + Canada
Spring 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Doug Kiel

HIST 362 The 1980s
This course will consider whether and how the 1980s are coming into view as history. Conventional wisdom views the 1980s as being defined by selfishness, greed, and materialism, but that decade also saw society engaged in serious debates about individual and social responsibility, the relationship between the state and society, and about America's role in the world. Understanding this era involves tackling broader questions about liberalism, conservatism, the welfare state, the cold war, globalization, the presidency, social movements, identity politics, popular culture, religion, and the media in modern U.S. history. This course will address some of these questions, examine the varieties of ways in which individuals and social groups conceived and reconceived their personal and political identities, and explore various methods used to assess contemporary history.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on several short writing assignments; two 4– to 5–page essays; and a research paper (12–15 pages)
Prerequisites: none; open to first–year students with instructor's permission **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** determined by instructor
Distributional Requirements: Division 2 **Other Attributes:** HIST Group F Electives – U.S. + Canada
Not Offered Academic Year 2014–2015
LEC Instructor: Sara Dubow

HIST 363(S) Cold War Technocultures Crosslistings: SOC 263/AMST 263/HIST 363/HSCI 263/SCST 263
With the Soviet Union¿s collapse at the end of the twentieth century and the emergence of the United States as an unchallenged victor and "new world" hegemon, have we lost a sense of the drama, fear, and unbridled terror that permeated American life during the Cold War? In this course we will set out to understand Cold War American culture(s) by examining the intersection of politics, aesthetics, and a range of major technoscientific developments during this period. The course will take shape in three parts. Part I will explore the emergence and role of the computer in shaping the distinctly American style of thought aimed at Soviet "containment". We will furthermore trace historical treads connecting MIT's legendary Whirlwind computer, the SAGE continental air defense system, nuclear wargaming at the RAND Corporation, artificial intelligence, and the advanced technologies, management strategies, and atrocities of the Vietnam War. Part II takes up the symbolic potency of the space race, which we will use as a conduit through which to explore the following events and developments: Sputnik, Yuri Gagarin's spaceflight, the Apollo moon landing, and American civil defense; the postwar science of cybernetics and the emergence of the now iconic cyborg; the Club of Rome's {Limits to Growth}report and the Gaia hypothesis; plans backed by NASA for the industrialization, humanization, and colonization of outer space; and Ronald Reagan's Strategic Defense Initiative, '"Star Wars". Finally, case studies considered in Part III will focus on moments of conflict and resistance, appropriation, and unintended consequences of the preceding and other Cold War technological developments, among them antipsychiatry and environmentalism; Project Cybersyn, an infrastructural causality of the US/CIA–backed Chilean coup of 1973; the American counterculture and the countercultural roots of neoliberalism(s).
Class Format: seminar **Requirements/Evaluation:** weekly discussion precis, film screenings, class presentations, and a final research project decided in consultation with the instructor
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** preference will be given to students with a demonstrated interest in the study of Cold War science and technology
Distributional Requirements: Division 2
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Grant Shoffstall

HIST 364(F) History of the Old South Crosslistings: HIST 364/AFR 364/AMST 364
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.
Class Format: discussion **Requirements/Evaluation:** evaluation based on class participation, two papers of moderate length, and a comprehensive final examination
Prerequisites: none; open to first–year students with instructor's permission **Enrollment Limit:** 25 **Expected Class Size:** 25
Distributional Requirements: Division 2 **Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
HIST Group F Electives – U.S. + Canada
HIST Group G Electives – Premodern
Fall 2014
LEC Section: 01 TF 02:35 03:50 Instructor: Charles Dew

HIST 365(S) History of the New South Crosslistings: HIST 365/AFR 365/AMST 365
A study of the history of the American South from 1877 to the present. Social, political and economic trends will be examined in some detail: the rule of the "Redeemers" following the end of Reconstruction; tenancy, sharecropping, and the rise of agrarian radicalism; Southern Progressivism; the coming of racial segregation and the destruction of the Jim Crow system during the years of the Civil Rights movement; Southern politics during the depression and post–World War II years.
Class Format: discussion **Requirements/Evaluation:** evaluation based on class participation, 2 papers of moderate length, and a comprehensive final examination
Prerequisites: none; open to first–year students with instructor's permission **Enrollment Limit:** 25 **Expected Class Size:** 25
Distributional Requirements: Division 2 **Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
HIST Group F Electives – U.S. + Canada
Spring 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Charles Dew

HIST 366(S) What They Saw in America Crosslistings: SOC 244/HIST 366/AMST 244
This course traces the travels and writings of four important observers of the United States: Alexis de Tocqueville, Max Weber, G.K. Chesterton, and Sayyid Qutb. The course will consider their respective journeys: Where did they go? Who did they talk to? What did they see? The historical scope and varying national origins of the observers provide a unique and useful outsider's view of America—one that sheds light on persisting qualities of American national character and gives insight into the nature and substance of international attitudes toward the United States over time. The course will analyze the common themes found in the visitors' respective writings about America and will pay particular attention to their insights on religion, democracy, agrarianism, capitalism, and race.
Class Format: seminar **Requirements/Evaluation:** active class participation, two or three short papers, and a class presentation/final paper
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** Anthropology and Sociology majors
Distributional Requirements: Division 2 **Other Attributes:** HIST Group F Electives – U.S. + Canada
Spring 2015
SEM Section: 01 MR 01:10 02:25 Instructor: James Nolan

HIST 367 Frontiers in Early American History, 1607–1846
This course will tackle one of the most hotly debated topics in American history: the significance of the frontier to the development of North America. The course will have two core themes: the history and historiography of the early American frontier and the various conceptions of the frontier in popular culture and works of fiction. It will explore the changing nature of the frontier (and scholarly interpretations of it) in early American history, tracing expansion, development, and conflict from its earliest occurrences in Virginia and New England to the Mexican–American War of 1846. The course will be interdisciplinary in nature with readings and assignments ranging from scholarly writings to fictional works and from contemporary movies to primary sources. This approach will help address questions that historians and the public alike have struggled to answer: What was life really like on a frontier? How do popular conceptions comport with historical realities of frontier life? What exactly did the frontier mean to American history?
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation (20%), 2 short writing assignments (10% each), midterm exam/project (25%), and a final project (35%)
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 20–25 **Enrollment Preferences:** History majors
Distributional Requirements: Division 2 **Other Attributes:** HIST Group F Electives – U.S. + Canada
HIST Group G Electives – Premodern
Not Offered Academic Year 2014–2015
LEC Instructor: Patrick Spero

HIST 368(S) Development of American Indian Law & Policy (D) Crosslistings: AMST 311/HIST 368
In this course, we will conceptualize Native peoples as nations, not merely racial/ethnic minorities. Students will learn about the unique legal landscape in Indian Country by charting the historical development of tribal governments and the ever–changing body of U.S. law and policy that regulates Indian affairs. We begin by studying Indigenous legal traditions, the European doctrine of discovery, and diplomatic relations between Native nations and European empires. We then shift our focus to treaty–making, the constitutional foundations of federal Indian law, 19th century U.S. Supreme Court decisions, and the growth of the federal bureaucracy in Indian Country. The course devotes considerable attention to the expansion of tribal governmental authority during the 20th century, the contemporary relationship between Indian tribes and the federal/state governments, and the role of federal Indian law as both a tool of U.S. colonial domination and a mechanism for protecting the interests of Indigenous communities. No prior background in law or Native American history is required.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based upon short papers, group work, and in–class essay exams
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** American Studies majors and History majors
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group F Electives – U.S. + Canada
JLST Interdepartmental Electives
Spring 2015
LEC Section: 01 TR 11:20 12:35 Instructor: Doug Kiel

HIST 369(S) American History in Film Crosslistings: HIST 369/AMST 369
Film can tell a story in ways that words alone cannot; films about history can "re–enact" the past for the purposes of entertainment. But like words, they can inform or dis–inform. Because the narrative arc requires resolution, movies may gloss over complexities. And yet, filmmakers also can deploy tools and methods that delve deeply into the intimacies of a singular life, the intricacies of a singular experience, or the nuances of a singular interaction. This course uses popular films about 19th and 20th century American history explore the following questions: What do movies about America history (generally and specifically) convey about American culture? How have depictions of ideas, events, and people in American history changed over time? What historical depictions were or are controversial, when, and why? Why have certain films about American history sustained popularity? Films include *Birth of a Nation; Gone with the Wind; Casablanca; Tora! Tora! Tora!; Malcolm X; Apocalypse Now*; and others.

Class Format: seminar; the class will meet twice weekly, with a separate weekly film screening **Requirements/Evaluation:** several reviews and short papers, and a final paper or project
Prerequisites: knowledge of American history strongly recommended **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** junior and senior History majors; then sophomores; then first years
Distributional Requirements: Division 2 **Other Attributes:** HIST Group F Electives – U.S. + Canada
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Leslie Brown

HIST 371 The History of U.S. Environmental Politics Crosslistings: HIST 371/ENVI 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, as well as the global environment, with particular attention to which groups of people have had, or have not had, access to political processes and institutions.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, weekly critical writing, an analytical essay, and a final exam
Prerequisites: none; open to all **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** History, Environmental Policy, and Environmental Science majors or prospective majors if the course is over–enrolled
Distributional Requirements: Division 2 **Other Attributes:** ENVI Humanities, Arts + Social Science Electives
ENVP PE–A Group Electives
ENVP PTL–A Group Electives
ENVP SC–A Group Electives
HIST Group F Electives – U.S. + Canada
Not Offered Academic Year 2014–2015
LEC Instructor: Karen Merrill

HIST 372(S) The North American West: Histories and Meanings
This course will explore the various and contested histories of the geographical region in North America that Americans often call "the West". With porous boundaries; changing empires and national borders; an extraordinarily diverse mix of peoples; and most importantly, continuous indigenous presence to the present day, this region both has a remarkably rich history and poses central questions to how we view American history. What if, from the vantage point of the 1780s, we look not at the founding of the United States in the East but at the elaboration of the Spanish mission system in California and other parts of the Southwest? Or what if, instead of understanding "the West" as a place that people migrated "to" from "the East", we think about "the West" as a place diversely inhabited for hundreds, even thousands, of years that experienced both very sudden and violent forms of military conquest and settler colonialism, as well as waves of migration from many different compass points around the globe? And where do Americans' stories of western individualism fit into the histories of massive federal interventions in "the West"? We will take up these and many other questions as we examine topics from the era before Europeans arrived in North America to the present day.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, 3 short to moderate writing assignments, and one moderate research paper
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** History majors
Distributional Requirements: Division 2 **Other Attributes:** HIST Group F Electives – U.S. + Canada
Spring 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Karen Merrill

HIST 373(F) Citizenship: An American History
This reading and discussion centered seminar focuses on the history of citizenship in the United States from the Revolutionary Era to the present. Questions we will consider include: How did the meaning of and rights associated with citizenship change over the course of U. S. history? How did race, gender, marital status, birthplace, sexuality, religion, disability, poverty shape access to or enjoyment of citizenship? What was the relationship between state and national citizenship? What was the relationship among citizenship, territorial expansion, and sovereignty?
Where and how do refugees and guest workers fit into a nation in which rights rest largely on citizenship? And what was the relationship between legal personhood and citizenship and how did the two shape borders of belonging in U. S. history? Throughout, law and the state will be central to our discussions. The reading load will be substantial, including a book or multiple articles and related primary sources each week. Assignments will include submitting weekly discussion questions on readings, two short papers (4–5 pages) related to course readings, and an original research paper (15–20 pages) on a topic chosen by each student in consultation with the instructor.
Class Format: seminar **Requirements/Evaluation:** readings: book or multiple articles each week; submit weekly discussion questions;2 short papers (4–5 pages); 1 original research paper (15–20 pages)
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15–20 **Enrollment Preferences:** juniors and seniors
Distributional Requirements: Division 2 **Other Attributes:** HIST Group F Electives – U.S. + Canada
JLST Interdepartmental Electives
Fall 2014
SEM Section: 01 MW 11:00 12:15 Instructor: Barbara Welke

HIST 374(S) American Medical History
This course will cover major themes in American medical history and historiography from the colonial period through the twentieth century. Every aspect of American "medicine" underwent tremendous transition during the period we will study. Medical education, the medical profession, and notions about cures and care changed fundamentally, as did ideas about the nature of illness itself. Our course of study, in addition to charting ways in which the practice of medicine in America has developed, will make an equal effort to understand how medicine has changed and affected American society. Topics that we will investigate include cholera, TB, and childbirth in American society, as well as other medical phenomena.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, two short papers, reading quiz, and a final research paper
Prerequisites: none; open to first–year students with instructor's permission **Enrollment Limit:** 25 **Expected Class Size:** 15–25
Distributional Requirements: Division 2 **Other Attributes:** HIST Group F Electives – U.S. + Canada
HIST Group G Electives – Premodern
PHLH History of Medicine
SCST Elective Courses
Spring 2015
LEC Section: 01 MWF 11:00 12:15 Instructor: Gretchen Long

HIST 375 History of American Childhood (D) Crosslistings: HIST 375/AFR 375
Over the course of American history both the experience of childhood and our understandings of childhood have changed radically. Children have been bought and sold as slaves, hanged as convicted witches, and purchased slaves themselves. A century ago many children were sent "out to work" at ages that our society now defines as too young even to be left alone in the house. Common experiences of modern middle–class American childhood—summer camp, secondary school, and organized youth sports teams—are recent additions to American life. Through reading works of history and autobiography we will explore American childhood and what attitudes toward specific groups of children reveals about American society. This course is an EDI course; as such, we will consistently study groups of children that differ by race and class. In addition, we will interrogate the category of childhood and debate its universality and usefulness. Does the experience of childhood help to "unify" diverse groups of people?
Class Format: lecture/discussion **Requirements/Evaluation:** students will be required to write three papers and be expected to contribute actively to class discussion
Prerequisites: none; open to first–year students with instructor's permission **Enrollment Limit:** 25 **Expected Class Size:** 20–25 **Enrollment Preferences:** determined by instructor
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group F Electives – U.S. + Canada
Fall 2014
LEC Section: 01 Cancelled

HIST 376(F) Sex, Gender, and the Law in U.S. History (D) Crosslistings: HIST 376/WGSS 376/JLST 376
This course explores how the law in America has defined and regulated gender and sexuality. We will evaluate how the law has dictated different roles for men and women, how sexual acts have been designated as legal or illegal, and the ways that race, class, and nationality have complicated the definition and regulation of gender and sexuality. We will examine how assumptions about gender and sexuality have informed the creation and development of American law, contested interpretations of the Constitution, and the changing meanings of citizenship; We will consider how seemingly gender neutral laws have yielded varied effects for men and women across race and class divides, challenging some differences while naturalizing others. Finally, we will examine the power and shortcomings of appeals to formal legal equality waged by diverse groups and individuals. Throughout the course, we will consider the various methodologies and approaches of the interdisciplinary field of legal history. Topics to be covered will include the Constitution, slavery, marriage, divorce, custody, inheritance, immigration, sexual violence, reproduction, abortion, privacy, suffrage, jury duty, work, and military service.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on two short (4–5 page) papers; one longer (10–12 page) paper; an in–class presentation, and participation in class discussion
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** History majors; WGSS majors; Justice & Law Studies concentrators
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group F Electives – U.S. + Canada
JLST Interdepartmental Electives
Fall 2014
SEM Section: 01 TR 11:20 12:35 Instructor: Sara Dubow

HIST 377(F,S) Democracy in America: From the Founding to Facebook Crosslistings: LEAD 205/HIST 377
We all know that we live in a democracy. But what it has meant to be citizens in a democratic republic has changed dramatically over the course of American history——as have the bounds of who has been allowed to exercise the full rights of citizens. In this course, we will look at how new ideas, social movements, and technological changes have reshaped American democracy. We will examine how founders such as Benjamin Franklin and James Madison envisioned the relation between the people and the government; how workers, African Americans, and women fought to participate in American politics; and the ways in which new technologies such as Facebook and Twitter are reshaping democratic participation in the 21st century. We will ask: Who, exactly, has been permitted to participate in American politics, and on what terms? How has the relation between the governors and the governed changed over time, and what factors and events have shaped those relations? How have those in power been "connected" to the people, and vice versa? How has America's democratic experiment compared with (and interacted with) democracy elsewhere in the world? Finally, we will use our understanding of democratic politics and citizenship to deepen our understanding of leadership/followership, as both historical phenomena and durable features of the American political system. How have relations between leaders and followers changed as the practices of citizenship have changed? Have some periods of American democratic politics been more amenable to particular kinds of leadership than others? If so, why? Has American political leadership been distinctive in international comparison, and if so, what does this reveal about the distinctive characteristics of American democratic politics and citizenship?
Class Format: lecture **Requirements/Evaluation:** weekly writing assignments, term paper, midterm and final in–class exams
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** Leadership Studies concentrators
Distributional Requirements: Division 2 **Other Attributes:** HIST Group F Electives – U.S. + Canada
LEAD American Domestic Leadership

LEAD Facets or Domains of Leadership
Fall 2014
LEC Section: 01 TR 08:30 09:45 Instructor: Mason Williams
Spring 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Mason Williams

HIST 378 The History of Sexuality in America Crosslistings: HIST 378/WGSS 378
Sex is often thought of as an unchanging need, behavior, or instinct—a form of experience without history. And yet even in the recent past, sexual desires, acts, identities, attitudes, and technologies have undergone profound transformations. This course explores those transformations, tracing the shifting and contested meanings and experiences of sex and sexuality from the pre–colonial period to the present, and examining how and why sexuality has become so central to identities, culture, politics, and history. To understand how sexuality has been regulated by the state and what sexuality has meant to ordinary Americans in the past, we will use a wide range of primary sources, including as private letters, law cases, photographs, films, and music. Many of the topics are relevant to contemporary public debates, including controversies over censorship, sexual violence, gay and lesbian sexualities, transgender identities and politics, abortion, and sexually transmitted diseases.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, a midterm examination, several short papers, and a 10– to 12–page research paper
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 20–25 **Enrollment Preferences:** preference given to History majors and Women's and Gender Studies majors
Distributional Requirements: Division 2 **Other Attributes:** HIST Group F Electives – U.S. + Canada
PHLH History of Medicine
WGSS Racial Sexual + Cultural Diversity Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Sara Dubow

HIST 379 Black Women in the United States (D) Crosslistings: HIST 379/AFR 379/WGSS 379
As slaves and free women, activists, domestics, artists and writers, African Americans have played exciting and often unexpected roles in U.S. political, social, and cultural history. In this course we will examine black women's lives from the earliest importation of slaves from Africa and the Caribbean through to the expansion of slavery, the Civil War, freedom, Jim Crow, the Civil Rights movements, and up to the present day. Consistent themes we will explore are the significance of gender in African American history and the changing roles and public perceptions of black women both inside and outside the black community. We will read and discuss a combination of primary and secondary sources; we will also consider music, art, and literature, as well as more standard "historical" texts. This course meets the requirements of the Exploring Diversity Initiative in that it focuses on empathetic understanding, power and privilege, especially in relation to class, gender, and race within a U.S. context.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on student participation, three papers, and a brief oral presentation
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15–20 **Enrollment Preferences:** History majors and Africana Studies concentrators
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group F Electives – U.S. + Canada
WGSS Racial Sexual + Cultural Diversity Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Gretchen Long

HIST 380 Comparative American Immigration History (D)
This course examines the underlying tension between the notion of American pluralism and the desire for homogeneity through the study of the history of immigration to the United States from Europe, Latin America, the Caribbean, Asia, the Middle East, and Africa. Special attention will be paid to the condition in the sending countries and the historical ties of those countries to the United States, immigration and labor recruitment, anti–immigrant sentiments, and the development of American immigration policy. This is an EDI course because it examines how people from different countries and cultures interacted with each other and those already in the United States. Theirs is a story of immigration, exclusion, resistance, accommodation, labor and the creation of an American image of pluralism, coupled with the desire for assimilated immigrants.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on two short critical essay (5–7 pages) and a final oral history/family history 15–20 pages)
Prerequisites: none; open to first–year students with instructor's permission **Enrollment Limit:** 25 **Expected Class Size:** 25
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
ASAM Core Courses
HIST Group F Electives – U.S. + Canada
INST Borders, Exiles + Diaspora Studies Electives
JLST Enactment/Applications in Institutions
LATS Comparative Race + Ethnic Studies Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Scott Wong

HIST 381(F) From Civil Rights to Black Power (D) Crosslistings: HIST 381/AFR 381
Focusing on African Americans' demands for the rights and responsibilities of citizenship, and placing their perspectives at the center, this course explores the themes of the black freedom movement as it transpired in the second half of the twentieth century in the United States. The course follows a chronological format that is grounded in post–World War II internationalism and domestic Jim Crow, covers the civil rights and the black power movements of the 1950s, 60s and 70s, and then moves toward current issues in black politics. The topics examined include the strategies and organizing principles of legal challenges, direct action protest, black power activism, coalition building, and public intellectual engagement. The class also assesses the intersection between ideology/activism, culture/politics, and local/regional/national perspectives. Finally, the course uses the black freedom movement as a window onto other political initiatives of the era.
Class Format: lecture/discussion; second weekly meeting will split into two discussion sections **Requirements/Evaluation:** Willingness to manage an intensive reading schedule and for their intellectual engagement in class discussions; evaluation will be based on class participation, two short papers, and a take home final
Prerequisites: none; some background (e.g. previous coursework) in 20th century U.S. history, American studies, American politics, or Africana studies is recommended **Enrollment Limit:** 25 **Expected Class Size:** 25
Extra Info: course materials incorporate primary, secondary, and documentary sources, including a weekly film
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives – U.S. + Canada
JLST Enactment/Applications in Institutions
LEAD Facets or Domains of Leadership
Fall 2014
LEC Section: 01 TR 11:20 12:35 Instructor: Leslie Brown

HIST 382 Latina/o Politics (D) Crosslistings: LATS 382/HIST 382/WGSS 382
This course explores Latina/o politics from World War II to the present. Defining politics broadly, we will examine everything from electoral politics to grassroots activism. We will explore the relationship between Latinas/os and the U.S. political system, as well as the ways in which dynamics internal to Latina/o communities shape political issues and political participation. Specific topics include Mexican Americans and Puerto Ricans struggles for political inclusion in the aftermath of World War II, Cuban exile politics and their impact, the political and social movements of the 1960s and 1970s, key electoral campaigns, the recent appointment in 2008 of the first Latina as a Supreme Court justice, and on–going debates over immigration. With an assessment of power relations at its core, this Exploring Diversity Initiative course explores the ways in which Latinos and Latinas have been excluded from or differentially included in the U.S. political system, as well as how the U.S. political system reflects dominant hierarchies of race, class, and gender. We will also interrogate how Latinas/os have sought to make U.S. politics more inclusive and at times have struggled to transform U.S. politics.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on class participation including short assignments in preparation for discussion; three short essays based on course readings (3–5 pages each); and a final paper (7–10 pages)
Prerequisites: none **Enrollment Limit:** none **Expected Class Size:** 20 **Enrollment Preferences:** Latina/o Studies concentrators and History majors; open to first year students
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives – U.S. + Canada
LATS Core Electives
WGSS Racial Sexual + Cultural Diversity Courses
Not Offered Academic Year 2014–2015

HIST 383 Whiteness and Race in the History of the United States (D) Crosslistings: HIST 383/WGSS 383/AMST 383
If race is socially and historically constructed, then the study of race relations in the U.S. extends to the topic of whiteness. And if we are never without the past, then "whiteness" must be a part of current discussions about politics, citizenship, and social issues. Focusing on how historians have written about whiteness in American history, this course uses the prism of race to explore social, political, and economic development in U.S. history. The class follows the development of "whiteness" through a chronology that begins in colonial Virginia, travels through immigration in the nineteenth century, examines racial politics and popular culture in the twentieth century, and ends with a look at the current election season. This course is framed by several questions: What is whiteness, and what has it meant in the history of the United States? Who is (and is not) white? What about other analytical categories, like gender and class (or region or ethnicity or sexuality): how have these experiences shaped and been shaped by the racial category of whiteness? Because historically whiteness has carried overtones of power, privilege, and wealth in the United States, the course necessarily critiques the roots of racial disparities. This class is not for the faint–hearted. Informed participation is necessary to its success. The course fulfills the requirements for the Exploring Diversity Initiative because it examines the differences and similarities between white Americans and other American cultures, and because it explores whiteness as a prism for understanding the operations of power and privilege in American society.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on class participation, the leading of two class discussions related to the writing of two 3– to 5–page review/response papers, and a final bibliographical research project **Enrollment Limit:** 25 **Expected Class Size:** 20–25 **Enrollment Preferences:** students in History, Africana Studies and Women's, Gender and Sexuality Studies
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives – U.S. + Canada
WGSS Racial Sexual + Cultural Diversity Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Leslie Brown

HIST 384(S) Selected Topics in Asian American Studies (D) Crosslistings: HIST 384/ASST 384

Assuming some previous knowledge of Asian American history, this course will examine a number of specific topics in Asian American Studies. Using historical sources, monographs, graphic memoirs, novels, and films, potential topics include Asians of mixed race, Orientalism, adoption, food culture, the "model minority," legal studies, Asian Americans and the environment, and the impact of war on Asian American history. This is an EDI course because it examines the comparative history of a number of Asian immigrant groups and their relationship with each other and other racialized peoples in American culture.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on a series of writing assignments: four short response papers, two 5– to 7–page essays, and a 10– to 15–page research paper
Prerequisites: none; open to all students **Enrollment Limit:** 25 **Expected Class Size:** 10–15
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
ASAM Core Courses
ASST Interdepartmental Electives
HIST Group F Electives – U.S. + Canada
Spring 2015
LEC Section: 01 TR 11:20 12:35 Instructor: Scott Wong

HIST 385(S) Leadership in Hard Times: Governance and Activism in America's Urban Crisis Crosslistings: LEAD 310/HIST 385
Politics, the philosopher Hannah Arendt tells us, is a means of intervening in otherwise "automatic" processes. It follows that political leadership——whether exercised by elected officials or community activists——represents a vital instrument by which people may attempt to shape the social processes that structure their communities and their everyday lives. Seldom have American communities had greater need for creative and effective leadership than did American cities following the Second World War——yet seldom has this kind of leadership proven more difficult to realize. In the postwar years, cities, the drivers of the nation's phenomenal economic growth for nearly a century, confronted a host of new challenges: declining private investment; the out–migration of their middle and upper classes and, consequently, a new position as sites of concentrated poverty; persistent fiscal crises; seemingly endless ethno–racial conflict; and the rise of new epidemics——drug use, AIDS, and mass incarceration. By the mid–1960s, these challenges had come together in the public discourse to signify a general "urban crisis." This course will introduce students to the processes that have shaped American urban life since the Second World War (some of which, we will see, were in fact far from "automatic"). We will also examine how public officials and community leaders tried to intervene to shape those processes, what resources they could muster for doing so, and what came of their efforts——so as better to understand the possibilities and the limits of leadership in hard times. What kinds of leadership are possible when a zero–sum logic obtains, when social "problems" prove "insoluble," when "positive" action appears impossible? Must urban leaders operating in such conditions necessarily privilege the interests of a particular class? What happens when government and community leaders act upon incompatible visions of social justice and the public good?
Class Format: research seminar **Requirements/Evaluation:** several short essays, weekly writing assignments, and a longer research paper with presentation
Prerequisites: previous course in American politics or American history **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Leadership Studies concentrators
Distributional Requirements: Division 2 **Other Attributes:** HIST Group F Electives – U.S. + Canada
LEAD American Domestic Leadership
LEAD Facets or Domains of Leadership
Spring 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Mason Williams

HIST 386(F) Latinas in the Global Economy: Work, Migration, and Households (D) Crosslistings: LATS 386/HIST 386/WGSS 386
An increasingly global economy, from 1945 to the present, has affected Latinas in their home countries and in the United States. The garment industry, one of the first industries to go global, has relied extensively on Latina workers in their home countries and in the United States. Domestic work, a traditional field of women's work, also crosses borders. Challenging the myth that labor migration is a male phenomenon and that women simply follow the men, this course explores how the global economy makes Latinas labor migrants. What impact has the global economy and economic development had on Latinas' work and their households in their home countries? How have economic changes and government policies shaped Latinas' migrations and their incorporation in the changing U.S. economy? How have Puerto Rican, Mexican, Cuban, Dominican, Salvadoran, and Guatemalan women confronted the challenges created by a globalizing economy and balanced demands to meet their households' needs? This EDI course explores the impact of U.S. hierarchies of race, ethnicity, gender and class on Latinas' labor migrations and economic incorporation in the United States, as well as the myriad ways in which they confront, negotiate, and at times challenge those dominant U.S. hierarchies.
Class Format: discussion **Requirements/Evaluation:** evaluation based on class participation and group presentations, short writing assignments, two short essays, and a final paper that will be presented to the class
Prerequisites: open to first–year students with instructor's permission **Enrollment Limit:** 25 **Expected Class Size:** 15
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group D Electives – Latin America + Caribbean
HIST Group F Electives – U.S. + Canada
INST Borders, Exiles + Diaspora Studies Electives
LATS Core Electives
WGSS Racial Sexual + Cultural Diversity Courses
Fall 2014
SEM Section: 01 TF 01:10 02:25 Instructor: Carmen Whalen

HIST 388(F) Decolonization and the Cold War
The second half of the twentieth century came to be defined by two distinct, yet overlapping and intertwined phenomena: the Cold War and decolonization. In the two decades that followed the end of WWII, forty new nation–states were born amidst the bipolar struggle for global supremacy between the Soviet Union and the United States. Those new nations were swept up in the Cold War competition in ways that profoundly influenced their paths to independence and their postcolonial orders, but they often had transformative effects on the Soviet–American rivalry as well. In this course, students will focus on two related questions: How did decolonization influence the Cold War and the international behavior and priorities of the two superpowers? And what impact did the Cold War exert on the developing states and societies of Asia, Africa, the Middle East, and Latin America? Course materials will consist of scholarly texts, primary sources, memoirs, films, and fiction.
Class Format: seminar **Requirements/Evaluation:** class participation, several short papers, and a 10– to 12–page final paper
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** History majors; juniors and seniors
Distributional Requirements: Division 2 **Other Attributes:** HIST Group A Electives – Africa
HIST Group B Electives – Asia
HIST Group E Electives – Middle East
HIST Group F Electives – U.S. + Canada
INST South + Southeast Asia Studies Electives
LEAD American Foreign Policy Leadership
Fall 2014
SEM Section: 01 MR 01:10 02:25 Instructor: Jessica Chapman

HIST 389 The Vietnam Wars Crosslistings: HIST 389/ASST 389
This course explores Vietnam's twentieth century wars, including an anti–colonial war against France (1946–1954), a massive Cold War conflict involving the United States (1965–1973), and postcolonial confrontations with China and Cambodia in the late–1970s. Course materials will focus primarily on Vietnam's domestic politics and its relations with other countries. Lectures, readings, films, and discussions will explore the process by which Vietnam's anti–colonial struggle became one of the central conflicts of the Cold War, and examine the ramifications of that fact for all parties involved. The impact of these wars can hardly be overstated, as they affected the trajectory of French decolonization, altered America's domestic politics and foreign policy, invigorated anti–colonial movements across the Third World, and left Vietnam isolated in the international community. Students will read a number of scholarly texts, primary sources, memoirs, and novels to explore everything from high–level international diplomacy to personal experiences of conflict and dramatic social change wrought by decolonization and decades of warfare.
Class Format: seminar **Requirements/Evaluation:** class participation, several short papers, and a 10– to 12–page final paper
Prerequisites: none; open to all **Enrollment Limit:** 25 **Expected Class Size:** 15–20 **Enrollment Preferences:** History and Asian Studies majors
Distributional Requirements: Division 2 **Other Attributes:** HIST Group B Electives – Asia
HIST Group F Electives – U.S. + Canada
Not Offered Academic Year 2014–2015
SEM Instructor: Jessica Chapman

HIST 390 The 1930s in Comparative Perspective: Germany, Italy, and Japan (D) Crosslistings: HIST 390/ASST 390/JAPN 390
How did Germany, Italy, and Japan deal with the economic, political, and social crises of the 1930s? In what ways did each of these three countries navigate the economic depression, challenges to democracy, and ascendance of totalitarianism that marked this pivotal and transformative decade? This course will take a transnational approach to such questions, examining various aspects of the politics, economy, society, and culture of the 1930s in Germany, Italy, and Japan. It will explore the origins and rise of Italian fascism, German National Socialism, and Japanese militarism; the political cultures of charisma, violence, terror, collaboration, and resistance; racism and anti–Semitism; and fascist aesthetics. We will also consider how these phenomena shaped, and were shaped by, the nature of everyday life in this decade with particular attention to issues of religion, family, and gender. To conclude the semester, we will discuss how the 1930s have been remembered, and whether we can speak of fascisms at work in the present day. This course will fulfill the requirements of the Exploring Diversity Initiative by comparing how global frustrations and challenges played out both similarly and differently in Germany, Italy, and Japan; and how these countries that would become the axis powers negotiated their particular encounters with fascism.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, response papers, two short papers (5 pages), and a final paper
Prerequisites: none; open to first–year students with instructor's permission **Enrollment Limit:** 25 **Expected Class Size:** 20–25
Distribution Notes: meets Division 2 requirement if registration is under HIST or ASST; meets Division 1 requirement if registration is under JAPN
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group B Electives – Asia
HIST Group C Electives – Europe and Russia
Not Offered Academic Year 2014–2015
LEC Instructor: Eiko Siniawer

HIST 391 When India was the World: Trade, Travel and History in the Indian Ocean Crosslistings: HIST 391/ASST 391/INST 391
Can historians study oceans rather than lands? Is it possible to think about an aquatic space as an integrated cultural region rather than simply focusing on terra–centric empires and societies? What can we learn about human interactions in the past through the study of oceanic histories? This course seeks to answer these questions by focusing on the oldest maritime highway in history: the Indian Ocean. The Indian Ocean connected diverse regions, cultures and communities for millennia, thus making it a vital element in the birth of globalization. South Asian ports and port cities remained the fulcrum of the Indian Ocean world throughout its history; traders, travellers, nobles, scholars, pilgrims and pirates from all over the world travelled to the Indian coast in search of adventure, spices, knowledge and wealth. Thus we will primarily focus on India's role in the Indian Ocean roughly from the rise of Islam in the seventh century CE through the intrusion of various European communities in the region and the subsequent rise of the global economy and colonialism in the nineteenth century. Rather than following a strict temporal chronology we will concentrate on themes such a travel and adventure; trade and exchange; trust and friendship; religion and society; pilgrimage; piracy; the culture of port cities; and food across time.

Class Format: seminar **Requirements/Evaluation:** evaluation will be based on participation, response papers based on primary sources, and two essays
Prerequisites: none; open to all **Enrollment Limit:** 25 **Expected Class Size:** 15–20 **Enrollment Preferences:** none
Distributional Requirements: Division 2 **Other Attributes:** HIST Group B Electives – Asia
INST South + Southeast Asia Studies Electives
MAST Interdepartmental Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Aparna Kapadia

HIST 392(F) History of the Book Crosslistings: CLAS 200/ASST 200/HIST 392/REL 260/COMP 280
From ancient clay tablets, bamboo strips, and papyrus rolls to modern hardbacks, paperbacks, and e–readers, no object has so broadly and deeply represented the capacity for humans to create, preserve, and transmit knowledge, information, and ideas as the book. Books have been worshiped and condemned, circulated and censored, collected and destroyed. From works of art to ephemeral trash, they have been public and private, sacred and profane, magical and commonplace. Likewise, notions of the book have influenced every subsequent form of communication and transmission, whether we are browsing film and song "libraries" or "scrolling" down "pages" on the web. This course will explore aspects of the material, social, cultural, and intellectual history of the book, from the invention of the earliest writing systems through the modern development of digital media. Our inquiry will span the globe and the millennia, but we will pay special attention to the ancient and medieval Chinese, Greek, and Latin traditions and their enduring influence in the modern world. Topics will include orality and literacy, manuscript production, the invention and spread of printing, typography, reading culture, notions of authorship, libraries and collections, censorship, and the digital book. Through a variety of readings, hands–on exercises, and interactions with our abundant library resources, we will investigate how the changing form and function of the book interact across its long and diverse history. *All readings are in translation*.
Class Format: seminar **Requirements/Evaluation:** class participation, short written assignments, and a final project
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** none
Dept. Notes: meets Division 1 requirement if registration is under CLAS or COMP ; meets Division 2 requirement if registration is under ASST, HIST or REL
Distributional Requirements: Division 1 **Other Attributes:** HIST Group G Electives – Premodern
Fall 2014
SEM Section: 01 TF 01:10 02:25 W 01:10 02:00 Instructor: Edan Dekel and Christopher Nugent

HIST 393 Sister Revolutions in France and America Crosslistings: LEAD 212/HIST 393
In the late–eighteenth century, two revolutions burst forth–they were the most striking and consequential events in modern history, decisive turning–points that transformed society and politics. This course takes an interdisciplinary approach to the study of the overarching ideas and visions of the sister revolutions. Through correspondence, political essays and speeches, we will seek to understand the fundamental theories, goals and accomplishments of both revolutions. Who were their leaders and according to what principles did they govern? Did revolutionaries in France find a model in America for their Revolution? What is the meaning of the "Terror" in France and what light does it shed on modern revolutionary movements? Why was the American Revolution followed by decades of stability while the French Revolution bequeathed a turbulent succession of failed governments? Have America and France continued to conceive of themselves as revolutionary nations? We will read works by Washington, Jefferson, Madison, Hamilton, Adams, Rousseau, Robespierre, Saint–Just, Tocqueville, Burke and others.
Class Format: seminar **Requirements/Evaluation:** two papers, two class presentations, and active participation in class discussions
Prerequisites: none **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** students with backgrounds in American history, French history or political science
Distributional Requirements: Division 2 **Other Attributes:** HIST Group C Electives – Europe and Russia
HIST Group F Electives – U.S. + Canada
HIST Group G Electives – Premodern
LEAD Facets or Domains of Leadership
Not Offered Academic Year 2014–2015
SEM Instructor: Susan Dunn

HIST 394(F) Divine Kingship in the Ancient Mediterranean Crosslistings: CLAS 258/ANTH 258/HIST 394/REL 213
What is the relationship between politics and religion? How do kings legitimate their rule? Why did the ancient Greeks and Romans worship their emperors as gods? This course examines the origins and development of divine kingship in the ancient Mediterranean from its earliest beginnings in Pharaonic Egypt to the reign of the Christian Roman Emperors in the fourth century CE. We will address the various symbolic strategies employed by ancient kings to project their own divinity. These include portraiture, panegyric poetry, ritual processions, royal autobiography and monumental architecture, e.g., the Great Pyramids in Egypt and the Pantheon in Rome. We will also study the reception of royal art and ideology among the king's subjects. Special attention will be paid to the role of the Roman emperor–cult in shaping social, political and religious identity in the Roman Empire.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on classroom performance, quizzes, one 8– to 10–page paper, a midterm and a final exam
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 20 **Enrollment Preferences:** majors or prospective majors in Classics, Anthropology, Art History, and History
Distribution Notes: meets Division 1 requirement if registration is under CLAS; meets Division 2 requirement if registration is under ANTH, HIST or REL
Distributional Requirements: Division 1 **Other Attributes:** HIST Group G Electives – Premodern
LEAD Facets or Domains of Leadership
Fall 2014
LEC Section: 01 TR 11:20 12:35 Instructor: Benjamin Rubin

HIST 395(F) Signs of History Crosslistings: ENGL 395/COMP 395/HIST 395
A seminar on key texts from the history of reflections on history. Through readings of works of philosophy, poetry, history, prose fiction, film, photography, and cultural criticism from the Enlightenment to the present, we will weigh how writers have attempted to answer such questions as: What is an historical event, and how do such events differ from other occurrences? How are historical changes reflected in or produced by literature, art and other cultural forms? Who or what makes history and what is the nature of historical agency? Is history always "written by the victors," as one says, or are there ways of challenging dominant accounts of the past? Though answers to these questions will be multiple, course reading and discussion will in general strive to determine the consequences of understanding history as a site in which reading and writing, experience and narration, and action and interpretation interpenetrate. Readings may include works by Burke, Hegel, Charlotte Smith, Hazlitt, de Tocqueville, Marx & Engels, Dickens, Nietzsche, Conrad, Benjamin, Eliot, Warhol, Richter, Lanzmann, and Celan.
Class Format: seminar **Requirements/Evaluation:** three papers (two 6 and one 8–10 page) and one presentation
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** given to majors in English, Comparative Literature, and German
Dept. Notes: satisfies either English Literary History B OR English Criticism requirement
Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under HIST
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 **Other Attributes:** ENGL Criticism Courses
ENGL Literary Histories B
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: Walter Johnston

HIST 396 Muslims and Europe: From the Conquest of Algeria to the Present (D)
This course will explore Europe's tumultuous relationship with North Africa, focusing on French and British colonialism and its aftermath in the nineteenth and twentieth centuries. Topics to be covered include Napoleon's Egyptian Campaign, the collapse of the Ottoman Empire, Anglo–French rivalry over the Canal and the Suez crisis of 1956, the Algerian Revolution and the anti–Islamic coup in 1991–2, and the migration of North Africans and Indian/Pakistani Muslims to Europe in the post 1945 period. Racial tensions, battles over headscarves, French hip–hop music, and Jewish–Muslim relations in contemporary France are among the topics to be explored with an eye to examining how Europe is coming to terms with its new multicultural identity. By comparing and contrasting Muslim and European societies, and by showing the ways in which colonial power and racial privilege affected these cultures, this course meets the Exploring Diversity Initiative requirement as it seeks to develop an empathetic understanding of the position of Muslims in Europe today.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on class participation, a few short papers, and a longer research paper
Prerequisites: none; open to first–year students with instructor's permission **Enrollment Limit:** 25 **Expected Class Size:** 15–20
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ARAB Arabic Studies Electives
HIST Group A Electives – Africa
HIST Group C Electives – Europe and Russia
INST Borders, Exiles + Diaspora Studies Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Shanti Singham

HIST 399(S) Representing History Crosslistings: ENGL 383/COMP 383/HIST 399
Moments of political turmoil expose the highly charged ways in which a culture structures itself around a narrative past. In this course, we will read literary and cinematic works that invoke such moments of upheaval—the French and Russian Revolutions as well as those of 1848, the rise of fascism and the Great Depression of the 1930s, the battle for Algerian independence, the AIDS crisis, among others—in order to explore those fraught narratives of the past. We will consider such issues as the rise of the historical novel, the aesthetics of fascism and of democracy under pressure, fantasies of decolonization, representational clashes of culture, forms of affective and sexual disorientation, and the uses of melancholy in representing historical loss. Readings will be drawn from literary works by Edgeworth, Scott, Shelley, Balzac, Eliot, Conrad, Kafka, Babel, Mann, Borges, Stoppard, Kushner, Morrison, Pahmuk, Bolano, and Philip, and theoretical essays by Kant, Burke, Carlyle, Marx, Benjamin, Lukacs, Adorno, Foucault, de Certeau, Jameson, Lefort and Ahmed. Films will include such works as Eisenstein's *October*, Reifenstahl's *The Blue Light*, Wellman's *Nothing Sacred* and Pontecorvo's *The Battle of Algiers*.
Class Format: seminar **Requirements/Evaluation:** two essays, 8–10 pages
Prerequisites: a 100–level English course, or a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** Junior and senior English and Comparative Literature majors
Extra Info: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under HIST
Distributional Requirements: Division 1 **Other Attributes:** ENGL Criticism Courses
ENGL Literary Histories B
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Anita Sokolsky

HIST 403 Making it in Africa: Business in African History Crosslistings: HIST 403/AFR 404/LEAD 403
Although Africa has come to be known as a continent that relies heavily on foreign aid, that aid rarely reaches ordinary people. In fact, recent studies have suggested that foreign aid has not helped develop Africa. In spite of the staggering problems that ordinary Africans face, many see Africa—now more than ever before—as a place bursting with promise and opportunity, even if that opportunity may require challenges to

conventional economic and political thinking. Increasingly, an innovative class of entrepreneurs is emerging in Africa that is hustling in the formal and informal economy in order to accumulate capital. This seminar will trace the social and cultural history of entrepreneurship in Africa from the 19th century to the present. We will explore the individual journeys of several entrepreneurs, the values and objectives they nurtured, the changes in the strategy and structure of the businesses they created, and the dynamic environments in which they each lived and worked. The course will also examine the long–term impact of entrepreneurial innovation and market evolution on African communities and governments. Readings will include histories, biographies, autobiographies, ethnographies, and novels.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on participation in discussion, several short papers, and a final research paper
Prerequisites: previous courses in HIST **Enrollment Limit:** 15 **Expected Class Size:** 10–15 **Enrollment Preferences:** History majors and Africana Studies concentrators
Distributional Requirements: Division 2 **Other Attributes:** HIST Group A Electives – Africa
Not Offered Academic Year 2014–2015
SEM

HIST 409 Crescent, Cross, and Star. Religion and Politics in the Middle East (D) (W) Crosslistings: HIST 409/ARAB 409/INST 409
Is religion the most powerful force in the Middle East? Is religion becoming more prominent in the political sphere and what impact will that have on religious minorities and the status of women in the Middle East? Using a case study and historical approach, this course will consider the development of religiously inspired political ideologies in the Middle East in the 19th and 20th century. We will explore the experience of Iran, Turkey, Israel, Egypt, Saudi Arabia, Lebanon and Jordan and evaluate role of religious actors, institutions, and ideologies in constructing national identities, policymaking, state–building, regime change, conflict, and war.
Class Format: seminar **Requirements/Evaluation:** class participation and a 25–page research paper
Prerequisites: none; preference will be given to History, Jewish Studies and Arabic Studies Majors and to those who have taken History 207 **Enrollment Limit:** 19 **Expected Class Size:** 12 **Enrollment Preferences:** History majors
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: ARAB Arabic Studies Electives
INST Middle Eastern Studies Electives
JWST Elective Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Magnus Bernhardsson

HIST 410 Kings, Heroes, Gods, & Monsters: Historical Texts and Modern Identities in the Middle East (D) (W) Crosslistings: HIST 410/ARAB 410/JWST 410/REL 405
What role does ancient history play in modern societies? What is the role of myths and fables in the creation of national identities? This course will address the use and abuse of ancient history and archaeology in the modern Middle East. The first part will focus on some of the primary ancient texts, with special focus on Ferdowsi's epic *Shahnameh (Book of Kings)*; we will compare its themes and world view with those of the Icelandic sagas that share many similarities with the Iranian canon. In the second part of the course we will explore how ancient history, archaeology, and epic texts helped forge national identities in the modern Middle East. Our primary attention will be Iran and its relationship with the *Shahnameh*. But we will also consider the relationship of Biblical history to the establishment of modern Israel and Israeli nationalism, how contemporary Egypt relates to its Pharaonic past, the obsession with pre–Islamic history in modern Turkey, and the relationship between archaeological artifacts and ancient Mesopotamian history and 20th century Iraqi politics. Because of its comparative focus, this course is part of the Exploring Diversity Initiative.
Class Format: seminar **Requirements/Evaluation:** a final, 25–page research paper on the relationship between ancient history and a modern Middle Eastern country, shorter papers, and group work
Prerequisites: previous upper division work in History or courses on the Middle East **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** History majors, Jewish Studies concentrators, Arabic Studies majors, and other students with a strong background in Middle East studies
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: HIST Group E Electives – Middle East
HIST Group G Electives – Premodern
JWST Elective Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Magnus Bernhardsson

HIST 414(S) Merchant Cultures and Capitalist Classes in China and India Crosslistings: HIST 414/ASST 414
As the expression "Chindia" in the title of a recent book suggests, contemporary commentators find it difficult to resist conflating the rise of China and India as economic powers in the early 21st century. There are, however, both significant parallels between the two national histories and important distinctions that shape their contemporary viewpoints and futures. This seminar will examine various historical dimensions of entrepreneurial activity in China and India from the early modern period through the twentieth century. It will focus on topics such as indigenous forms of merchant organization, the impact of nineteenth–century imperialism, the adoption of Western business forms and methods, and the relationship of entrepreneurial elites to the modern state.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on participation in discussion, several short papers, a literature review, and a final research paper
Prerequisites: upper division work in History or Asian Studies **Enrollment Limit:** 15 **Expected Class Size:** 10–15 **Enrollment Preferences:** preference will be given to advanced History and Asian Studies majors
Distributional Requirements: Division 2 **Other Attributes:** HIST Group B Electives – Asia
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Anne Reinhardt

HIST 424 The Dark Ages: Gaul after the Fall of Rome
What made Antiquity different from the Middle Ages? What changed after the Roman Empire ceased to exist in the West? This seminar will approach these classic problems through an intense focus on Gaul during the so–called "Dark Ages," from the fifth to the eighth centuries. During these years, Frankish kings of the Merovingian dynasty dominated Western Europe. Our sources for these transitional centuries are some of the most colorful and fascinating texts to emerge from the ancient world. We will begin with a look at life and politics under the later Roman empire, and then make ourselves experts in Merovingian history by studying nearly all the surviving written evidence. Narrative histories, chronicles and law codes will claim the bulk of our time and attention, but we will also sample documents, literature, and archeological finds. This comprehensive exposure will prepare us to confront the many scholarly debates that have surrounded the Merovingian age.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on two class presentations, a shorter mid–term paper, and a substantial final research project
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 10–15 **Enrollment Preferences:** senior, then junior History majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 **Other Attributes:** HIST Group C Electives – Europe and Russia
HIST Group G Electives – Premodern
Not Offered Academic Year 2014–2015
SEM Instructor: Eric Knibbs

HIST 433 The Justice of Violence? Histories of Terrorism in Europe Crosslistings: HIST 433/JWST 433
The word "terrorism" entered the English language in 1795, an import from France that referred to the use of violence and intimidation by the ruling party during one phase of the French Revolution. Over the ensuing two centuries, terrorism has come to refer to the employment of violence, not only as a means of governing, but also and more often as a means of undermining the authority of those in power. This seminar examines a series of episodes of terrorism in Europe from the "Terror" of the French Revolution to the late twentieth century. It also explores various interpretations of the legitimacy and ethics of political violence and the phenomenon of terrorism in different historical contexts. In addition to common readings, students will conduct independent research on some aspect of the history of terrorism that will culminate in a 20–page paper.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, several short papers, oral presentations, and a 20–page research paper
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** History majors
Distributional Requirements: Division 2 **Other Attributes:** HIST Group C Electives – Europe and Russia
JWST Core Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Alexandra Garbarini

HIST 434 The Meaning of Diaspora and the Jews of Europe Crosslistings: HIST 434/JWST 434
Dispersion, exile, migration, statelessness are all aspects of diaspora. And in the study of diasporic peoples and cultures, the Jews have long figured as the archetype. Indeed, prior to the establishment of the state of Israel in 1948, the diasporic condition both defined and, in a meaningful way, was defined by the Jewish experience. As a result, Jewish political figures, intellectuals, and scholars have played a central role in discussions of the meaning of diaspora, including debates about its political and social implications, economic value, and cultural significance. This seminar examines various interpretations of Jews' diasporic existence from the nineteenth century to the present, both as a cultural practice and a form of group identity from which political claims have been made. Ultimately, this seminar will test the proposition that "The Modern Age is the Jewish Age," that is, that the meaning of diaspora in modern Jewish history has direct relevance to students of human identity, not just of Jewishness. In addition to common readings, students will conduct independent research on some aspect of the history of diaspora that will culminate in a 20–page paper.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, several short papers, oral presentations, and a 20–page research paper
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** History majors and Jewish Studies concentrators
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 **Other Attributes:** HIST Group B Electives – Asia
JWST Core Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Alexandra Garbarini

HIST 438 Religion and Secularism in Modern Europe and Russia (W)
The influence and fate of religion in modern Europe present a complex and contradictory pattern. Increased religious tolerance and pluralism have coexisted with intense anti–clericalism, militant secularism, virulent anti–Semitism, and Islamophobia; religious revival and reform have coexisted with skepticism, secularization, and dechristianization; both religion and irreligion have served as bases for political mobilization and powerfully shaped personal, national, and transnational identities. According to some scholars, Europe demonstrates a long–term trajectory toward secularity that reflects the inexorable process of modernization; other scholars reject this claim, contending both that the interrelationship between religion, secularity, and modernity in Europe is more complex and that its experience is unique in a global context. As evidence, some point to the vitality of religion in imperial Russia and the revival of religious profession and identity in Russia since the collapse of communism. This course will explore these differing perspectives on the relationship between religion, secularity, and modernity in Europe and Russia through an examination of selected topics from the Enlightenment to the present, including the interrelationship between religion on the one hand and politics, revolution, the formation of imperial and national polities and identities, social and economic change, gender, science, and the rise of consumerism on the other.
Class Format: seminar **Requirements/Evaluation:** class discussion, short response papers (1–2 pp.), and a substantial independent research project that includes a bibliographic exercise, short project statement (3–4 pp.), and final paper (17–25 pp.)

Prerequisites: none, but some background in modern European or/and Russian history or/and religious studies is recommended **Enrollment Limit:** 15 **Expected Class Size:** 8–15 **Enrollment Preferences:** History majors and students with background defined above
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group C Electives – Europe and Russia
Not Offered Academic Year 2014–2015

HIST 444 The Black Republic—Haiti in History and Imagination (D) Crosslistings: AFR 444/HIST 444
This senior Africana capstone course/History seminar explores the central role of Haiti in the American and the transnational pan–African imaginations. As home to the world's only successful slave rebellion, Haiti has been a role model of tremendous importance, stimulating slave rebellions in America and throughout the Caribbean, playing an instrumental role in the liberation of South America from the Spaniards, and inspiring decolonization movements in Africa and the Caribbean in the 20th century. Not surprisingly, it has had tumultuous relations with both its colonial occupier, France, and its most powerful neighbor, the United States. From isolation and sanctions, to occupation and U.S. supported dictatorship, this seminar traces the historical silencing suffered by Haiti at the hands of western historians, the vivid images Haitians evoke in the American imagination—from boat people and carriers of Aids, to practitioners of voodoo and creators of a uniquely African–Caribbean art—and the role of the French and American governments in the recent coup against President Jean–Bertrand Aristide. Film, dance, literature, music, history, anthropology and religion will be explored in this interdisciplinary course, with an eye towards helping students produce an original work of their own as the final project. By examining Haiti's fraught racial relations—particularly between Haitian blacks and mulattoes—and her early and unique black power movement—noirisme—this class fulfills the requirements of the Exploring Diversity Initiative.
Class Format: seminar **Requirements/Evaluation:** evaluation to be based on student participation, a short paper, and the completion of an original research paper or project
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** Africana Studies concentrators and History majors
Extra Info: all projects will have some written component, but may include a dance performance, spoken word, fieldwork etc.
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group D Electives – Latin America + Caribbean
Not Offered Academic Year 2014–2015
SEM Instructor: Shanti Singham

HIST 452 Women in America, 1620–1865 Crosslistings: HIST 452/WGSS 452
This course will explore the diversity of American women's experiences from the colonial era through the Civil War. We will pay particular attention to the roles women filled—as slaves, nuns, housewives, mothers, and workers, as well as depictions of women as witches, paragons of virtue, and urban consumers. In our reading of historiography and primary texts we will analyze the ways in which literacy and artistic culture as well as geopolitical events shaped women's lives. As we study works of history, we will also read modern works of feminist and race theory to further our understanding of connections between ideology and practice, between narrative and argument.
Class Format: seminar **Requirements/Evaluation:** a research paper (20–25 pages), based on reading and analysis of a set of primary sources, a literature review, class participation, and an informal reading journal
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 10–15 **Enrollment Preferences:** advanced History majors and to Women's, Gender and Sexuality Studies majors
Distributional Requirements: Division 2 **Other Attributes:** HIST Group F Electives – U.S. + Canada
HIST Group G Electives – Premodern
Not Offered Academic Year 2014–2015
SEM Instructor: Gretchen Long

HIST 453 Researching Early America (W) Crosslistings: HIST 453/LEAD 453
This research seminar will survey the rich history of early America (1607–1850) by focusing on the most momentous events and consequential individuals from the era. The course will also explore some of the most pressing historiographical questions and some of the research methods historians of the era deploy. Students will then select a topic that interests them and produce a substantive research paper. The course will also serve as a capstone course for Leadership Studies concentrators.
Class Format: seminar **Requirements/Evaluation:** class participation and a final research paper
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** advanced History majors and Leadership Studies concentrators
Distributional Requirements: Division 2 Writing Intensive
Not Offered Academic Year 2014–2015
SEM Instructor: Patrick Spero

HIST 456(F) Civil War and Reconstruction Crosslistings: HIST 456/AFR 456/AMST 456
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.
Class Format: seminar **Requirements/Evaluation:** evaluation based on class participation and a substantial research paper based at least in part on primary source materials **Enrollment Limit:** 15 **Expected Class Size:** 15
Distributional Requirements: Division 2 **Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives – U.S. + Canada
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: Charles Dew

HIST 457 Gender, Law, and Politics in U.S. History Crosslistings: HIST 457/WGSS 457
This seminar explores the legal history of the United States as a gendered system. It examines how women have shaped the meanings of American citizenship through pursuit of political rights and obligations such as suffrage, jury duty, and military service; how those political struggles have varied across race, religion, and class; and how the legal system has shaped gender relations for both women and men through regulation of such issues as marriage, divorce, work, reproduction, and the family. While we will read some court cases, the focus of the seminar is on the broader relationship between law and society. Readings will address not only the history of statutory law, and of the lawsuits and trials testing those laws, but also the social history of the impact of the law and the political history of efforts to change laws.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on an extensive (20–25 page) research paper that makes use of primary and secondary sources, brief papers on the weekly readings, and class participation
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 10–15 **Enrollment Preferences:** senior History majors
Distributional Requirements: Division 2 **Other Attributes:** HIST Group F Electives – U.S. + Canada
JLST Enactment/Applications in Institutions
WGSS Theory Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Sara Dubow

HIST 459 Jim Crow: American Apartheid (D) Crosslistings: HIST 459/AFR 459
Between 1865 and 1965 white Americans developed and deployed a set of practices that sanctioned racial discrimination. Jim Crow—as this American system of apartheid was called—is one of the least studied aspects of U. S. History. This course explores the law, cultural, economics, and politics of Jim Crow; the dynamics of racialized power; and the roles of media and history in sustaining racial inequality. Informed by how segregation operated to construct and sustain differences, it qualifies as an Exploring Diversity Initiative course by linking the issue of diversity to the issue of power relations, investigating how American institutions enabled and maintained racial disparities despite constitutional guarantees, and considering how the legacy of racial discrimination affects current domestic issues like public education, affirmative action, and the persistence of poverty. In addition to covering race theory in historical context, the course suggests that current scientific ideas about race—that there are no consequential biological differences among humans—is a recent discovery. Finally, the course examines the discrete development of black communities, institutions, politics, and racial destiny.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation and two shorter assignments leading up to a longer research paper **Enrollment Limit:** 15 **Expected Class Size:** 10–15 **Enrollment Preferences:** junior and senior History majors
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives – U.S. + Canada
Not Offered Academic Year 2014–2015
SEM Instructor: Leslie Brown

HIST 464 The United States and the Vietnam War Crosslistings: HIST 464/LEAD 464
U.S. involvement in Vietnam affected nearly every aspect of American life, including the country's overall foreign policy, its military strategy, the relationship between various branches of government, the nation's political trajectory, the role of media in society, youth culture, race relations, and more. This seminar explores America's war in Vietnam and its dramatic ramifications at home and abroad. We will evaluate the Vietnam War era as a turning point in U.S. history—and in the role of the U.S. in the world—by reading and discussing a number of scholarly works on domestic and international aspects of the conflict. Students will develop an original research topic and research and write a 20– to 25– page paper, based in primary sources, on one aspect of America's Vietnam War.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, several short papers, and a 20– to 25–page research paper **Enrollment Limit:** 15 **Expected Class Size:** 10–15 **Enrollment Preferences:** advanced History majors
Distributional Requirements: Division 2 **Other Attributes:** HIST Group F Electives – U.S. + Canada
LEAD American Foreign Policy Leadership
Not Offered Academic Year 2014–2015
SEM Instructor: Jessica Chapman

HIST 465(S) War and Remembrance in Vietnam (W) Crosslistings: HIST 465/ASST 465
This seminar, which includes a required spring break field trip to Vietnam, examines how that country's twentieth century wars for independence have been remembered, memorialized, and represented by the Vietnamese state, by citizens and scholars, and by the ever–growing number of international tourists who visit Vietnam each year. All class members are eligible to participate in the spring break field trip at no cost. In the weeks leading up to the trip, students will read a number of scholarly works on war and memory that will prepare them to think critically and knowledgeably about the representations of Vietnam's recent past that they encounter inside the country's borders. Students will consider the following questions: What factors influence representations of war in Vietnam? What cultural assumptions underlie them? What political, social, or economic purposes might they serve? How do official memorials in state–run museums and monuments differ from other perspectives? How do Vietnamese memories and representations of the Vietnam Wars differ from American memories and representations, and for what reasons? These questions will serve as the basis for a research paper or final project on one aspect of war and remembrance in Vietnam that students will complete during the second half of the semester, based in part on observations recorded during the trip.
Class Format: seminar **Requirements/Evaluation:** class participation, several short writing assignments, and a substantial final research paper or other approved final project

Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** History and Asian Studies majors; students with prior coursework related to the Vietnam Wars
Dept. Notes: this course can only accommodate 10 students due to the required field trip to Vietnam, funded by the Global Initiatives Fund
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group B Electives – Asia
HIST Group F Electives – U.S. + Canada
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Jessica Chapman

HIST 469(F) Notions of Race and Ethnicity in American Culture (D) Crosslistings: HIST 469/AMST 469
While "race" and "ethnicity" have always played fundamental roles in shaping the course of American culture and the definition of who is or who can be an "American," our understanding of these concepts of race and ethnicity has often been less than clear. The purpose of this seminar is to examine how Americans have defined and articulated the concepts of race and ethnicity at various points in our history and how these ideas have been expressed in art, policy, practice, and theory. This course fulfills the Exploring Diversity Initiative because it examines various dynamics of power structures based on race and ethnic politics, as well as class and gender relations.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on weekly response papers, an exercise with the Williams College Museum of Art, an annotated bibliography, and a final research paper of 20–25 pages; students will also be required to lead a class discussion
Prerequisites: previous upper division courses in History **Enrollment Limit:** 15 **Expected Class Size:** 10–15 **Enrollment Preferences:** senior History majors
Extra Info: not available for the Gaudino option
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
ASAM Related Courses
HIST Group F Electives – U.S. + Canada
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: Scott Wong

HIST 471(S) Comparative Latina/o Migrations (D) (W) Crosslistings: LATS 471/HIST 471
Since the 1970s, policymakers, scholars, the media, and popular discourses have used the umbrella terms "Hispanic" and "Latina/o" to refer to Mexicans, Puerto Ricans, Cubans, Dominicans and more recent immigrants from Central and South American countries. As a form of racial/ethnic categorization, however, these umbrella terms can mask widely divergent migration histories and experiences in the United States. In this course, we develop theoretical perspectives and comparative analyses to untangle a complicated web of similarities and differences among Latino groups. How important were their time of arrival and region of settlement? How do we explain differences in socioeconomic status? How fruitful and appropriate are comparative analyses with other racial/ethnic groups, such as African Americans or European immigrants? Along the way, we explore the emergence of Latina/o Studies as an interdisciplinary and comparative field of study, as well as methods used in Latino and Latina history, specifically oral histories, government documents, newspapers, and interdisciplinary approaches. In this EDI course, we ask whether the history and processes of racialization in the United States has created similarities and/or differences in each group's experiences, and to what extent the field of Latina/o Studies offers an alternative to racial biases embedded in the dominant academic discourses.
Class Format: discussion/seminar **Requirements/Evaluation:** evaluation will be based on class participation and presentations, a proposal, an annotated bibliography, a short historiographical essay, and a research paper based in part on primary sources
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 8–15 **Enrollment Preferences:** History majors and to Latina/o Studies concentrators
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives – U.S. + Canada
INST Borders, Exiles + Diaspora Studies Electives
LATS 400–level Seminars
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Carmen Whalen

HIST 475 Modern Warfare and Military Leadership Crosslistings: HIST 475/LEAD 475
From the early nineteenth to the twenty–first century, modern history has been marked by numerous wars fought by nation states. Some of these wars were enormously destructive. Some changed history decisively on a continental or global scale. This modern period of warfare witnessed rapid and dramatic changes in the manner military forces were organized, armed, and led, and in their scale and lethalness. From the smoothbore musket to the machine gun, sailing warships to dreadnaught battleships, horse–pulled artillery to the atomic bomb, submarines under the seas and warplanes in the skies, to rockets and smart weapons, war rapidly evolved and continues to evolve today. This course will study these developments, concentrating on conflicts like the Napoleonic wars, the American Civil War, World War I and World War II, with special emphasis upon the evolution of military leaders like Napoleon, Grant and Lee, Moltke, Churchill and Roosevelt, Stalin and Hitler, Nelson and Doenitz, Eisenhower and MacArthur. Is it leadership that provides the key to our understanding of modern warfare? Or is it technology? Or certain "timeless" military principles that transcend local historical contexts? Can history help us foresee the future of warfare?
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on a substantial (no upper limit) research paper on a topic of the student's choice, growing out of some aspect of the course
Prerequisites: advanced courses in History **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** senior, then junior, History majors
Extra Info: participants will also, in teams of two or three, lead class discussion at least once, as well as give class reports on the course readings
may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 **Other Attributes:** HIST Group C Electives – Europe and Russia
HIST Group F Electives – U.S. + Canada
LEAD Facets or Domains of Leadership
SCST Related Courses
Not Offered Academic Year 2014–2015
SEM Instructor: James Wood

HIST 476(S) Black Radicalism (D) Crosslistings: AFR 476/HIST 476
"Amandla! Black Power! Venceremos! A Luta Continua!" Ever since the end of slavery—occurring, in part, due to the efforts of Black radicals from Haiti to South Carolina to the Quilombos of Brazil—transatlantic people of African descent have demanded radical change in the organization of modern societies. Their struggles and ideas have changed the ways we think and study—through the formation of Africana/African–American/Black–Studies—and the ways in which we express ideas—through the creation of rich traditions of music, dance, theater, poetry, carnivals, sculpture, and art that have acted as global conduits of cultures of resistance. In this Senior Seminar, we will study the interdisciplinary history of Black radicalism—in the United States, the Caribbean, and Africa—from W.E.B. Dubois to the present, paying special attention to Black working class and feminist challenges to capitalism and sexism, (e.g. A. Philip Randolph, Angela Davis), to the uses of Black Power to challenge Black societies (Walter Rodney), to African socialism (Nyerere, Nkrumah), to musicians and poets, like Bob Marley and Aimé Césaire, whose rhythms and example continue to inspire us to fight for social justice and equality.
Class Format: seminar **Requirements/Evaluation:** evaluation to be based on student participation, a take–home mid–term paper, and the completion of an original research paper or project; all projects will have some written component, but may include a dance performance, spoken word, fieldwork etc.
Prerequisites: none; open to all **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** Africana Studies concentrators; History majors
we will have a number of shared class/discussns w/ Mt. Holyoke's Africana Senior Seminar via video–skype; the class will visit Mt. Holyoke, & we will host a visit from the Mt. Holyoke seminar, organized around speakers, presentations, & local activists
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AFR Core Electives
HIST Group A Electives – Africa
HIST Group D Electives – Latin America + Caribbean
HIST Group F Electives – U.S. + Canada
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Shanti Singham

HIST 478(S) Cold War Landscapes Crosslistings: HIST 478/ENVI 478/AMST 478
The Cold War between the United States and the Soviet Union set in motion dramatic changes to the natural and built environments of many nations between 1945 and 1991. Nuclear test and missile launch sites, naval installations, military production operations, and border securitizations are just a few of the most obvious ways in which the stand–off between the two countries altered rural and urban landscapes around the world. But one can also see the Cold War as setting in motion less immediately direct but nonetheless profound changes to the way that many people saw and planned for the environments around them, as evidenced, for instance, by the rise of the American suburb, the reconstruction of postwar Europe, and agricultural and industrial initiatives in many developing nations. We will begin this seminar by exploring several distinct "Cold War landscapes" in the United States, then move on to examining others in Europe and the Soviet Union. We will spend the final weeks of the semester discussing examples from other parts of the world. Our approach to our topics will be interdisciplinary throughout the semester, and students are welcome to write their research papers on any geographical area of the world.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, weekly critical writing, and a final research paper
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** History, Environmental Policy, and Environmental Science majors if over–enrolled
Distributional Requirements: Division 2 **Other Attributes:** AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
ENVP SC–B Group Electives
HIST Group C Electives – Europe and Russia
HIST Group F Electives – U.S. + Canada
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Karen Merrill

HIST 480T Dangerous Narratives: Interpretations of the Israeli–Palestinian Conflict (D) (W) Crosslistings: HIST 480/ARAB 480
This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli–Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments , especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).
Class Format: tutorial **Requirements/Evaluation:** 5– to 7–page essays or 2–page critiques due each week and a final report (3–4 pages) at the end of the semester
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** History majors as well as Arabic Studies and Jewish Studies majors
Distribution Notes: meets Division 2 requirement if registration is under ARAB
may not be taken on a pass/fail basis

Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: ARAB Arabic Studies Electives
HIST Group E Electives – Middle East
INST Middle Eastern Studies Electives
JWST Core Electives
Not Offered Academic Year 2014–2015
TUT Instructor: Magnus Bernhardsson

HIST 481T(S) America in the 1970s (D) (W)
The first general history of the 1970s was titled *It Seemed Like Nothing Happened*. During the last decade, however, a wave of new scholarship has reinterpreted the 1970s, and has redefined it as the "pivotal decade" when the forces that have shaped U.S. history for the past forty years took shape. This course will introduce students to that new scholarship, and will identify and study those forces. Examining a range of topics related to the political, economic, cultural, social and intellectual history of the 1970s, we will pay special attention to the evolving status and meanings of liberalism and conservatism in that decade. This course will also consider the two methodological assumptions embedded in its title—what are the limits and benefits of using a decade as a category of analysis? And what are the limits and benefits of studying that decade through a national lens as opposed to a transnational one?
Class Format: tutorial **Requirements/Evaluation:** every other week, students will write and present orally a 5– to 7–page essay on the assigned readings of that week; on alternate weeks, students will write a 2–page critique of their tutorial partner's essay
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** History majors and students with some prior coursework in U.S. History
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: HIST Group F Electives – U.S. + Canada
Spring 2015
TUT Section: T1 TBA Instructor: Sara Dubow

HIST 482T(F) Fictions of African–American History (W) Crosslistings: HIST 482/AFR 482
This course examines the form and function of African–American narratives with particular attention to written texts pertaining to the enslavement and freedom of African Americans during the nineteenth and early twentieth century. We will explore the role of books, writing, and reading in the African American South, where the acts of reading and writing had been illegal throughout the Colonial and Antebellum Era.
In the course, we will read both historical and fictional narratives that raise explicitly the problems of writing African–American history.
In the first part of the course, we will discuss selected texts (fiction, narrative, and historiography) from the antebellum era in order to schematize the literature of slavery. In the second half of the course, we will take up the discourse of freedom that followed the Emancipation Proclamation. Readings will include works by Booker T. Washington, James Weldon Johnson, Charles Chesnutt, Harriet Wilson, Paul Laurence Dunbar, Sutton Griggs. In addition, we will read historiography on African American slavery, freedom, and urbanization.
Class Format: tutorial **Requirements/Evaluation:** weekly paper or critique
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** History majors and Africana Studies concentrators
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives – U.S. + Canada
Fall 2014
TUT Section: T1 TBA Instructor: Gretchen Long

HIST 483T African Political Thought (W) Crosslistings: HIST 483/AFR 483
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.
Class Format: tutorial; students will meet with the instructor in pairs for an hour each week; a student either will write & present orally a 5– to 7–page essay on the assigned readings or be responsible for offering an oral critique of their partner's work each week **Requirements/Evaluation:** evaluation will be based on the quality of the biweekly papers and oral critiques and a final writing exercise **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** History majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives
HIST Group A Electives – Africa
HIST Group F Electives – U.S. + Canada
INST African Studies Electives
Not Offered Academic Year 2014–2015
TUT Instructor: Kenda Mutongi

HIST 484T Victorian Psychology (W)
Although the Victorian era has traditionally been considered a psycho–social model of emotional inhibition and sexual prudery, recent studies have demonstrated that this characterization grossly oversimplifies the attitudes toward emotional and sexual life held by Europeans and Americans in the second half of the nineteenth century. This tutorial will investigate professional and popular ideas about human psychology during the Victorian era. We will attempt to define and understand what people thought and felt about insanity, the unconscious, dreams, sexuality, the relationship between natural impulses and civilized society, child development, the psychological differences between men and women, and the relationship between the physical and the psychical. The course will concentrate on the close reading and analysis of primary documents from the era.
Class Format: tutorial **Requirements/Evaluation:** students will meet with the instructor in groups of two once a week; every other week each student will present a paper of approximately 5–7 pages on a topic determined by the instructor, due by 5pm the day before the tutorial meeting
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** History majors
Extra Info: the other student will function as a critic of the paper presented, expected to be familiar with the assigned reading
may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group C Electives – Europe and Russia
HIST Group F Electives – U.S. + Canada
Not Offered Academic Year 2014–2015
TUT Instructor: Thomas Kohut

HIST 485T(F) After Rome (W) Crosslistings: HIST 485/CLAS 485
What happened to the Western Roman Empire? Did barbarians destroy it, did internal weakness undermine it, or did its participants voluntarily set it aside in favor of new cultural, social and political ideas? How did the evaporation of imperial political and military structures change the cultural and religious fabric of Europe? And above all, what is it that divides the ancient from the medieval world? Few questions in European history have occupied historians as insistently as these, and yet for all the lengthy books, ponderous documentaries, and political polemics, we are no closer to a consensus view. This tutorial will approach these timeless questions, first, through a comparative survey of the post–Roman Mediterranean, considering North Africa, Spain, Italy, Gaul, and the Byzantine East in turn. We will consult key primary sources for each region, including tax records, laws, narrative histories, letters, religious texts and archeological finds, as they are variously available. This first–hand experience with the problems of post–Roman history will prepare us to engage with secondary scholarship on the late imperial and early medieval worlds. Alongside the classic catastrophist readings of post–Roman history, which see the centuries after 476 CE as a period of severe economic and social dislocation, we will explore more recent arguments that seek to circumvent the problem of Rome's fall by positing an era of economic, cultural and intellectual continuity from the fifth through the eighth centuries.
Class Format: tutorial **Requirements/Evaluation:** six essays (5–7 pages each) and six critiques, together with a longer, final essay (ca. 10 pages)
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** History majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group C Electives – Europe and Russia
HIST Group G Electives – Premodern
Fall 2014
TUT Section: T1 TBA Instructor: Eric Knibbs

HIST 486T The Pacific War in Japanese Historical Memory (W) Crosslistings: HIST 486/JAPN 486/ASST 486
Almost seven decades after Japan's surrender, the enduring question of how to remember the Pacific War continues to provoke controversy both within Japan and between Japan, South Korea, and China. This tutorial will explore how this difficult past has been remembered in postwar Japan, and how and why these memories have changed from 1945 to the present. Our focus will be on certain sites of memory—museums, shrines, literature, textbooks, and films—and how they have expressed and shaped memories of various aspects of the war from the atomic bombings of Hiroshima and Nagasaki to military comfort women and the Nanking massacre. Key issues include how various Japanese have tried to make sense of death and personal sacrifice in the name of a lost war; the implications of Japan's unique position as both perpetrator of wartime atrocities and victim of atomic bombings; the relationship between memory and nationalism; and what it means to come to terms with pasts contested both within and between countries.
Class Format: tutorial; students will meet with the instructor in pairs for an hour each week; a student either will write and present orally a 5– to 7–page essay on the assigned readings or be responsible for offering an oral critique of the work of their partner; **Requirements/Evaluation:** students will be evaluated on these essays and critiques, and there will be a final paper (12–15 pages) on the themes of the course
Prerequisites: none; open to all **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** History and Asian Studies majors, and then to students who have taken courses in History or Asian Studies
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group B Electives – Asia
Not Offered Academic Year 2014–2015
TUT Instructor: Eiko Siniawer

HIST 487T The Second World War: Origins, Course, Outcomes, and Meaning (W)

1991 marked the fiftieth anniversaries of the Nazi invasion of Russia and the Japanese attack on Pearl Harbor. Though war had come to Europe as early as 1939, when Germany invaded Poland, after 1941 the war became a truly global conflict of unprecedented extent, ferocity, and destructiveness. As late as 1943 it still appeared that the Axis powers might win the war. But, by the end of the 1945, the bombed–out ruins of Germany and Japan were occupied by the Allies, who were preparing to put the surviving Axis leaders and generals on trial for war crimes.

This tutorial will concentrate on a number of important questions and issues which arise from a study of World War II. What were the origins of this central event of the twentieth century? How and why did the war begin? Why did the war take the course it did? What were the most crucial or decisive episodes or events? How did the Allies win? Why did the Axis lose? Could the outcome have been different?

Many of the topics examined will also have to deal with important questions of human responsibility and with the moral or ethical dimensions of the war. Why did France, Britain, and the Soviet Union not stop Hitler earlier? Who was to blame for the fall of France and the Pearl Harbor fiasco? Why did the Allies adopt a policy of extensive firebombing of civilian targets? How could the Holocaust have happened? Could it have been stopped? Did the Atomic bomb have to be dropped? Were the war crime trials justified?

By the end of the tutorial, students will have become thoroughly familiar with the general course the war followed as well as acquiring in–depth knowledge of the most decisive and important aspects of the conflict. Students will also have grappled with the task of systematically assessing what combinations of material and human factors can best explain the outcomes of the major turning points of the war. Students will also have dealt with the problem of assessing the moral and ethical responsibility of those persons, organizations, and institutions involved in the war.

Class Format: tutorial; each student will write and present orally an essay of approx. 7 double–spaced pages every other week on a topic assigned by the instructor; students not presenting an essay have the responsibility of critiquing the work of their colleague **Requirements/Evaluation:** weekly essays and critiques and a final written exercise

Prerequisites: none; open to all **Enrollment Limit:** 10 **Expected Class Size:** 10

Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option

Distributional Requirements: Division 2 Writing Intensive

Other Attributes: HIST Group C Electives – Europe and Russia

Not Offered Academic Year 2014–2015

TUT Instructor: James Wood

HIST 488T(S) Gandhi: Nationalism, Philosophy, and Legacy (D) (W) Crosslistings: HIST 488/ASST 488/INST 488

This course studies the work and ideas of M.K. Gandhi, one of the most influential thinkers of the non–western world. Gandhi is well known today for his philosophy of non–violence and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the 'father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessive concerns which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of 'Mahatma' or Great Soul in India.

The tutorial will focus on three key aspects of Gandhi: his ideas of nationalism, his contemplations on moral philosophy and on his legacy in modern India. The materials will include a combination of Gandhi's own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the nature of Gandhian nationalism? Did it help to integrate the Indian nation? How, if at all, was shaped by Gandhi's engagements with moral philosophy and human behavior? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

Class Format: tutorial; students will meet with the instructor each week for one hour sessions in pairs **Requirements/Evaluation:** every other week each student will write and orally present a 5– to 7–page essay on the assigned readings of that week; students not presenting an essay will write and present 2 page critique of their partners' work.

Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** History majors

Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option

Distributional Requirements: Division 2 Exploring Diversity Writing Intensive

Other Attributes: HIST Group B Electives – Asia

INST South + Southeast Asia Studies Electives

Spring 2015

TUT Section: T1 TBA Instructor: Aparna Kapadia

HIST 489T Ideology, Culture, and Identity: The "New Diplomatic History"

This course explores a recent wave of historical scholarship on the roles of ideology, culture, and identity in American foreign relations. The proliferation of such studies has contributed to the revival of the once moribund subfield of diplomatic history and restored it to the mainstream of the historical profession. Yet this "cultural turn" has not come without controversy, as some traditional diplomatic historians insist that it dilutes the subfield and discourages young scholars from engaging in necessary research on high–level diplomacy. Students will read several important "state of the field" essays alongside some of the most exciting contributions to this new trend and consider the following questions: What do these new works add to our understanding of U.S. history and the history of the United States in the World? What roles do ideology, culture, and identity play in the policymaking process? In what ways do these studies complement traditional diplomatic histories that privilege the study of power in the international arena and to what extent are they a separate venture all together? What can "the new diplomatic history" contribute to other historical subfields and vice versa?

Class Format: tutorial **Requirements/Evaluation:** every other week the student will write and present orally a 5– to 7–page essay on the assigned readings of that week; students not presenting an essay will produce a 2–page critique of their fellow students' work

Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** history majors and students with some prior course work in foreign relations and/or international history

Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option

Distributional Requirements: Division 2 *Not Offered Academic Year 2014–2015*

TUT Instructor: Jessica Chapman

HIST 490T Memory, History, and the Extermination of the Jews of Europe: Dangerous History (W) Crosslistings: HIST 490/JWST 490

The atrocities committed by Nazi Germany during the Second World War continue to trouble historians in their attempts to understand and represent them in all their magnitude and horror. Beyond historians, the complicity of segments of European societies in perpetrating those atrocities continues to raise thorny questions for postwar European nations about what their responsibilities are toward that past. This tutorial will focus on a series of questions relating to the historicization and memorialization of the extermination of European Jews. They include: Is the Holocaust unique? Is it a Jewish story or universal story? Does the Holocaust raise different issues for the historian than other historical events? How should the Holocaust be represented and what are the implications of different means of representing it? What role, if any, did European Jews play in their own destruction? Has Germany faced up to its past? Were Germans also victims of World War II? Who were the "bystanders" as compared to the "perpetrators"? Were the postwar trials of perpetrators a travesty of justice? How appropriate are the different uses that Israel and the United States have made of the Holocaust? By the end of the course, students will have grappled with the ongoing controversies that have arisen among scholars, governments, and lay people about the meaning (and meaninglessness) of the Holocaust for the postwar world. In a world in which extraordinary acts of violence continue to be perpetrated and more and more nations' pasts are marked by episodes of extreme criminality and/or trauma, exploring the manner by which one such episode has been remembered, avenged, and adjudicated should prove relevant for future consideration of other societies' efforts to confront their own traumatic pasts.

Class Format: tutorial; class time consists of weekly one–hour sessions with the instructor and a fellow student **Requirements/Evaluation:** every other week the student will write and present orally a 5– to 7–page paper on the assigned readings of that week

Prerequisites: permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** History majors and Jewish Studies concentrators

Extra Info: additional requirments on alternate weeks, the student will write a 2–page critique of the fellow student's paper; a final written exercise, a thought piece on the issues raised in the tutorial, will cap off the semester's work

may not be taken on a pass/fail basis; not available for the Gaudino option

Distributional Requirements: Division 2 Writing Intensive

Other Attributes: HIST Group C Electives – Europe and Russia

JWST Core Electives

Not Offered Academic Year 2014–2015

TUT Instructor: Alexandra Garbarini

HIST 491T Political Islam: Past, Present, Future (D) (W) Crosslistings: HIST 491/ARAB 491

Why have Islamist 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 similarities 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 judgments about the future of international politics. Because of its comparative approach and its concerns with power and privilege this course is part of the Exploring Diversity Initiative.

Class Format: tutorial **Requirements/Evaluation:** 5– to 7–page essays or 2–page critiques due each week and a final report (3–4 pages) at the end of the semester **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** History majors and to those who have taken History 207 or other courses on the Middle East

Distribution Notes: meets Division 2 requirement if registration is under ARAB

Extra Info: may not be taken on a pass/fail basis

Distributional Requirements: Division 2 Exploring Diversity Writing Intensive

Other Attributes: ARAB Arabic Studies Electives

HIST Group E Electives – Middle East

INST Middle Eastern Studies Electives

Not Offered Academic Year 2014–2015

TUT Instructor: Magnus Bernhardsson

HIST 492T Revolutionary Thought in Latin America (D) (W)

For much of Latin America's postcolonial history, political and business elites in the United States have viewed the region as a source of revolutionary threats. Too often histories of actual revolutionary movements and the ideas they promulgated have followed either the self–serving narratives that the revolutionaries have laid out or the similarly limited stories composed by their opponents. This tutorial, by contrast, will delve into the complex, contingent, and at times counterintuitive history of revolutionary thought in modern Latin America. Our readings and discussions will carry us from the nineteenth century to the rise of the "New Left" in the last few years. Throughout the course our principle goal will be to examine the internal logic of the most influential programs of revolutionary thought as well as their relationship to circumstances external to them, both in their home regions and globally. At the same time, we will consider the human or moral promise and price of revolutionary options: did the proposed or alleged aims of revolutionary ideals justify the costs they would impose? This course will fulfill the requirements of the Exploring Diversity Initiative by comparing and analyzing divergent theorizations of history and society, as well as the contexts in which such theories emerged and to which we might or might not choose to apply them. A central aim of the course will be to compare the formation of revolutionary initiatives across national and chronological boundaries.

Class Format: tutorial; students will meet with the instructor in pairs for an hour each week **Requirements/Evaluation:** each student will write and present a 5– to 7– page essay on the readings or offer an oral critique of the work of their partner each week; evaluation will be based on written work and analysis of their partner's work

Prerequisites: none; open to all **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** History majors

Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option

Distributional Requirements: Division 2 Exploring Diversity Writing Intensive

Other Attributes: HIST Group D Electives – Latin America + Caribbean

LATS Countries of Origin + Transnationalism Elect
Not Offered Academic Year 2014–2015
TUT Instructor: Roger Kittleson

HIST 493(F) Senior Thesis: Research Seminar
This seminar is intended solely for writers of senior theses. Although each student's major work for the year 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. For students proceeding to W31 and HIST 494, performance in the fall semester will figure into the thesis grade calculated at the end of the year. The quality of a student's performance in the seminar segment of History 493, as well as his or her performance in all aspects of the May colloquium at which theses 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.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation and completed written work, and will determine if a student will continue in the thesis program
Prerequisites: limited to seniors accepted into the History Department's Thesis Program
Distributional Requirements: Division 2
Fall 2014
HON Section: 01 TF 02:35 03:50 Instructor: Sara Dubow

HIST 494(S) Senior Thesis: Writing Seminar
This seminar is a continuation of HIST 493 and is required of all senior thesis writers. Students will meet to discuss draft thesis chapters and prepare for the Thesis Colloquium in May at which theses will be presented and assessed. For students proceeding to W31 and HIST 494, performance in 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 theses 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.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation and completed written work, and will determine if a student will continue in the thesis program
Prerequisites: successful completion of HIST 493; limited to seniors accepted into the History Department's Thesis Program
Distributional Requirements: Division 2
Spring 2015
HON Section: 01 TF 02:35 03:50 Instructor: Sara Dubow

HIST 497(F) Independent Study: History
History independent study.
Class Format: independent study
Distributional Requirements: Division 2
Fall 2014
IND Section: 01 TBA Instructor: Eiko Siniawer

HIST 498(S) Independent Study: History
History independent study.
Class Format: independent study
Distributional Requirements: Division 2
Spring 2015
IND Section: 01 TBA Instructor: Eiko Siniawer

HISTORY OF SCIENCE (Div. II & III, *see course descriptions*)

Chair, Professor DONALD deB. BEAVER

A major in the History of Science is not offered, but the occasional Contract Major in it or a related interdisciplinary field is possible. Courses in the History of Science are designed primarily to complement and strengthen work in other major fields. Although any of the courses may be taken separately, studying related courses in other departments will enhance their value, because by nature, History of Science is interdisciplinary.

The following will serve as examples: the 101 course is an introduction to science and technology studies, and concentrates on key aspects of contemporary science and technology relevant to many issues of living in a technological society. *Scientific Revolutions* (HSCI 224) deals with the emergence of modern science in the 1600s and 1700s, and with subsequent revolutions in scientific thought; as such it complements courses related to modern European history. History of Science 240 traces the influential role of science and invention in the shaping of American culture, and complements offerings in American Studies and American History. HSCI 320, an historical overview of the ideas, practice, and organization of medicine, provides context for related coursework in History, Philosophy, and the Premed Program.

COURSES OF RELATED INTEREST
PHIL 209 Philosophy of Science
SOC 368 Technology and Modern Society

HSCI 101(F) Science, Technology, and Human Values Crosslistings: HSCI 101/SCST 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.
Class Format: seminar **Requirements/Evaluation:** two or three short exercises, two papers (3–5 pages and 5–7 pages), and two hour exams
Prerequisites: none **Enrollment Limit:** 20 **Enrollment Preferences:** first–years and sophomores
Distributional Requirements: Division 2
Fall 2014
SEM Section: 01 MWF 10:00 10:50 Instructor: Donald Beaver

HSCI 224(S) Scientific Revolutions: 1543–1927 Crosslistings: HSCI 224/HIST 294
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 of thought, and in society. Knowledge of high–school algebra is presupposed.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on five problem sets, four short papers (3–5 pages), and two hour exams
Prerequisites: none; open to first–year students **Enrollment Limit:** 30 **Enrollment Preferences:** seniors and juniors
Distribution Notes: meets Division 2 requirement if registration is under HIST; meets Division 3 requirement if registration is under HSCI
Distributional Requirements: Division 3 **Other Attributes:** HIST Group C Electives – Europe and Russia
HIST Group G Electives – Premodern
SCST Related Courses
Spring 2015
LEC Section: 01 MWF 10:00 10:50 Instructor: Donald Beaver

HSCI 240(F) Technology and Science in American Culture Crosslistings: HSCI 240/HIST 295
Although technologically dependent, the American colonies slowly built a network of native scientists and inventors whose skills helped shape the United States' response to the Industrial Revolution. The interaction of science, technology, and society in the nineteenth century did much to form American identity: the machine in the garden, through the "American System of Manufactures" helped America rise to technological prominence; the professionalization and specialization of science and engineering led to their becoming vital national resources. Understanding these developments, as well as the heroic age of American invention (1865–1914), forms the focus of this course: how science and technology have helped shape modern American life.
Class Format: seminar **Requirements/Evaluation:** class discussion, six short reports (2–3 pages), and two hour exams
Prerequisites: none; open to first–year students **Enrollment Limit:** 15
Distributional Requirements: Division 2 **Other Attributes:** ENVP SC–B Group Electives
HIST Group F Electives – U.S. + Canada
SCST Elective Courses
Fall 2014
SEM Section: 01 MR 01:10 02:25 Instructor: Donald Beaver

HSCI 263(S) Cold War Technocultures Crosslistings: SOC 263/AMST 263/HIST 363/HSCI 263/SCST 263
With the Soviet Union¿s collapse at the end of the twentieth century and the emergence of the United States as an unchallenged victor and "new world" hegemon, have we lost a sense of the drama, fear, and unbridled terror that permeated American life during the Cold War? In this course we will set out to understand Cold War American culture(s) by examining the intersection of politics, aesthetics, and a range of major technoscientific developments during this period. The course will take shape in three parts. Part I will explore the emergence and role of the computer in shaping the distinctly American style of thought aimed at Soviet "containment". We will furthermore trace historical treads connecting MIT"s legendary Whirlwind computer, the SAGE continental air defense system, nuclear wargaming at the RAND Corporation, artificial intelligence, and the advanced technologies, management strategies, and atrocities of the Vietnam War. Part II takes up the symbolic potency of the space race, which we will use as a conduit through which to explore the following events and developments: Sputnik, Yuri Gagarin's spaceflight, the Apollo moon landing, and American civil defense; the postwar science of cybernetics and the emergence of the now iconic cyborg; the Club of Rome's {Limits to Growth}report and the Gaia hypothesis; plans backed by NASA for the industrialization, humanization, and colonization of outer space; and Ronald Reagan's Strategic Defense Initiative, '"Star Wars". Finally, case studies considered in Part III will focus on moments of conflict and resistance, appropriation, and unintended consequences of the preceding and other Cold War technological developments, among them antipsychiatry and environmentalism; Project Cybersyn, an infrastructural causality of the US/CIA–backed Chilean coup of 1973; the American counterculture and the countercultural roots of neoliberalism(s).

Class Format: seminar **Requirements/Evaluation:** weekly discussion precis, film screenings, class presentations, and a final research project decided in consultation with the instructor
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** preference will be given to students with a demonstrated interest in the study of Cold War science and technology
Distributional Requirements: Division 2
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Grant Shoffstall

HSCI 309(S) Environmental Politics and Policy (W) Crosslistings: ENVI 309/HSCI 309/SCST 309/PSCI 301
This course will provide an overview of environmental policy¿making, with an emphasis on the ways in which policies are developed and implemented at the local, state and national level. Special attention will be paid to the variety of actors that shape environmental outcomes, including legislators, administrators, the science community, civil society and the private sector. Following an examination of different models of environmental policy¿making, this course will focus on several case studies, including on the management of public lands, air and water pollution, climate change and endangered species protection.
Class Format: seminar **Requirements/Evaluation:** evaluation is based on several shorter writing assignments, a semester–long research project, and participation
Prerequisites: ENVI 101 or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Environmental Policy & Environmental Science majors & Environmental Studies concentrators; but other students interested in public policy are welcome
Dept. Notes: requirement for the Environmental Policy major and the Environmental Studies concentration
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: ENVI Environmental Policy
ENVP PTL Theory/Method Courses
ENVP PE–A Group Electives
ENVP PTL–A Group Electives
ENVP SC–A Group Electives
POEC Comparative POEC/Public Policy Courses
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Brian McCammack

HSCI 320 History of Medicine Crosslistings: HSCI 320/HIST 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.
Class Format: seminar **Requirements/Evaluation:** six short papers (3 pages), midterm, final hour exam
Prerequisites: none; open to first–year students **Enrollment Limit:** 15
Distributional Requirements: Division 2 **Other Attributes:** HIST Group G Electives – Premodern
INST Global Health Studies Electives
PHLH History of Medicine
SCST Related Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Donald Beaver

HSCI 336 Science, Pseudoscience, and the Two Cultures (W) Crosslistings: ASTR 336/HSCI 336
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. We will discuss the current global–cliamte–change deniers and their effects on policy. We consider such topics as GM (genetically modified) foods, the safety and regulation of dietary supplements, and the validity of government and other recommendations relevant to the roles of dietary salt and fat in health. We consider the search for extraterrestrial intelligence (SETI) and reports of UFO's and aliens. We consider the possible effects that superstitious beliefs have on the general public's cooperation in vaccination programs and other consequences of superstition. We also consider the recently increased range of dramas that are based on scientific themes, such as Tom Stoppard's *Arcadia* and Michael Frayn's *Copenhagen*.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on biweekly 5–page papers, participation in discussions, and a 15–page final paper
Prerequisites: none **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** juniors and seniors and to those with backgrounds in science, history of science, or philosophy.
Dept. Notes: non–major course; does not count toward ASPH, ASTR or PHYS major
Distribution Notes: meets Division 3 requirement if registration is under ASTR; meets Division 2 requirement if registration is under HSCI
Distributional Requirements: Division 3 Writing Intensive
Other Attributes: SCST Elective Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Jay Pasachoff

HSCI 340(S) Great Astronomers and Their Original Publications (W) Crosslistings: ASTR 340/HSCI 340/LEAD 340
In this academic year of the study of the book, honoring the new library and the expansion of the Chapin Library of Rare Books, we study many of the greatest names in the history of astronomy, consider their biographies, assess their leadership roles in advancing science, and examine and handle their first–edition books and other publications. Our study includes the original books published as follows: 16th–century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre–telescopic observations); 17th–century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; *Dialogo*, 1632), Johannes Kepler (laws of planetary motion, 1609, 1619), Johannes Hevelius and Elisabeth Hevelius (atlases of stars and of the Moon, 1647 and 1687), Isaac Newton (laws of universal gravitation and of motion, 1687); 18th–century, Edmond Halley (*Miscellanea curiosa*, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (*Atlas Coelestis*, 1729); William Herschel and Caroline Herschel (1781, 1798). In more recent centuries, the original works are articles: 20th–century: Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne–Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); Vera Rubin (dark matter, 1970s); Jocelyn Bell (pulsar discovery, 1968); 21st–century: Wendy Freedman (Universe's expansion rate, 2000s). We will also read biographies and recent novels dealing with some of the above astronomers. With the collaboration of the librarians, we will visit not only the Chapin Library of Rare Books but also the rare–book library at the Clark Art Institute to see its works of astronomical interest.
Class Format: seminar **Requirements/Evaluation:** class participation, two 5–page intermediate papers, and a final 15–page paper **Enrollment Limit:** 15 **Enrollment Preferences:** if over enrolled, preference by written paragraph of explanation of why student wants to take the course
Extra Info: not available for the Gaudino option
Distributional Requirements: Division 3 Writing Intensive
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Jay Pasachoff

HSCI 371(S) Science, Technology, and (Bio)medicalization Crosslistings: SOC 371/HSCI 371/SCST 371
"Medicalization" is a term that appears with great frequency in historical and broadly social scientific studies of twentieth century American medicine. In brief, medicalization refers to those processes by which a myriad of previously {non}medical problems, once defined as ethical–religious, legal or social (e.g. drug and alcohol addition, shyness, obesity), are brought within the purview of medical science and redefined as medical problems, usually in terms of "illness" or "disorder". We will begin the course by attending to the history of medicalization and its consequences. Taking guidance from key theoretical works and exemplary case studies, we will arrive at an understanding of medicalization as a {technical} process, and modern medicine as a quite potent form of {social control}. We will then move from a consideration of medicalization to biomedicalization; from the management of human life to transformations of "life itself" by way of post–World War II technoscientific interventions aimed at "optimizing" the vitality of individuals, groups, and entire populations. In particular, we will consider empirical case studies of technoscientific developments that have made possible the work of optimization that defines biomedicalization: molecular biology, pharmacogenomics, biotechnologies, imaging techniques (EEG, PET, and fMRI), robotics, and transplant medicine, among others. Finally, we will attend to how processes of biomedical optimization have produced new ways of seeing, knowing, and imagining human bodies, such that biology is increasingly less representative of "destiny" than it is of possibility. To this end, the course will conclude with a consideration of speculative technoscience and the ethics and politics of human enhancement.
Class Format: lecture **Requirements/Evaluation:** weekly discussion précis, science–fiction book review essay, class presentations, and a take–home midterm
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 20–25 **Enrollment Preferences:** preference will be given to Anthropology and Sociology students
Distributional Requirements: Division 2 **Other Attributes:** PHLH Bioethics + Interpretations of Health
Spring 2015
LEC Section: 01 MWF 08:30 09:45 Instructor: Grant Shoffstall

HSCI 497(F) Independent Study: History of Science
History of Science independent study.
Class Format: independent study
Distributional Requirements: Division 2
Fall 2014
IND Section: 01 TBA Instructor: Donald Beaver

HSCI 498(S) Independent Study: History of Science
History of Science independent study.
Class Format: independent study
Distributional Requirements: Division 2
Spring 2015
IND Section: 01 TBA Instructor: Donald Beaver

INTERDISCIPLINARY STUDIES (Div. II*, with some exceptions as noted in course descriptions*)

Chair, Professor PETER JUST

Advisory Committee: Professors: DARROW**, JUST, ZIMMERBERG***. Associate Professor: CRUZ. Assistant Professor: HAMMERSCHLAG.

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 245 (Re)presenting Sex: Shakespeare on Page and Stage Crosslistings: EXPR 245/THEA 245/WGSS 245
This experimental course approaches the question of how sex and sexual identity are portrayed in Shakespeare from two different directions–close reading focused on the page and acting centered on the stage. These two critical modes–reading the text versus performing the script–are often treated in compartmentalized fashion as separate, even incompatible activities. Our goal is to take up the challenge of bringing the two perspectives together within the framework of a single, integrated course. The teaching method is to bridge the gap between the two modes not by magically dissolving, but by actively engaging, the tensions between them. For example, no performance can include all the possible interpretations; performance decisions raise questions about what alternatives have been left out. Similarly, when all interpretive possibilities are held in imaginative suspension, the specifics of bodily movement and face–to–face interaction whose meanings emerge when enacted are lost. We propose to put the two orientations in a productive and innovative dialogue that enables students to experience the tension from both sides, to articulate the opportunities and limits of each side, and to combine their respective strengths. The mix of assignments (papers and scene work) will vary depending on whether students designate themselves as primarily scholars or actors, but some overlap will be built in to ensure that scholars gain understanding of acting and actors gain access to scholarship. All students will be expected to demonstrate versatility in traversing the full spectrum from interpretation through reading to interpretation through performance.The specific topic that will bring these theoretical issues into focus is the matter of sex and sexual identity, as illuminated through the analysis of language, psychology, and theatrical embodiment. Six plays will be studied in depth: *The Merchant of Venice*, *Twelfth Night*, *Othello*, *King Lear*, *Antony and Cleopatra*, and *The Winter's Tale*.
Class Format: lecture/discussion, with additional periods set aside for scene presentation **Requirements/Evaluation:** evaluation will be based on several short papers and a final exam All students will take the final: "scholar" students will have rigorous expectations in the writing of papers; "actor" students will have intensive (graded) performance expectations
Prerequisites: none; students wishing to enroll as Acting Students should consult with instructors **Enrollment Limit:** 20 **Expected Class Size:** 15
Distribution Notes: meets Division 1 requirement if registration is under EXPR or THEA; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
LEC Instructor: Robert Baker–White

EXPR 497 Independent Study: Interdisciplinary Studies
EXPR independent study.
Class Format: independent study
Distributional Requirements:
Non–divisional
Not Offered Academic Year 2014–2015
IND Instructor: Peter Just

EXPR 498 Independent Study: Interdisciplinary Studies
EXPR independent study.
Class Format: independent study
Distributional Requirements:
Non–divisional
Not Offered Academic Year 2014–2015
IND Instructor: Peter Just

INTR 160 Mathematical Politics: Voting, Power, and Conflict (Q) Crosslistings: MATH 115/INTR 160
Who should have won the 2000 Presidential Election? Do any two senators really have equal power in passing legislation? How can marital assets be divided fairly? While these questions are of interest to many social scientists, a mathematical perspective can offer a quantitative analysis of issues like these and more. In this course, we will discuss the advantages and disadvantages of various types of voting systems and show that, in fact, any such system is flawed. We will also examine a quantitative definition of power and the principles behind fair division. Along the way, we will enhance the critical reasoning skills necessary to tackle any type of problem mathematical or otherwise.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based primarily on projects, homework assignments, and exams
Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test) or permission of instructor **Enrollment Limit:** 30 **Expected Class Size:** 30
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015
LEC Instructor: Allison Pacelli

INTR 210 Culture and Incarceration Crosslistings: PSCI 210/AFR 210/AMST 210/WGSS 210/INTR 210
This seminar examines incarceration, immigration detention centers, and the death penalty from historical and contemporary perspectives.
Students will study and examine interdisciplinary texts as well primary sources (legislature and criminal codes and writings by the incarcerated). The emphasis will be on the study of social attitudes concerning ethnic groups, gender/sexuality and class as they pertain to a "penal culture" in the United States.
Class Format: seminar **Requirements/Evaluation:** attendance and active participation (10%); collective/group presentations (30%); four 5–page double spaced e–papers (60%)
Prerequisites: none **Enrollment Limit:** 15 **Enrollment Preferences:** juniors and seniors, or sophomores with permission of instructor
Distributional Requirements: Division 2 **Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora
JLST Enactment/Applications in Institutions
Not Offered Academic Year 2014–2015
SEM Instructor: Joy James

INTR 219T(F) Women in National Politics (W) Crosslistings: INTR 219/PSCI 219/WGSS 219
This tutorial focuses on the writings and memoirs of women who have shaped national political and electoral/campaign culture in the 20th and early 21st centuries. Women studied include: Fannie Lou Hamer, Barbara Jordan, Shirley Chisholm, Lani Guinier, Madeleine Albright, Hillary Clinton, Condoleeza Rice, Sarah Palin, Nancy Pelosi.
Class Format: tutorial **Requirements/Evaluation:** brief analytical papers and response papers for each week's readings
Prerequisites: none **Enrollment Limit:** 10 **Enrollment Preferences:** juniors and seniors, sophomores with permission of instructor
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Fall 2014
TUT Section: T1 TBA Instructor: Joy James

INTR 223 Image, Imaging, and Imagining: The Brain and Visual Arts Crosslistings: PSYC 318/INTR 223/NSCI 318
This course will study the intersections of neuroscience and art. The brain interprets the visual world and generates cognitive and emotional responses to what the eyes see. It is also responsible for creating mental images and then directing the artist's motor output. We will first examine the neural mechanisms of how we perceive what we see. We will investigate how visual artists have used or challenged perceptual cues in their work. Understanding how the brain perceives faces will be used to analyze portraiture. We will consider the influence of neurological and psychological disorders on artistic work. We will examine neuroimaging studies questioning whether the brains of visual artists are specialized differently from non–artists. Finally, we will explore how contemporary artists are using brain images in their artwork, and how "outsider" artists have portrayed brain syndromes and mental states. Students will create their own artwork in response to the course material, culminating in a class exhibit. The class will include field trips to local museums.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on a midterm, several presentations, and a final project
Prerequisites: PSYC 101, ARTH 101–102 or permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** for registration under INTR, Studio Art majors; for registration under PSYC or NSCI, Psychology majors and Neuroscience concentrators
Dept. Notes: meets NSCI Group B and PSYC Area 1 for the concentration or major only if registration is under NSCI or PSYC
Extra Info: satisfies one semester of Division III requirement
Distributional Requirements: Division 3 **Other Attributes:** NSCI Group B Electives
PSYC Area 1 – Behavioral Neuroscience
Not Offered Academic Year 2014–2015
SEM Instructor: Betty Zimmerberg

INTR 232(F) Genocide in the 20th Century: Shaping Political Theories of Human Rights Advocacy
This seminar reviews 20th century genocides through a study of government policies, warfare, and the resistance against extermination in part or whole of targeted groups. Analyzing American politics and memory in their representations of genocide, students review the policies of key administrations from Presidents Theodore Roosevelt to George W. Bush. We begin with early 20th century US domestic policies towards Native Americans and African Americans and US foreign policies towards Armenians in Turkey. For the 1930s–40s, during the Franklin D. Roosevelt administration, the focus is on Stalinism and Nazi Germany. During the postwar years, the drafting and implementation of the UN Convention on the Prevention and Elimination of Genocide and war crimes tribunals are central. For the Nixon Administration, students focus on south east Asia and Cambodia. During the Clinton Administration, we examine the "ethnic cleansing" of Muslims in Bosnia, and the genocide in Rwanda, both in the 1990s. The seminar concludes with a study of the conflict in Darfur during the administration of George W. Bush.
Texts include: Dee Brown, *Bury My Heart at Wounded Knee*; William Patterson, et al. *We Charge Genocide*; Hannah Arendt, *The Origins of Totalitarianism*; Philip Gourevitch, *We wish to inform you that tomorrow we will be killed with our families*; Samantha Power, *A Problem from Hell: America and the Age of Genocide*.
Class Format: seminar **Requirements/Evaluation:** individual oral report (15%); collective report (15%); research paper (60%); attendance (10%)
Prerequisites: none; open to sophomores, juniors, seniors **Enrollment Limit:** 18 **Expected Class Size:** 18
Distributional Requirements: Division 2
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: Joy James

INTR 252(S) The Human Image: Photographing People and Their Stories Crosslistings: INTR 252/ARTS 252
The single most photographed subject is the human form. The motivations and strategies for imaging faces and bodies, both individual and aggregate, are as varied as the subjects themselves. In this course, we will examine some of the many approaches used to photograph people. We¿ll start by exploring self–portraiture, and progress to photographing others—both familiars and strangers, in the studio and in less controlled

environments. We¿ll end with a consideration of ¿documentary¿ photography and other visual narratives. In each case, we¿ll examine our reasons for making an image, and the methods available for achieving these goals. Thus, the class will have a significant technical component, dealing with the creative use of camera controls, the properties and uses of light, and digital capture and processing. We will also examine the conceptual and scientific bases for how we perceive and evaluate images. Students will initially use school–supplied digital cameras, and later have the option of using film.
Class Format: studio/lecture **Requirements/Evaluation:** students will be expected a) to photograph extensively outside of scheduled class hours b) to participate in class discussion and in both oral and written critique, c) to present one paper, and d) to exhibit their work at the end of the semester
Prerequisites: 200 level; students from all disciplines are welcome; previous photography experience is desirable, but not essential; However, permission of the instructor is required **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** portfolio review; permission of the instructor
Materials/Lab Fee: lab fee of $250 to be added to the student's term bill
Distributional Requirements: Division 1
Spring 2015
STU Section: 01 M 07:00 09:40 Instructor: Barry Goldstein

INTR 322(S) Race, Culture, Incarceration (D) (W) Crosslistings: INTR 322/PSCI 313/AFR 322/AMST 322
This course explores racially–fashioned policing and incarceration from the Reconstruction era convict prison lease system to contemporary mass incarceration and "stop and frisk" policies of urban areas in the United States. Also explored will be political imprisonment in the Untied States.
Class Format: seminar **Requirements/Evaluation:** brief analytical papers and group presentations.
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AFR Interdepartmental Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives
LGST Interdepartmental Electives
Spring 2015
SEM Section: 01 TBA Instructor: Joy James

INTR 343T(S) Representations of Racial–Sexual Violence from Enslavement to Emancipation (D) (W) Crosslistings: INTR 343/WGSS 343/AFR 343/AMST 343
This tutorial examines representations of and resistance to racial–sexual violence from enslavement to post–emancipation and contemporary culture in the United States. Texts include: legal articles; historical analyses such as D'Emilio et al., Intimate Matters; Hartman, Scenes of Subjection; Smith, Killers of the Dream; McGuire, At the Dark End of the Street; and films such as Griffith, Birth of a Nation; Micheaux, Within Our Gates; Gerima, Bush Mama.
The primary focus is on black life, vulnerability to violence and mobilization for freedom during antebellum, postbellum/Reconstruction years of the 19th century; and 20th century convict prison lease system, Jim Crow segregation, mass incarceration.
Class Format: tutorial **Requirements/Evaluation:** weekly primary and response papers
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 8 **Enrollment Preferences:** AFR/WGSS/AMST majors/concentrators
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives
WGSS Racial Sexual + Cultural Diversity Courses
Spring 2015
TUT Section: T1 W 01:10 03:50 Instructor: Joy James

INTR 361T(F) Writing about Bodies (W) Crosslistings: ARTH 361/INTR 361/WGSS 361
The goal is to think about describing bodies from a variety of disciplinary approaches and genres of writing. Its focus is on living bodies, or bodies that were once alive, with an emphasis on bodies that move i.e., performing bodies—actors, dancers, singers—and what makes them unique. We will also consider objects associated with bodies, and the ways they are animated, including how they are animated when the person who had them dies. The course is meant for juniors, seniors, and graduate students who wish to analyze bodies from different disciplinary formations—art, theatre, literature, anthropology, philosophy—and who have a particular interest in writing. We will read scholarly writing, fiction, New Yorker profiles, as well as memoir/autobiography, and take each as a model through which to write about a person or an object redolent of a person.
Possible readings: Roland Barthes on cultural theory and representation; Zine Magubane and Zadie Smith on othered bodies; Tamar Garb on portraiture; Elaine Scary on the body in pain; Joan Acocella, Hilton Als, Judith Thurman and other writers on the arts; Judith Butler and Peggy Phelan on the performative body; Joseph Roach, Diana Taylor, and Michael Taussig on the body, memory, and ritual; Marvin Carlson and Terry Castle on haunting; and Bill Brown on things. These will be supplemented by selected tapes of live performances as well as films.
Class Format: tutorial **Requirements/Evaluation:** alternating weekly essays (4–5 pages) and responses (2–4 pages) as well as discussion; a final paper that distills the writer's own project from these cumulative exercises
Prerequisites: ARTH 101–102, or permission of the instructor; a writing sample that conveys the kind of subject you might be interested in pursuing **Enrollment Limit:** 10 **Expected Class Size:** 10
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under INTR or WGSS
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: PERF Interdepartmental Electives
Fall 2014
TUT Section: T1 TBA Instructor: Carol Ockman

INTR 371 Women Activists and Social Movements Crosslistings: INTR 371/AFR 371/PSCI 371/WGSS 370
This seminar examines the role of women in "liberation movements," it focuses on their contributions to civil and human rights, democratic culture, and theories of political and social change. Students will examine multi–disciplinary texts, such as academic historical narratives, memoirs, political analyses, in critical and comparative readings of mid–late 20th century struggles. Women studied include: Mamie Till Mobley, Anne Moody, Ella Baker, Gloria Steinem, Angela Davis, Bettina Aptheker, Assata Shakur, Yuri Kochiyama, Denise Oliver, Domitilia Chungara.
Class Format: seminar **Requirements/Evaluation:** attendance and participation in discussions (10%); collective/group report (30%); 15–pg double spaced research paper (60%) **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** juniors and seniors, or sophomores with permission of instructor
Materials/Lab Fee: none
Distributional Requirements: Division 2 *Not Offered Academic Year 2014–2015*
SEM

INTR 391(S) Insurgencies: Revolts, Revolutions, Wars of National Liberation, and Jihads Crosslistings: ANTH 391/INTR 391
We often tend to think of warfare in the classic terms described by Clausewitz: states waging armed conflict against other states using uniformed armed forces that are distinct from non–combatant civilian populations. Throughout history, however, we may also encounter many instances of asymmetric conflict within states, colonies, and other political entities, involving combatants who are often indistinguishable from the general population and whose objectives are often unlike those of states: Peasant revolts, revolutions, wars of independence or national liberation, and other forms of resistance and civil insurgency pit the relatively weak against the power of the state and may succeed because, to use Mao's metaphor, the insurgents move among the people like fish in water. The close relationship between insurgent fighters and the supporting population makes the social structure, social values, social institutions—in short, the culture—of the society particularly relevant to understanding the nature of a given asymmetric conflict. In this course we will use theoretical and analytical concepts from anthropology, sociology, history, and political philosophy to examine asymmetric conflicts of the twentieth century and the present day. The course will be divided into three parts: in the first we will explore some of the theoretical literature on violence and warfare as well as some of the basic literature on tribal and peasant society, peasant revolts, wars of national liberation, guerilla warfare, and insurgencies. The second part of the course will be devoted to presentations prepared by small groups of students on case studies, e.g., the Hukbalahap insurgency in the Philippines, the communist revolutions of China, Cuba, and Malaysia, wars of national liberation such as those in Algeria and Vietnam, and other ongoing civil conflicts such as the Palestinian intifadah and "ethnic cleansing" in the Balkans. The final portion of the course is devoted to an in–depth study of Iraq following the American invasion and to a consideration of the evolving nature of asymmetric conflict in a globalizing world.
Class Format: seminar **Requirements/Evaluation:** class participation, two exams, research paper
Prerequisites: none; open to first–year students **Enrollment Limit:** 30 **Expected Class Size:** 20 **Enrollment Preferences:** Anthropology and Sociology majors
Distributional Requirements: Division 2
Spring 2015
SEM Section: 01 TR 08:30 09:45 Instructor: Peter Just

INTR 397(F) Independent Study: Interdisciplinary Studies
INTR independent study.
Class Format: independent study
Distributional Requirements: Division 2
Fall 2014
IND Section: 01 TBA Instructor: Peter Just

INTR 398(S) Independent Study: Interdisciplinary Studies
INTR independent study.
Class Format: independent study
Distributional Requirements: Division 2
Spring 2015
IND Section: 01 TBA Instructor: Peter Just

INTERNATIONAL STUDIES (Div. II)

Chair, Associate Professor NGONIDZASHE MUNEMO

Advisory Committee: Professors: BERNHARDSSON, CAPRIO, CASSIDAY, CRANE, DARROW**, D. GOLLIN*, MAHON, MUTONGI*, A. V. SWAMY***. Associate Professors: BANTA, MUNEMO. Assistant Professors: KAPADIA.

In this era of cultural, technological and economic globalization and also of pressing international crises including environmental degradation, poverty and underdevelopment, terrorism and pandemics, knowledge of the world beyond the United States is an essential part of the liberal education that is the goal of the Williams experience. Both within and

outside the classroom the College provides a rich array of opportunities to pursue that goal. The International Studies Program is designed to increase awareness of those opportunities and to provide a centralizing mechanism to encourage gaining such knowledge with perspectives that are cross disciplinary and comparative.

The program administers a number of tracks that provide students with the opportunity to pursue study of one area of the world or theme as a way of complementing the work they have done in their majors. Students will be expected to take courses in at least two departments to fulfill the requirements of a track. In addition to completing International Studies 101, they will be expected to do five courses in a track including an approved senior exercise. Students may not count a course toward more than one track in the program.

TRACKS

Tracks are of two kinds. The first type focuses either on a particular region of the world or a contact zone where several cultural traditions encounter each other. The second type is organized thematically and will explore a cultural, political, economic or technological issue globally. Each track will be administered by faculty teaching in that track in consultation with the steering committee. Each track may set an additional requirement of a level of language competency for its concentrators. Each track may also require one of the elective courses to be comparative, i.e. course that might not cover material directly dealing with their area, but would enrich the student's experience with tools for comparative inquiry. At present the program consists of the following tracks:

Area Tracks
African Studies
East Asian Studies
Latin American Studies
Middle Eastern Studies
Russian and Eurasian Studies
South and Southeast Asia Studies

Thematic Tracks
Borders, Exile and Diaspora Studies
Economic Development Studies
Global Health Studies
Urbanizing World

To complete a track, students must take a section of International Studies 101, complete five additional approved courses within the track, attend the weekly International Studies colloquium and complete a senior exercise. Credit for work done on study abroad will likely provide one or more of the electives for many concentrators.

International Studies 101

All students wishing to pursue the program should take a section of International Studies 101 early in their careers. These courses will usually be team taught. The topics and regions covered will vary and be selective, but all will be designed to place cultural, political, economic and technological issues in conversation with one another to illustrate the necessity of having a broad range of disciplinary tools available to pursue an individual track. On occasion students may petition to substitute a course equivalent in scope to International Studies 101 to meet this requirement.

Study Abroad and Internships

Study abroad and/or overseas internships are an essential component of International Studies. The program in coordination with the Study Abroad Advisor and the Office of Career Counseling will advise students on opportunities in these areas. One or more courses completed on an approved study abroad program can be counted toward the five elective courses requirement.

Colloquium

Concentrators will be expected to attend fifteen sessions of the International Studies colloquia in their senior year, and are urged to do so throughout their careers at Williams. We hope that it will become a regular event for all concentrators. The colloquium meets weekly at the Center for Foreign Languages and Cultures and is designed to feature faculty, students, CDE fellows and outside speakers addressing issues of wide interest to those in International Studies.

Senior Exercise

All concentrators must also complete a senior exercise. This will be a substantial piece of writing (20–25 pages) that would allow a student to draw together both their disciplinary skills and expertise in a particular area. It might be work done either in the context of a senior capstone course in a relevant department or in the context of a shared seminar sponsored by the International Studies program. In both cases it would culminate in a public presentation by each concentrator of his/her work in class or in the context of the International Studies Colloquium.

Honors

A candidate for honors in International Studies must maintain at least a B+ average in the concentration and be admitted to candidacy by the program faculty. An honors candidate must complete her/his project in a semester (and Winter Study). An honors candidate will prepare a forty–page thesis or its equivalent while enrolled in the senior thesis course, 491 or 492 (and Winter Study). This course will be in addition to the courses required to fulfill the concentration.

A student wishing to become a candidate for honors in International Studies should secure a faculty sponsor and inform the program chair in writing before spring registration of her/his junior year.

Study Away

You can find general study away guidelines for International Studies here.

Students can check with the program chair to see if other courses not listed here might count as electives.

AREA TRACKS

African Studies

AFR 200/AMST 200 Introduction to Africana Studies
AFR 205/ENGL 269 Introduction to African Literature: Witness Literature
BIOL 134/ENVI 134 The Tropics: Biology and Social Issues
DANC 201/MUS 212/AFR 201 African Dance and Percussion
DANC 202/MUS 213/AFR 206 African Dance and Percussion
ECON 204/ENVI 234 Economics of Developing Countries
HIST 104/AFR 104 Travel Narratives African Hist
HIST 105/INST 105 How to Save Africa
HIST 204/AFR 204 Modern African History
HIST 304/AFR 304 South Africa and Apartheid
HIST 307/AFR 313 Africa, 1945 to the Present
HIST 308/WGSS 308/AFR 308 Gender and Society in Modern Africa
HIST 481/AFR 481 Love and Revolution in Africa
HIST 483/AFR 483 African Political Thought
MUS 222/AFR 223 Politics of Performance/Performing Politics in Contemporary Africa
PSCI 243/AFR 256 Politics of Africa
PSCI 249/INST 249 From Beetroot to Zero Grazing: Comparative Responses to AIDS in Africa
RLFR 203/AFR 204 Introduction to Francophone Studies

East Asian Studies

ARTH 103/ASST 103 Asian Art Survey: From the Land of the Buddha to the World of the Geisha
ARTH 270/JAPN 270 Japanese Art and Culture
ARTH 274/ASST 274/ARTS 274 Chinese Calligraphy: Theory and Practice
ARTH 376/ASST 376/REL 252 The Path to Enlightenment: Zen and Zen Art In China and Japan
CHIN 219 Popular Culture in Modern China
CHIN 223/ANTH 223 Ethnic Minorities in China: Past and Present
COMP 255/JAPN 255 Love and Death in Modern Japanese Literature
COMP 264/JAPN 254 Beauty, Danger, and the End of the World in Japanese Literature
COMP 266/JAPN 256 Confession and Deception in Japanese Literature
ECON 217/ASST 220/INST 217 Economics of East Asia

HIST 119 The Japanese Empire
HIST 212/ASST 212 Transforming the "Middle Kingdom": China, 2000 BCE 1600
HIST 213/ASST 213 Modern China, 1600 Present
HIST 218/JAPN 218/ASST 218 Modern Japan
HIST 319/WGSS 319/ASST 319 Gender and the Family in Chinese History
HIST 321/JAPN 321/ASST 321 History of U.S. Japan Relations
INST 356/PSCI 356/ASST 356 Creating China? Transnational Public Intellectuals and Chinese Identity
JAPN 276/COMP 278 Premodern Japanese Literature and Performance
MUS 112/ASST 126 Musics of Asia
PSCI 100/INST 101/ASST 201 Asia and the World
PSCI 247 Political Power in Contemporary China
PSCI 345 Cosmology and Rulership in Ancient Chinese Political Thought
PSCI 354/ASST 245/HIST 318 Nationalism in East Asia
REL 250/ASST 250 Scholars, Saints and Immortals: Virtue Ethics in East Asia
REL 251/ASST 251 Zen Buddhism: History and Historiography
REL 256/WGSS 256/ANTH 256/ASST 256 Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism

Latin American Studies
ANTH 216 Indigenous Peoples of Latin America
ANTH 312/INST 312 Black, Indian, and Other in Brazil
HIST 242 Latin America From Conquest to Independence
HIST 243 Modern Latin America, 1822 to the Present
HIST 346/AFR 346 History of Modern Brazil
PSCI 266 The United States and Latin America
PSCI 346 Race in Latin American Politics
PSCI 349 Cuba and the United States
PSCI 351 The New Left and Neoliberalism in Latin America
RLSP 200 Latin American Civilizations
RLSP 203 From Modernismo to El Boom de la Novela
RLSP 204 Icons and Imaginaries: Culture and Politics in Latin America
RLSP 205/COMP 205 The Latin American Novel in Translation
RLSP 308 The Subject of Empire: Race, Gender and Power in the Colonial Era

Middle Eastern Studies
ARAB 228/COMP 228 Modern Arabic Literature in Translation
ARAB 233/COMP 233 Introduction to Classical Arabic Literature
ARAB 251/COMP 251 Popular Culture in the Arab World: Youth, Populism, and Politics
ARAB 252/COMP 252/WGSS 251/HIST 309 Arab Women Memoirs: Writing Feminist History
ARAB 262/COMP 262 Outlaws and Underworlds: Arabic Literature of the Margins
ARAB 353/COMP 353 Writing the City: Beirut and Cairo in Contemporary Arabic Literature
ARTH 220 The Mosque
ARTH 278 The Golden Road to Samarqand
HIST 111/LEAD 150/ARAB 111 Movers and Shakers in the Middle East
HIST 205/REL 238/ ARAB 205 Pre–Modern Middle East to 1500: From Muhammad to the Mongols
HIST 207/JWST 217/REL 239/ARAB 207/INST 101/L The Modern Middle East
HIST 212/ASST 212 Transforming the "Middle Kingdom": China, 2000 BCE 1600
HIST 306/WGSS 305/ARAB306/INST 306 Women & Gender Mid Eastern History
HIST 310/ARAB 310 Iraq and Iran in the Twentieth Century
HIST 311/ARAB 311 The United States and the Middle East
HIST 408 Muhammad in History
HIST 409/ARAB 409/INST 409 Crescent, Cross, and Star: Religion and Politics in the Middle East
HIST 480/ARAB 480 Dangerous Narratives: Interpretations of the Israeli Palestinian Conflict
HIST 491/ARAB 491 Political Islam: Past, Present, Future
REL 230/COMP 260 Reading Reading: An Introduction to the Qur'an and Islam
REL 231/HIST 209/ARAB 231 The Origins of Islam: God, Empire and Apocalypse
REL 234/ARAB 234 Shi'ism Ascendant?

Russian and Eurasian Studies
HIST 240 Muscovy and the Russian Empire
HIST 241 The Rise and Fall of the Soviet Union
REL 236/HIST 216/ASST 236/INST 101 The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow
RUSS 203/COMP 203 Nineteenth Century Russian Literature in Translation
RUSS 204/COMP 204 Twentieth Century Russian Literature: From Revolution to Perestroika
RUSS 206 Topics in Russian Culture: Feasting and Fasting in Russian History
RUSS 213/INST 213 From Putin to Pussy Riot: Discourses of Post–Soviet Gender
RUSS 305/COMP 305 Dostoevsky and His Age
RUSS 306/COMP 306 Rise and Shine with Tolstoy
RUSS 343/JWST 343/INST 343/COMP343 The Oeuvre of Isaac Babel

South and Southeast Asia Studies:
ANTH 233/ASST 233/REL 253 Spiritual Crossroads: Religious Life in Southeast Asia
ANTH 246/REL 246/WGSS 246/ASST 246 India's Identities: Religion, Caste, and Gender
ANTH 248/REL 248/WGSS 249/INST 248 Body Politics in South Asia: Gender, Sex, Religion and Nation
ANTH 272/WGSS 272 Sex and the Reproduction of Society
ECON 240 Colonialism and Underdevelopment in South Asia
HIST 117/ASST 117/INST 117 Bombay/Mumbai: Making of a Modern Metropolis
HIST 220/ASST 222 History and Society in India and South Asia: c. 2000 to 1700s CE
HIST 221/ASST 221/INST 221 The Making of Modern South Asia: 1750–1950 CE
HIST 391/ASST 391/INST 391 When India was the World: Trade, Travel and History in the Indian Ocean
HIST 488T/INST 488T Gandhi: Nationalism, Philosophy and Legacy
REL 245/ASST 247 Tibetan Civilization
REL 248/ASST 248/ANTH 248/WGSS 249 Body Politics, Gender and Religion in South Asia
SOC 269/INST 269 Globalizing India

THEMATIC TRACKS

Borders, Exile and Diaspora Studies:

AFR 107/AMST 106/ENGL 107 Science–Fiction of the African Diaspora
ARAB 256/COMP 256 Arab and Anglophone: Narratives Beyond Nation and Diaspora
COMP 253/ARAB 253 Narratives of Placement and "Dis placement" from the Global South
COMP 346 Questioning the Cultural Self in Literature
COMP 352/JWST 352/RLSP 352 Writing after the Disaster: The Literature of Exile
HIST 380 Comparative American Immigration History
HIST 386/WGSS 386/LATS 386 Latinas in the Global Economy: Work, Migration, and Households
HIST 392/INST 392 Global 1968
HIST 396 Muslims and Europe: From the Conquest of Algeria to the Present
LATS 203/ARTH 203/WGSS 203/AMST 205 Chicana/o Film and Video
LATS 338/AMST 339/WGSS 338 Latina/o Musical Cultures: Gender, Race, Sexuality and the Dynamics of the Everyday
LATS 370/AMST 370/JLST 370/INST 370/SOC 370 Immigrant Social Movements: Bridging Theory and Praxis
LATS 405/AMST 405 Home and Belonging: Displacements, Relocations, and Place Making
LATS 409/AMST 411 Senior Seminar: Transnational Lives in Global Context
LATS 471/HIST 471 Comparative Latina/o Migrations
PSCI 225 International Security
RLFR 203/AFR 204 Introduction to Francophone Studies
RLSP 201 The Cultures of Spain

Economic Development Studies

ECON 204/ENVI 234 Economics of Developing Countries
ECON 215/INST 315 International Trade, Globalization and Its Effects
ECON 217/ASST 220/INST 217 Economics of East Asia
ECON 235 Urban Centers and Urban Systems
ECON 360 International Monetary Economics
ECON 362 Global Competitive Strategies
ECON 467/ECON 531 Development Successes
ECON 501 Development Economics I
ECON 504 Public Economics
ECON 505 Developing Country Macroeconomics
ECON 510 Finance and Development
ECON 511 Institutions and Governance
ECON 515 Developing Country Macroeconomics II
ECON 516 International Trade and Development
ECON 535 International Financial Institutions
POEC 401 Contemporary Problems in Political Economy
PSCI 229 Global Political Economy
PSCI 341 Modern Midas? Resource Abundance and Development
REL 287/ENVI 287 The Dynamics of Globalization: Society, Religion and the Environment

Global Health Studies Electives

ANTH 272/WGSS 272 Sex and the Reproduction of Society
BIOL 133 Biology of Exercise and Nutrition
BIOL 313 Immunology
BIOL 315 Microbiology: Diversity, Cellular Physiology, and Interactions
CHEM 111 Fighting Disease: The Evolution and Operation of Human Medicines
CHEM 115 AIDS: The Disease and Search for a Cure
CHEM 341/ENVI 341 Toxicology and Cancer
ECON 230 The Economics of Health and Health Care
ECON 381 Global Health Policy Challenges
HSCI 320/HIST 293 History of Medicine
PHIL 212/WGSS 212 Ethics and Reproductive Technologies
PHIL 213 Biomedical Ethics
PHIL 228/WGSS 228 Feminist Bioethics
PHIL 337 Justice in Health Care
PSCI 249/INST 249 From Beetroot to Zero Grazing: Comparative Responses to AIDS in Africa

Urbanizing World

ARAB 353/COMP 353 Writing the City: Beirut and Cairo in Contemporary Arabic Literature
COMP 243/WGSS 252 Modern Women Writers and the City
ECON 235 Urban Centers and Urban Systems
ECON 383 Cities, Regions and the Economy
ECON 388/ECON 517/ENVI 388 Urbanization and Development
ENVI 101 Nature and Society: An Introduction to Environmental Studies
GERM 202/INST 202 Vienna 1900 2000 and Beyond
HIST 136 Before the Deluge: Paris and Berlin in the Interwar Years
LATS 220/AMST 221/ENVI 221 Introduction to Urban Studies: Shaping and Living the City
RLFR 316/WGSS 315 Paris on Fire: Incendiary Voices from the City of Light (1830 2005)
SOC 315 Culture, Consumption and Modernity

INST 101 Asia and the World **Crosslistings:** PSCI 100/INST 101/ASST 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. This course will explore both the historical background and current dynamics of political and economic issues in these three countries, drawing on themes of imperialism, nationalism, and globalization. It is an introductory class and, therefore, no prior coursework in political science or Asian studies is necessary.
Class Format: predominately lecture **Requirements/Evaluation:** two short papers and a final exam
Prerequisites: first–year or sophomore standing **Enrollment Limit:** 35 **Expected Class Size:** 35
Distributional Requirements: Division 2 **Other Attributes:** INST East Asian Studies Electives
PSCI Comparative Politics Courses
PSCI International Relations Courses
Not Offered Academic Year 2014–2015
LEC Instructor: George Crane

INST 101 The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow Crosslistings: REL 236/HIST 216/ASST 236/INST 101
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 the Caucasus, the Central Asian Republics, Xinjiang and Mongolia and the interests of their neighbors, including now the United States in those areas. This will be a 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. 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.
Class Format: lecture/discussion **Requirements/Evaluation:** weekly responses, three short essays (4–6 pages), and one research paper (12–15 pages)
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 15 **Enrollment Preferences:** first–year students and sophomores
Distributional Requirements: Division 2 **Other Attributes:** ASST Interdepartmental Electives
HIST Group B Electives – Asia
HIST Group G Electives – Premodern
INST Russian + Eurasian Studies Electives
REL Islamic Tradition Courses
Not Offered Academic Year 2014–2015
LEC Instructor: William Darrow

INST 101(F) Is the World Flat? An Introduction to International Studies
The economic, technological, political and cultural processes that have been gathered together under the term 'globalization' have been championed by many as the inevitable face of the future of the world. Some have eloquently questioned the overlooked inequalities that arise from these processes, while still others have questioned the inevitability of the processes that the term signals. This course will approach these issues with five sustained case studies that will attend especially to the areas of international trade in cotton and textiles, economic development strategies in microfinance, global health focusing on controlling tuberculosis, democracy promotion with a focus on corruption and ethnic conflict and finally the ideology of intervention in the name of human rights. We will conclude then with a critical examination of the notion of 'globalization' as an economic, political, and cultural phenomenon as a way of thinking about the shape of the world in the coming decades.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on three 3– to 5–page response papers, an oral presentation and one final 8– to 10–page paper
Prerequisites: none; open to all **Enrollment Limit:** 30 **Expected Class Size:** 30 **Enrollment Preferences:** first–year students
Distributional Requirements: Division 2
Fall 2014
LEC Section: 01 MWF 10:00 10:50 Instructor: William Darrow

INST 101(F) The Modern Middle East (D) Crosslistings: HIST 207/JWST 217/REL 239/ARAB 207/INST 101/L
This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination. This course is part of the Exploring Diversity Initiative because it compares the differences and similarities between different cultures and societies in the Middle East and the various ways they have responded to one another in the past.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on participation, 2 short papers, quizzes, midterm and final exam
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 30–40 **Enrollment Preferences:** completion of course admission survey if overenrolled
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ARAB Arabic Studies Electives
HIST Group E Electives – Middle East
HIST Group G Electives – Premodern
INST Middle Eastern Studies Electives
JWST Elective Courses
Fall 2014
LEC Section: 02 TF 01:10 02:25 Instructor: Stacy Fahrenthold

INST 101(S) America and the World Crosslistings: PSCI 120/LEAD 120/INST 101
The object of this course is to introduce students to international relations and American foreign policy through a study of the problems and dynamics of America's contemporary situation. Several general themes emerge over the semester. What are the major forces driving American foreign policy; that is, what causes change and continuity in the American approach? How have American statesmen thought about these issues? What are the dynamics of particular foreign policy problems? And, most importantly, what policies should the United States pursue? To get a handle on these issues we will study American foreign policy traditions, American strategy during and after the Cold War, terrorism, the contemporary Middle East, and other topics of current interest.
Class Format: lecture **Requirements/Evaluation:** papers, participation, and exam
Prerequisites: none **Enrollment Limit:** 35 **Expected Class Size:** 30 **Enrollment Preferences:** first–years and sophomores
Distributional Requirements: Division 2
Spring 2015
LEC Section: 01 MWF 08:30 09:45 Instructor: Milan Babik

INST 117(F) Bombay/Mumbai: Making of a Modern Metropolis (W) Crosslistings: HIST 117/ASST 117/INST 117
Bombay or Mumbai is India's foremost urban center and is well known today as a truly global city. It is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's emerging cities like Shanghai, Hong Kong and Sao Paulo.
What are the historical elements that contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general?
This seminar will help students to answer these questions through historical materials on Bombay as well a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis.
The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of modern India through the history of its most important city.
Class Format: seminar **Requirements/Evaluation:** class participation, weekly journal of notes on the readings; three short essays (5–6 pages); final research paper based on primary sources (10–12 pages)
Prerequisites: first–year or sophomore standing **Enrollment Limit:** 19 **Expected Class Size:** 15–19 **Enrollment Preferences:** first–year students, then sophomores who have not previously taken a 100–level seminar
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group B Electives – Asia
INST South + Southeast Asia Studies Electives
Fall 2014
SEM Section: 01 MR 01:10 02:25 Instructor: Aparna Kapadia

INST 202 Vienna 1900–2000 and Beyond Crosslistings: GERM 202/INST 202
Once the center of a vast empire, Austria has tended to be overlooked since the demise of that empire. In fact, though, its trajectory can usefully serve as a guide to the complex developments in Europe before, during, and after the Second World War. Contemporary Austria is indeed a laboratory of post–Cold War Europe: Its population is remarkably multicultural, in spite of resistances; its language is rich and dynamic, yet increasingly dominated by its more powerful neighbor to the north; its political attitudes encompass extreme nationalism, pan–Europeanism, and much in between. Austria's capital, Vienna, will form the lens through which we examine the origins and quirks of this fascinating, sometimes paradoxical, culture. The course will employ a variety of written, video, audio, and cyber–materials to explore some of the issues facing contemporary Austria, and to continue the development of advanced reading, writing, and speaking skills begun in German 201. *Conducted in German*.
Class Format: discussion/lecture **Requirements/Evaluation:** active class participation, several 1–2 – page writing assignments, final written/oral project
Prerequisites: GERM 201 or the equivalent **Enrollment Limit:** 16 **Expected Class Size:** 8 **Enrollment Preferences:** German majors
Distribution Notes: meets Division 1 requirement if registration is under GERM; meets Division 2 requirement if registration is under INST
Distributional Requirements: Division 1 **Other Attributes:** INST – Urbanizing World Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Gail Newman

INST 208(F) Afghanistan Post–Mortem Crosslistings: ANTH 208/ASST 208/PSCI 220/INST 208
The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Over the next decade, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not defeat. This course examines the history of American involvement in Afghanistan, beginning in the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development, through the Soviet occupation and U.S. support for Islamist political parties in the 1980s, and continuing with the most recent abortive U.S. efforts at nation–building and social and political reform.
Class Format: seminar **Requirements/Evaluation:** grading will be determined by class participation, two short essays, and a 15–page research paper
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15–20 **Enrollment Preferences:** Anthropology and Sociology majors, international studies concentrators, Political Science and Asian Studies majors will get preference
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Fall 2014
SEM Section: 01 MR 01:10 02:25 Instructor: David Edwards

INST 211(F) Black, Indian, and Other in Brazil (D) Crosslistings: ANTH 211/INST 211
As host to global sports spectacles like the 2014 World Cup and the 2016 Olympics, Brazil has garnered much attention of late. Headlines have also focused on the wide–scale social protests that have gripped the country in recent years. The central question of the course is why Brazilians so often articulate the country in terms of its unfulfilled promise, i.e. "a country of the future" (um país do futuro) and the centrality of race and

ethnicity to the country's national project. Brazil presents itself as a multicultural racial democracy, a product of 500 years of mixture and progress. However, the tumultuous terms for daily life amidst legacies of slavery and often brutal development schemes belie prevailing rhetoric. The course will focus on elements of indigenous and Afro–Brazilian cultures (such as religion, cosmology, and music), while at the same time situating cultural movements like the Movimento Negro (Black Movement) and indigenist politics within the larger international production and exchange of ideas regarding blackness and indigeneity. Core course materials consist of both academic literature and pieces from Brazilian popular culture, including cinema, music, and television.
Class Format: seminar **Requirements/Evaluation:** in–class presentation, 5–page written component to presentation, and a final 10– to 15–page research paper **Enrollment Limit:** 19 **Expected Class Size:** 12
Enrollment Preferences: Anthropology and Sociology majors
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: INST Latin American Studies Electives
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: LaShandra Sullivan

INST 213(F) From Putin to Pussy Riot: Discourses of Post–Soviet Gender (D) Crosslistings: RUSS 213/INST 213/WGSS 214
Before 1991, Russians typically appeared in the Western media as macho villains in the nuclear arms race or a James Bond film. Today, however, news from the Former Soviet Union often sounds like a bizarrely gendered media stunt. For example, Russian president Vladimir Putin has been photographed topless while fishing on vacation in Siberia, while the feminist punk–rock collective Pussy Riot protested Putin's regime by performing in day–glo balaclavas in Russia's largest cathedral. This course examines related post–Soviet media spectacles in the attempt to understand the Western press's fascination with Russia, as well as key social trends defining the post–Soviet era. We will focus on the ways in which gender and sexuality have come to mark post–Soviet culture and discourse as different from those in the West. In addition to Vladimir Putin and Pussy Riot, we will consider the so–called crisis of masculinity in post–Soviet Russia, the trafficking of women from the Former Soviet Union, the revival of indigenous practices such as bride kidnapping in Kyrgyzstan and Buzkashi in Tajikistan, the Ukrainian feminist collective Femen, the Eurovision Song Context, and the 2013 legislation in the Russian Federation banning homosexual propaganda among minors. We will try to understand how concepts, such as feminism, tolerance of sexual minorities, and performed gender, have been deemed dangerous in the post–Soviet East at the very time they have attained normative status in the West. This course is part of the Exploring Diversity Initiative because it engages in cultural comparison, explores how power and privilege are allocated differently in post–Soviet societies than in Western liberal democracies, and engages in the critical theorization of post–Soviet culture and discourse.
All readings will be in English.
Class Format: seminar **Requirements/Evaluation:** active participation in class discussions, response papers based on assignments for class, 2 papers (3–5 pages each) on relevant current events in the post–Soviet world, and a final project
Prerequisites: none **Enrollment Limit:** none **Expected Class Size:** 15 **Enrollment Preferences:** none
Distribution Notes: meets Division 1 requirement if registration is under RUSS; meets Division 2 requirement if registration is under INST or WGSS
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: INST Russian + Eurasian Studies Electives
Fall 2014
SEM Section: 01 MR 01:10 02:25 Instructor: Julie Cassiday

INST 217 Economics of East Asia Crosslistings: ECON 217/ASST 220/INST 217
This course will provide students with an understanding of economic growth in East Asia and the region's current microeconomic policy issues. For the purpose of this course, we will focus on China, Japan, Korea, and a few Southeast Asian countries. Those interested in economic development and applied microeconomic policies characteristic of East Asia will find this course useful. We first examine the process of economic growth. Cross country comparisons will help draw similarities but also differences in the development processes. The second part of the course will focus on specific economic issues such as, privatization in China, education and inequality in South Korea, demographic challenges in Japan, health care in Indonesia, etc. The course will involve readings from various texts, policy reports, academic journals, and case studies. Throughout the course students will learn how to read empirical evidence presented in these articles.
Class Format: lecture **Requirements/Evaluation:** problem sets, one midterm, individual short papers, a group project that involves a research proposal, presentation, and a final paper
Prerequisites: ECON 110 and ECON 120 **Enrollment Limit:** 35 **Expected Class Size:** 25 **Enrollment Preferences:** Economics and Asian Studies majors
Distributional Requirements: Division 2 **Other Attributes:** INST East Asian Studies Electives
INST Economic Development Studies Electives
POEC Comparative POEC/Public Policy Courses
Spring 2015
LEC Section: 01 Cancelled

INST 220(F) Law and Family in South Asia: Post–Colonial Dilemmas Crosslistings: ANTH 220/ASST 318/INST 220
The American press frequently depicts countries like India and Pakistan as in the grip of lawless, anachronistic beliefs about how to organize family life. Such beliefs are blamed for "tribal" violence in Pakistan's Frontier Regions, for dowry disputes in north India and for the persistence of corrupt dynasties in leading political parties. Yet these beliefs and practices aren't in fact old–fashioned or lawless, and many of them result from South Asia's unique historical position as a former British colony. In this class, we will use ethnographic and historical research to examine what law and kinship can teach us about how the past shapes the present in post–colonial South Asia. In particular, we'll examine how a perspective that seriously considers law and kinship can help us better understand contemporary dilemmas in South Asia, ranging from controversy over women¿s right to inherit property, to the role of caste in contemporary democratic politics. The course is organized into three sections. First, we will discuss kinship, reading classic theories of kinship in the region, as well as critiques of those theories, and ending with a contemporary dilemma, the problem of dowry "pressure". Next, we learn about how family relationships were codified legally, and how laws were shaped to respond to perceived family "traditions," in colonial and post–colonial South Asia. Finally, we will look at specific topics concerning law and kinship. As we do so, we will move from reading ethnographies to producing our own ethnographic observations using film, news stories and first–hand accounts as our primary materials. No prior knowledge about South Asia is necessary.
Class Format: seminar **Requirements/Evaluation:** 2 5–page assignments; 1 research assignment (10 pages)
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Anth/Soc majors; students in Asia Studies or International Studies with committed interest in South Asian studies
Distributional Requirements: Division 2 **Other Attributes:** JLST Interdepartmental Electives
Fall 2014
SEM Section: 01 TF 01:10 02:25 Instructor: Julia Kowalski

INST 221(S) The Making of Modern South Asia: 1750–1950 CE Crosslistings: HIST 221/ASST 221/INST 221
This course focuses on the history of South Asia with the aim of providing an overview of the political and social landscape of the region from the end of the Mughal Empire through British colonial rule and the Partition of India and Pakistan.
We will explore a range of themes including the rise of colonialism, nationalism, religion, caste, gender relations, and the emergence of modern social and political institutions on the subcontinent. In addition to reading key texts and historical primary sources on the specific themes, we will also work with a variety of multimedia sources including films, short stories and website content.
One objective of this course is to introduce students to the different political and social processes that led to the creation of India, Pakistan and Bangladesh; another is to teach students to think critically about the significance of history and history writing in the making of the subcontinent.
Class Format: lecture/discussion **Requirements/Evaluation:** class participation, response papers (2–3 pages), two short essays (4–5 pages), midterm and final exams
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 20–25
Distributional Requirements: Division 2 **Other Attributes:** HIST Group B Electives – Asia
INST South + Southeast Asia Studies Electives
Spring 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Aparna Kapadia

INST 239 Screens of Terror: Representations of War,Terror, and Terrorism in Western Films after 9/11 (D) (W) Crosslistings: COMP 236/INST 239
How has Hollywood contributed to "the war on terror?" What is the effect of the media on public opinion about this new kind of war? This course will seek to answer these questions through a critical examination of recent Western films with explicit portrayals of 9/11, acts of terrorism, terrorists, Arabs, Muslims, and western military and politicians. Using methods of literary analysis, we will examine such films as *Syriana*(2005), *United 93* (2006), *The Hurt Locker* (2009), *Avatar* (2009), and *Iron Man 3* (2013) among others to reflect on how experiences of war, terror, and terrorism have been recently represented on screen. We will also investigate how Hollywood practices have been implemented in other world cinemas in the recent years. Among others, we will look into how the on–going Russo–Chechen conflict has been represented in Russian cinema before and after 9/11. Readings in film interpretation will range from early film theorists such as Eisenstein and Krakauer to contemporary literary critics such as Eagleton and Jameson. We will also review relevant cultural theory and criticism addressing questions of orientalism (Said and Shaheen) and the role of media in the construction of public opinion (Zizek, Baudrillard, and Chomsky). This EDI course will engage with questions of ethnic, religious, and national identity in the highly polarized post 9/11 landscape and ask students to (re)consider the tangled notions of perspective and representation. Students will also come away with techniques in film analysis, practice in writing reviews, and a deepened understanding of the relationship between society and film today.
Class Format: seminar **Requirements/Evaluation:** active class participation, frequent short writing assignments (3 pages), a final paper (3 pages), and an oral presentation
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Comparative Literature Major or International Studies concentration
Distribution Notes: Meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under INST
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Not Offered Academic Year 2014–2015
SEM Instructor: Yuliya Ladygina

INST 248(S) Body Politics in South Asia: Gender, Sex, Religion, and Nation (D) Crosslistings: REL 248/ASST 248/ANTH 248/WGSS 249/INST 248
This course examines the relationship between body, gender, sex, and society in South Asia, using three countries and religions——India, Sri Lanka, and Bangladesh, and Hinduism, Buddhism, and Islam——as its foil. The course uses the body as a lens by which to unpack South Asian discourses that link body and sexuality with nation, community, and population. In particular, it explores a South Asian sociology that links individual and social bodies in ways that occasion solidarity as well as social suffering, violence as well as communal cohesion. How do bodies come to signify the purity or prosperity of the nation or community and with what social or discursive effects? We begin by unpacking foundational theories of the body as proposed by Mauss, Foucault, Douglas, and Bourdieu in order to better understand how local discourses of the body help produce gender and other social hierarchies in South Asia. By considering how the human body can serve as a map for society and vice versa, we examine both classical discourses and modern institutional practices of the body including the temple, the monastery, the mosque, and the mendicant, as well as bodily practices such as yoga, celibacy, sex work, and new reproductive technologies. We also analyze how the body has served as a symbol of nation, community, and social health. Throughout, we are interested in the cross–cutting effects of gender and sex in perpetuating structural hierarchies and social suffering around the body in South Asia.
Class Format: seminar **Requirements/Evaluation:** class presentations, class blog, final paper, attendance & participation in class discussions
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** majors in Religion, Women's, Gender and Sexuality Studies, Asian Studies and Anthropology/Sociology
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: INST South + Southeast Asia Studies Electives
PHLH Bioethics + Interpretations of Health
PHLH Reproductive, Maternal and Child Health
WGSS Racial Sexual + Cultural Diversity Courses
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Kim Gutschow

INST 249(F) From Beetroot to Zero Grazing: Comparative Response to AIDS in Africa Crosslistings: PSCI 249/INST 249
As AIDS in African countries grew from a few cases in the mid–1980s to more generalized levels by the mid–1990s, government policy varied widely. Consider that while Kenyan medical officials denied the existence of AIDS (insisting that the four deaths reported in the press were due to skin cancer), in Senegal, President Diouf openly acknowledged AIDS and launched a national prevention and control program. South African President Mbeki and his health minister questioned whether HIV causes AIDS and suggested a garlic, beetroot, and lemon concoction as treatment, while in Uganda, President Yoweri Museveni developed a successful home–grown 'Zero Grazing' campaign. Why did some African governments respond early and aggressively to AIDS, while others did essentially the opposite? What has worked and what hasn't in the fight against AIDS in African countries? Has political liberalization improved the responsiveness of African governments to AIDS? In this course we aim to better understand how politics and social factors shaped African countries' responses to AIDS.
Class Format: lecture **Requirements/Evaluation:** active participation in class discussions, 4 short papers (4–5 pages), and a final project
Prerequisites: at least one PSCI course or Introduction to Public and Global Health (ANTH 105, INTR150, PHLH150) **Enrollment Limit:** 30 **Expected Class Size:** 20 **Enrollment Preferences:** Political Science majors, Public Health concentrators and International Studies concentrators, in that order
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 **Other Attributes:** INST African Studies Electives
INST Global Health Studies Electives
PHLH Decision–Making by Institutions + Individuals
Fall 2014
LEC Section: 01 TF 01:10 02:25 Instructor: Ngonidzashe Munemo

INST 313(F) Paradoxes of Human Rights: Addressing Violence Against Women (W) Crosslistings: ANTH 312/WGSS 314/INST 313
In recent decades, violence against women has become a major target for human rights activism. Most people take the connection between violence against women and human rights activism for granted. Yet gendered and sexual violence have only recently been framed as human rights issues. In this course, we examine this recent transformation, focusing on the paradoxes and possibilities of a human rights framework for addressing issues of gendered violence. We will do so by comparing different humanitarian and human rights–based interventions as they play out in places from Trinidad and Tobago to the American college campus. We'll explore a range of research on the topic in order to complicate and expand our understanding of both gendered and sexual violence as well as the institutional interventions designed to engage it. Along the way, we will examine the history of human rights as a means to imagine social justice. In the first half of the course, we will read critical texts concerning violence, human rights, humanitarianism, and gender. We will then turn to historical and ethnographic studies of human rights, finishing with several case studies of human rights work on gender and violence.
Class Format: seminar **Requirements/Evaluation:** 1.5 page response papers (3 total); midterm assignment (5–7 pages); final research paper (12–15 pages)
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Anthro and Sociology majors; WGSS majors
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JLST Interdepartmental Electives
Fall 2014
SEM Section: 01 MR 01:10 02:25 Instructor: Julia Kowalski

INST 315(S) International Trade, Globalization and Its Effects Crosslistings: ECON 215/INST 315
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.
Class Format: lecture/discussion **Requirements/Evaluation:** problem sets, a midterm, and a final exam
Prerequisites: ECON 110; students who have completed ECON 251 must have permission of the instructor **Enrollment Limit:** 35 **Expected Class Size:** 35
Distributional Requirements: Division 2 **Other Attributes:** ENVI Environmental Policy
INST Economic Development Studies Electives
MAST Interdepartmental Electives
POEC International Political Economy Courses
Spring 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Michael Rolleigh

INST 343 Spectacles on His Nose and Autumn on his Heart: The Oeuvre of Isaac Babel (D) (W) Crosslistings: RUSS 343/COMP 343/JWST 343/INST 343
Known alternately as "master of the short story" and "Russian Maupassant," Isaac Babel was not only one of the most celebrated and intriguing authors of early Soviet Russia, but also a cultural figure of profound national and international significance. For a number of reasons (political, aesthetic, professional, ethical) Babel was not prolific and this will allow us to read almost all of his creative output, something we rarely get to do in the course of a single semester. Babel's writing is extremely varied—it includes sketches, journalistic prose, short stories, plays, movie scripts, one unfinished novel—and richly intertextual. This will afford us the opportunity to read the work of some of his contemporaries and predecessors, from both Russia and abroad, with whom he fashioned brilliant literary conversations, among them Guy de Maupassant, Anton Chekhov, Sholem Aleichem, and Ivan Turgenev. Babel saw self–definition as the core of his writing and as an EDI offering, this course will ask students to reflect on what it meant to be a Russian, a Jew, and a non–party author—an outsider, insider, and problematic hybrid rolled into one—in the highly unsettled, and unsettling, 1920s and 1930s. *All course readings will be in translation, but students are highly encouraged to read in the original (Russian, French, Yiddish) whenever possible.*
Class Format: seminar **Requirements/Evaluation:** active class participation, frequent short writing assignments, a final project, and an oral presentation
Prerequisites: none **Enrollment Limit:** 12 **Expected Class Size:** 10 **Enrollment Preferences:** Russian and COMP majors, JWST and INST concentrators
Distribution Notes: meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under JWST or INST
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: INST Russian + Eurasian Studies Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Janneke van de Stadt

INST 356(F) Creating China? Transnational Public Intellectuals and Chinese Identity Crosslistings: INST 356/PSCI 356/ASST 356
China is often thought of as being isolated from the outside world. It is imagined as existing in historic seclusion, and, following the establishment of the People's Republic, as pursuing a path of autarky. Such separation has then only been somewhat modified by the set of economic reforms that Deng Xiaoping first instituted in the late 1970s. In this seminar we will seek to turn such conventional wisdom on its head through examining the role that transnational actors have played in shaping the course of modern Chinese politics. However, the course's primary focus will not be upon the past, but rather the present. More specifically, it will concentrate on the recent rise of a new class of Chinese transnational public intellectuals who have recently risen to prominence within the PRC. It will also seek to identify the influence such individuals are having upon not only their fields of expertise, but also upon broader Chinese debates about collective identity and the country's place in a rapidly changing international system. Coming to terms with such issues will provide those who enroll in the seminar with a deeper, more nuanced, understanding of China's rise and this trend's implications for the rest of the world. We will accomplish this task through a combination of surveying the existing literature on China and transnational politics, considering new theoretical perspectives on both, and developing individual research projects that will explore aspects of the political dynamics that are at the core of the seminar.
Class Format: seminar **Requirements/Evaluation:** class participation, 2 short papers (3–4 pages), and a research paper (20–25 pages)
Prerequisites: not open to first–years **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** International Studies concentrators, Political Science majors, and Asian Studies majors
Distributional Requirements: Division 2 **Other Attributes:** INST East Asian Studies Electives
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: Allen Carlson

INST 370(S) Immigrant Social Movements: Bridging Theory and Praxis (D) Crosslistings: LATS 370/AMST 370/JLST 370/INST 370/SOC 370
What routes are available to immigrant communities seeking to fight for inclusion and political participation? Do undocumented immigrants have rights in the United States and if so, what are these rights? Also, what agencies, political bodies or local/national organizations are responsible for making such determinations? Focusing on the activism of undocumented immigrant communities (parents, youth and allies), this course analyzes political mobilization by a group of individuals thought by many not to have rights. In doing so, comparisons will be drawn with the strategies and campaigns of those in the LGBT community and that of civil rights activists of the 1960s. Seeking to understand the origins and effects of what anthropologist Nicholas DeGenova refers to as "migrant illegality," students in this course will become familiar with the factors leading to international migration, the role of laws and federal/state policies in criminalizing and disenfranchising migrants, and the various forms of resistance in which undocumented communities have engaged in order to fight oppression and marginalization. Readings and course materials will be highly interdisciplinary drawing from disciplines such as ethnic studies, sociology, anthropology, political science and legal studies; course readings will be supplemented by films and an experiential learning component. As part of this component students will meet outside class hours to work with a local community–based organization over the course of the semester and write a 15–page final paper that connects course readings with their fieldwork experience. This course also works under the Exploring Diversity Initiative theme of "power and privilege" in examining the legal, cultural, social and political conditions that lead to the creation of a migrant underclass.
Class Format: seminar **Requirements/Evaluation:** 15–page final paper that connects course readings with internship experience
Prerequisites: none **Enrollment Limit:** 12 **Enrollment Preferences:** LATS concentrators, AMST and JLST juniors and seniors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: INST Borders, Exiles + Diaspora Studies Electives
JLST Interdepartmental Electives
JLST Enactment/Applications in Institutions
LATS Core Electives
Spring 2015
SEM Section: 01 M 07:00 09:40 Instructor: Kevin Escudero

INST 391 When India was the World: Trade, Travel and History in the Indian Ocean Crosslistings: HIST 391/ASST 391/INST 391
Can historians study oceans rather than lands? Is it possible to think about an aquatic space as an integrated cultural region rather than simply focusing on terra–centric empires and societies? What can we learn about human interactions in the past through the study of oceanic histories? This course seeks to answer these questions by focusing on the oldest maritime highway in history: the Indian Ocean. The Indian Ocean connected diverse regions, cultures and communities for millennia, thus making it a vital element in the birth of globalization. South Asian ports and port cities remained the fulcrum of the Indian Ocean world throughout its history; traders, travellers, nobles, scholars, pilgrims and pirates from all over the world travelled to the Indian coast in search of adventure, spices, knowledge and wealth. Thus we will primarily focus on India's role in the Indian Ocean roughly from the rise of Islam in the seventh century CE through the intrusion of various European communities in the region and the subsequent rise of the global economy and colonialism in the nineteenth century. Rather than following a strict temporal chronology we will concentrate on themes such a travel and adventure; trade and exchange; trust and friendship; religion and society; pilgrimage; piracy; the culture of port cities; and food across time.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on participation, response papers based on primary sources, and two essays
Prerequisites: none; open to all **Enrollment Limit:** 25 **Expected Class Size:** 15–20 **Enrollment Preferences:** none
Distributional Requirements: Division 2 **Other Attributes:** HIST Group B Electives – Asia
INST South + Southeast Asia Studies Electives
MAST Interdepartmental Electives

Not Offered Academic Year 2014–2015
SEM Instructor: Aparna Kapadia

INST 397(F) Independent Study: International Studies
International Studies independent study.
Class Format: independent study
Distributional Requirements: Division 2
Fall 2014
IND Section: 01 TBA Instructor: Ngonidzashe Munemo

INST 398(S) Independent Study: International Studies
International Studies independent study.
Class Format: independent study
Distributional Requirements: Division 2
Spring 2015
IND Section: 01 TBA Instructor: Ngonidzashe Munemo

INST 409 Crescent, Cross, and Star. Religion and Politics in the Middle East (D) (W) Crosslistings: HIST 409/ARAB 409/INST 409
Is religion the most powerful force in the Middle East? Is religion becoming more prominent in the political sphere and what impact will that have on religious minorities and the status of women in the Middle East? Using a case study and historical approach, this course will consider the development of religiously inspired political ideologies in the Middle East in the 19th and 20th century. We will explore the experience of Iran, Turkey, Israel, Egypt, Saudi Arabia, Lebanon and Jordan and evaluate role of religious actors, institutions, and ideologies in constructing national identities, policymaking, state–building, regime change, conflict, and war.
Class Format: seminar **Requirements/Evaluation:** class participation and a 25–page research paper
Prerequisites: none; preference will be given to History, Jewish Studies and Arabic Studies Majors and to those who have taken History 207 **Enrollment Limit:** 19 **Expected Class Size:** 12 **Enrollment Preferences:** History majors
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: ARAB Arabic Studies Electives
INST Middle Eastern Studies Electives
JWST Elective Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Magnus Bernhardsson

INST 488T(S) Gandhi: Nationalism, Philosophy, and Legacy (D) (W) Crosslistings: HIST 488/ASST 488/INST 488
This course studies the work and ideas of M.K. Gandhi, one of the most influential thinkers of the non–western world. Gandhi is well known today for his philosophy of non–violence and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the 'father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessive concerns which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of 'Mahatma' or Great Soul in India.
The tutorial will focus on three key aspects of Gandhi: his ideas of nationalism, his contemplations on moral philosophy and on his legacy in modern India. The materials will include a combination of Gandhi's own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the nature of Gandhian nationalism? Did it help to integrate the Indian nation? How, if at all, was shaped by Gandhi's engagements with moral philosophy and human behavior? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?
Class Format: tutorial; students will meet with the instructor each week for one hour sessions in pairs **Requirements/Evaluation:** every other week each student will write and orally present a 5– to 7–page essay on the assigned readings of that week; students not presenting an essay will write and present 2 page critique of their partners' work.
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** History majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: HIST Group B Electives – Asia
INST South + Southeast Asia Studies Electives
Spring 2015
TUT Section: T1 TBA Instructor: Aparna Kapadia

INST 491(F) Senior Honors Project: International Studies
International Studies senior honors project.
Class Format: independent study
Distributional Requirements: Division 2
Fall 2014
HON Section: 01 TBA Instructor: Ngonidzashe Munemo

INST 492(S) Senior Honors Project: International Studies
International Studies senior honors project.
Class Format: independent study
Distributional Requirements: Division 2
Spring 2015
HON Section: 01 TBA Instructor: Ngonidzashe Munemo

JEWISH STUDIES (Div. II)

Chair, Professor EDAN DEKEL

Advisory Committee: Professor: GERRARD. Associate Professors: DEKEL, S. FOX, GARBARINI*. Assistant Professor: ISRAEL.

THE PROGRAM IN JEWISH STUDIES

Jewish Studies is an interdisciplinary field that encompasses the texts, history, languages, philosophy, and culture of Jews and Judaism as they have changed over three millennia and throughout the world. The program offers courses in multiple disciplines including but not limited to Religion, Classics, History, Philosophy, Anthropology, Sociology, and Comparative Literature. Across these disciplines, the program examines topics such as religious belief and practice, textual interpretation, the development of Zionism, life in the Diaspora, the historicization and memorialization of the Holocaust, and historical, political and philosophical questions surrounding Jewish identity. Investigating the foundations and development of these various Jewish topics, as well as their interaction with and influence on other traditions, provides an opportunity to explore the continuities and diversity of Jewish life and thought. Students will gain exposure to a common body of knowledge and scholarly approaches through which to engage in their own rich and varied intellectual explorations of Jewish and related topics.

CONCENTRATION IN JEWISH STUDIES

The concentration in Jewish Studies requires five courses with at least two different prefixes: one gateway course, two core courses, one elective, and one capstone course. Senior concentrators should consult with the chair about arrangements for a capstone course.

Gateway Courses (can also count as core courses):

REL 201/COMP 201/JWST 201 The Hebrew Bible

REL 203/JWST 101 Judaism: Before the Law

Core Courses

ANTH 334/COMP 334/JWST 334/REL 334 Imagining Joseph
ARTH 463/JWST 463 The Holocaust Visualized
COMP 352/JWST 352/RLSP 352 Writing after the Disaster: The Literature of Exile
HIST 230/JWST 230 Modern European Jewish History, 1789 1948
HIST 338/JWST 338/REL 296 The History of the Holocaust
HIST 433/JWST 433 The Justice of Violence? Histories of Terrorism in Europe
HIST 434/JWST 434 The Meaning of Diaspora and the Jews of Europe
HIST 480/ARAB 480 Dangerous Narratives: Interpretations of the Israeli Palestinian Conflict

HIST 490/JWST 490 Memory, History, and the Extermination of the Jews of Europe: Dangerous History
REL 202/JWST 202/COMP 214 Moses: Stranger in a Strange Land
REL 205/CLAS 205/COMP 217/JWST 205 Ancient Wisdom Literature
REL 206/COMP 206/JWST 206 The Book of Job and Joban Literature
REL 207/COMP 250/JWST 207/CLAS 207 From Adam to Noah: Literary Imagination and the Primeval History in Genesis
REL 259/ENGL 259/JWST 259 Ethics of Jewish American Fiction
REL 330/PSCI 375/JWST 492 Modern Jewish Political Theory

Electives

Students may meet the elective requirement with a course partially related to Jewish Studies or another core course. In an elective course partially related to Jewish Studies, a student will normally focus at least one of the major writing assignments on a topic relevant to Jewish Studies or approximately one–third of the course will be devoted to Jewish subjects. The list of relevant electives changes regularly, so the course catalog should be checked for details. Listed below are examples of courses partially related to Jewish Studies. Students may meet the elective requirement with a course not listed here, subject to the approval of the Chair of Jewish Studies.

HIST 111/LEAD 150/ARAB 111 Movers and Shakers in the Middle East
HIST 129/WGSS 129 Blacks, Jews, and Women in the Age of the French Revolution
HIST 207/JWST 217/REL 239/ARAB 207/INST 101/LEAD 207 The Modern Middle East
HIST 226/REL 222 Europe From Reformation to Revolution: 1500 1815
HIST 239 Germany in the Twentieth Century
HIST 311/ARAB 311 The United States and the Middle East
HIST 409/ARAB 409/INST 409 Crescent, Cross, and Star. Religion and Politics in the Middle East
HIST 410/ARAB 410/JWST 410/REL 405 Kings, Heroes, Gods, & Monsters: Historical Texts and Modern Identities in the Middle East
REL 212/HIST 324 The Development of Christianity: 30 600 C.E.
REL 270/JWST 270/COMP 272 Father Abraham: The First Patriarch

Capstone Course

JWST 497 or 498 Independent Study

THE DEGREE WITH HONORS IN JEWISH STUDIES.

The degree with honors offers students the opportunity to undertake advanced research under the supervision of one or more of the faculty members in Jewish Studies. Students normally must have at least a 3.5 GPA in the concentration and secure a faculty sponsor to be eligible. In addition to completing the five courses required for the concentration, candidates must enroll in either JWST 493 and a Winter Study course or a Winter Study course and JWST 494 in their senior year, and prepare a substantial written thesis. Honors in Jewish Studies may be granted to concentrators after an approved candidate completes an honors thesis and is awarded an honors grade by her/his advisor and one other faculty reader. Students interested in becoming candidates for honors should consult with the program in the spring of the junior year.

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

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, Tel Aviv University, or the University of Haifa. With the approval of the Jewish Studies program chair, students may count a study–abroad program towards up to two core requirements. You can find general study away guidelines for Jewish Studies here.

Funding

The Bronfman Fund for Judaic Studies was established in 1980 by Edgar M. Bronfman ’50, Samuel Bronfman II ’75, and Matthew Bronfman ’80. The Bronfman Fund provides opportunities for the Williams community to learn about Jewish history and culture, both within the College’s formal curriculum and through the planning of major events on Jewish themes.

The Morris Wiener and Stephen R. Wiener ’56 Fund for Jewish Studies was established in 1997 through the estate of Stephen R. Wiener ’56. The Wiener gifts have provided an endowment to support a faculty position in modern Jewish thought, and are used to underwrite an annual lecture, forum or event relevant to contemporary Jewish life.

JWST 101(S) Judaism: Before The Law (D) Crosslistings: REL 203/JWST 101
This course introduces the academic study of Judaism through a humanistic exploration of “the Law” as a concept in Jewish thought and practice. Coverage will include the Law of Moses in the Hebrew Bible, the rabbinic distinction between “Oral Law” and “Written Law,” medieval philosophical justifications for the Law, modern interpretations of the Law as Moral Law, Hasidic challenges to the centrality of the Law, and twentieth–century Jewish fiction that is haunted by a felt absence of the Law. Topics may also include the nature of rabbinic authority, methods of Jewish legal interpretation and innovation, and Jewish law as it pertains specifically to women, gentiles, idolaters, food consumption, and the Land of Israel. In addition, the course will address non–Jewish depictions of Judaism as essentially legalistic. We will see how Judaism comes to be stigmatized as dead letter contrasted to living spirit, corrupt flesh contrasted to pure soul, and antagonistic particularism contrasted to benevolent universalism. We will investigate the origin and legacy of Immanuel Kant’s claim that “strictly speaking Judaism is not a religion at all” but merely individuals “of a particular stock” who have established themselves under “purely political laws.” We will trace this line of thought from Paul through Spinoza and Kant to contemporary thinkers like Alain Badiou. Course materials will include classical sources such as the Talmud and Midrash, modern philosophical texts by Franz Rosenzweig, Leo Strauss and Joseph Soloveitchik, Shakespeare’s *The Merchant of Venice*, Kafka’s *The Trial* with his parable “Before The Law,” short stories by Bernard Malamud, Woody Allen’s film *Crimes and Misdemeanors*, and ethnographic accounts of contemporary Jewish observance. *All readings will be in translation.*
Class Format: seminar **Requirements/Evaluation:** class participation, three short papers, and a final take–home exam
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 15 **Enrollment Preferences:** Jewish Studies concentrators, Religion majors and students who are considering these options
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: JLST Interdepartmental Electives
JLST Enactment/Applications in Institutions
JWST Gateway Courses
REL Jewish Tradition Courses
Spring 2015
SEM Section: 01 MW 11:00 12:15 Instructor: Jeffrey Israel

JWST 201 The Hebrew Bible Crosslistings: REL 201/COMP 201/JWST 201
The Hebrew Bible is perhaps the single most influential work in the history of Western philosophy, literature, and art. But the overwhelming presence of the text in nearly every aspect of modern culture often obscures the sheer brilliance of its narrative technique as well as the complex interplay between law, history, prophecy, and poetry. This course offers a comprehensive introduction to the literary, historical, and theological aspects of the Hebrew Bible with an eye towards developing a sophisticated understanding of the text in its ancient context. Through the close reading of substantial portions of the Hebrew Scripture in translation and the application of various modern critical approaches to culture and literature, students will explore fundamental questions about the social, ritual, and philosophical history of ancient Israel, as well as the fundamental power of storytelling that has resonated across two millennia.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, short written assignments, and two to three longer papers
Prerequisites: none **Enrollment Limit:** 40 **Expected Class Size:** 40 **Enrollment Preferences:** Jewish Studies concentrators, Religion and Comparative Literature majors
Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2 **Other Attributes:** ARAB Arabic Studies Electives
JWST Gateway Courses
REL Jewish Tradition Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Edan Dekel

JWST 202(S) Moses: Stranger in a Strange Land Crosslistings: REL 202/JWST 202/COMP 214
As chieftain, priest, prophet, and lawgiver all in one, Moses occupies the central place in the history of Israelite and Jewish leaders. However, he is a somewhat unlikely candidate for such an important role. He is God’s chosen leader among the enslaved Israelites, but he is raised as an Egyptian prince. He is a spokesman for his people, but he is slow of speech. He is the lawgiver and first judge of his nation, yet he is quick–tempered and impatient. The story of the most revered figure in the Jewish tradition, who nevertheless remains an outsider to the very end, has fascinated commentators and inspired countless artistic and literary interpretations. This course will engage in a close study of the figure of Moses by examining the biblical narrative of his life and career from Exodus through Deuteronomy with an eye towards understanding the complex and often contradictory portrait of this self–described “stranger in a strange land.” We will also examine some of the ancient legendary and folkloric accounts about Moses, as well as philosophical and allegorical treatments in Hellenistic Jewish, early Christian, and Muslim biographies. We will then proceed to investigate key modern reconfigurations and critiques of Moses in several genres, which may include renaissance visual depictions, literary works by Sigmund Freud, George Eliot, Thomas Mann, and Zora Neale Hurston, and even musical and cinematic renditions. *All readings are in translation.*
Class Format: seminar **Requirements/Evaluation:** class participation, short written assignments, and two or three longer papers
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** students who have already taken a course in biblical literature

Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2 **Other Attributes:** ARAB Arabic Studies Electives
JWST Core Electives
Spring 2015
SEM Section: 01 TR 09:55 11:10 Instructor: Edan Dekel

JWST 205 Ancient Wisdom Literature Crosslistings: REL 205/CLAS 205/COMP 217/JWST 205
The Biblical books of Proverbs, Ecclesiastes, and Job are often grouped together under the Hebrew category of *hokhmah*, 'wisdom.' Although these books are very different in content, they can all be interpreted as meditations on ethical and practical philosophy. In this way, they represent the Hebrew Bible's canonical embrace of a widespread Near Eastern literary phenomenon. From the instructional literature of Egypt and Mesopotamia to Greek didactic poetry and fables, ancient Mediterranean cultures offer a wide range of texts that engage the issues of personal behavior, leadership, and justice. Starting with the central wisdom books of the Hebrew Bible and moving through relevant material from the Apocrypha, New Testament, and the Egyptian and Babylonian traditions, this course will examine the literature of wisdom throughout the ancient world with an eye toward understanding its various social, political, and philosophical contexts. We will then consider the Greek wisdom tradition in such texts as Hesiod's *Works and Days*, Aesop's fables, and fragments from the pre–Socratic philosophers. Finally, we will explore the influence of these ancient sources on later expressions of wisdom in medieval European literature, as well as more recent examples such as Benjamin Franklin's *Poor Richard's Almanack*. *All readings are in translation.*
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, short written assignments, and two longer papers
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19
Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under CLAS or COMP
Distributional Requirements: Division 2 **Other Attributes:** JWST Core Electives
REL Jewish Tradition Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Edan Dekel

JWST 206 The Book of Job and Joban Literature (W) Crosslistings: REL 206/COMP 206/JWST 206
The Book of Job has often been described as the most philosophical book of the Hebrew Bible. The story of one man's struggle to understand the cause of his suffering and his relationship to God represents the finest flowering of the Near Eastern wisdom literature tradition. Through its exploration of fundamental issues concerning human suffering, fate and divinity, and the nature of philosophical self–examination, Job has served as a touchstone for the entire history of existential literature. At the same time, the sheer poetic force of the story has inspired some of the greatest artistic and literary meditations in the Western tradition. This course will engage in a close reading of the Book of Job in its full cultural, religious, and historical context with special attention to its literary, philosophical, and psychological dimensions. We will then proceed to investigate key modern works in several genres that involve Joban motifs, themes, and text both explicitly and implicitly. These texts will include Franz Kafka's *The Trial*, Archibald MacLeish's *J.B.*, Robert Frost's "Masque of Reason," Carl Jung's *Answer to Job*, and William Blake's *Illustrations to the Book of Job*. *All readings are in translation.*
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on class participation, weekly short written assignments, and two longer papers
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19
Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JWST Core Electives
REL Jewish Tradition Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Edan Dekel

JWST 207(F) From Adam to Noah: Literary Imagination and the Primeval History in Genesis Crosslistings: REL 207/COMP 250/JWST 207/CLAS 207
How long did Adam and Eve live in the Garden of Eden? What was the mark of Cain? Why did Enoch not die? Who was Noah's wife? How did Giants survive the Flood? These are only a few of the fascinating questions that ancient readers and interpreters of the Book of Genesis asked and attempted to answer. The first ten chapters of Genesis present a tantalizingly brief narrative account of the earliest history of humankind. The text moves swiftly from the Creation to the Flood and its immediate aftermath, but this masterful economy of style leaves many details unexplained. This course will explore the rich and varied literary traditions associated with the primeval history in the Genesis. Through a close reading of ancient noncanonical sources such as the Book of Enoch, Jubilees, and the Life of Adam and Eve, as well as Jewish traditions represented in Josephus, Philo, and Rabbinic literature and other accounts presented in early Christian and Gnostic texts, we will investigate the ways in which the elliptical style of Genesis generated a massive body of ancient folklore, creative exegesis, and explicit literary re–imagining of the early history of humankind. We will then turn to several continuations of these variant traditions in medieval and early modern literature, with particular attention to the extensive material on the figures of Cain and Noah. *All readings are in translation.*
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on class participation and several writing assignments
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** students who have already taken a course in Biblical literature
Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP or CLAS
Extra Info: core course for COMP
Distributional Requirements: Division 2 **Other Attributes:** ARAB Arabic Studies Electives
JWST Core Electives
REL Jewish Tradition Courses
Fall 2014
LEC Section: 01 TR 09:55 11:10 Instructor: Edan Dekel

JWST 209(F) Jewish America Crosslistings: REL 209/JWST 209
Who and what counts as "Jewish" in America? Does stand–up comedy have a distinctly Jewish pedigree? What about neoconservatism? How is it possible to answer such questions without falling into what David Hollinger has called the "booster–bigot trap"? How is it possible, that is, to avoid answers that uncritically celebrate "Jewish contributions" or perniciously suggest "Jewish influence"? This course will explore the various meanings of Jewishness in American culture as expressed by artists, rabbis, activists, intellectuals, boosters, bigots and others. We will seek to avoid the booster–bigot trap by focusing vigilantly on what is at stake wherever Jewishness is invoked, defined or ascribed. We will draw methodological support from scholars like Hollinger, Jonathan Freedman, Laura Levitt, Yuri Slezkine, Shaul Magid, Andrea Most and others. Particular attention will be given to the appearance of Jewish themes and involvement in popular culture and political action, as well as to Jewish American communal institutions, the everyday lives of Jewish Americans, and Jewish variations on American religion. Coursework will involve some historical, sociological and ethnographic readings, but will focus primarily on close analysis of films, literary fiction, stand–up comedy, political magazines, theological texts, and television shows. We may, for instance, watch films like *The Jazz Singer* (1927 and 1980), *Exodus* and *Annie Hall*; read John Updike's *Bech: A Book*, Philip Roth's *Operation Shylock* or Cynthia Ozick's *The Puttermesser Papers*; listen to the comedy of Mort Sahl, Lenny Bruce and Sarah Silverman; read from Henry Ford's *Dearborn Independent*, the *Menorah Journal* or *Commentary*; study works by Rabbis Stephen Wise, Abraham Joshua Heschel and Meir Kahane; and watch episodes of *Bridget Loves Bernie, Northern Exposure* and *Curb Your Enthusiasm*. We will also study arguments about the role and meaning of Jewishness in American secularization, "therapeutic culture," the civil rights movement, the sexual revolution, and feminism.
Class Format: seminar **Requirements/Evaluation:** class participation, two short papers, a midterm take–home exam, and a final paper interpreting an example of Jewishness in America chosen by the student
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 25 **Enrollment Preferences:** Religion majors, Jewish Studies concentrators, and students who are interested in either of these options
Distributional Requirements: Division 2
Fall 2014
SEM Section: 01 TR 11:20 12:35 Instructor: Jeffrey Israel

JWST 217(F) The Modern Middle East (D) Crosslistings: HIST 207/JWST 217/REL 239/ARAB 207/INST 101/L
This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination. This course is part of the Exploring Diversity Initiative because it compares the differences and similarities between different cultures and societies in the Middle East and the various ways they have responded to one another in the past.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on participation, 2 short papers, quizzes, midterm and final exam
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 30–40 **Enrollment Preferences:** completion of course admission survey if overenrolled
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ARAB Arabic Studies Electives
HIST Group E Electives – Middle East
HIST Group G Electives – Premodern
INST Middle Eastern Studies Electives
JWST Elective Courses
Fall 2014
LEC Section: 01 TF 01:10 02:25 Instructor: Stacy Fahrenthold

JWST 230 Modern European Jewish History, 1789–1948 Crosslistings: HIST 230/JWST 230
What does it mean to be a Jew? The vexed question of Jewish identity emerged at the end of the eighteenth century in Europe and has dominated Jewish history throughout the modern period. Although Jewish emancipation and citizenship followed different paths in France and the German states, in both cases Jews were confronted by unprecedented opportunities for integration into non–Jewish society and unprecedented challenges to Jewish communal life. This course will introduce students to the major social, cultural, religious, and political transformations that shaped the lives of Europe's Jews from the outbreak of the French Revolution to the aftermath of World War II. We will explore such topics as emancipation, Jewish diversity, the rise of religious denominations within Judaism, competing political ideologies, Jewish–gentile relations, the role of Jewish women, Jewish responses to Nazism, and the situation of Jews in the immediate postwar period. In addition to broad historical treatments, course materials will include memoirs and diaries.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, two papers, and a final exam
Prerequisites: none **Enrollment Limit:** none **Expected Class Size:** 20–25
Distributional Requirements: Division 2 **Other Attributes:** HIST Group C Electives – Europe and Russia
JWST Core Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Alexandra Garbarini

JWST 259 Ethics of Jewish American Fiction (W) Crosslistings: REL 259/ENGL 259/JWST 259
After the Second World War, Jewish American writers who wrote about Jewish characters and Jewish themes were increasingly celebrated as central figures in American fiction. Isaac Bashevis Singer, Bernard Malamud, Saul Bellow, and Philip Roth are among those who gained prominence in this period. These writers were literary innovators and often addressed broad humanistic themes, but they also struggled with

profound questions that arose in the postwar period about Jewishness, the legacy of the Holocaust, and what it means to be an American. In this course we will read the above authors and others. We will focus, in particular, on the distinctive ethical and political ideas, emotions, and aspirations that animate their work. The course will begin with a study of theoretical approaches that will provide the basis for our ethical criticism: we will read, for instance, Lionel Trilling, Wayne Booth, Martha Nussbaum, and Noël Carroll. Then we will delve into the fiction, following a trail that begins in the postwar period and continues in fictions by Cynthia Ozick, Erica Jong, Rebecca Goldstein, Michael Chabon, Gary Shteyngart, and others. Can we find a distinctive Jewish American ethics in Jewish American fiction?
Class Format: seminar **Requirements/Evaluation:** one take–home exam on theoretical approaches to ethical criticism; five 5–page essays (one of which will be a slightly longer re–write)
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 18 **Enrollment Preferences:** Religion majors, Jewish Studies concentrators, and English majors
Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement is registration is under ENGL
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JWST Core Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Jeffrey Israel

JWST 270T Father Abraham: The First Patriarch (W) Crosslistings: REL 270/JWST 270/COMP 272
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 multidisciplinary 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 monotheism, 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.
Class Format: tutorial; each student will write and present orally five 5– to 7–page essays every other week on the readings for the week; those not presenting an essay will be responsible for offering an oral critique of the work of their colleague. **Requirements/Evaluation:** in addition to weekly requirements, students will write a final 7– to 10–page essay; evaluation will be based on written work and critiques
Prerequisites: none; open to all **Enrollment Limit:** 10 **Expected Class Size:** 10
Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under REL or JWST
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JWST Elective Courses
REL Comparative Inquiry Courses
Not Offered Academic Year 2014–2015
TUT Instructor: William Darrow

JWST 334 Imagining Joseph (W) Crosslistings: ANTH 334/COMP 334/JWST 334/REL 334
Beloved son, rival brother, faithful servant, dreamer, seer, object of desire, lover, husband, bureaucrat, the figure of Joseph is one of the most fully–limned and compelling figures in the Jewish, Christian, and Muslim scriptural traditions. The story of Joseph unfolds over fourteen chapters in the Hebrew Bible, and is the subject of the fourth longest sura in the Qur'an. Through millennia, the story of Joseph has inspired a wealth of interpretations, commentary, apocrypha, re–tellings, and back–story, including an apocryphal book of scripture about Joseph and his wife, Asenath, Sufi poetry about Joseph and Zuleikha (Potiphar,s wife), a trilogy by the 20th century German novelist Thomas Mann, a musical by Andrew Lloyd Weber, and many expressions in Western visual art. The course will explore these various expressions, looking to them for the ways in which Joseph has captured the imaginations of peoples and cultures across time and space. The course will be organized as a collaborative seminar in which the class will read the foundational scriptures together, followed by thematic discussions to which students will contribute insights from their own readings of particular peripheral texts. Students will learn the pleasures of close and intense exegetical reading in approaching the Hebrew Bible and Qur'an, as well as the more expansive pleasures of linking post–scriptural expressions together.
Class Format: seminar **Requirements/Evaluation:** 3– to 5–page weekly response papers; 15–page final paper; class participation
Prerequisites: none **Enrollment Limit:** 12 **Expected Class Size:** 10 **Enrollment Preferences:** Preference based on responses to a questionnaire
Distribution Notes: meets Division 2 requirement if registration is under ANTH, JWST, or REL; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JWST Core Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Peter Just

JWST 335(S) From Habsburg to Hitler Crosslistings: HIST 334/JWST 335
This course comprises intertwined German, Czech, and Jewish case studies in the rich and tragic history of nationalist politics in Central and Eastern Europe. We will start in 1848, with the "Springtime of Nations," and end in the late 1940s, with the imposition of Stalinist rule on a region recently purged of Jews through the Holocaust, then stripped of Germans through mass expulsion. The territorial focus is Bohemia and Moravia, historic lands that belonged to the Habsburg Monarchy until 1918, to the Czechoslovak Republic until 1938 or 1939, and to the Third Reich until 1945. Through peace and war, we will study the contrasting philosophies and tactics of German and Czech nationalist movements which grew as they competed for power. We will trace the responses of the small but significant Jewish minority, and explore the quite different attempts by national or nonnational states—a liberal monarchy, a democratic republic, a fascist dictatorship, and its postwar, anti–fascist successor—to manage national or "racial" conflict. Readings include a variety of primary sources: eyewitness accounts, inspired analysis, radical rants, law, secret documents, poetry, memoir, fiction, and more.
Class Format: seminar **Requirements/Evaluation:** class discussion, midterm and final exams, and a research paper of 10 pages
Prerequisites: none; open to first–year students with instructor's permission **Enrollment Limit:** 25 **Expected Class Size:** 20–25 **Enrollment Preferences:** preference given to History majors
Distributional Requirements: Division 2 **Other Attributes:** HIST Group C Electives – Europe and Russia
Spring 2015
SEM Section: 01 TF 02:35 03:50 Instructor: Jeremy King

JWST 338 The History of the Holocaust Crosslistings: HIST 338/JWST 338/REL 296
In twenty–first century United States, 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 unfolding of Nazi Germany's genocidal policies, taking into consideration the perspectives of those who carried out mass murder as well as the experiences and responses of Jews and other victim groups to persecution. We will also examine the Holocaust within the larger context of the history of World War II in Europe and historians' debates about Germany's exterminatory war aims. Course materials will include diaries, speeches, bureaucratic documents, memoirs, films, and historical scholarship.
Class Format: mostly discussion **Requirements/Evaluation:** evaluation will be based on class participation, a map quiz, four papers (4 pages) based on class readings, and a final research paper (6–8 pages)
Prerequisites: none; open to first–year students with instructors permission **Enrollment Limit:** 25 **Expected Class Size:** 20–25 **Enrollment Preferences:** History majors and Jewish Studies concentrators
Distributional Requirements: Division 2 **Other Attributes:** HIST Group C Electives – Europe and Russia
JWST Core Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Alexandra Garbarini

JWST 343 Spectacles on His Nose and Autumn on his Heart: The Oeuvre of Isaac Babel (D) (W) Crosslistings: RUSS 343/COMP 343/JWST 343/INST 343
Known alternately as "master of the short story" and "Russian Maupassant," Isaac Babel was not only one of the most celebrated and intriguing authors of early Soviet Russia, but also a cultural figure of profound national and international significance. For a number of reasons (political, aesthetic, professional, ethical) Babel was not prolific and this will allow us to read almost all of his creative output, something we rarely get to do in the course of a single semester. Babel's writing is extremely varied—it includes sketches, journalistic prose, short stories, plays, movie scripts, one unfinished novel—and richly intertextual. This will afford us the opportunity to read the work of some of his contemporaries and predecessors, from both Russia and abroad, with whom he fashioned brilliant literary conversations, among them Guy de Maupassant, Anton Chekhov, Sholem Aleichem, and Ivan Turgenev. Babel saw self–definition as the core of his writing and as an EDI offering, this course will ask students to reflect on what it meant to be a Russian, a Jew, and a non–party author—an outsider, insider, and problematic hybrid rolled into one—in the highly unsettled, and unsettling, 1920s and 1930s. *All course readings will be in translation, but students are highly encouraged to read in the original (Russian, French, Yiddish) whenever possible.*
Class Format: seminar **Requirements/Evaluation:** active class participation, frequent short writing assignments, a final project, and an oral presentation
Prerequisites: none **Enrollment Limit:** 12 **Expected Class Size:** 10 **Enrollment Preferences:** Russian and COMP majors, JWST and INST concentrators
Distribution Notes: meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under JWST or INST
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: INST Russian + Eurasian Studies Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Janneke van de Stadt

JWST 352 Writing after the Disaster: The Literature of Exile Crosslistings: COMP 352/JWST 352/RLSP 352
This course will consider different kinds of works (poetry, memoirs, fiction, essay) written by authors forced to live in exile as a consequence of political and/or religious persecution. Our point of departure will be the paradigmatic expulsion and subsequent diaspora of the Jews of Spain and Portugal. Most assignments, however, will be drawn from twentieth century texts written during, or in the wake of, the massive destruction and displacements brought about by the Spanish Civil War and World War II. How is the life lost portrayed? How are the concepts of home and the past intertwined? What kind of life or literature are possible for the deracinated survivor? We will discuss the role of writing and remembrance in relation to political history, as well as in the context of individual survival. Readings might include works by Nuñez de Reinoso, León, Cernuda, Semprún, Benjamin, Nancy, and Blanchot.
Class Format: seminar **Requirements/Evaluation:** active participation in class discussions, an oral presentation, several short writing assignments, a midterm paper and a final paper
Prerequisites: COMP 111 or an equivalent ENGL course **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** majors in Comparative Literature
Distribution Notes: meets Division 1 requirement if registration is under COMP or RLSP; meets Division 2 requirement if registration is under JWST
Distributional Requirements: Division 1 **Other Attributes:** INST Borders, Exiles + Diaspora Studies Electives
JWST Core Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Soledad Fox

JWST 410 Kings, Heroes, Gods, & Monsters: Historical Texts and Modern Identities in the Middle East (D) (W) Crosslistings: HIST 410/ARAB 410/JWST 410/REL 405

What role does ancient history play in modern societies? What is the role of myths and fables in the creation of national identities? This course will address the use and abuse of ancient history and archaeology in the modern Middle East. The first part will focus on some of the primary ancient texts, with special focus on Ferdowsi's epic *Shahnameh (Book of Kings)*; we will compare its themes and world view with those of the Icelandic sagas that share many similarities with the Iranian canon. In the second part of the course we will explore how ancient history, archaeology, and epic texts helped forge national identities in the modern Middle East. Our primary attention will be Iran and its relationship with the *Shahnameh*. But we will also consider the relationship of Biblical history to the establishment of modern Israel and Israeli nationalism, how contemporary Egypt relates to its Pharaonic past, the obsession with pre–Islamic history in modern Turkey, and the relationship between archaeological artifacts and ancient Mesopotamian history and 20th century Iraqi politics. Because of its comparative focus, this course is part of the Exploring Diversity Initiative.
Class Format: seminar **Requirements/Evaluation:** a final, 25–page research paper on the relationship between ancient history and a modern Middle Eastern country, shorter papers, and group work
Prerequisites: previous upper division work in History or courses on the Middle East **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** History majors, Jewish Studies concentrators, Arabic Studies majors, and other students with a strong background in Middle East studies
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: HIST Group E Electives – Middle East
HIST Group G Electives – Premodern
JWST Elective Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Magnus Bernhardsson

JWST 433 The Justice of Violence? Histories of Terrorism in Europe Crosslistings: HIST 433/JWST 433
The word "terrorism" entered the English language in 1795, an import from France that referred to the use of violence and intimidation by the ruling party during one phase of the French Revolution. Over the ensuing two centuries, terrorism has come to refer to the employment of violence, not only as a means of governing, but also and more often as a means of undermining the authority of those in power. This seminar examines a series of episodes of terrorism in Europe from the "Terror" of the French Revolution to the late twentieth century. It also explores various interpretations of the legitimacy and ethics of political violence and the phenomenon of terrorism in different historical contexts. In addition to common readings, students will conduct independent research on some aspect of the history of terrorism that will culminate in a 20–page paper.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, several short papers, oral presentations, and a 20–page research paper
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** History majors
Distributional Requirements: Division 2 **Other Attributes:** HIST Group C Electives – Europe and Russia
JWST Core Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Alexandra Garbarini

JWST 434 The Meaning of Diaspora and the Jews of Europe Crosslistings: HIST 434/JWST 434
Dispersion, exile, migration, statelessness are all aspects of diaspora. And in the study of diasporic peoples and cultures, the Jews have long figured as the archetype. Indeed, prior to the establishment of the state of Israel in 1948, the diasporic condition both defined and, in a meaningful way, was defined by the Jewish experience. As a result, Jewish political figures, intellectuals, and scholars have played a central role in discussions of the meaning of diaspora, including debates about its political and social implications, economic value, and cultural significance. This seminar examines various interpretations of Jews' diasporic existence from the nineteenth century to the present, both as a cultural practice and a form of group identity from which political claims have been made. Ultimately, this seminar will test the proposition that "The Modern Age is the Jewish Age," that is, that the meaning of diaspora in modern Jewish history has direct relevance to students of human identity, not just of Jewishness. In addition to common readings, students will conduct independent research on some aspect of the history of diaspora that will culminate in a 20–page paper.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, several short papers, oral presentations, and a 20–page research paper
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** History majors and Jewish Studies concentrators
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 **Other Attributes:** HIST Group B Electives – Asia
JWST Core Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Alexandra Garbarini

JWST 463 The Holocaust Visualized Crosslistings: ARTH 463/JWST 463
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? Should we allow collapsing sites of memory to collapse. 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 graphic novel, *Maus*, and 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. Additionally, we need to consider ways in which the images of the Holocaust, by now too well–known, have been instrumentalized by groups wishing to minimize the Shoah (e.g., the recent Holocaust cartoon competition in Tehran, 2006.)
Class Format: seminar **Requirements/Evaluation:** active participation in class discussion and regular participation in a class listserver discussion group, one oral presentation, and one research paper; no exams; field trip to the Holocaust Museum in Washington, D.C.
Prerequisites: none; not open to auditors or first–year students **Enrollment Limit:** 12
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under JWST
Materials/Lab Fee: field trip: estimated cost $260.
Distributional Requirements: Division 1 **Other Attributes:** JWST Core Electives
Spring 2015
LEC Section: 01 Cancelled

JWST 490T Memory, History, and the Extermination of the Jews of Europe: Dangerous History (W) Crosslistings: HIST 490/JWST 490
The atrocities committed by Nazi Germany during the Second World War continue to trouble historians in their attempts to understand and represent them in all their magnitude and horror. Beyond historians, the complicity of segments of European societies in perpetrating those atrocities continues to raise thorny questions for postwar European nations about what their responsibilities are toward that past. This tutorial will focus on a series of questions relating to the historicization and memorialization of the extermination of European Jews. They include: Is the Holocaust unique? Is it a Jewish story or universal story? Does the Holocaust raise different issues for the historian than other historical events? How should the Holocaust be represented and what are the implications of different means of representing it? What role, if any, did European Jews play in their own destruction? Has Germany faced up to its past? Were Germans also victims of World War II? Who were the "bystanders" as compared to the "perpetrators"? Were the postwar trials of perpetrators a travesty of justice? How appropriate are the different uses that Israel and the United States have made of the Holocaust? By the end of the course, students will have grappled with the ongoing controversies that have arisen among scholars, governments, and lay people about the meaning (and meaninglessness) of the Holocaust for the postwar world. In a world in which extraordinary acts of violence continue to be perpetrated and more and more nations' pasts are marked by episodes of extreme criminality and/or trauma, exploring the manner by which one such episode has been remembered, avenged, and adjudicated should prove relevant for future consideration of other societies' efforts to confront their own traumatic pasts.
Class Format: tutorial; class time consists of weekly one–hour sessions with the instructor and a fellow student **Requirements/Evaluation:** every other week the student will write and present orally a 5– to 7–page paper on the assigned readings of that week
Prerequisites: permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** History majors and Jewish Studies concentrators
Extra Info: additional requirments on alternate weeks, the student will write a 2–page critique of the fellow student's paper; a final written exercise, a thought piece on the issues raised in the tutorial, will cap off the semester's work
may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group C Electives – Europe and Russia
JWST Core Electives
Not Offered Academic Year 2014–2015
TUT Instructor: Alexandra Garbarini

JWST 492 Modern Jewish Political Theory (W) Crosslistings: REL 330/PSCI 375/JWST 492
By the late 19th century, Jews across Europe were faced with an urgent political problem. Amidst bourgeoning national self–consciousness throughout the continent, despite the liberatory promises of the Enlightenment, Jews remained a vulnerable, segregated, and stigmatized minority population. Jews had to decide where to pin their hopes. Should they ally themselves with the liberals or the communists? Should they embrace nationalism or cosmopolitanism? Should they, perhaps, abandon Europe altogether and re–constitute themselves elsewhere? If so, should they focus their efforts on relocation to the historical land of Israel? Or could they go anywhere? Wherever they might go, should they aspire to build a modern Jewish nation–state, a semi–autonomous Jewish community, or some other arrangement? Should this coincide with the cultivation of a distinctively Jewish modern language? If so, should it be Hebrew or Yiddish? In this course we will assess various answers to these questions proffered by Jewish political thinkers in the modern period. We will pay particular attention to the construction of "Jews" and "Judaism" in these arguments. And we will ask persistently: what constitutes a "Jewish justification" for a political claim in modern Jewish political theory? Coverage will include: Jewish liberalism, political Zionism, Yiddishist autonomism, messianic quietism, and other views. We will read mostly primary sources, including texts by: Hermann Cohen, Theodore Herzl, Chaim Zhitlowsky, Franz Rosenzweig, Leo Strauss, Hannah Arendt, and many others.
Class Format: seminar **Requirements/Evaluation:** six short (1–2 pages) response papers; two 6– to 8–page papers, each analyzing a different view in depth;
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 18 **Enrollment Preferences:** Religion majors, Jewish Studies concentrators, and Political Science students on the "Theory" track
Extra Info: a final 18– to 20–page paper that incorporates the two previously submitted 6–8 page papers, but also compares the two views and adjudicates between them
may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Not Offered Academic Year 2014–2015
SEM Instructor: Jeffrey Israel

JWST 493(F) Senior Thesis: Jewish Studies
Class Format: thesis
Distributional Requirements: Division 2
Fall 2014
HON Section: 01 TBA Instructor: Edan Dekel

JWST 494(S) Senior Thesis: Jewish Studies
Class Format: thesis

Distributional Requirements: Division 2
Spring 2015
HON Section: 01 TBA Instructor: Edan Dekel

JWST 497(F) Independent Study: Jewish Studies
Class Format: independent study
Distributional Requirements: Division 2
Fall 2014
IND Section: 01 TBA Instructor: Edan Dekel

JWST 498(S) Independent Study: Jewish Studies
Class Format: Independent study
Distributional Requirements: Division 2
Spring 2015
IND Section: 01 TBA Instructor: Edan Dekel

JUSTICE AND LAW (Div. II)

Chair, Lecturer in Humanities ALAN HIRSCH

Advisory Committee: Professors: GENTRY, KAPLAN, NOLAN, SHANKS. Associate Professor BARRY, DUBOW*. Assistant Professors CROWE, KNIBBS, NJOYA §§.

Justice and Law is an interdepartmental program designed to give students a background in and frameworks for understanding the ways that philosophers, legislators, and ordinary people think about justice, and the related ways in which societies marshal power to embed ideas about justice, as well as other concerns in law. This liberal arts program provides tools to think and to argue critically about what justice might entail, how it works in practice, how rules, aspirations, laws, and norms evolve over time and in different parts of the world, what compliance and enforcement mean, and what their relationship is to justice, conflict resolution, and legitimate authority.

THE CONCENTRATION

The concentration in Justice and Law consists of six courses: an interdisciplinary introductory course, four electives taken from at least two departments, and a senior seminar. In 2014–15, two senior seminars—JLST 401 and JLST 402—will be offered, either of which will fulfill the senior seminar requirement. Electives are listed below. Students may declare program concentrations at any point during their academic careers.

STUDY ABROAD

Students who choose to study abroad should consult with the program chair to ensure that they can complete the requirements.

FOUR ELECTIVES

Four elective courses are required to complete a concentration in Justice and Law. These courses must be taken from at least two departments. At least one of the four electives should emphasize theories of justice and/or law and at least one historical enactment or application in institutions. Other courses, not listed below, may be approved by the Chair.

AMST 311/HIST 368 Development of American Indian Law & Policy
ANTH 210/ENVI 210/JLST 210 Governing Nature
ANTH 312/WGSS 314/INST 313 (F) Gendered Violence and the Paradoxes of Human Rights (W)
ANTH 319/ASST 318/INST 319 Law and Kinship in South Asia: Post–Colonial Dilemmas
CHEM 113 Chemistry and Crime: From Sherlock Holmes to Modern Forensic Science
ECON 229 Law and Economics
ENGL 407/COMP 407 Literature, Justice, and Community
ENVI 307/PSCI 317 Environmental Law
HIST 152/WGSS 152 The Fourteenth Amendment and the Meanings of Equality
HIST 164/AFR 164/AMST 165 Slavery in the United States
HIST 304/AFR 304 South Africa and Apartheid
HIST 327 Law in the Middle Ages
HIST 373 Citizenship: An American History
HIST 376/WGSS 376/JLST 376 Sex, Gender, and the Law in U.S. History
HIST 380 Comparative American Immigration History
HIST 381/AFR 381 From Civil Rights to Black Power
HIST 457/WGSS 457 Gender, Law, and Politics in U.S. History
JLST 250 Trials
JLST 312/COMP 316/ENGL 332 Images of Law
LATS 370/AMST 370/JLST 370/INST 370/SOC 370 Immigrant Social Movements: Bridging Theory and Praxis
*PHIL 122 Philosophical Approaches to Contemporary Moral Issues
PHIL 224/LEAD 221 Contemporary Political Philosophy
PHIL 291 Violence: Its Trajectory and Its Causes
*PHIL 236 Contemporary Ethical Theory
PHIL 238/PSCI 237 Just War Theory, Terrorism, and Weapons of Mass Destruction
*PHIL 272 Free Will and Responsibility
PSCI 210/AFR 210/AMST 210/WGSS 210/INTR 210 Culture and Incarceration
PSCI 216 American Constitutionalism I: Structures of Power
PSCI 217 American Constitutionalism II: Rights and Liberties
PSCI 223 International Law
*PSCI 334 Theorizing Global Justice
PSCI 420/JLST 401 Senior Seminar in Human Rights in International Politics and Law
PSYC 347 Psychology and Law
*PSYC 361 Psychology of Nonviolence
REL 203/JWST 101 Judaism: Innovation and Tradition
REL 214/PSCI 271 Religion and the State
SOC 215 Crime
*SOC 218 Law and Modern Society

*denotes a theory/justice class; others count toward the history & institutions requirement

JLST 101(F) Introduction to Justice and Law
This course will examine all aspects of America's legal system, including its historical and constitutional underpinnings; the processes of resolving disputes, e.g., trials, plea–bargaining, and civil settlement; and the diverse roles of participants in the system, e.g., judges, jurors, legislators, and law schools. The course will emphasize the deeply interdisciplinary nature of law, probing the law's intersections with politics, history, economics, psychology, philosophy, sociology, science, and religion.
Class Format: lecture/discussion **Requirements/Evaluation:** two papers, a midterm, a final exam, and class participation
Prerequisites: none **Enrollment Limit:** 40 **Expected Class Size:** 40 **Enrollment Preferences:** first–years and sophomores
Distributional Requirements: Division 2
Fall 2014
LEC Section: 01 MWF 11:00 12:15 Instructor: Alan Hirsch

JLST 210(S) Governing Nature (W) Crosslistings: ANTH 210/ENVI 210/JLST 210
This course analyzes the regulation of natural resources, primarily in today's United States. We will study how shared definitions of nature and, hence, nature's resources are instituted in law and policy and the extent to which these legal mandates shape actual landscapes. We will examine the workings of government bureaucracies—for example, the U.S. Forest Service and the National Park Service—to see how their understanding

and administration of natural resources operate on the ground and affect local communities. We will consider an array of questions: What is the relationship between nature and what anthropologists call "the State"? Does scientific expertise command authority? When is the governance of natural resources synonymous with the governance of people? To what extent are taken–for–granted terms like "endangered" in reality social and legal constructs? In order to unpack these and other puzzles, we will turn to historical works and ethnography, focusing on insights from political and environmental anthropology. We will also read legal doctrine, such as the Wilderness Act of 1964 and judicial opinions regarding tribal sovereignty and fishing rights. Our case studies will range from rivers and national forests in the American Southwest to local conservation issues in the Berkshires, including land trusts.
Class Format: seminar **Requirements/Evaluation:** active participation, two 5– to 7–page papers on assigned readings, one 12– to 15–page research paper
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Anthropology and Sociology majors, ENVI majors/concentrators and Justice and Law concentrators
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: ENVI Environmental Policy
ENVP PE–B Group Electives
ENVP PTL–A Group Electives
ENVP SC–B Group Electives
JLST Interdepartmental Electives
Spring 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Natalie Vena

JLST 250T Trials
Humans are social creatures. In organized societies, when conflicts arise, people rely on the law and, within the law, on trials to sort out competing claims and assign proper consequences. "Trials" include other tests such as the trial of battle, experimental trials, trials to qualify for athletic finals, and probationary periods. At it core, then, a trial is a way to test the veracity or quality of some person or thing. This tutorial traces the application and various meanings of trials, focusing on three themes: trials as a test of personal character; trials as a way of knowing; and trials as social institutions designed to protect the social order by offering justice.
Class Format: tutorial **Requirements/Evaluation:** five main papers and five response papers
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Concentrators in the Justice & Law program
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 **Other Attributes:** JLST Enactment/Applications in Institutions
Not Offered Academic Year 2014–2015
TUT Instructor: George Marcus

JLST 370(S) Immigrant Social Movements: Bridging Theory and Praxis (D) Crosslistings: LATS 370/AMST 370/JLST 370/INST 370/SOC 370
What routes are available to immigrant communities seeking to fight for inclusion and political participation? Do undocumented immigrants have rights in the United States and if so, what are these rights? Also, what agencies, political bodies or local/national organizations are responsible for making such determinations? Focusing on the activism of undocumented immigrant communities (parents, youth and allies), this course analyzes political mobilization by a group of individuals thought by many not to have rights. In doing so, comparisons will be drawn with the strategies and campaigns of those in the LGBT community and that of civil rights activists of the 1960s. Seeking to understand the origins and effects of what anthropologist Nicholas DeGenova refers to as "migrant illegality," students in this course will become familiar with the factors leading to international migration, the role of laws and federal/state policies in criminalizing and disenfranchising migrants, and the various forms of resistance in which undocumented communities have engaged in order to fight oppression and marginalization. Readings and course materials will be highly interdisciplinary drawing from disciplines such as ethnic studies, sociology, anthropology, political science and legal studies; course readings will be supplemented by films and an experiential learning component. As part of this component students will meet outside class hours to work with a local community–based organization over the course of the semester and write a 15–page final paper that connects course readings with their fieldwork experience. This course also works under the Exploring Diversity Initiative theme of "power and privilege" in examining the legal, cultural, social and political conditions that lead to the creation of a migrant underclass.
Class Format: seminar **Requirements/Evaluation:** 15–page final paper that connects course readings with internship experience
Prerequisites: none **Enrollment Limit:** 12 **Enrollment Preferences:** LATS concentrators, AMST and JLST juniors and seniors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: INST Borders, Exiles + Diaspora Studies Electives
JLST Interdepartmental Electives
JLST Enactment/Applications in Institutions
LATS Core Electives
Spring 2015
SEM Section: 01 M 07:00 09:40 Instructor: Kevin Escudero

JLST 376(F) Sex, Gender, and the Law in U.S. History (D) Crosslistings: HIST 376/WGSS 376/JLST 376
This course explores how the law in America has defined and regulated gender and sexuality. We will evaluate how the law has dictated different roles for men and women, how sexual acts have been designated as legal or illegal, and the ways that race, class, and nationality have complicated the definition and regulation of gender and sexuality. We will examine how assumptions about gender and sexuality have informed the creation and development of American law, contested interpretations of the Constitution, and the changing meanings of citizenship; We will consider how seemingly gender neutral laws have yielded varied effects for men and women across race and class divides, challenging some differences while naturalizing others. Finally, we will examine the power and shortcomings of appeals to formal legal equality waged by diverse groups and individuals. Throughout the course, we will consider the various methodologies and approaches of the interdisciplinary field of legal history. Topics to be covered will include the Constitution, slavery, marriage, divorce, custody, inheritance, immigration, sexual violence, reproduction, abortion, privacy, suffrage, jury duty, work, and military service.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on two short (4–5 page) papers; one longer (10–12 page) paper; an in–class presentation, and participation in class discussion
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** History majors; WGSS majors; Justice & Law Studies concentrators
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group F Electives – U.S. + Canada
JLST Interdepartmental Electives
Fall 2014
SEM Section: 01 TR 11:20 12:35 Instructor: Sara Dubow

JLST 397(F) Independent Study: Legal Studies
Legal Studies independent study. Open only under the supervision of a member of the Legal Studies Advisory Committee.
Class Format: independent study
Distributional Requirements: Division 2
Fall 2014
IND Section: 01 TBA Instructor: Alan Hirsch

JLST 398(S) Independent Study: Legal Studies
Legal Studies independent study. Open under the supervision of a member of the Legal Studies Advisory Committee.
Class Format: independent study
Distributional Requirements: Division 2
Spring 2015
IND Section: 01 TBA Instructor: Alan Hirsch

JLST 401(S) Images of Law Crosslistings: JLST 401/COMP 411/ENGL 332
Works of art transform how we view the law. Novels like Melville's *Billy Budd*, Kafka's *The Trial* and Camus' *The Stranger* produce indelible images that inspire sometimes haunting reflections about all phases of the legal process — investigation, interrogation, arrest, trial, and punishment. Poems, films, and other art forms also offer perspectives on the law, raising issues richer and more elusive than what we encounter on Court TV, in the New York Times, or even from sophisticated legal scholars. This course probes works of art with the goal of gaining insight into various aspects of law.
Class Format: seminar **Requirements/Evaluation:** several short writing assignments, three longer papers, class participation
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** justice and law concentrators
Distribution Notes: meets Division 2 requirement if registration is under JLST; meets Division 1 requirement if registration is under ENGL or COMP
Distributional Requirements: Division 2 **Other Attributes:** JLST Enactment/Applications in Institutions
Spring 2015
SEM Section: 01 MWF 08:30 09:45 Instructor: Alan Hirsch

JLST 402(F) Senior Seminar in Human Rights in International Politics and Law (W) Crosslistings: PSCI 420/JLST 402
The idea that all humans have rights simply because they are human–independent of anything they might do or achieve–has transformed local and international politics, probably permanently. This concept's place in international politics, its strengths and limitations, depend on how people use it. Beginning with the 18th–century's transatlantic movement to abolish slavery, we will examine international movements and institutions that have affected what human rights mean, to whom, and where. Readings draw on philosophy, history, sociology, and international relations, but as a political science class we emphasize politics. Who benefits from the idea of universal human rights? Who loses? How does this idea about individual value liberate and entrap? Does this idea ultimately reinforce American hegemony, or plant the seeds of a non–American order?
Class Format: seminar **Requirements/Evaluation:** five essays (lead and critique), active and constructive participation in class
Prerequisites: PSCI 202, senior standing, permission of instructor **Enrollment Limit:** 18 **Expected Class Size:** 18 **Enrollment Preferences:** Political Science majors; seniors
Dept. Notes: formerly PSCI 269
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JLST Enactment/Applications in Institutions
PSCI International Relations Courses
Fall 2014
LEC Section: 01 TF 02:35 03:50 Instructor: Cheryl Shanks

LATINA/O STUDIES (Div. II)

Chair, Associate Professor C. ONDINE CHAVOYA *(first semester)*
Chair Professor CARMEN WHALEN *(second semester)*

Professors: R.KITTLESON**, C.WHALEN. Associate Professors: M.E.CEPEDA, O.CHAVOYA***, M.RÚA*. Assistant Professor: J. HIDALGO**. Visiting Assistant Professor: J. HERNÁNDEZ, Gaius Charles Bolin Fellow in Latina/o Studies: K. ESCUDERO, C3 Mellon Postdoctoral Fellow in Latina/o Studies: A. GRANADO

Latina/o Studies is an interdisciplinary and comparative field of study that explores the histories, representations, and experiences of Latinas and Latinos in the United States. Latinas and Latinos include peoples who come from or whose ancestors come from Latin America and the Spanish–speaking Caribbean. The program seeks to cover the widest range of experiences, encompassing Mexican–Americans, Puerto Ricans, Cubans, and Dominicans, as well as more recent migrations from a wide variety of Central and South American countries. Courses, most of which use a comparative approach, seek to provide students with the tools to continue their work in areas of their particular interest. Focusing on a diverse group with a long history in the United States, which is also one of the fastest growing populations in the contemporary era, provides an opportunity to explore complex dynamics globally and within the context of the United States. The program examines topics such as the political and economic causes of migration, the impact of globalization, economic incorporation, racialization, the formation and reformulations of identities and communities, the uses of urban spaces, inter–ethnic relations, artistic expression, aesthetics, and visual and popular culture.

THE CONCENTRATION

The concentration in Latina/o Studies requires five courses. Students are required to take the introductory course (LATS 105), one 400–level Latina/o Studies seminar, and three electives. Two electives must be core electives, and one elective can be a related course in Comparative Race and Ethnic Studies or in Countries of Origin and Transnationalism. The three electives must include two different areas of study, and at least one elective must be at the 300 or 400 level. Additional courses may be approved by the Chair. Students, especially those considering graduate work or professional careers in the field, are encouraged to enroll in Spanish language courses at Williams.

Required Courses

LATS 105 Latina/o Identities: Constructions, Contestations, and Expressions

One of the following 400–level seminars:
ARTH 464/LATS 464 Latina/o Visual Culture: Histories, Identities, and Representation
LATS 405/AMST 405 Home and Belonging: Displacements, Relocations, and Place Making
LATS 408/AMST 408 Envisioning Urban Life: Objects, Subjects, and Everyday People
LATS 409/AMST 411/ WGSS 409 Transnationalism and Difference: Comparative Perspectives
LATS 426T(S) Queer Temporalities (W)
LATS 471/HIST 471 Comparative Latina/o Migrations

Students can check with the program chair to see if other courses not listed here might count as electives.

Two of the following core electives:

HIST 286/LATS 286 Latina/o History From 1846 to the Present
HIST 386/WGSS 386/LATS 386 Latinas in the Global Economy: Work, Migration, and Households
LATS 203/ARTH 203/WGSS 203/AMST 205 Chicana/o Film and Video
LATS 208/AMST 207/COMP 211 Introduction to Latina/o Literatures
LATS 209/RLSP 209 Spanish for Heritage Speakers: Introduction to Latina/o Cultural Production
LATS 220/AMST 221/ENVI 221 Introduction to Urban Studies: Shaping and Living the City
LATS 224/AMST 224/REL 224 U.S. Latina/o Religions
LATS 240/AMST 240/COMP 210 Latina/o Language Politics: Hybrid Voices
LATS 254/AMST 255/COMP 254/ENGL 243 U.S. Cuban Life Writing: Nationalism, Narrative, and Exile
LATS 258/ARTH 258 Latina/o Installation and Site Specific Art
LATS 312/AMST 312/ENVI 313 Chicago
LATS 313/ AMST 313/WGSS 313 Gender, Race, and the Power of Personal Aesthetics
LATS 318/AMST 318/REL 318/COMP 328/ENVI 318 California: Myths, Peoples, Places
LATS 330/AMST 330 Connective Approaches to Race, Ethnicity, and Diaspora
LATS 338/AMST 339/WGSS 338 Latina/o Musical Cultures: Gender, Race, Sexuality and the Dynamics of the Everyday
LATS 346/AMST 346 Latinas/os and the Media: From Production to Consumption
LATS 370/AMST 370/JLST 370/INST 370/SOC 370 Immigrant Social Movements: Bridging Theory and Praxis
LATS 382/HIST 382/WGSS 382 Latina/o Politics
REL 227/LATS 227/AMST 227/ENVI 227 Utopias and Americas
REL 309/AFR 309/LATS 309 Scriptures and Race
REL 326/LATS 426/WGSS 326/COMP 326 Queer Temporalities

One additional related course from either of the following subcategories OR from the core electives above:

Countries of Origin and Transnationalism
HIST 143 Soccer and History in Latin America: Making the Beautiful Game
HIST 243 Modern Latin America, 1822 to the Present
HIST 343/LATS 343 Conquistadors in the New World
HIST 346/AFR 346 History of Modern Brazil
HIST 347 Democracy and Dictatorship in Latin America

HIST 492 Revolutionary Thought in Latin America
MUS 126 Cuban Popular Music and Culture
PSCI 266 The United States and Latin America
PSCI 349 Cuba and the United States
RLSP 306/COMP 302 Latino Writing: Literature by U.S. Hispanics
RLSP 402 Senior Seminar: Writing Latin Americas Environmental Crisis

Comparative Race and Ethnic Studies
AFR 200/AMST 200 Introduction to Africana Studies
AMST 403/COMP 375/ENGL 375/AFR 403/LATS 403 New Asian American, African American, Native American, and Latina/o Writing
ARTH 462/AMST 462/LATS 462 Art of California: Pacific Standard Time
ENGL 144/AMST 144 Race and American Crime Fiction
HIST 377/AMST 377/JLST 377/LEAD 377/AFR 377 Race and American Law
HIST 380 Comparative American Immigration History
LATS 206 Cycle of Socialization: Understanding Similarities, Bridging Differences
PSCI 346/LATS 345 Race in Latin American Politics
WGSS 240/AMST 241/LATS 241/THEA 241 Performing Masculinity in Global Popular Culture

THE DEGREE WITH HONORS

Honors in Latina/o Studies may be granted to concentrators after an approved candidate completes an honors project, delivers a public presentation of the work, and is awarded an honors grade by her/his advisor and two other faculty readers. In consultation with the advisor and the chair, faculty readers may be from outside the Latina/o Studies Program.

The honors project will be completed over one semester plus winter study. It may consist of a conventional research thesis of 40–70 pages or of other forms of presentation (e.g., video, art, theater). It may also combine a shorter research thesis with another medium.

To be accepted as a candidate for honors in Latina/o Studies, a student must meet these criteria:

1) Submit and earn approval of a project proposal in April of the junior year. The proposal should be no longer than 5 pages and should lay out the project's aim and methodology, identify the student's advisor for the work, and include evidence of competence in the necessary media for projects that include non–thesis forms.

2) Achieve a grade point average generally of at least 3.33 in LATS courses at the time of application.

Students admitted to the honors program must submit a 5–8 page revised proposal, with an annotated bibliography, by the second week of classes in the fall semester of her/his senior year. They should register either for LATS 493 in the fall semester and LATS 031 in Winter Study, or for LATS 031 in Winter Study and LATS 494 in the spring semester. These courses will be in addition to the 5 courses that make up the regular concentration.

STUDY ABROAD

Study abroad and other off–campus programs offer excellent opportunities for students to build on, and expand, the intellectual interests they develop as part of the Latina/o Studies concentration. Through their connections to various institutions in the U.S. and other nations, Latina/o Studies faculty can help place students in U.S. borderlands programs as well as programs in Mexico, Cuba, and other "countries of origin." Any student seeking to include courses as part of a concentration in Latina/o Studies should feel free to contact the Program chair or other faculty. A maximum of 1 course taken away from Williams can count (as an elective) toward the completion of the concentration. You can find general study away guidelines for Latina/o Studies here.

LATS 105(F) Latina/o Identities: Constructions, Contestations, and Expressions
What, or who, is a Hispanic or Latina/o? At present, individuals living in the United States who are classified as such number approximately 40 million, constituting the country's largest "minority" group. In this course, we will study the interdisciplinary field that has emerged in response to this growing population, as we focus on the complex nature of "identity." Viewing identities as historically and socially constructed, we begin with a brief assessment of how racial, ethnic, class, and gendered identities take shape in the Hispanic Caribbean and Latin America. We then examine the impact of (im)migration and the rearticulation of identities in the United States, as we compare each group's unique history, settlement patterns, and transnational activity. Identity is also a contested terrain. As immigrants and migrants arrive, the United States' policymakers, the media, and others seek to define the "newcomers" along with long–term Latina/o citizens. At the same time, Latinas/os rearticulate, live, assert, and express their own sense of identity. In this light, we conclude the course with an exploration of these diverse expressions as they relate to questions of class, race, ethnicity, gender, sexual orientation, and national origins.
Class Format: discussion **Requirements/Evaluation:** evaluation to be based on student participation and several short papers (1–5 pages) throughout the semester
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 20–25 **Enrollment Preferences:** Latina/o Studies concentrators
Dept. Notes: required course for concentration in Latina/o Studies
Distributional Requirements: Division 2 **Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora
Fall 2014
LEC Section: 01 MWF 11:00 12:15 Instructor: C. Ondine Chavoya and Carmen Whalen

LATS 203 Chicana/o Film and Video (D) Crosslistings: LATS 203/ARTH 203/WGSS 203/AMST 205
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.Through a focus on Chicana/o representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres. By introducing various interdisciplinary approaches and theoretical methods related to race, representation, and the media, the course fulfills the Exploring Diversity Initiative's themes of critical theorization and power and privilege.
Class Format: film screenings will be scheduled as a lab **Requirements/Evaluation:** evaluation will be based on one short paper, mid–term exam, final exam and take home essays
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 20
Distribution Notes: meets Division 2 requirement if registration is under AMST, LATS or WGSS; meets Division 1 requirement if registration is under ARTH
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
INST Borders, Exiles + Diaspora Studies Electives
LATS Core Electives
Not Offered Academic Year 2014–2015
LEC Instructor: C. Ondine Chavoya

LATS 206 Cycle of Socialization: Understanding Similarities, Bridging Differences (D)
This course offers an overview of social identity development theories, social & cultural diversity, and societal manifestations of power, privilege and oppression within American society. How do the groups you belong to impact your life experiences (do they)? Are we predisposed to being in conflict or can diverse peoples form a harmonious community? We will identify the tools and strategies that social scientists, activists, and educators have employed in order to bridge the gaps across our differences. Topics include: race, ethnicity and racism; social class and classism; sex, gender and sexism; and sexual orientation. This course is designed to provide students the opportunity to relate their own life experiences to social science theories, research, and practice. Theorists whose work we will read include Beverly Tatum, Gordon Allport, Urie Bronfebrenner, bell hooks, Peggy Mcintosh, Claude Steel, and many others.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on a series of short papers, final paper or project, and active participation in class discussions
Prerequisites: none; sophomores and juniors will be given priority **Enrollment Limit:** 20 **Expected Class Size:** 15
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ASAM Related Courses
LATS Comparative Race + Ethnic Studies Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Taj Smith

LATS 208(F) Introduction to Latina/o Literatures (D) Crosslistings: LATS 208/AMST 207/COMP 211
This discussion course serves as an introduction; the reading list is not meant to be exhaustive or comprehensive, but will rather provide a sampling or range of texts for students to engage. We will explore a number of readings across different genres (the novel, play, poem, short story, graphic novel). Students will endeavor to understand how each author defines Latinidad. What characterizes Latina/os for each of these writers and how do their works articulate the historical conditions out of which they emerge? How is Latina/o literature marked by notions of language, nationality, gender, sexuality, class, race, politics, form, and genre? The readings will provide both a survey of general ideas in the study of Latina/o literatures as well as specific case studies and historical examples from which we will extrapolate about the larger field. Readings include works by Tómas Rivera, Cristina García, Cristy C. Road, Oscar Zeta Acosta, Junot Díaz, Alisa Valdes–Rodriguez, and more. This course fulfills the Exploring Diversity Initiative requirements as it offers students a comparative study of cultures and societies by examining the U.S. racial project of constructing a Latina/o people out of various peoples. Additional attention is given, under the rubric of power and privilege, to the specific economic and political institutions that structure Latina/o cultural production.
Class Format: lecture **Requirements/Evaluation:** students will be evaluated based on weekly online discussion forum posts, two short papers, a midterm exam, a final comprehensive project, as well as classroom participation
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 20 **Enrollment Preferences:** LATS concentrators, AMST and Comp Lit majors
Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under AMST or LATS
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: LATS Core Electives
Fall 2014
LEC Section: 01 TR 09:55 11:10 Instructor: Jesús Hernández

LATS 209 Spanish for Heritage Speakers: Introduction to Latina/o Cultural Production Crosslistings: LATS 209/RLSP 209
This lecture and discussion course focuses on the acquisition and improvement of critical communication and analytical skills in Spanish for use both in and outside of the United States. We address all four of the primary language skills (listening, reading, writing, and speaking), with particular attention to the unique needs of students who have received a majority of their exposure to the Spanish language in an informal/domestic environment. Through the use of materials and vocabulary taken from a variety of real–life contexts, but with primary emphasis on the diverse U.S. Latina/o communities, this course aims to sharpen heritage speakers'—sociolinguistic competency and ability to interpret musical, cinematic, and literary texts in Spanish.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on student participation, grammar homework, 2 oral exams, and 3–4 written essays
Prerequisites: none; however, students who have completed the majority of their formal education in a Spanish–speaking country are not permitted to enroll in this course without prior permission of the instructor
Enrollment Limit: 12 **Expected Class Size:** 12 **Enrollment Preferences:** Latina/o Studies concentrators or Spanish majors by seniority
Distribution Notes: meets Division 2 requirement if registration is under LATS; meets Division 1 requirement if registration is under RLSP
may not be taken on a pass/fail basis
Distributional Requirements: Division 2 **Other Attributes:** LATS Core Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Maria Elena Cepeda

LATS 220 Introduction to Urban Studies: Shaping and Living the City Crosslistings: LATS 220/AMST 221/ENVI 221
Generally, cities have been described either as vibrant commercial and cultural centers or as violent and decaying urban slums. In an effort to begin to think more critically about cities, this course introduces important topics in the interdisciplinary field of Urban Studies. Specifically, we will discuss concepts and theories used to examine the peoples and structures that make up cities: In what ways do socio–cultural, economic, and political factors affect urban life and development? How are cities planned and used by various stakeholders (politicians, developers, businesses, and residents)? How do people make meaning of the places they inhabit? We will pay particular attention to the roles of race, ethnicity, class, and gender in understanding and interpreting urban communities. Texts include works by anthropologists, historians, sociologists, cultural critics, cultural geographers, and literary writers.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on attendance and class participation, several short writing assignments (1–2 pages), two creative group projects and presentations, a midterm essay (5–7 pages) and final essay (8–10 pages)
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** first and second year students as well as American Studies majors and Latina/o Studies concentrators
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 **Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
ASAM Related Courses
ENVI Humanities, Arts + Social Science Electives

ENVP SC–B Group Electives
EXPE Experiential Education Courses
INST – Urbanizing World Electives
LATS Core Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Merida Rua

LATS 224 U.S. Latina/o Religions (D) Crosslistings: LATS 224/AMST 224/REL 224
In this course, we will engage aspects of Latina/o religious experiences, practices, and expressions in the United States of America. Some attention will be given to historical contexts in Iberia and Latin America, as well as questions of how one studies Latina/o religions. Most of the course, however, will examine moments where religious expressions intersect with politics, popular culture, and daily life in the U.S.A. Given the plurality of Latina/o communities and religious lives in the U.S.A., we will engage certain selected religious traditions and practices by focusing on particular moments of religious expression as elucidated in specific historiographies, ethnographies, art, literature, and film. Rooting ourselves in the social, political, cultural, and historical contexts in which particular Latina/o religious formations arose, this Exploring Diversity Initiative course also examines issues of social and institutional power relations that influence particular religious formations.
Class Format: discussion **Requirements/Evaluation:** based upon class participation, short writing exercises, a 5– to 8–page take–home midterm essay, and a 10– to 15–page final review essay
Prerequisites: none **Enrollment Limit:** none **Expected Class Size:** 15
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
LATS Core Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Jacqueline Hidalgo

LATS 227 Utopias and Americas Crosslistings: REL 227/LATS 227/AMST 227/ENVI 227
Where does the term "new world" come from? What do we mean by "utopia," "utopian," and "utopianism?" What relationships exist between the people who imagine utopias and the lands they inhabit? This course considers the relationship between utopian imaginations and the imaginations of the lands and peoples in the Western hemisphere. We will spend some time studying utopian theory, ancient proto–utopias, and utopias in Latin America, though our main focus will be on particular examples of utopianism in the U.S.A. We will attend to particular instances of utopian social dreaming that re–imagine time, space, environment, gender, family, education, and power. While the U.S.A. is the main focus of the class, students are encouraged to pursue and bring to class utopian perspectives from other parts of the Americas. Students are also strongly encouraged to take questions from class and engage utopian images not listed on this syllabus but pertinent to our classroom learning.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, short weekly writing assignments, a 5–page midterm paper, and a 10– to 15–page final research paper examining an American utopia
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 12
Distributional Requirements: Division 2 **Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
LATS Core Electives
REL North American Religions Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Jacqueline Hidalgo

LATS 240(S) Latina/o Language Politics: Hybrid Voices (D) Crosslistings: LATS 240/AMST 240/COMP 210
In this course we will focus on issues of language and identity in the contemporary linguistic practices and literary production of various Latina/o communities. We will ask: How are cultural values and material conditions expressed through Latina/o language and literature? How does Latina/o identity challenge traditional notions of the relationship between language, culture, and nation? In what ways might Latina/o literary and linguistic practices serve as tools for social change? Building on an overview of common linguistic phenomena such as code–switching (popularly known as "Spanglish") and Latina/o English, we will also examine bilingual education, recent linguistic legislation, and the English Only movement. Throughout the course we will survey texts culled from a variety of literary genres, including theatre, autobiography, novels, and poetry by writers such as Sandra Cisneros, Junot Díaz, Martín Espada, Víctor Hernández Cruz, Dolores Prida, Richard Rodríguez, and Michele Serros, among others. Both directly and/or indirectly, these texts address Latina/o language politics, as well as the broader themes of power, community, ethno–racial identity, gender, sexuality, class, and hybridity.
Class Format: seminar **Requirements/Evaluation:** participation, two essays, final take–home examination
Prerequisites: none **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** Latina/o Studies concentrators, American Studies majors, Comparative Literature majors by seniority
Distribution Notes: meets Division 2 requirement if registration is under LATS or AMST; meets Division 1 requirement if registration is under COMP
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
LATS Core Electives
Spring 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Maria Elena Cepeda

LATS 241(S) Performing Masculinity in Global Popular Culture (D) Crosslistings: WGSS 240/AMST 241/LATS 241/THEA 241/SOC 240
This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products – ranging from beer to deodorant to cigarettes — had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch–identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half–life of the boy band in the US and in Asia (e.g., J/K–Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.
Class Format: seminar **Requirements/Evaluation:** masculinity journal, mid–term essay, visual analyses of pop culture artifact, choice of final essay or 8–10 page final paper, short field trip reaction essay
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** in the event of over–enrollment, a short statement of interest will be solicited
Distribution Notes: meets Division 2 requirement if registration is under AMST, LATS, SOC or WGSS; meets Division 1 requirement if registration is under THEA
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: EXPE Experiential Education Courses
LATS Comparative Race + Ethnic Studies Electives
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Gregory Mitchell

LATS 245(F) "Queering the Color Line": Queer Black and Latina/o Literature (D) Crosslistings: LATS 245/COMP 249*(Primary Crosslisting)*
This class takes part of its title from Siobhan Somerville's critical study published in 2000, and takes its cues, as Somerville has, from W.E.B Dubois's statement in *The Souls of Black Folk* that "the problem in the Twentieth Century is the problem of the color line." Thus, in this course, we will ask: How have Black and Latina/o critics and writers developed, critiqued, and re–imagined queer literature and queer studies to address the complexities of racialization, as well as gender, sexuality, class, disability, and citizenship? This question, and our examination of the politics of self–identification and confessionary forms, will guide our discussions throughout the course. Texts may include works by James Baldwin, Rigoberto Gonzalez, Jackie Kay, Cherrie Moraga, Cristy Road, and Tatiana de la Tierra, in addition to selections from the anthologies *Black Queer Studies*, *Gay Latino Studies: A Critical Reader*, *This Bridge We Call Home: Radical Visions for Transformation*, and others that will be available in a course reader.
Class Format: seminar **Requirements/Evaluation:** students will be evaluated based on participation, short essays, and a final group presentation on the queering of contemporary pop culture
Prerequisites: none **Enrollment Limit:** 18 **Expected Class Size:** 16 **Enrollment Preferences:** LATS concentrators
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: LATS Core Electives
Fall 2014
SEM Section: 01 TR 11:20 12:35 Instructor: Alma Granado

LATS 254(S) U.S. Cuban Life–Writing: Nationalism, Narrative, and Exile (D) Crosslistings: LATS 254/AMST 255/COMP 254/ENGL 243
This course introduces students to the genres of life–writing that have become principal forms of artistic, social, and cultural expression amongst Cubans in the United States. Learning about several examples of life–writing including memoir, autobiography, testimonio, and the bildungsroman, students will question how literary form is linked not only to culture but also to the social, economic, and political conditions out of which authors and writings emerge. Common themes or narrative arcs across U.S. Cuban life–writing will be charted throughout the semester in order to understand the currency of particular stories of exile, displacement, and the American dream. The primary question of the course asks: how, and towards what ends, are the genres of life–writing utilized, adapted, and revised by those disavowed by the nation? Readings will include works by Eduardo Machado, Carlos Eire, Virgil Suarez, Gustavo Perez Firmat, Olga Karman, Evelio Grillo, Pablo Medina, Emilio Bejel, Mirta Ojita, and Emilio Estefan. This course works under the Exploring Diversity Initiative's theme of empathetic understanding allowing students to think through the experiences of exile, as well as the theme of power and privilege, examining how U.S. Cuban exile and writing about it has been structured by political, social, and economic institutions.
Class Format: lecture **Requirements/Evaluation:** students will be evaluated based on weekly journal writings, two short papers, a final comprehensive project, as well as classroom participation
Prerequisites: none **Enrollment Limit:** 30 **Enrollment Preferences:** LATS concentrators
Distribution Notes: meets Division 1 requirement if registration is under COMP and ENGL; meets Division 2 requirement if registration is under AMST or LATS
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: LATS Core Electives
Spring 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Jesús Hernández

LATS 258 Latina/o Installation and Site–Specific Art Crosslistings: LATS 258/ARTH 258
This course will explore the various forms of installation and site–specific artworks created by Latina/o artists for both museums and public space. We will examine the ways in which Latina/o artists have used space as a material in the production of artworks and how this impacts the works' meanings and the viewer's experience. Within the context of U.S. Latina/o culture and history, we will connect notions of space with ideas about cultural citizenship, civil rights, and social justice. A variety of art forms will be studied, from traditional to experimental, including murals, sculpture, performance, video, and several multimedia, interactive, or

participatory projects. While establishing a historical lineage and theoretical frameworks for analyzing this growing genre, we will pay particular attention to how these works engage urban space and often challenge the institutional assumptions of museums and curatorial practice. Likewise, we will examine the important debates associated with various public art and museum installation controversies.
Class Format: lecture/discussion **Requirements/Evaluation:** two short papers, periodic research reports, final research paper, and presentation
Prerequisites: LATS 105 or ARTH 101–102 or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 12 **Enrollment Preferences:** Latina/o Studies concentrators and to Art majors
Distribution Notes: meets Division 2 requirement if registration is under LATS; meets Division 1 requirement if registration is under ARTH
Distributional Requirements: Division 2 **Other Attributes:** AMST Arts in Context Electives
AMST Space and Place Electives
LATS Core Electives
Not Offered Academic Year 2014–2015
LEC Instructor: C. Ondine Chavoya

LATS 286(S) Latina/o History, 1848 to the Present (D) Crosslistings: LATS 286/HIST 286
From 1848 to the present, Latina/o communities have taken shape in the United States through conquest and migration. Why and when have distinct Latina/o groups come to have sizeable communities in different regions of the United States? U.S. imperialism and foreign policies, as well military, political and economic ties between the United States and the various countries of origin define the political and economic contexts in which people leave their homes to come to the United States. In their search for low–wage labor, U.S. employers have recruited workers from Latin America and the Hispanic Caribbean. Mexicans, Puerto Ricans, Cubans, Dominicans, Guatemalans, and Salvadorans, as well as others, have responded to labor recruitment and have also relied on networks of family and friends to seek a better life in the United States. What do the histories of these distinct Latina/o groups share and where do their experiences diverge? This EDI course examines the racial dynamics at play in the formation of Latina/o communities, as well as the impact of U.S. hierarchies of race, ethnicity, gender and class on the labor histories of Latinas and Latinos.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation and group presentations, short writing assignments, two short essays, and a final essay
Prerequisites: none **Enrollment Limit:** 40 **Expected Class Size:** 20
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives – U.S. + Canada
LATS Core Electives
Spring 2015
LEC Section: 01 TR 11:20 12:35 Instructor: Carmen Whalen

LATS 306(S) Queer of Color Critique: Race, Sex and Urban Life (D) Crosslistings: WGSS 306/AMST 306/AFR 306/LATS 306/COMP 304
This seminar is an introduction to queer of color critique, a field of scholarship that seeks to intervene in the predominantly white canon of queer studies. We will examine the history of this line of critique, beginning with Black and Chicana feminisms and extending into present day issues and activism highlighting intersectionality, exploring how and why QOCC became a necessary intervention into the then still emerging field of queer studies. Our texts include scholarly works as well as science fiction novels, plays, films, diaries, and graphic novels. Methodologically, we draw on many fields of study, including anthropology, literary studies, feminist studies, and ethnic studies. We focus primarily but by no means exclusively on US contexts, paying particular attention to the role that urban environments have served for queer communities of color. Topics include: feminisms of color, inter–racial desire and fetishization, orientalism and colonial fantasy, black queer science fiction, transgender subjectivities, and the political economy of sexual desire. A key feature of this course will also be the inclusion of numerous and diverse authors to appear on Skype or in person to answer questions about their work as we read it in class.
Class Format: discussion/lecture **Requirements/Evaluation:** mid–term essay, choice of final exam essay or 8–10 page research paper, responses to performance/special events
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** WGSS majors, students considering a WGSS major
Distribution Notes: meets Division 2 requirement if registration is under WGSS, AMST, AFR or LATS; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives
ASAM Related Courses
WGSS Racial Sexual + Cultural Diversity Courses
WGSS Theory Courses
Spring 2015
LEC Section: 01 TR 11:20 12:35 Instructor: Gregory Mitchell

LATS 309 Scriptures and Race Crosslistings: REL 309/AFR 309/LATS 309
What are "scriptures," and what is "race"? How and why did these two terms come to have any relationship to each other? How and why do peoples engage "scriptures"? In what ways have "scriptures" informed how peoples imagine themselves and others? How did "scriptures" and "race" inform each other in modern colonialisms and imperialisms? In this course, we will examine the ways that "scriptures" have been employed in order to understand and develop notions of "race," and we will examine how ideas about "race" have informed the concept of "scriptures" as well as practices of scriptural interpretation. While this course will focus on the relationships between constructions of "race" in the post–1492 American world and "Christian scriptures," we will also consider a few other historical moments and places where "race" is engaged, as well as other texts and practices identified with "scriptures."
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation based upon participation, short writing exercises, a 5– to 8–page take–home midterm essay, and a 10– to 15–page final essay
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 15
Distributional Requirements: Division 2 **Other Attributes:** LATS Core Electives
REL Comparative Inquiry Courses
Not Offered Academic Year 2014–2015
LEC

LATS 312 Chicago Crosslistings: LATS 312/AMST 312/ENVI 313
"The city of big shoulders has plenty of room for diversity," reads the official visitor's website for the City of Chicago. Focusing on this claim, this course asks students to think critically about what kind room has been made for diversity—social, spatial, and ideological. Additionally we examine the ways in which diverse social actors have shouldered their way into the imagined and physical landscape of the city. Working with ethnography, history, literature, critical essays, and popular culture, we will explore the material and discursive constructions of Chi–Town and urban life among its residents. Appreciating these constructions we also consider how Chicago has served as a key site for understandings of urbanity within a broader national and global context.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on attendance and class participation, group presentations and discussions, 5 critical briefs (2–pages) and a book review essay (12–15 pages)
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** American Studies majors, Latina/o Studies concentrators and students who have taken LATS 220/AMST 221/ENVI 221
Distributional Requirements: Division 2 **Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
ENVP SC–B Group Electives
LATS Core Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Merida Rua

LATS 313(F) Gender, Race, and the Power of Personal Aesthetics (D) Crosslistings: LATS 313/AMST 313/WGSS 313
This course focuses on the politics of personal aesthetics among U.S. women of color in an era of viral video clips, the 24–hour news cycle, and e–commerce sites dedicated to the dermatological concerns of "minority" females. With a comparative, transnational emphasis on the ways in which gender, sexuality, ethno–racial identity, and class inform personal style, we will examine a variety of materials including commercial websites, histories, personal narratives, ethnographies, sociological case studies, and feminist theory. Departing from the assumption that personal aesthetics are intimately tied to issues of power and privilege, we will engage the following questions: What are the everyday functions of personal aesthetics among women of color? Is it feasible to assert that an easily identifiable "African American," "Latina," "Arab American" or "Asian American" female aesthetic exists? What role do transnational media play in the development and circulation of popular aesthetic forms? How might the belief in personal style as a tactic of resistance challenge traditional understandings of what it means to be a "feminist" in the first place? Readings include works by Susan Bordo, Ginetta Candelario, Patricia Hill Collins, Amira Jarmakani, Nadine Naber, Lisa Nakamura, Frances Negrón–Muntaner, Kobena Mercer, and Catherine Ramírez, among others.
Class Format: seminar **Requirements/Evaluation:** participation, one student–led discussion period, two written essays of 5–7 pages, final take–home exam
Prerequisites: LATS 105, AMST 201, WGSS 101 or permission of the instructor; first year students are not permitted to take this course **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** Latina/o Studies concentrators, American Studies majors, and Women's, Gender and Sexuality Studies majors by seniority
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
ASAM Related Courses
WGSS Racial Sexual + Cultural Diversity Courses
WGSS Theory Courses
Fall 2014
SEM Section: 01 MR 02:35 03:50 Instructor: Maria Elena Cepeda

LATS 318 California: Myths, Peoples, Places (W) Crosslistings: LATS 318/AMST 318/REL 318/COMP 328/ENVI 318
"Now I wish you to know about the strangest thing ever found anywhere in written texts or in human memory...I tell you that on the right–hand side of the Indies there was an island called California, which was very close to the region of the Earthly Paradise." As far as we know, the name "California" was first written in this passage by Garcí Rodríguez de Montalvo, ca. 1510. Within a few decades, it came to be placed first on the peninsula of Baja California and then upon a region stretching up the Western coast of North America. What aspects of this vision are still drawn upon in how we imagine California today? How did certain narratives of California come to be, who has imagined California in certain ways, and why? What is the relationship between certain myths, the peoples who have imagined them, and the other peoples who have shared California dreams? In this course, we will examine some of the myths that surround California by looking at a few specific moments of interaction between the peoples who have come to make California home and the specific places in which they have interacted with each other. Of special interest will be imaginations of the Spanish missions, the Gold Rush, agricultural California, wilderness California, California as "sprawling multicultural dystopia," and California as "west of the west."
Class Format: seminar **Requirements/Evaluation:** this course will be mostly discussion oriented, with grading based upon participation, short writing exercises, one 3–page review essay with mandatory revision, one 5– to 8–page midterm review essay, and a final 10– to 15–page comparative review essay
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** none

Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under LATS, AMST, ENVI or REL
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
ENVP SC–B Group Electives
LATS Core Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Jacqueline Hidalgo

LATS 330 Connective Approaches to Race, Ethnicity, and Diaspora Crosslistings: LATS 330/AMST 330
This course explores the overlapping, intersecting, and intertwined experiences of distinct enthoracial communities in the United States. Students will investigate these experiences from a relational and connective point of view to tease out the contested meanings of nation, citizenship, community, rights, and struggle. For example, we will examine the 1947 school desegregation case involving Mexican Americans in California, Mendez v. Westminster, and its relationship to African American civil rights, Puerto Rican migration, and Japanese internment. Mendez v. Westminster, when approached from a connective perspective, reveals a multiracial and diasporic landscape that is more complex than previously considered. A connective approach to Race, Ethnicity, and Diaspora allows us to uncover important episodes of collaboration and tension that have been rendered invisible when studied independently. Working with ethnography, history, literature, critical essays, visual culture, and popular culture, this course focuses on the complicated bonds among multiracial constituencies and potential future forms of collaboration.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on attendance, class participation, writing/discussion exercises, short papers, and a final project
Prerequisites: course work in American Studies and/or Latina/o Studies, or consent of instructor **Enrollment Limit:** 20 **Expected Class Size:** 16 **Enrollment Preferences:** Latina/o Studies concentrators and American Studies majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 **Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora
LATS Core Electives
Not Offered Academic Year 2014–2015
SEM

LATS 331(S) Chicana/Latina Feminist Literature and Thought Crosslistings: LATS 331/COMP 347*(Primary Crosslisting)*
This seminar surveys a broad selection of works by Chicana and Latina authors. Foundational texts within Chicana feminism by Norma Alarcon, Gloria Anzaldua, Cherrie Moraga, and Emma Pérez will situate our readings of the diverse corpus of literature produced by Chicana/Latina authors in the United States, including Julia Alvarez, Ana Castillo, Sandra Cisneros, Cristina Garcia, and Helena Maria Viramontes. Readings of novels, short stories, poems, essays, and plays by Chicana, Cuban American, Puerto Rican, and Dominican American authors provide students with a range of experiences and literary styles that comprise this body of works. Students will ask how the diversity of these texts (in style, in author, in subject) bespeak a shared or distinct experience across differences. Particular attention will be given to the challenges that Chicana/ Latina thinkers and writers pose towards the studies of nationalist movements, literary genres, cultural production, and feminisms.
Class Format: seminar **Requirements/Evaluation:** students will be evaluated on weekly write–ups, in–class presentations on the readings, three short papers, and a final annotated bibliography
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 14 **Enrollment Preferences:** seniors/juniors and LATS concentrators
Distributional Requirements: Division 2 **Other Attributes:** LATS Core Electives
Spring 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Jesús Hernández

LATS 335(F) Race, Gender, and Performance from Literature to Social Media (D) Crosslistings: WGSS 330/COMP 339/AMST 332/LATS 335/THEA 322
What different conversations around the topic of "diversity" might be had if we think of race, gender, and sexuality as performative? How might the analytic of performance equip us in this course to identify marginalized modes of being and to enact anti–xenophobic strategies for everyday practice? In this course we will study multiple forms of contemporary performance (including performance art, visual art, sound art, social media, literature, politics, and performance of everyday life) by artists of diverse racial, gender, and sexual identification to think about belonging and alternative forms of world–making.
We will explore these questions in a United States context through engagement with cultural texts that destabilize ideological binaries of female/male, black/white, heterosexual/homosexual, subject/object, and human/non–human, including scholarship in critical ethnic studies, queer of color critique, and affect studies. We will begin with linguistic philosopher J.L. Austin's theory of the performative speech act, and proceed with theorists including Judith Butler and José Esteban Muñoz to consider gender and racial performativities. Artists studied will range from the conceptual (including Adrian Piper, Nao Bustamante, and Yoko Ono) to the popular (including Rihanna, Miley Cyrus, R. Kelly). This course will engage foundational texts to performance studies and offer an interdisciplinary approach to scholarship in gender and sexuality studies, critical ethnic studies, and performance studies from the 1970s to the present. This course recognizes a suspicion for diversity discourses that universalize human experience and asks: how do we resist normativizing forces without reinforcing the regulating logics of those forces? This EDI course will critically engage with diversity from the heterogeneous and multiple perspectives of racial, sexual, and gender minorities, asking students not only to examine the diversity of human experience but to explore the political stakes of creative expression through interdisciplinary methods and forms.
Class Format: seminar **Requirements/Evaluation:** in–class participation, student presentation, two reading responses, performance analysis, office hours meeting, end–of–term paper
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 15
Extra Info: meets Division 1 requirement if registration is under COMP or THEA; meets Division 2 requirement if registration is under AMST, LATS or WGSS
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ASAM Related Courses
WGSS Racial Sexual + Cultural Diversity Courses
WGSS Theory Courses
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: Vivian Huang

LATS 336(S) Transnational Approaches to Latina/o and Indigenous Literature Crosslistings: LATS 336/COMP 342*(Primary Crosslisting)*
Transnational approaches in literature, history, and cultural studies have become increasingly popular in the last two decades. This course will focus on transnational studies in literature. We will begin by studying the transnational turn in American studies and cultural studies, including cultural criticism and representations of border cultures. We will transition into the influence of transnationalism in literary criticism including its accompanying critiques, particularly from Native American and indigenous scholars on the perceived erasure of indigenous alterity and sovereignty. Students will gain an understanding of the interdisciplinary nature of critical transnational approaches; the influence of transnationalism in de–centering the nation as a unit of analysis, while remaining attune to how the local remains anchored in nationalistic discourse; and how this turn has influenced literary criticism. The second half of the course will focus on reading and discussing Latina/o and indigenous literatures through the lens of transnationalism. Texts may include works by Sandra Benitez, Junot Diaz, Craig Santo Perez, and Leslie Marmon Silko, as well as critical work by Shelley Fisher Fishkin, Shari Huhndorf, Anibal Quijano, and Ramón Saldívar.
Class Format: seminar **Requirements/Evaluation:** students will be evaluated based on participation, submissions to an online learning community, and a seminar paper that will require the submission of an annotated bibliography, proposal, and abstract
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 14 **Enrollment Preferences:** junior and senior LATS concentrators
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 **Other Attributes:** LATS Core Electives
Spring 2015
SEM Section: 01 TF 02:35 03:50 Instructor: Alma Granado

LATS 338 Latina/o Musical Cultures: Gender, Race, Sexuality and the Dynamics of the Everyday (D) (W) Crosslistings: LATS 338/AMST 339/WGSS 338
In this class we will investigate Latina/o popular musical and dance forms, with particular emphasis on questions of gender, sexuality, and ethno–racial identity. We will focus on the following questions, among others: How are the various facets of Latina/o identity expressed through the "popular" or the everyday? In what ways do categories of difference such as gender, sexuality, and ethno–racial identity inform the performance as well as the interpretation of Latina/o musical forms? How are we to understand cultural phenomenon such as the most recent Latin music "boom"? Employing cultural studies concepts and methods, students will conduct an original semester–long research project in stages and complete one ethnographic exercise.
Class Format: seminar **Requirements/Evaluation:** class participation, one semester–long original research project conducted in stages, one ethnographic exercise
Prerequisites: prior courses in AMST, LATS, or WGSS; not open to first–year students **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives
INST Borders, Exiles + Diaspora Studies Electives
LATS Core Electives
WGSS Racial Sexual + Cultural Diversity Courses
WGSS Theory Courses
Not Offered Academic Year 2014–2015
SEM

LATS 343 Conquistadors in the New World Crosslistings: HIST 343/LATS 343
The Spanish conquest of the Americas happened with astonishing rapidity: Christopher Columbus entered the Caribbean in 1492; Hernando Cortes completed the conquest of the Aztecs of central Mexico in 1521; Francisco Pizarro triumphantly entered the Inca capital Cuzco, in Peru, in 1533. Other conquistadors pushed north to the Carolinas and California, south to the Tierra del Fuego and the River Plate, and across the Amazon basin to the Atlantic. "We came," wrote the conquistador Bernal Dias del Castillo, "to serve God, and our King, and to get rich." Their deeds were legendary, the courage, daring, and endurance remarkable. They were also notoriously quarrelsome, greedy, and cruel. Before their onslaught the major civilizations of the New World crumbled—destroyed or changed beyond recognition. Rarely in history have so few conquered so many so quickly. The conquest of the New World has both excited and appalled the human imagination for more than five centuries. Many questions remain to be answered or are still capable of provoking controversy. Who exactly were the conquistadors? What motivated them? What meaning did they themselves assign to their actions? How could they justify their many misdeeds? How did they develop their sense of the Other? Why did resistance by indigenous peoples and regimes ultimately fail? Was the conquest somehow preordained? What mixture of human agency, culture, technology, religion, nature, and biology can best explain the results of this encounter between the conquistadors and the Amerindian worlds?
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on four short essays, class presentations, and a self–scheduled final exam
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 30 **Enrollment Preferences:** History majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 **Other Attributes:** HIST Group C Electives – Europe and Russia
HIST Group D Electives – Latin America + Caribbean

HIST Group G Electives – Premodern
LATS Countries of Origin + Transnationalism Elect
Not Offered Academic Year 2014–2015
LEC Instructor: James Wood

LATS 345(S) Race in Latin American Politics (W) Crosslistings: PSCI 346/LATS 345
This course examines the political practice of racial identity in Latin America. It will consider how constructions of race and ethnicity in Latin America and the Caribbean shape notions of group identity and membership, and how notions of group identity affect political attitudes, participation, and mobilization. The course will also look at the effect of racial identity on candidate evaluation and voting preferences in a number of Latin American nations and across the Latino electorate in the United States.
Class Format: seminar **Requirements/Evaluation:** three 1–page paper evaluations; three 3–page reflective essays; a 12–page research proposal
Prerequisites: none **Enrollment Limit:** 14 **Expected Class Size:** 12 **Enrollment Preferences:** if overenrolled, preference will be based on seniority
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: INST Latin American Studies Electives
LATS Comparative Race + Ethnic Studies Electives
PSCI Comparative Politics Courses
PSCI Research Courses
Spring 2015
SEM Section: 01 M 07:00 09:40 Instructor: Danilo Contreras

LATS 346(S) Latinas/os and the Media: From Production to Consumption (D) (W) Crosslistings: LATS 346/AMST 346
As Latina/o Studies and Media Studies scholars have long noted, the media plays a key role in the construction of (trans)national identities. As such, this interdisciplinary course will focus on the areas of advertising, print media, radio, internet, television, media policy and audience studies in an attempt to answer the following: How do Latinas/os construct identity (and have their identities constructed for them) through the media? How are Latina/o community practices shaped by the media, and vice versa? What research methodologies best capture the complex relationship between consumer, producer, and media text? How are Latina/o stereotypes constructed and circulated in mass media? Where do issues of consumer agency come into play? How might media provide a means for affecting social change at both the local and global levels? In what ways do popular media impact our understanding of ethno–racial identities, gender, sexuality, class and nation? Readings include works by scholars such as Arlene Dávila, Juan González, Stuart Hall, Henry Jenkins, América Rodríguez, Joseph Torres, and Angharad Valdivia, among others.
Class Format: seminar **Requirements/Evaluation:** evaluation to be based on student participation, one 2– to 3–page close reading exercise, and an original 12– to 15 page research paper conducted in stages
Prerequisites: LATS 105 or permission of the instructor; no first–year students are permitted to take this course **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** Latina/o Studies concentrators or American Studies majors by seniority
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
LATS Core Electives
Spring 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Maria Elena Cepeda

LATS 370(S) Immigrant Social Movements: Bridging Theory and Praxis (D) Crosslistings: LATS 370/AMST 370/JLST 370/INST 370/SOC 370
What routes are available to immigrant communities seeking to fight for inclusion and political participation? Do undocumented immigrants have rights in the United States and if so, what are these rights? Also, what agencies, political bodies or local/national organizations are responsible for making such determinations? Focusing on the activism of undocumented immigrant communities (parents, youth and allies), this course analyzes political mobilization by a group of individuals thought by many not to have rights. In doing so, comparisons will be drawn with the strategies and campaigns of those in the LGBT community and that of civil rights activists of the 1960s. Seeking to understand the origins and effects of what anthropologist Nicholas DeGenova refers to as "migrant illegality," students in this course will become familiar with the factors leading to international migration, the role of laws and federal/state policies in criminalizing and disenfranchising migrants, and the various forms of resistance in which undocumented communities have engaged in order to fight oppression and marginalization. Readings and course materials will be highly interdisciplinary drawing from disciplines such as ethnic studies, sociology, anthropology, political science and legal studies; course readings will be supplemented by films and an experiential learning component. As part of this component students will meet outside class hours to work with a local community–based organization over the course of the semester and write a 15–page final paper that connects course readings with their fieldwork experience. This course also works under the Exploring Diversity Initiative theme of "power and privilege" in examining the legal, cultural, social and political conditions that lead to the creation of a migrant underclass.
Class Format: seminar **Requirements/Evaluation:** 15–page final paper that connects course readings with internship experience
Prerequisites: none **Enrollment Limit:** 12 **Enrollment Preferences:** LATS concentrators, AMST and JLST juniors and seniors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: INST Borders, Exiles + Diaspora Studies Electives
JLST Interdepartmental Electives
JLST Enactment/Applications in Institutions
LATS Core Electives
Spring 2015
SEM Section: 01 M 07:00 09:40 Instructor: Kevin Escudero

LATS 382 Latina/o Politics (D) Crosslistings: LATS 382/HIST 382/WGSS 382
This course explores Latina/o politics from World War II to the present. Defining politics broadly, we will examine everything from electoral politics to grassroots activism. We will explore the relationship between Latinas/os and the U.S. political system, as well as the ways in which dynamics internal to Latina/o communities shape political issues and political participation. Specific topics include Mexican Americans and Puerto Ricans struggles for political inclusion in the aftermath of World War II, Cuban exile politics and their impact, the political and social movements of the 1960s and 1970s, key electoral campaigns, the recent appointment in 2008 of the first Latina as a Supreme Court justice, and on–going debates over immigration. With an assessment of power relations at its core, this Exploring Diversity Initiative course explores the ways in which Latinos and Latinas have been excluded from or differentially included in the U.S. political system, as well as how the U.S. political system reflects dominant hierarchies of race, class, and gender. We will also interrogate how Latinas/os have sought to make U.S. politics more inclusive and at times have struggled to transform U.S. politics.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on class participation including short assignments in preparation for discussion; three short essays based on course readings (3–5 pages each); and a final paper (7–10 pages)
Prerequisites: none **Enrollment Limit:** none **Expected Class Size:** 20 **Enrollment Preferences:** Latina/o Studies concentrators and History majors; open to first year students
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives – U.S. + Canada
LATS Core Electives
WGSS Racial Sexual + Cultural Diversity Courses
Not Offered Academic Year 2014–2015

LATS 386(F) Latinas in the Global Economy: Work, Migration, and Households (D) Crosslistings: LATS 386/HIST 386/WGSS 386
An increasingly global economy, from 1945 to the present, has affected Latinas in their home countries and in the United States. The garment industry, one of the first industries to go global, has relied extensively on Latina workers in their home countries and in the United States. Domestic work, a traditional field of women's work, also crosses borders. Challenging the myth that labor migration is a male phenomenon and that women simply follow the men, this course explores how the global economy makes Latinas labor migrants. What impact has the global economy and economic development had on Latinas' work and their households in their home countries? How have economic changes and government policies shaped Latinas' migrations and their incorporation in the changing U.S. economy? How have Puerto Rican, Mexican, Cuban, Dominican, Salvadoran, and Guatemalan women confronted the challenges created by a globalizing economy and balanced demands to meet their households' needs? This EDI course explores the impact of U.S. hierarchies of race, ethnicity, gender and class on Latinas' labor migrations and economic incorporation in the United States, as well as the myriad ways in which they confront, negotiate, and at times challenge those dominant U.S. hierarchies.
Class Format: discussion **Requirements/Evaluation:** evaluation based on class participation and group presentations, short writing assignments, two short essays, and a final paper that will be presented to the class
Prerequisites: open to first–year students with instructor's permission **Enrollment Limit:** 25 **Expected Class Size:** 15
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group D Electives – Latin America + Caribbean
HIST Group F Electives – U.S. + Canada
INST Borders, Exiles + Diaspora Studies Electives
LATS Core Electives
WGSS Racial Sexual + Cultural Diversity Courses
Fall 2014
SEM Section: 01 TF 01:10 02:25 Instructor: Carmen Whalen

LATS 403 New Asian American, African American, Native American, and Latina/o Writing (D) Crosslistings: AMST 403/COMP 375/ENGL 375/AFR 403/LATS 403
Critics reading minority writing often focus on its thematic—i.e., sociological—content. Such literature is usually presumed to be inseparable from the "identity"/body of the writer and read as autobiographical, ethnographic, representational, exotic. At the other end of the spectrum, avant–garde writing is seen to concern itself "purely" with formal questions, divorced from the socio–historical (and certainly not sullied by the taint of race). In the critical realm we currently inhabit, in which "race" is opposed to the "avant–garde," an experimental minority writer can indeed seem an oxymoron. In this class we will closely read recent work by Asian American, African American, Native American and Latino/a writers which challenges preconceptions about ethnic literature, avant–garde writing, genre categorization, among other things. The writing done by these mostly young, mostly urban, poets and fiction writers is some of the most exciting being written in the United States today; their texts push the boundaries of aesthetic form while simultaneously engaging questions of culture, politics, and history. Reading them forces us to re–think our received notions about literature. Authors to be read include Will Alexander, Sherwin Bitsui, Monica de la Torre, Sesshu Foster, Renee Gladman, Bhanu Kapil, Tan Lin, Tao Lin, Ed Roberson, James Thomas Stevens, Roberto Tejada, and Edwin Torres.
Class Format: seminar/discussion **Requirements/Evaluation:** evaluation will be based on either one 16– to 18–page seminar paper or two shorter papers (one 7–8 pages and one 9–10 pages); short response papers; participation
Prerequisites: those taking this as an ENGL class must have previously taken a 100–level ENGL course **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** American Studies majors
Distribution Notes: meets Division 2 requirement if registration is under AMST, AFR or LATS; meets Division 1 requirement if registration is under COMP or ENGL

Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST 400–level Senior Seminars
ENGL Literary Histories C
LATS Comparative Race + Ethnic Studies Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Dorothy Wang

LATS 405 Home and Belonging: Displacements, Relocations, and Place–Making (D) (W) Crosslistings: LATS 405/AMST 405
The metaphor of "home" and idea of "belonging" bring insight to theories and investigations centered on community building and identity formation within and across national borders. These constructions give us an indication of what people value, what is worth fighting for, as well as what is considered expendable. Our objective in this course is to interrogate constructions of home and belonging by studying how individuals, communities, and nations are transformed by experiences of dislocation, migration, and renewed place–making. What are the ways a sense of belonging shapes these identities and the investments made in these formations? Working with ethnography, history, memoir, literature, critical essays, and documentary film, we will consider the personal and political uses and meanings of memory, nostalgia, and imagination in "rooting" migrating subjects in place and time. Among the many case studies we will examine are the politics of homeland among Cuban–Americans, Native American and West Indian festive forms, and place–claiming and racial sincerity among African Americans. This course explores the experiences and expressions of racialized populations in the United States, focusing on the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. hierarchies of race, culture, gender and class.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, annotated bibliography, short essay (5 pages), writing workshop participation (and related assignments), research paper related assignments, and a final research paper (20–25 pages) and presentation
Prerequisites: prior courses in Latino Studies, American Studies, or permission of instructor; not open to first year students **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** senior Latino Studies concentrators and American Studies majors
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
AMST 400–level Senior Seminars
AMST Space and Place Electives
INST Borders, Exiles + Diaspora Studies Electives
LATS 400–level Seminars
Not Offered Academic Year 2014–2015
SEM Instructor: Merida Rua

LATS 408 Envisioning Urban Life: Objects, Subjects, and Everyday People (D) (W) Crosslistings: LATS 408/AMST 408
What is the relationship between real life in urban communities and the multiple ways in which they are imagined? What does it mean to be "urban," to live in an "urban community," or to be the product of an "urban environment"? Who do we think the people are who populate these spaces? This course takes a critical look at specific populations, periods, and problems that have come to dominate and characterize our conceptions of the quality, form, and function of U.S. urban life. A few of the topics we may cover include historical accounts of the varied ways in which poverty and "urban culture" have been studied; race, class, and housing; the spatial practices of urban youth and the urban elderly; and gendered perspectives on social mobility and community activism. Finally, this course will explore how diverse social actors negotiate responses to their socio–spatial and economic circumstances, and, in the process, help envision and create different dimensions of the urban experience. The course fulfills the Exploring Diversity Initiative requirement as it explores how various forms of urban inequality affect the collective experience of social actors in diverse race and class categories. It focuses on the complex and contradictory ways in which urban residents confront, negotiate, and at times challenge social and structural inequalities and the changing political economy of U.S. cities.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, a short essay, a series of writing exercises, and a semester–long final project
Prerequisites: prior courses in American Studies, Latina/o Studies, or permission of instructor; not open to first year students **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** senior Latina/o Studies concentrators and to senior American Studies majors
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
AMST 400–level Senior Seminars
AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
ENVP SC–B Group Electives
LATS 400–level Seminars
Not Offered Academic Year 2014–2015
SEM Instructor: Merida Rua

LATS 409(F) Transnationalism and Difference: Comparative Perspectives (D) (W) Crosslistings: LATS 409/AMST 411/WGSS 409
In the age of satellite television, e–mail, and mobile applications such as WhatsApp and Skype, transnational living has rapidly emerged as the norm as opposed to the exception. However, what does it really mean to "be transnational"? How are the lived experiences of transnational individuals and communities shaped by categories of difference such as gender, ethno–racial identity, sexuality, and class? What impacts do the growing number of transnational citizens and residents in the U.S. have on our understanding of "American" identity in the local, national, and global contexts? In this interdisciplinary, comparative course we will analyze recent theories regarding the origins and impacts of transnationalism. Particular attention will be paid throughout the semester to the interplay of gender, ethno–racial identity, sexuality, and class in connection with everyday transnational dynamics. The broad range of case studies examined includes China, Colombia, the Dominican Republic, Haiti, Mexico, the Philippines, Puerto Rico, and Middle East.
Class Format: seminar **Requirements/Evaluation:** evaluation to be based on student participation, an original 12–15 page research paper conducted in stages, and peer editing
Prerequisites: LATS 105, WGSS 101 or AMST 201; junior or senior standing **Enrollment Limit:** 12 **Expected Class Size:** 10 **Enrollment Preferences:** Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
ASAM Related Courses
INST Borders, Exiles + Diaspora Studies Electives
LATS 400–level Seminars
Fall 2014
SEM Section: 01 MR 01:10 02:25 Instructor: Maria Elena Cepeda

LATS 412(F) Latina/o Collectivities: Family, Community, Nation (D) Crosslistings: LATS 412/AMST 412
This seminar will interrogate the three scales of belonging and un–belonging that are the family, the community, and the nation. Each of these, as social constructions, are sights of contestation and cooperation. Students endeavor to understand the everyday identifications made by the Latina/o subject through these scales. The central questions of the course will be: How has the family, the community, and the nation been utilized by Latina/o subjects and towards what ends? What are the social, political, economic, and affective possibilities and limitations within such practices of belonging? How do these possibilities and limitations emerge within the Latina/o condition? What alternative modes of Latina/o social belonging and/or political collectivity can we imagine? As a senior seminar, emphasis will be placed on students generating and leading discussion of a range of both foundational texts as well as current monographs. Readings will include primary writings from José Martí, José Vasconcelos, and Elizabeth Martínez; theoretical foundations from Benedict Anderson, Miranda Joseph, Kath Weston, Paul Gilroy, Patricia Hill Collins, and Friedrich Engels; and contemporary, critical Latina/o scholarship with an emphasis on literary, sociological, and cultural analyses from Richard T. Rodriguez, Marisel C. Moreno, Gilda L. Ochoa, and David J. Vázquez. This course will be of particular interest and use to those students engaged with Latina/o Studies, American Studies, Literary Studies, and/or Queer Theory. It also falls under the critical theorization theme for the Exploring Diversity Initiative through its comparative analysis of collectivities across differences within and beyond Latina/o peoples.
Class Format: seminar **Requirements/Evaluation:** students will be evaluated based on weekly write–ups on the readings, co–leading discussion twice during the semester, participation, and a final seminar paper
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 12 **Enrollment Preferences:** LATS and AMST seniors followed by LATS and AMST juniors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Exploring Diversity
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: Jesús Hernández

LATS 426T(S) Queer Temporalities (W) Crosslistings: REL 326/LATS 426/WGSS 326/COMP 326
How do we experience and represent time, and what factors might account for both our experiences and our representations? What are some of the ways that people experience and ritually mark the passing of time? What are some of the different ways that people have made sense of time and themselves in time? Especially for individuals and peoples who have been denied certain self–representation and narratives of place, how do competing notions of time, history, space, and location get negotiated? In this course, drawing from within the broad corpus of queer theory (including theorists such as Gloria Anzaldúa, Elizabeth Freeman, J. Halberstam, and José Esteban Mu&#241oz) we will examine some non–linear, non–normative, and interruptive approaches to making sense of time, space–time, and self within time. On the one hand, we will consider theorists who specifically question and challenge what José Esteban Mu&#241oz dubs the "linearity of straight time," and we will turn to a set of issues with regard to family and sexuality, especially critiques of normative lifecycle events and rituals that have reconfigured experiences and representations of time and place. On the other hand, we will also work with queer theory as it explores alternatives to normative conceptualizations of time and place that have already existed in the past. Hence we will look not only to queer theory as it reads more contemporary negotiations of sexuality, identity, time, and space–time; we will also consider how some contemporary theorists have read previous historical examples.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on class attendance, analytical essays, responses, and revised essays
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** majors and concentrators in Religion, Latina/o Studies, Comparative Literature, and Women's, Gender, and Sexuality Studies or students who have previous coursework in those programs
Distribution Notes: meets Division 2 requirement if registration is under REL, LATS or WGSS; meets Division 1 requirement if registration is under COMP
Extra Info: Pairs will meet with the instructor for one hour each week. Almost every week, one student from the pair will write a 5–page analysis of the week's reading. The other student will respond orally with a 2–page response to their partner's paper.
Pairs will also prepare a midterm synthesis, and students will revise two of their 5–page analytical papers: one from the first half of the semester, and one from the second half due at the end of the semester.
May not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: LATS Core Electives
Spring 2015
TUT Section: T1 TBA Instructor: Jacqueline Hidalgo

LATS 462 Art of California: Pacific Standard Time (D) (W) Crosslistings: ARTH 462/AMST 462/LATS 462

In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including, feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including, assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history. Class meetings and projects at the Williams College Museum of Art will provide the opportunity to see and study artworks first hand, especially with the exhibition *Now Dig This!: Art and Black Los Angeles*, 1960–1980, which will be on display at WCMA during the fall semester. This course fulfills the Exploring Diversity Initiative requirement as it offers students a comparative study of cultures and societies and provides various interdisciplinary perspectives on the art and visual culture of a specific region.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on several short writing and research assignments, oral presentations, class participation, and a final research paper of 16–20 pages written in stages over the course of the semester
Prerequisites: ARTH 102 **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** senior Art major and senior Latina/o Studies concentrators
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AMST or LATS
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: AMST Arts in Context Electives
AMST Space and Place Electives
LATS Comparative Race + Ethnic Studies Electives
Not Offered Academic Year 2014–2015
SEM Instructor: C. Ondine Chavoya

LATS 464 Latina/o Visual Culture: Histories, Identities, and Representation (D) (W) Crosslistings: ARTH 464/LATS 464
This course examines the contemporary history of Latina/o visual culture and explores the various relations between cultural expression, identity formation, and public representation. We will begin by considering the critical and aesthetic practices that emerged in the context of civil rights actions and nationalist movements, which often focused on issues of visibility, self–representation, and autonomy. The topics of immigration, transnationalism, and the "Latinization" of the United States will then be analyzed in depth as we examine representations of and representations by Latina/os in film and television, the visual arts, advertising, and other forms of popular media. Throughout the course, we will investigate the role of visual culture in determining taste and trends as well as shaping notions of belonging and cultural citizenship.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, a research presentation, several short writing assignments (1–2 pages), and a final research paper
Prerequisites: LATS 105 or ARTH 101–102 or permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** Latina/o Studies and Art History seniors and juniors
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under LATS
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: AMST Arts in Context Electives
LATS 400–level Seminars
Not Offered Academic Year 2014–2015
SEM Instructor: C. Ondine Chavoya

LATS 471(S) Comparative Latina/o Migrations (D) (W) Crosslistings: LATS 471/HIST 471
Since the 1970s, policymakers, scholars, the media, and popular discourses have used the umbrella terms "Hispanic" and "Latina/o" to refer to Mexicans, Puerto Ricans, Cubans, Dominicans and more recent immigrants from Central and South American countries. As a form of racial/ethnic categorization, however, these umbrella terms can mask widely divergent migration histories and experiences in the United States. In this course, we develop theoretical perspectives and comparative analyses to untangle a complicated web of similarities and differences among Latino groups. How important were their time of arrival and region of settlement? How do we explain differences in socioeconomic status? How fruitful and appropriate are comparative analyses with other racial/ethnic groups, such as African Americans or European immigrants? Along the way, we explore the emergence of Latina/o Studies as an interdisciplinary and comparative field of study, as well as methods used in Latino and Latina history, specifically oral histories, government documents, newspapers, and interdisciplinary approaches. In this EDI course, we ask whether the history and processes of racialization in the United States has created similarities and/or differences in each group's experiences, and to what extent the field of Latina/o Studies offers an alternative to racial biases embedded in the dominant academic discourses.
Class Format: discussion/seminar **Requirements/Evaluation:** evaluation will be based on class participation and presentations, a proposal, an annotated bibliography, a short historiographical essay, and a research paper based in part on primary sources
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 8–15 **Enrollment Preferences:** History majors and to Latina/o Studies concentrators
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives – U.S. + Canada
INST Borders, Exiles + Diaspora Studies Electives
LATS 400–level Seminars
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Carmen Whalen

LATS 493(F) Senior Honors Thesis: Latina/o Studies
Students beginning their thesis work in the fall must register for this course and subsequentially for LATS 031 during Winter Study.
Class Format: independent study
Prerequisites: approval of program chair; limited to senior honors candidates
Distributional Requirements: Division 2
Fall 2014
HON Section: 01 TBA Instructor: C. Ondine Chavoya

LATS 494(S) Senior Honors Thesis: Latina/o Studies
Students beginning their thesis work in Winter Study must register for this course.
Class Format: independent study
Prerequisites: approval of program chair; limited to senior honors candidates
Distributional Requirements: Division 2
Spring 2015
HON Section: 01 TBA Instructor: Carmen Whalen

LEADERSHIP STUDIES (Div. II)

Chair, Professor WILLIAM WAGNER

Advisory Committee: Professors: DUNN**, MCALLISTER*, WOOD. Associate Professors: BERNHARDSSON*, MELLOW***. Assistant Professors: CROWE, SPERO*. Distinguished Visiting Professor: ELLIS§. Visiting Assistant Professor: WILLIAMS. Stanley Kaplan Visiting Professor: MACDONALD. Visiting Lecturers: G. CHANDLER§§, SWIFT.

Leadership Studies focuses on the universal phenomenon of leadership in human groups. Leadership Studies asks what leadership means within a wide variety of social contexts–whether in a family, a team, a theatre company, a philanthropy, a university, a multinational corporation, or a nation state waging war. It seeks to understand the dynamics of the relationships between leaders and followers. It studies authority, power, and influence. It seeks to grasp the bases of legitimacy that leaders claim, and followers grant, in all of these relationships.

Through a wide range of courses in the social sciences and the humanities, a number of questions are addressed through the curriculum. How have men and women defined leadership and what are the bases of leaders' legitimacy in different historical contexts? How do leaders in different contexts emerge? Through tradition, charisma, or legal sanction? How do different types of leaders exercise and maintain their domination? What are the distinctive habits of mind of leaders in different historical contexts? What are the moral dilemmas that leaders in different contexts face? What are the typical challenges to established leadership in different historical contexts? How does one analyze the experiences of leaders in widely disparate contexts to generate systematic comparative understandings of why history judges some leaders great and others failures? How and why do these evaluations about the efficacy of leaders shift over time?

To meet the requirements of the concentration, students must complete one of the two sequences outlined below (6 courses total). Additional and/or substitute electives are offered each year; students should consult the course offerings in the catalog (below the description of the tracks) for the full list of elective offerings in a given year.

Study Away
You can find general study away guidelines for Leadership Studies here.

LEADERSHIP STUDIES—TRADITIONAL TRACK
The Introductory Course:
LEAD/PSCI 125 Power, Leadership and Legitimacy: An Introduction to Leadership Studies

One Required Course on Ethical Issues Related to Leadership, typically:
PSCI 203 Introduction to Political Theory

Two Core Courses Dealing with Specific Facets or Domains of Leadership, such as:
CLAS 258/ANTH 258/HIST 394/REL 213 Divine Kingship in the Ancient Mediterranean
HIST 111/LEAD 150/ARAB 111 Movers and Shakers in the Middle East

HIST 157/LEAD 157/AMST 157 From Powhatan to Lincoln: Discovering Leadership in a New World
HIST 323/LEAD 323/CLAS 323 Leadership, Government, and the Governed in Ancient Greece
HIST 326 War in European History
HIST 355/LEAD 255 Perspectives on the American Revolution
HIST 359/LEAD 259 The Politics of Presidential Leadership, 1776 1860
HIST 381/AFR 381 From Civil Rights to Black Power
HIST 475/LEAD 475 Modern Warfare and Military Leadership
LEAD 212/HIST 393 Sister Revolutions in France and America
LEAD 250/PSCI 205 Political Leadership
LEAD 285/PSCI 285/HIST 354 The Revolutionary Generation: Galaxy of Leaders
LEAD 295 Leadership and Management
LEAD 402 The Art of Presidential Leadership
PSCI 206/LEAD 206 Dangerous Leadership in American Politics
PSCI 218/LEAD 218 The American Presidency
PSCI 311/LEAD 311 Congress
PSCI 314/LEAD 314 Leadership in American Political Development
PSCI 345 Cosmology and Rulership in Ancient Chinese Political Thought
SOC 387 Propaganda

One Leadership Studies Winter Study course (listed separately in the catalogue)

Capstone Course:
LEAD 402 The Art of Presidential Leadership

LEADERSHIP STUDIES—KAPLAN PROGRAM IN U.S. FOREIGN POLICY TRACK

An Introductory Course:
HIST 262 The U.S. and the World, 1776–1914
PSCI/LEAD 120 America and the World *or*
LEAD/PSCI 125 Power, Leadership and Legitimacy: An Introduction to Leadership Studies

One Required Course on Issues Related to American Domestic Leadership, such as:
HIST 157/LEAD 157/AMST 157 From Powhatan to Lincoln: Discovering Leadership in a New World
HIST 355/LEAD 255 Perspectives on the American Revolution
HIST 359/LEAD 259 The Politics of Presidential Leadership, 1776 1860
LEAD 250/PSCI 205 Political Leadership
LEAD 285/PSCI 285/HIST 354 The Revolutionary Generation: Galaxy of Leaders
LEAD 402 The Art of Presidential Leadership
PSCI 218/LEAD 218 The American Presidency
PSCI 230 American Political Thought
PSCI 234 Contemporary American Conservative Political Thought
PSCI 309 Problems and Progress in American Democracy

Three Required Courses Dealing with Specific Facets of American Foreign Policy Leadership, such as:
HIST 262 The United States and the World, 1776 to 1914
HIST 263 The United States and the World, 1914 to the Present
HIST 464/LEAD 464 The United States and the Vietnam War
PSCI 225 International Security
PSCI 262/LEAD 262 America and the Cold War
PSCI 263/LEAD 242 America and the Vietnam War
PSCI 266 The United States and Latin America
PSCI 269/LEAD 269 Nuclear Strategy in World Politics
PSCI 329/LEAD 329 Nation or Empire? U.S. Foreign Policy from 1789 to 1848
PSCI 362/LEAD 362 The Wilsonian Tradition in American Foreign Policy
SOC 202 Terrorism and National Security

Capstone Course(s):
PSCI/LEAD 365 U.S. Grand Strategy (W)
LEAD 402 Domains of Leadership: The Roosevelt Style of Leadership
PSCI 420 Henry Kissinger: Detente and the End of the Cold War

(There is no winter study component to the *American Foreign Policy Leadership* track.)

Students should check with the program chair to see if other courses not listed here might count as electives.

LEAD 120(S) America and the World Crosslistings: PSCI 120/LEAD 120/INST 101
The object of this course is to introduce students to international relations and American foreign policy through a study of the problems and dynamics of America's contemporary situation. Several general themes emerge over the semester. What are the major forces driving American foreign policy; that is, what causes change and continuity in the American approach? How have American statesmen thought about these issues? What are the dynamics of particular foreign policy problems? And, most importantly, what policies should the United States pursue? To get a handle on these issues we will study American foreign policy traditions, American strategy during and after the Cold War, terrorism, the contemporary Middle East, and other topics of current interest.
Class Format: lecture **Requirements/Evaluation:** papers, participation, and exam
Prerequisites: none **Enrollment Limit:** 35 **Expected Class Size:** 30 **Enrollment Preferences:** first–years and sophomores
Distributional Requirements: Division 2
Spring 2015
LEC Section: 01 MWF 08:30 09:45 Instructor: Milan Babik

LEAD 125(F) Leadership, Power and Legitimacy: An Introduction to Leadership Studies Crosslistings: LEAD 125/PSCI 125
Leadership has long been a central concept in the study of politics. Philosophers from Plato to Machiavelli have struggled with the question of what qualities and methods are necessary for effective leadership. Social scientists throughout the twentieth century have struggled to refine and advance hypotheses about leadership in the areas of economics, psychology, and sociology, among others. Nevertheless, despite all of this impressive intellectual effort, the study of leadership remains a contested field of study precisely because universal answers to the major questions in leadership studies have proven to be elusive. This course is designed to introduce students to many of the central issues and debates in the area of leadership studies.
Class Format: lecture/discussion **Requirements/Evaluation:** class participation and several brief (1 page) response papers, a short mid–term paper, and a longer final paper
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** first–year students and sophomores
Dept. Notes: subfield open in Political Science major
Distributional Requirements: Division 2
Fall 2014
LEC Section: 01 TF 01:10 02:25 Instructor: Chip Chandler

LEAD 135T(F) The Great War, 1914–1918 (W) Crosslistings: HIST 135/LEAD 135
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?
Class Format: tutorial **Requirements/Evaluation:** paper or critique every week
Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** first–year students, and then sophomores, who have not previously taken a 100–level tutorial
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group C Electives – Europe and Russia
Fall 2014
TUT Section: T1 TBA Instructor: James Wood

LEAD 150 Movers and Shakers in the Middle East (D) (W) Crosslistings: HIST 111/LEAD 150/ARAB 111
This course examines the careers, ideas, and impact of leading politicians, religious leaders, intellectuals, and artists in the Middle East in the twentieth century. Utilizing biographical studies and the general literature on the political and cultural history of the period, this course will analyze how these individuals achieved prominence in Middle Eastern society and how they addressed the pertinent problems of their day, such as war and peace, relations with Western powers, the role of religion in society, and the status of women. A range of significant individuals will be studied, including Gamal Abd al–Nasser, Mustafa Kemal Ataturk, Ayatollah Khomeini, Muhammad Mussadiq, Umm Khulthum, Sayyid Qutb, Anwar Sadat, Naghuib Mahfouz, and Huda Shaarawi.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, short essays, and a final paper
Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 15–19 **Enrollment Preferences:** first–year students, and then sophomores who have not previously taken a 100–level seminar
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: ARAB Arabic Studies Electives
HIST Group E Electives – Middle East
INST Middle Eastern Studies Electives
JWST Elective Courses
LEAD Facets or Domains of Leadership
Not Offered Academic Year 2014–2015
SEM Instructor: Magnus Bernhardsson

LEAD 157 From Powhatan to Lincoln: Discovering Leadership in a New World (W) Crosslistings: HIST 157/LEAD 157/AMST 157
The collision of cultures and peoples in colonial North America created a New World that demanded new forms of political leadership. This course explores the history of leadership from the colonial era to the Civil War through the study of consequential individuals whose actions shaped seminal moments in American history. As often as possible, the course will analyze rival leaders to understand the many different forms of leadership that existed throughout American history and how historical contexts affected individual decisions. The course opens with Powhatan, whose Native American empire spanned the East Coast of North America, and John Smith, who confronted this Indian empire as he tried to establish England's first toehold in the New World, and it ends with Abraham Lincoln, who tried to keep together a nation that Jefferson Davis aimed to destroy. In between, the course will explore colonial leaders like John Winthrop, the first governor of the Massachusetts Bay Colony; African American leaders like Gabriel Prosser, who led a slave rebellion, and Richard Allen, a free black abolitionist; presidents like George Washington and Thomas Jefferson; First ladies like Abigail Adams and Dolley Madison; advocates for women's rights like Elizabeth Cady Stanton and Susan B. Anthony, and others. Providing a survey of early American history through the study of these individuals, students will have a deeper appreciation of how historical processes shaped leaders—and how leaders have shaped history.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, weekly writing assignments, three 5–page essay assignments, and a final paper
Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 15–19 **Enrollment Preferences:** first–year students, and then sophomores who have not previously taken a 100–level seminar
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group F Electives – U.S. + Canada
HIST Group G Electives – Premodern
LEAD American Domestic Leadership
LEAD Facets or Domains of Leadership
Not Offered Academic Year 2014–2015
SEM Instructor: Patrick Spero

LEAD 165(F) Going Nuclear: American Culture in the Atomic Age (W) Crosslistings: HIST 165/LEAD 165
Ever since the Manhattan Project produced atomic weapons for Harry Truman to use against Japan at the end of World War II, atomic science has fueled Americans' fears, hopes, nightmares, and fantasies. This course will examine all aspects of American nuclear culture, from scientists' movements to abolish atomic weapons and expand peaceful atomic energy production to dystopian fiction about the nuclear apocalypse. It will investigate the role of the nuclear arms race in the cold war and the development of civil defense and bomb shelter culture in the United States. Using scholarly books and articles, primary sources, novels, and films, we will explore the interactions between science, diplomacy, and culture in the nuclear age. In this writing intensive course, we will focus on analyzing sources, writing clearly and effectively, and making persuasive arguments. Students will not only learn about history, but they will learn to think and write as historians.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, several short essays, and a final 10– to 12–page research paper
Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 15–19 **Enrollment Preferences:** first–year students, then sophomores who have not previously taken a 100–level seminar
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group F Electives – U.S. + Canada
SCST Related Courses
Fall 2014
SEM Section: 01 TR 08:30 09:45 Instructor: Jessica Chapman

LEAD 205(F,S) Democracy in America: From the Founding to Facebook Crosslistings: LEAD 205/HIST 377
We all know that we live in a democracy. But what it has meant to be citizens in a democratic republic has changed dramatically over the course of American history——as have the bounds of who has been allowed to exercise the full rights of citizens. In this course, we will look at how new ideas, social movements, and technological changes have reshaped American democracy. We will examine how founders such as Benjamin Franklin and James Madison envisioned the relation between the people and the government; how workers, African Americans, and women fought to participate in American politics; and the ways in which new technologies such as Facebook and Twitter are reshaping democratic participation in the 21st century. We will ask: Who, exactly, has been permitted to participate in American politics, and on what terms? How has the relation between the governors and the governed changed over time, and what factors and events have shaped those relations? How have those in power been "connected" to the people, and vice versa? How has America's democratic experiment compared with (and interacted with) democracy elsewhere in the world? Finally, we will use our understanding of democratic politics and citizenship to deepen our understanding of leadership/followership, as both historical phenomena and durable features of the American political system. How have relations between leaders and followers changed as the practices of citizenship have changed? Have some periods of American democratic politics been more amenable to particular kinds of leadership than others? If so, why? Has American political leadership been distinctive in international comparison, and if so, what does this reveal about the distinctive characteristics of American democratic politics and citizenship?
Class Format: lecture **Requirements/Evaluation:** weekly writing assignments, term paper, midterm and final in–class exams
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** Leadership Studies concentrators
Distributional Requirements: Division 2 **Other Attributes:** HIST Group F Electives – U.S. + Canada
LEAD American Domestic Leadership
LEAD Facets or Domains of Leadership
Fall 2014
LEC Section: 01 TR 08:30 09:45 Instructor: Mason Williams
Spring 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Mason Williams

LEAD 206T Dangerous Leadership in American Politics (W) Crosslistings: PSCI 206/LEAD 206
Leadership in American politics today is typically celebrated. A common assumption is that those who do it well—whether in the presidency, the parties, social movements, organizations, or local communities—are just and legitimate agents of democratic change, and those most celebrated are those who have helped the country make progress toward its ideals. Yet to rest on this is too simple as it is, in part, an artifact of historical construction. Assessing leadership in the moment is complicated because leaders press against the bounds of political convention—as do ideologues, malcontents, and lunatics. Indeed, a central concern of the founders was that democracy would invite demagogues who would bring the nation to ruin. Complicating things further, the nature of democratic competition is such that those vying for power have incentive to portray the opposition's leadership as dangerous. How do we distinguish desirable leadership from dangerous leadership? Can they be the same thing? Many who today are recognized as great leaders were, in their historical moment, branded dangerous. Others, whose ambitions and initiatives arguably undermined progress toward American ideals, were not recognized as dangerous at the time. In this tutorial, we will explore the concept of dangerous leadership in American history, from inside as well as outside of government. What constitutes dangerous leadership, and what makes a leader dangerous? Is it the person or the context? Who decides? How do we distinguish truly dangerous leadership from the perception of dangerous leadership? Does dangerous describe the means or the ends of leadership? Does it matter? Is leadership that privileges desirable ends, such as justice or security, at the expense of democratic means acceptable? Is democratic leadership in service of "dangerous" goals acceptable, and what are these goals?
Class Format: tutorial **Requirements/Evaluation:** six 5–page essays; six 2–page response papers; and one final 5–page rewritten essay
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Political Science majors and Leadership Studies concentrators
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: LEAD Facets or Domains of Leadership
Not Offered Academic Year 2014–2015
TUT Instructor: Nicole Mellow

LEAD 207(F) The Modern Middle East (D) Crosslistings: HIST 207/JWST 217/REL 239/ARAB 207/INST 101/L
This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination. This course is part of the Exploring Diversity Initiative because it compares the differences and similarities between different cultures and societies in the Middle East and the various ways they have responded to one another in the past.

Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on participation, 2 short papers, quizzes, midterm and final exam
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 30–40 **Enrollment Preferences:** completion of course admission survey if overenrolled
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ARAB Arabic Studies Electives
HIST Group E Electives – Middle East
HIST Group G Electives – Premodern
INST Middle Eastern Studies Electives
JWST Elective Courses
Fall 2014
LEC Section: 01 TF 01:10 02:25 Instructor: Stacy Fahrenthold

LEAD 212 Sister Revolutions in France and America Crosslistings: LEAD 212/HIST 393
In the late–eighteenth century, two revolutions burst forth–they were the most striking and consequential events in modern history, decisive turning–points that transformed society and politics. This course takes an interdisciplinary approach to the study of the overarching ideas and visions of the sister revolutions. Through correspondence, political essays and speeches, we will seek to understand the fundamental theories, goals and accomplishments of both revolutions. Who were their leaders and according to what principles did they govern? Did revolutionaries in France find a model in America for their Revolution? What is the meaning of the "Terror" in France and what light does it shed on modern revolutionary movements? Why was the American Revolution followed by decades of stability while the French Revolution bequeathed a turbulent succession of failed governments? Have America and France continued to conceive of themselves as revolutionary nations? We will read works by Washington, Jefferson, Madison, Hamilton, Adams, Rousseau, Robespierre, Saint–Just, Tocqueville, Burke and others.
Class Format: seminar **Requirements/Evaluation:** two papers, two class presentations, and active participation in class discussions
Prerequisites: none **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** students with backgrounds in American history, French history or political science
Distributional Requirements: Division 2 **Other Attributes:** HIST Group C Electives – Europe and Russia
HIST Group F Electives – U.S. + Canada
HIST Group G Electives – Premodern
LEAD Facets or Domains of Leadership
Not Offered Academic Year 2014–2015
SEM Instructor: Susan Dunn

LEAD 218 The American Presidency Crosslistings: PSCI 218/LEAD 218
To study the presidency is to study human nature and personality, constitution and institution, strategy and contingency. This course will examine the problems and paradoxes that attend the exercise of the most powerful political office in the world's oldest democracy: Can an executive office be constructed with sufficient energy to govern and also be democratically accountable? How much do we attribute the shaping of politics to the agency of the individual in the office and to what extent are politics the result of structural, cultural, and institutional factors? Are the politics of the presidency different in foreign and domestic policy? How are national security concerns balanced with domestic priorities such as the protection of civil liberties? How is the office and purpose of the presidency affected by an economic order predicated on private capital? Exploration of these questions will lead us to examine topics such as presidential selection, the bases of presidential power, character and leadership issues, congressional–executive relations, the media, and emergency powers. Attention will focus largely on the modern presidency, though older historical examples will also be used to help us gain perspective on these problems.
Class Format: lecture/discussion **Requirements/Evaluation:** one exam, two short to medium length papers, small group projects, and class participation
Prerequisites: none **Enrollment Limit:** 35 **Expected Class Size:** 35 **Enrollment Preferences:** Political Science majors and Leadership studies concentrators
Distributional Requirements: Division 2 **Other Attributes:** LEAD American Domestic Leadership
LEAD Facets or Domains of Leadership
POEC U.S. Political Economy + Public Policy Course
PSCI American Politics Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Nicole Mellow

LEAD 221 Contemporary Political Philosophy Crosslistings: PHIL 224/LEAD 221
Roughly the first half of this seminar will be devoted to a critical examination of the survey of contemporary Anglo–American political philosophy presented by Will Kymlicka in the second (2002) edition of *Contemporary Political Philosophy. An Introduction*. Central topics for consideration will be the following positions (to each of which Kymlicka devotes a chapter): utilitarianism, liberal equality, libertarianism, Marxism, communitarianism, citizenship theory, multiculturalism, and feminism. Topics for consideration thereafter will be determined by specific student interests; the topics will be selected from those included in the second (2012) edition of *A Companion to Contemporary Political Philosophy*, edited by Robert E. Goodin, Philip Petit, and Thomas Pogge. FRANCIS provides access to an electronic version of this book; interested students should consult it to see the topics treated in its forty–five chapters.
Class Format: seminar **Requirements/Evaluation:** class participation, including presentations; short writing assignments during the semester, and a term paper at the end of the semester
Prerequisites: a course in Philosophy, a course in Political Science, or permission of the instructor **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** majors and potential majors in Philosophy and Political Science
Distributional Requirements: Division 2 **Other Attributes:** JLST Interdepartmental Electives
PHIL Contemporary Value Theory Courses
Fall 2014
SEM Section: 01 Cancelled

LEAD 226(S) Silent Warfare: Surveillance and Intelligence in American Foreign Policy Crosslistings: PSCI 226/LEAD 226
This course will deal with the complexities of the American intelligence community, its activities, and its recent controversies. An important purpose of the course is to demystify intelligence activity and place it in its proper perspective as an important and necessary aspect of American foreign policy. Another purpose of the course will be to familiarize students with the role that intelligence and surveillance plays in the decision–making process in American foreign and national security policy. We will also examine historical and current controversies over the role of intelligence and surveillance.
Class Format: lecture **Requirements/Evaluation:** one exam, two short papers (5–6 pages), and a longer research paper (12–15 pages)
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** Political science majors and leadership studies concentrators (american foreign policy track)
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 **Other Attributes:** PSCI International Relations Courses
Spring 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Douglas MacDonald

LEAD 242 America and the Vietnam War (W) Crosslistings: PSCI 263/LEAD 242
Every American president from Franklin Roosevelt to John F. Kennedy sought to avoid a commitment of ground forces to Vietnam. Lyndon Johnson also feared the consequences of a massive American commitment, but he eventually sent over half a million men to Vietnam. Richard Nixon hoped to conclude a peace with honor when he assumed the presidency, but the war lasted for another four years with many additional casualties. This course examines the complex political processes that led successive American presidents to get involved in a conflict that all of them desperately wanted to avoid. We will examine both the international and domestic context of the war, as well as pay close attention to both South and North Vietnamese perspectives on the war. In addition, we will examine the long–standing arguments among both historians and political scientists over how to explain and interpret the longest and most controversial war in American history.
Class Format: seminar **Requirements/Evaluation:** two 7–page papers, one 8– to 10 page paper, and active class participation
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** sophomore and junior Political Science majors and Leadership Studies concentrators
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: LEAD American Foreign Policy Leadership
PSCI International Relations Courses
Not Offered Academic Year 2014–2015
SEM Instructor: James McAllister

LEAD 250(S) Political Leadership Crosslistings: LEAD 250/PSCI 205
This course will examine the leadership strategies of American political leaders with an emphasis on the importance of communication strategies for public sector leaders. We will study these issues by examining local, state and federal political leaders and by answering key questions specific to the political realm. We will read and watch significant speeches of American political leaders, be visited by guests with deep knowledge and insight into the world of politics and read a variety of writings by academics and practitioners on the subject. We will explore questions such as "What characteristics mark successful communication and how do leaders craft a unique and effective communications style?" and "What strategic considerations are there for female political leaders and do they have different challenges in communicating?"
The first series of classes will focus on communication taking a look at some of America's best political orators, the special requirements of crisis communication and the changes that new media has brought to the practice of politics and government. We will then explore the tenets of political strategy—both in campaigns and governing. This segment of the course will take a look at the tools used in crafting a strategy and how to put together a winning coalition. The final classes in the course will explore the unique challenges and opportunities facing select sub–groups of political leaders: women, celebrity candidates and officeholders and high–achieving young political leaders—operatives and elected officials.
Class Format: seminar **Requirements/Evaluation:** three short papers and a final research paper
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** Leadership Studies concentrators and Political Science majors
Distributional Requirements: Division 2 **Other Attributes:** LEAD American Domestic Leadership
LEAD Facets or Domains of Leadership
Spring 2015
SEM Section: 01 M 07:00 09:40 Instructor: Jane Swift

LEAD 255 Perspectives on the American Revolution Crosslistings: HIST 355/LEAD 255
The American Revolution remains one of the most–studied events in American history. Yet, agreement about its main causes, significance, and purpose remains as distant as ever. Some historians argue that political ideas and principles brought about calls for Independence. Others emphasize the economic motives behind revolutionary fervor. Still others argue that British political institutions failed to adapt to the needs of a growing empire, leading colonists to replace British imperial rule with a form of government suited to their local exigencies. Some have told the story through the eyes of the Founding Fathers, while others have explored what the American Revolution meant for the lived experience of average citizens, of women, of free and enslaved African Americans, of Native Americans, and of peoples living beyond North America. Collectively, such a range of studies speaks to the significance of the American Revolution. Individually, however, these varying perspectives provide a fragmented picture of the era and its people. Through readings, lectures, and primary sources, this class will explore these different views of the Revolution and try to create some synthetic unity out of this historical kaleidoscope.
Class Format: lecture/discussion **Requirements/Evaluation:** Evaluation will be based on class participation (20%), mid–term (20%) and final (25%) exams, and a final project (35%)

Prerequisites: none; open to all **Enrollment Limit:** 25 **Expected Class Size:** 20–25 **Enrollment Preferences:** History majors and Leadership Studies concentrators
Distributional Requirements: Division 2 **Other Attributes:** HIST Group F Electives – U.S. + Canada
HIST Group G Electives – Premodern
LEAD American Domestic Leadership
LEAD Facets or Domains of Leadership
Not Offered Academic Year 2014–2015
LEC Instructor: Patrick Spero

LEAD 259 The Politics of Presidential Leadership, 1776–1860 Crosslistings: HIST 359/LEAD 259
This course will trace the development of the presidency from George Washington to Abraham Lincoln. By focusing on the most consequential presidents of the period, the class will explore presidential successes and failures during times of peace and prosperity and during times of war and depression. As often as possible, the class will also examine the tactics of these presidents' political rivals to understand how competing politicians tried to navigate the social and political terrain of their day. Through the study of biography and primary sources, students will offer critical appraisals of presidents and leave the course with a historical understanding of the types of challenges that those who have held the office have often faced. The course will also provide an in–depth survey of United States political history during the tumultuous early years of the nation.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation (25%), class presentation (10%), group presentation (5%), two essay assignments (each 15%), and a final project (30%)
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 20–25 **Enrollment Preferences:** given to History majors and Leadership Studies concentrators
Distributional Requirements: Division 2 **Other Attributes:** HIST Group F Electives – U.S. + Canada
HIST Group G Electives – Premodern
LEAD American Domestic Leadership
LEAD Facets or Domains of Leadership
Not Offered Academic Year 2014–2015
LEC Instructor: Patrick Spero

LEAD 262 America and the Cold War Crosslistings: PSCI 262/LEAD 262
This course examines the rise and fall of the Cold War, focusing on four central issues. First, why did America and the Soviet Union become bitter rivals shortly after the defeat of Nazi Germany? Second, was one side 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 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 examines how scholarly interpretations of the Cold War continue to influence how policymakers approach contemporary issues in American foreign policy.
Class Format: lecture/discussion **Requirements/Evaluation:** one medium length paper, an in–class midterm and final exam, and a series of short assignments
Prerequisites: none; PSCI 202 is recommended but not required **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Political Science majors and Leadership Studies concentrators
Distributional Requirements: Division 2 **Other Attributes:** LEAD American Foreign Policy Leadership
PSCI International Relations Courses
Not Offered Academic Year 2014–2015
LEC Instructor: James McAllister

LEAD 285(S) The Revolutionary Generation: Galaxy of Leaders Crosslistings: LEAD 285/PSCI 285/HIST 354
The American Revolution produced a galaxy of brilliant politicians and statesmen of extraordinary courage, intellect, creativity, and character. They succeeded in drafting an unparalleled Constitution and establishing enduring democratic political institutions while nevertheless failing to grapple with the wrenching issue of slavery and the rights of women. In this course, we will explore the lives, ideas, and political leadership of these men, most of whom belonged to the social elite of their day: Washington, Madison, Jefferson, Adams,and Hamilton. We will study in depth their superb writings, such as the correspondence between Madison and Jefferson and between Adams and Jefferson, and Madison's and Hamilton's Federalist essays. We will also read recent interpretations of the founding generation by Gordon Wood, Joseph Ellis, Bernard Bailyn, and others.
Class Format: seminar **Requirements/Evaluation:** two papers, two class presentations
Prerequisites: none; courses in Leadership Studies or Political Theory or early American History are very helpful for admission to this seminar **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** students with a background in American History or Political Science
Distributional Requirements: Division 2 **Other Attributes:** HIST Group F Electives – U.S. + Canada
HIST Group G Electives – Premodern
LEAD American Domestic Leadership
LEAD Facets or Domains of Leadership
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Susan Dunn

LEAD 295(F) Leadership and Management
What are the differences between effective leaders and effective managers of complex organizations, or are they one and the same? If different, what are the key elements making each successful, and are there any critical dynamics or interdependencies among these elements? Finally, are there important distinctions between the factors required for success by leaders/managers in different domains or cultures, and by leaders/managers of different genders or ethnicities? In this course, we will wrestle with these questions by examining both successful and unsuccessful leadership and management of complex organizations in a number of domains, including the worlds of business, non–profits, higher education, the military, government, and others. Our primary means of doing so will be through case studies, supplemented by readings from noted leadership and management thinkers, and by the appearance of several distinguished guest speakers.
Class Format: seminar for the first half of the course and tutorial for the second half **Requirements/Evaluation:** active class participation, several brief (1 to 2 pages) response papers, a short midterm paper, & a longer final paper, which will be written by a team of two students during the tutorial portion of the course
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** Leadership Studies concentrators and sophomores, juniors and seniors
Extra Info: the final paper will focus on two cases of each team's choice
Distributional Requirements: Division 2 **Other Attributes:** LEAD Facets or Domains of Leadership
Fall 2014
SEM Section: 01 MR 01:10 02:25 Instructor: Chip Chandler

LEAD 310(S) Leadership in Hard Times: Governance and Activism in America's Urban Crisis Crosslistings: LEAD 310/HIST 385
Politics, the philosopher Hannah Arendt tells us, is a means of intervening in otherwise "automatic" processes. It follows that political leadership——whether exercised by elected officials or community activists——represents a vital instrument by which people may attempt to shape the social processes that structure their communities and their everyday lives. Seldom have American communities had greater need for creative and effective leadership than did American cities following the Second World War——yet seldom has this kind of leadership proven more difficult to realize. In the postwar years, cities, the drivers of the nation's phenomenal economic growth for nearly a century, confronted a host of new challenges: declining private investment; the out–migration of their middle and upper classes and, consequently, a new position as sites of concentrated poverty; persistent fiscal crises; seemingly endless ethno–racial conflict; and the rise of new epidemics——drug use, AIDS, and mass incarceration. By the mid–1960s, these challenges had come together in the public discourse to signify a general "urban crisis." This course will introduce students to the processes that have shaped American urban life since the Second World War (some of which, we will see, were in fact far from "automatic"). We will also examine how public officials and community leaders tried to intervene to shape those processes, what resources they could muster for doing so, and what came of their efforts——so as better to understand the possibilities and the limits of leadership in hard times. What kinds of leadership are possible when a zero–sum logic obtains, when social "problems" prove "insoluble," when "positive" action appears impossible? Must urban leaders operating in such conditions necessarily privilege the interests of a particular class? What happens when government and community leaders act upon incompatible visions of social justice and the public good?
Class Format: research seminar **Requirements/Evaluation:** several short essays, weekly writing assignments, and a longer research paper with presentation
Prerequisites: previous course in American politics or American history **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Leadership Studies concentrators
Distributional Requirements: Division 2 **Other Attributes:** HIST Group F Electives – U.S. + Canada
LEAD American Domestic Leadership
LEAD Facets or Domains of Leadership
Spring 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Mason Williams

LEAD 311(F) Congress (W) Crosslistings: PSCI 311/LEAD 311
In an organization comprised of equals, how and why do some senators and representatives acquire more power and authority than others?
How does Congress, often considered to be the most powerful assembly in the world, organize itself so that it can act as an institution and not just a platform for 535 individuals? Why does Congress not act, especially when the U.S. confronts so many pressing problems, and how do legislators justify inaction? In what ways does this institution promote–or hinder–the legitimacy, responsiveness, and responsibility expected of a democratic
governing institution?
Class Format: seminar **Requirements/Evaluation:** class participation, several short papers, research paper
Prerequisites: PSCI 201 or permission of instructor **Enrollment Limit:** 14 **Expected Class Size:** 14
Extra Info: American Politics Subfield; Research Skills Course
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: LEAD Facets or Domains of Leadership
POEC U.S. Political Economy + Public Policy Course
PSCI American Politics Courses
PSCI Research Courses
Fall 2014
SEM Section: 01 TF 01:10 02:25 Instructor: Cathy Johnson

LEAD 312T(S) American Political Thought (W) Crosslistings: PSCI 312/LEAD 312
From democracy to liberty, equality to community, foundational *ideas* — about what makes for good government, about what constitutes the good society, about what is necessary to lead a good life — define the American political tradition and consume the American political imagination. Designed not only to uncover these (sometimes melodious, sometimes cacophonous) values but also to place current ideological debates about them in a broader developmental context, this tutorial will offer a topical tour of American political thinking from the birth of nationalism in the colonial period to the remaking of conservatism and liberalism in

the early twenty–first century. Utilizing primary source material ranging from presidential speeches to party platforms, newspaper editorials to novels, we will seek to interrogate — reconciling where possible, distinguishing where necessary, interpreting in all instances — the disparate visions and assessments of the American political experience offered by politicians, artists, intellectuals, activists, and ordinary citizens over the course of more than two centuries. Our focus, then, is nothing less than the story of America — as told by those who lived it.
Class Format: tutorial **Requirements/Evaluation:** five 5– to 7–page essays, five 2– to 3–page critiques, and a revised and extended 10– to 12–page final essay
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Political Science majors and prospective majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PSCI American Politics Courses
PSCI Political Theory Courses
Spring 2015
TUT Section: T1 TR 08:30 09:45 Instructor: Justin Crowe

LEAD 314(F) Leadership in American Political Development (W) Crosslistings: PSCI 314/LEAD 314
From the Founding to the present, the American political order has undergone incredible, cataclysmic and thoroughgoing transformations, yet it has also proven to be remarkably enduring. How can this be? Where do we find continuities and where upheavals? What accounts for the continuities, and what for the changes? What sorts of transformations have been possible, and who or what has made them possible? Finally, what are the costs of change (and of continuity)—and who pays them? The goal of this course is to assess American political change, or lack of, and to gain a sense of the role that individual leaders have played in driving change. We will examine when and how individual agency and leadership has mattered vis–à–vis broader historical and contextual factors, including economic developments, demographic change, and constitutional and institutional parameters. After examining general models of change and of leadership, we will consider specific case studies, such as civil rights for African–Americans, gender equality, labor demands, and social conservatism. We will consider some of the complicated legacies of change. Finally, we will look at arguments that America has been "exceptional"—or, unlike other countries—as well as critiques of these arguments, to help us gain an understanding of future prospects for political transformation.
Class Format: research seminar **Requirements/Evaluation:** several short essays, weekly writing assignments, and a longer research paper with presentation
Prerequisites: previous course in American politics or American history **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** Political Science majors and Leadership Studies concentrators
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: LEAD Facets or Domains of Leadership
POEC U.S. Political Economy + Public Policy Course
PSCI American Politics Courses
PSCI Research Courses
Fall 2014
SEM Section: 01 MR 02:35 03:50 Instructor: Nicole Mellow

LEAD 320(F) Leadership and Historical Memory Crosslistings: LEAD 320/HIST 360
In this course we will examine how Americans have used the concept of leadership as a lens for viewing our past, and, conversely, how our assessments of particular leaders have changed as new ideas and events have reshaped how we understand our history. To address these questions, we will study portrayals of four of the most famous leaders in American history——Abraham Lincoln, Eleanor Roosevelt, John F. Kennedy, and Martin Luther King, Jr. As we explore how portrayals of these leaders have changed over time, we will ask: How have our conceptions of leadership, and the qualities effective leaders possess, evolved? In what ways do leaders serve as symbols in historical memory for the times in which they lived and acted? Might assessments of these leaders reveal as much about the times in which they were produced as about the leaders' own historical moments? In what ways is the concept of "leadership" itself a historical construction? Our sources will include literature, film, and journalism as well as biography and history. For their term paper assignment, students will write a 10–12 page paper examining questions of historical memory for a leader of their own choosing.
Class Format: research seminar **Requirements/Evaluation:** several short essays, weekly writing assignments, and a longer research paper with presentation
Prerequisites: previous course in American politics or American history **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Leadership Studies concentrators
Distributional Requirements: Division 2 **Other Attributes:** HIST Group F Electives – U.S. + Canada
LEAD American Domestic Leadership
LEAD Facets or Domains of Leadership
Fall 2014
SEM Section: 01 MR 02:35 03:50 Instructor: Mason Williams

LEAD 323 Leadership, Government, and the Governed in Ancient Greece (W) Crosslistings: CLAS 323/LEAD 323/HIST 323
Visionary, opportunist, reformer, tyrant, demagogue, popular champion: concise characterization of influential leaders is often irresistible. But placing leaders in their much less easily encapsulated political, social, and religious contexts reveals them to be far more complicated and challenging subjects. Among the questions that will guide our study of Greek leadership: Was the transformative leader in a Greek city always an unexpected one, arising outside of the prevailing political and/or social systems? To what extent did the prevailing systems determine the nature of transformative as well as of normative leadership? How did various political and social norms contribute to legitimating particular kinds of leader? After studying such leaders as the "tyrants" who prevailed in many Greek cities of both the archaic and classical eras, then Athenian leaders like Solon, Cleisthenes, Cimon, Pericles, Cleon, and Demosthenes, and Spartans like Cleomenes, Leonidas, Brasidas, and Lysander, we will focus on Alexander the Great, whose unique accomplishments transformed every aspect of Greek belief about leadership, national boundaries, effective government, the role of the governed, and the legitimacy of power. Readings will include accounts of leadership and government by ancient Greek authors (e.g. Homer, Solon, Herodotus, Thucydides, Plato, Aristotle, Demosthenes, all in translation) and contemporary historians and political theorists.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on contributions to class discussions, three short papers (4–6 pages each), a midterm exam, and an oral presentation leading to a significant final paper (15–20 pages)
Prerequisites: none, but a background and/or interest in the ancient world, political systems, and/or Leadership Studies is preferred; open to first–year students with instructors permission **Enrollment Limit:** 19 **Expected Class Size:** 12
Distribution Notes: meets Division 2 requirement if registration is under HIST or LEAD; meets Division 1 requirement if registration is under CLAS
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group C Electives – Europe and Russia
HIST Group G Electives – Premodern
LEAD Facets or Domains of Leadership
Not Offered Academic Year 2014–2015
LEC Instructor: Kerry Christensen

LEAD 325 The Roosevelt Style of Leadership Crosslistings: LEAD 325/HIST 358
In this course we will study the lives, ideas, visions and, above all, the political and moral leadership of Theodore, Franklin and Eleanor Roosevelt. The three Roosevelts transformed the role of government in American society, bringing about fundamental and lasting change. What were their leadership strategies and styles? Did they mobilize followers or did their followers mobilize them? How did they balance political compromise with bold, principled leadership? How did their personalities affect their visions and their goals? To what extent did they offer ethical and moral leadership? In addition to studying histories and biographies, we will do extensive research in primary source material.
Class Format: seminar **Requirements/Evaluation:** evaluation based on participation in class discussions, oral reports, two research papers
Prerequisites: LEAD 125 or permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** Leadership Studies concentrators and students with a background in American history and political science
Distributional Requirements: Division 2 **Other Attributes:** HIST Group F Electives – U.S. + Canada
Not Offered Academic Year 2014–2015
SEM Instructor: Susan Dunn

LEAD 338T(F) Garveyism (W) Crosslistings: AFR 338/PSCI 338/LEAD 338
This course explores the life, work, political thought, and activism associated with the Jamaican Pan–Africanist Marcus Mosiah Garvey and the transnational movement—Garveyism—that Garvey ushered into the modern world. We will investigate the founding of Garveyism on the island of Jamaica, the evolution of Garveyism during the early twentieth century across the Americas and in Africa, Garveyism in Europe in the mid–twentieth century, and the contemporary branches of the Garvey movement in our own late modern times. The implications of Garvey's conflict with W. E. B. Du Bois and the subsequent cleavages in political thought and allegiances among their respective adherents will be addressed, along with various other core issues including: the relationship between race, nation, and empire; transnationalism; the meaning of power; notions of leadership; the limitations of understanding Garveyism by the phrase "Back–to–Africa"; the moral philosophy of respect, reparation, and redemption; prophetic political theory; Pan–Africanism; the impact of Garveyism on political theological movements such as the Nation of Islam and Rastafari; women in the Garvey movement; and Garveyite strategies for forging models of political solidarity in dark times.
Class Format: tutorial **Requirements/Evaluation:** attendance, five 5–page essays, five 2–page critiques, and one 1–page essay for the final class
Prerequisites: none; open to all **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Africana Studies concentrators
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Fall 2014
TUT Section: T1 TBA Instructor: Neil Roberts

LEAD 340(S) Great Astronomers and Their Original Publications (W) Crosslistings: ASTR 340/HSCI 340/LEAD 340
In this academic year of the study of the book, honoring the new library and the expansion of the Chapin Library of Rare Books, we study many of the greatest names in the history of astronomy, consider their biographies, assess their leadership roles in advancing science, and examine and handle their first–edition books and other publications. Our study includes the original books published as follows: 16th–century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre–telescopic observations); 17th–century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; *Dialogo*, 1632), Johannes Kepler (laws of planetary motion, 1609, 1619), Johannes Hevelius and Elisabeth Hevelius (atlases of stars and of the Moon, 1647 and 1687), Isaac Newton (laws of universal gravitation and of motion, 1687); 18th–century, Edmond Halley (*Miscellanea curiosa*, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (*Atlas Coelestis*, 1729); William Herschel and Caroline Herschel (1781, 1798). In more recent centuries, the original works are articles: 20th–century: Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne–Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); Vera Rubin (dark matter, 1970s); Jocelyn Bell (pulsar discovery, 1968); 21st–century: Wendy Freedman (Universe's expansion rate, 2000s). We will also read biographies and recent novels dealing with some of the above astronomers. With the collaboration of the librarians, we will visit not only the Chapin Library of Rare Books but also the rare–book library at the Clark Art Institute to see its works of astronomical interest.
Class Format: seminar **Requirements/Evaluation:** class participation, two 5–page intermediate papers, and a final 15–page paper **Enrollment Limit:** 15 **Enrollment Preferences:** if over enrolled, preference by written paragraph of explanation of why student wants to take the course
Extra Info: not available for the Gaudino option
Distributional Requirements: Division 3 Writing Intensive

Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Jay Pasachoff

LEAD 345T(S) Biography as American History
Biography is easily the most widely read form of American history today; in fact, historical biography is among the most popular of all literary forms in contemporary America. Yet historians oftentimes treat the genre with suspicion; moreover, they have engaged in relatively little sustained reflection about how biographical approaches might illuminate major historical questions. For its part, leadership studies treats biography as a fundamental mode of analysis; yet the genre is problematic, for its conventions sometimes obscure the social/structural contexts within which leadership is practiced. In this course, we will view American history through the lens of biography, asking what this genre reveals about the past as well as what it conceals. We will also conduct critical inquiries into the relationship between historical analysis and biography and the practice of writing history through biography. What tensions exist between history and biography, and how have writers sought to negotiate these tensions? What have historians sought to use the biographical form to do, and how successful have they been in achieving their objectives? What do biographers' choices——their narrative emphases as well as their choices of subject——reveal about their conceptions of history? How has the writing of analytical biography changed over time? How have its practitioners sought to innovate, and toward what ends? Above all, we will seek to develop a deeper sense of the relationship between people and processes, between individual lives and history——issues fundamental to a historical understanding of leadership.
Class Format: tutorial **Requirements/Evaluation:** weekly writing assignments, research proposal, research paper with presentation
Prerequisites: previous course in American history **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Leadership Studies concentrators; History majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 **Other Attributes:** LEAD American Domestic Leadership
LEAD Facets or Domains of Leadership
Spring 2015
TUT Section: T1 TBA Instructor: Mason Williams

LEAD 356 The Rise of the North in Nineteenth Century America Crosslistings: HIST 356/AMST 356/LEAD 356
This course will study the diverse and vibrant economic, social, political, and cultural life of the northern states from the late–eighteenth century to the Civil War. Assignments will focus on specific civic, literary, business, and political leaders as a way to understand this era of rapid transformation. Topics covered will include industrialization, expansion, transcendentalism, regionalism, and political activism.
Class Format: seminar **Requirements/Evaluation:** class participation, two essays, regular short writing assignments, final
Prerequisites: none **Enrollment Limit:** 40 **Expected Class Size:** 20 **Enrollment Preferences:** History majors and Leadership Studies concentrators
Distributional Requirements: Division 2 **Other Attributes:** AMST Space and Place Electives
Not Offered Academic Year 2014–2015

LEAD 357(F) Leadership at the American Founding (W) Crosslistings: LEAD 357/HIST 357
No definition of "leadership" will ever prove adequate, though we know it when we see it. We obviously see it in George Washington, Abraham Lincoln, Franklin Roosevelt, and Martin Luther King, all of whom are safely enshrined on the National Mall. Do we see it, collectively, in the revolutionary generation? What did they achieve, what did they fail to achieve, and how should we assess their legacy? These are the core questions we will address in this course. Special attention will focus on Washington, Thomas Jefferson, and John Adams. Each student will be required to write a research paper rooted in primary sources on their favorite, or least favorite, Founding Father.
Class Format: seminar **Requirements/Evaluation:** three short papers; one longer, research paper; class participation
Prerequisites: one Leadership Studies course or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Leadership Studies concentrators
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group F Electives – U.S. + Canada
HIST Group G Electives – Premodern
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: Joseph Ellis

LEAD 360 The Political Thought of Frantz Fanon (W) Crosslistings: AFR 360/PSCI 370/PHIL 360/LEAD 360
Martinican psychiatrist, philosopher, and revolutionary Frantz Fanon was among the leading critical theorists and Africana thinkers of the twentieth century. Fanon ushered in the decolonial turn in critical theory, a move calling on those both within and outside of Europe to challenge the coloniality of the age and to forge a new vision of politics in the postcolonial period. This course is an advanced seminar devoted to a comprehensive examination of Fanon's political thought. We will begin with an analysis of primary texts by Fanon and end by considering how Fanon has been interpreted by his contemporaries as well as activists and critical theorists writing today.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based upon attendance and participation, weekly online reading response papers, a class presentation, two 7–page essays, and one 20–page final research paper
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** Africana Studies concentrators
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Neil Roberts

LEAD 362T The Wilsonian Tradition in American Foreign Policy (W) Crosslistings: PSCI 362/LEAD 362
During and after the First World War, President Woodrow Wilson developed an approach to international relations that challenged the dominant assumptions of Realism. Instead of a world order marked by alliances, arms races, and wars, Wilson offered a vision of a peaceful world and the rule of international law. While America ultimately rejected the League of Nations, the Wilsonian tradition has continued to exert a powerful influence on scholars and policymakers. This tutorial will intensively examine Wilson's efforts to recast the nature of the international system, the American rejection of his vision after the First World War, and the reshaping of Wilsonianism after the Second World War. We will spend equal time in the tutorial on both the theoretical and historical dimensions of Wilsonianism.
Class Format: tutorial **Requirements/Evaluation:** 4 papers of 7–8 pages and response papers
Prerequisites: PSCI 120, 202, or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Political Science majors and Leadership Studies Concentrators (Kaplan track)
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: LEAD American Foreign Policy Leadership
PSCI International Relations Courses
Not Offered Academic Year 2014–2015
TUT Instructor: James McAllister

LEAD 365(S) U.S. Grand Strategy Crosslistings: PSCI 365/LEAD 365
This course examines how U.S. leaders have conceived of their nation's place in the world and sought to use power to achieve national objectives. We will consider military affairs, economics, and diplomacy, but the class is mostly concerned with ideas. How have leaders from James Madison to George W. Bush thought about U.S. vulnerabilities, resources, and goals, and how have those ideas influenced foreign policy decisions? How did key leaders balance competing objectives and navigate difficult international circumstances? Which leaders were successful in managing U.S. statecraft, and which were not? Which leaders developed coherent grand strategies? What lessons might we derive for our own times from studying this history? The course will sweep across American history but will not attempt to be exhaustive in any way. Rather, it will focus on certain moments that highlight changing grand strategic thought. We will carefully consider, for example, the drafting of the U.S. Constitution, continental expansion in the Manifest Destiny period, the Civil War, overseas expansion in the late nineteenth century, the presidency of Woodrow Wilson, the Second World War, the Cold War, and the "War on Terror."
Possible texts include Hamilton, Madison, and Jay, *The Federalist Papers*; Alfred Thayer Mahan, *The Influence of Sea Power Upon History*; George Kennan, *American Diplomacy*; Richard Immerman, *Empire for Liberty*; Henry Kissinger, *Diplomacy*; James McPherson, *Tried by War: Abraham Lincoln as Commander in Chief*; and a collection of primary sources.
Class Format: seminar **Requirements/Evaluation:** attendance and active participation in class; two short essays and one longer research paper (approximately 15 pages)
Prerequisites: PSCI 120 or PSCI 202 or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** PSCI majors and Leadership Studies concentrators
Distributional Requirements: Division 2 **Other Attributes:** PSCI International Relations Courses
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Douglas MacDonald

LEAD 397(F) Independent Study: Leadership Studies
Leadership Studies independent study. Permission of the chair of Leadership Studies required.
Class Format: independent study
Distributional Requirements: Division 2
Fall 2014
IND Section: 01 TBA Instructor: William Wagner

LEAD 398(S) Independent Study: Leadership Studies
Leadership Studies independent study. Permission of the chair of Leadership Studies required.
Class Format: independent study
Distributional Requirements: Division 2
Spring 2015
IND Section: 01 TBA Instructor: William Wagner

LEAD 402(S) The Art of Presidential Leadership
In this seminar, we will focus on the leadership of some of the greatest American presidents—Washington, Jefferson, Theodore Roosevelt, Franklin Roosevelt—as well as some of the most controversial—Lyndon Johnson, Richard Nixon, and Ronald Reagan. We will investigate how these presidents developed as leaders before as well as after their election to the presidency. How did they determine their goals, assemble their leadership teams, and mobilize followers? What challenges did they face and what principles guided them? What failures did they meet and why? Can we relate these historical examples to the American presidency today? Readings will include correspondence, speeches, biographies, and political analysis.
Class Format: seminar **Requirements/Evaluation:** three papers and several class presentations

Prerequisites: LEAD 125 or permission of the instructor **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** Leadership Studies concentrators and students with background in American history and political science
Distributional Requirements: Division 2 **Other Attributes:** LEAD American Domestic Leadership
LEAD Facets or Domains of Leadership
Spring 2015
SEM Section: 01 T 01:10 03:50 Instructor: Susan Dunn

LEAD 403 Making it in Africa: Business in African History Crosslistings: HIST 403/AFR 404/LEAD 403
Although Africa has come to be known as a continent that relies heavily on foreign aid, that aid rarely reaches ordinary people. In fact, recent studies have suggested that foreign aid has not helped develop Africa. In spite of the staggering problems that ordinary Africans face, many see Africa—now more than ever before—as a place bursting with promise and opportunity, even if that opportunity may require challenges to conventional economic and political thinking. Increasingly, an innovative class of entrepreneurs is emerging in Africa that is hustling in the formal and informal economy in order to accumulate capital. This seminar will trace the social and cultural history of entrepreneurship in Africa from the 19th century to the present. We will explore the individual journeys of several entrepreneurs, the values and objectives they nurtured, the changes in the strategy and structure of the businesses they created, and the dynamic environments in which they each lived and worked. The course will also examine the long–term impact of entrepreneurial innovation and market evolution on African communities and governments. Readings will include histories, biographies, autobiographies, ethnographies, and novels.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on participation in discussion, several short papers, and a final research paper
Prerequisites: previous courses in HIST **Enrollment Limit:** 15 **Expected Class Size:** 10–15 **Enrollment Preferences:** History majors and Africana Studies concentrators
Distributional Requirements: Division 2 **Other Attributes:** HIST Group A Electives – Africa
Not Offered Academic Year 2014–2015
SEM

LEAD 420 The Great Transformation: America and Europe in the 20th Century Crosslistings: PSCI 420/LEAD 420
At the beginning of the 20th century, Europe was at the center of world politics and the main player in the balance of power while America was a peripheral player in the international system. American involvement in European affairs was strictly limited. By the end of the 20th century, the states of Western Europe would become greatly integrated and the threat of war was virtually abolished. No longer an isolationist power, America would become intimately involved in every facet of European and world politics. This course examines this great and fundamental transformation of the international system. We will examine American involvement in both of the world wars, the defense of Europe during the Cold War, decolonization, and the uneven but steady development of European unity and integration in the second half of the 20th century.
Class Format: seminar **Requirements/Evaluation:** short response papers and a lengthy research paper
Prerequisites: PSCI 120 or 202 **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** International relations concentrators and concentrators in Leadership studies (Kaplan track)
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 **Other Attributes:** PSCI International Relations Courses
PSCI Research Courses
Not Offered Academic Year 2014–2015
SEM Instructor: James McAllister

LEAD 453 Researching Early America (W) Crosslistings: HIST 453/LEAD 453
This research seminar will survey the rich history of early America (1607–1850) by focusing on the most momentous events and consequential individuals from the era. The course will also explore some of the most pressing historiographical questions and some of the research methods historians of the era deploy. Students will then select a topic that interests them and produce a substantive research paper. The course will also serve as a capstone course for Leadership Studies concentrators.
Class Format: seminar **Requirements/Evaluation:** class participation and a final research paper
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** advanced History majors and Leadership Studies concentrators
Distributional Requirements: Division 2 Writing Intensive
Not Offered Academic Year 2014–2015
SEM Instructor: Patrick Spero

LEAD 458 Senior Seminar: The Vietnam War and the Vietnam Era, 1961–75 Crosslistings: PSCI 420/LEAD 458
This upper–level course has three major objectives. First, it will familiarize students with the basic political, military and diplomatic facts of the Vietnam War. Second, it will acquaint them more generally with broader aspects of the years 1954–75, especially the great political and cultural changes that took place within the United States beginning around 1965. Lastly, each student will have the opportunity to research and write about some aspect of one of these two topics in some detail. In so doing, students will learn some new research techniques that use up–to–date software, and may take advantage of the enormous opportunities now available for on–line research.
Class Format: seminar **Requirements/Evaluation:** class participation and a 20– to 25–page research paper
Prerequisites: none **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** senior Political Science majors and Leadership Studies concentrators
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 **Other Attributes:** PSCI International Relations Courses
Not Offered Academic Year 2014–2015
SEM Instructor: David Kaiser

LEAD 464 The United States and the Vietnam War Crosslistings: HIST 464/LEAD 464
U.S. involvement in Vietnam affected nearly every aspect of American life, including the country's overall foreign policy, its military strategy, the relationship between various branches of government, the nation's political trajectory, the role of media in society, youth culture, race relations, and more. This seminar explores America's war in Vietnam and its dramatic ramifications at home and abroad. We will evaluate the Vietnam War era as a turning point in U.S. history—and in the role of the U.S. in the world—by reading and discussing a number of scholarly works on domestic and international aspects of the conflict. Students will develop an original research topic and research and write a 20– to 25– page paper, based in primary sources, on one aspect of America's Vietnam War.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, several short papers, and a 20– to 25–page research paper **Enrollment Limit:** 15 **Expected Class Size:** 10–15 **Enrollment Preferences:** advanced History majors
Distributional Requirements: Division 2 **Other Attributes:** HIST Group F Electives – U.S. + Canada
LEAD American Foreign Policy Leadership
Not Offered Academic Year 2014–2015
SEM Instructor: Jessica Chapman

LEAD 475 Modern Warfare and Military Leadership Crosslistings: HIST 475/LEAD 475
From the early nineteenth to the twenty–first century, modern history has been marked by numerous wars fought by nation states. Some of these wars were enormously destructive. Some changed history decisively on a continental or global scale. This modern period of warfare witnessed rapid and dramatic changes in the manner military forces were organized, armed, and led, and in their scale and lethalness. From the smoothbore musket to the machine gun, sailing warships to dreadnaught battleships, horse–pulled artillery to the atomic bomb, submarines under the seas and warplanes in the skies, to rockets and smart weapons, war rapidly evolved and continues to evolve today. This course will study these developments, concentrating on conflicts like the Napoleonic wars, the American Civil War, World War I and World War II, with special emphasis upon the evolution of military leaders like Napoleon, Grant and Lee, Moltke, Churchill and Roosevelt, Stalin and Hitler, Nelson and Doenitz, Eisenhower and MacArthur. Is it leadership that provides the key to our understanding of modern warfare? Or is it technology? Or certain "timeless" military principles that transcend local historical contexts? Can history help us foresee the future of warfare?
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on a substantial (no upper limit) research paper on a topic of the student's choice, growing out of some aspect of the course
Prerequisites: advanced courses in History **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** senior, then junior, History majors
Extra Info: participants will also, in teams of two or three, lead class discussion at least once, as well as give class reports on the course readings
may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 **Other Attributes:** HIST Group C Electives – Europe and Russia
HIST Group F Electives – U.S. + Canada
LEAD Facets or Domains of Leadership
SCST Related Courses
Not Offered Academic Year 2014–2015
SEM Instructor: James Wood

MARITIME STUDIES

Chair, Professor RÓNADH COX

Advisory Committee: Professor: ART*, COX. Associate Professor: TING, GILBERT. Associate Dean: GERRY.

Understanding the oceans and our interactions with them is of increasing importance in this era of climate change, sea–level rise, fisheries crises, and the internationalization of the high seas. We encourage students to investigate our WaterWorld from the perspectives of the humanities, social sciences, and physical sciences. Maritime Studies is an interdisciplinary, cross–divisional program that includes the literature, history, policy issues, and science of the ocean. Candidates for the concentration in Maritime Studies must complete a minimum of seven courses: the interdisciplinary introductory course (Geosciences 104 Oceanography), four intermediate core courses (at Williams–Mystic), an elective, and the senior seminar.

Students who have completed other study–away programs that emphasize marine studies should consult with the program chair about the possibility of completing the Maritime Studies concentration.

REQUIRED COURSES:

Introductory course:

Maritime Studies 104(S) Oceanography

Core courses (Williams–Mystic at Mystic Seaport):

MAST 231(F,S) Literature of the Sea

MAST 311(F,S) Marine Ecology
MAST 351(F,S) Marine Policy
MAST 352(F,S) America and the Sea, 1600–Present1
(NOTE: Students who take Maritime Studies 211 Oceanographic Processes at Mystic can substitute an extra elective in lieu of Geosciences 104)

Senior seminar:
MAST 402(F) Senior Seminar: Perspectives on Environmental Studies (Same as Environmental Studies 402)

Students can check with the program chair to see whether other courses not listed here might count as electives.

ELECTIVE COURSES:

Elective courses are listed based on either a clear maritime statement in the course description or broad practical/theoretical applicability to maritime studies. Concentrators will take a minimum of one course from the list below. If concentrators find other courses in the catalog that they believe meet the requirements for a MAST elective, they may bring them to the attention of the chair.

Maritime History
HIST 127 The Expansion of Europe
HIST 248 History of the Caribean: Race, Nation, Politics
HIST/JAPN/ASST 321 History of U.S.–Japan Relations
HIST/ASST 391 When India was the World: Trade, Travel and History in the Indian Ocean

Maritime Literature
CLAS 101/COMP 107 The Trojan War
ENGL 450 (F) Melville, Twain and Ellison

Marine Policy
ECON/ENVI 213 Introduction to Environmental and Natural Resources Economics
ECON 215 International Trade and Globalism
ECON/ENVI 386/ ECON 515 Environmental Policy and Natural Resource Management
ENVI 307/PSCI 317 Environmental Law
ENVI/PSCI 328 Global Environmental Politics
PSCI 223 International Law
PSCI 229 Global Political Economy

Marine Science
BIOL 414 Life at Extremes
GEOS/BIOL 212 Paleobiology
GEOS/ENVI 215 Climate Changes
GEOS/ENVI/MAST 226 The Oceans and Climate
GEOS 302 Sedimentology

HONORS PROGRAM IN MARITIME STUDIES

Candidates for honors in Maritime Studies will complete a thesis in their senior year. The project will involve original research (archive, museum, field, or laboratory) followed by on–campus analysis and writeup of results. This could be either a one–semester project, or a full year (two semesters plus winter study). In either case, data collection during the summer before the senior year may be necessary. In some cases, the thesis project may be a continuation and expansion of the student's Williams–Mystic research project. Honors will be awarded if the thesis shows a high degree of scholarship, originality, and intellectual insight.

STUDY AWAY

You can find general study away guidelines for Maritime Studies here.

MAST 104(S) Oceanography Crosslistings: GEOS 104/ENVI 104/MAST 104
The oceans cover about 72% of Earth's surface, yet we know the surface of Venus better than our own ocean floors. Why is that? This integrated introduction to the oceans covers formation and history of the ocean basins; the composition and origin of seawater; currents, tides, and waves; ocean–atmosphere interactions; oceans and climate; deep–marine environments; coastal processes; productivity in the oceans; and marine resources. Coastal oceanography will be investigated on an all–day field trip, hosted by the Williams–Mystic program in Connecticut.
Class Format: lecture/discussion, three hours per week; laboratory, two hours per week in alternate weeks/one all–day field trip **Requirements/Evaluation:** evaluation will be based on two hour exams, lab work, participation in the field trip, and a final exam
Prerequisites: none; **Enrollment Limit:** 50 **Expected Class Size:** 50 **Enrollment Preferences:** first–year and second–year students
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 3 **Other Attributes:** ENVI Natural World Electives
ENVS Group EB–B Electives
ENVS Group EG–A Electives
EXPE Experiential Education Courses
GEOS Environmental Geosciences Courses
GEOS Earth Surface Processes + Life Courses
Spring 2015
LEC Section: 01 MWF 11:00 11:50 Instructor: Mea Cook
LAB Section: 02 M 01:00 03:00 Instructor: Mea Cook
LAB Section: 03 T 01:00 03:00 Instructor: Mea Cook

MAST 211(F,S) Oceanographic Processes Crosslistings: MAST 211/GEOS 210
This course examines ocean and coastal environmental science issues including carbon dioxide and the ocean's role in climate, El Niño and other ocean–atmosphere oscillations that influence our weather, coastal erosion and other hazards, coastal pollution, and fisheries. The focus is on controlling processes with regional comparisons. Blue water oceanography is conducted in the Atlantic and comparative coastal oceanography includes trips to southern New England shores, and the West and Gulf coasts of the US as part of the Williams–Mystic program.
Class Format: lecture/laboratory, including coastal and near–shore field trips, 11 days offshore, and a laboratory or field research project **Requirements/Evaluation:** two tests, a research project, and a presentation
Extra Info: offered only at Mystic Seaport
Distributional Requirements: Division 3 **Other Attributes:** ENVI Natural World Electives
ENVS Group EB–B Electives
ENVS Group EG–C Electives
EXPE Experiential Education Courses
Fall 2014
LEC Section: 01 TBA Instructor: Lisa Gilbert
Spring 2015
LEC Section: 01 TBA Instructor: Lisa Gilbert

MAST 226T(S) The Oceans and Climate (W) Crosslistings: GEOS 226/ENVI 226/MAST 226
The oceans are a fundamental part of Earth's climate system. Ocean currents redistribute heat and water vapor around the globe, controlling temperature and precipitation patterns. Marine phytoplankton blooms and air–sea gas exchange modulate the atmospheric carbon dioxide concentration. The dynamic interaction of the atmosphere and the sea surface results in multi–year climate variations such as the El Niño–Southern Oscillation. This course will examine gradual and abrupt climate shifts from Earth's history and the ocean's role in driving, amplifying or dampening the changes, the ocean's response to anthropogenic greenhouse gas emissions, and the projected impacts of continued emissions and climate change on the ocean in the coming decades and millennia. We will analyze articles from the scientific literature that lay out the theory on the ocean's influence on climate, reconstruct past climate and ocean changes, test the mechanisms responsible for those changes, and with that knowledge, project the consequences of continued anthropogenic greenhouse gas emissions. Topics may include the climate effects of opening and closing seaways with plate tectonics, ocean feedbacks that amplify the intensity of ice ages, the instability of ocean circulation during ice–sheet retreat, the evolution of the El Niño–Southern Oscillation with changing carbon dioxide through the geologic past and the next century, ocean heat and carbon dioxide uptake during the last century and into the future, and the impact on sea level, seafloor methane reservoirs, ocean acidification, oxygenation and marine ecosystems.
Class Format: tutorial **Requirements/Evaluation:** each student will write five 5–page position papers; evaluation based on the critical analysis of reading from the scientific literature through writing and discussion
Prerequisites: GEOS 104, GEOS 210 or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** sophomores and juniors
Extra Info: may not be taken on a pass/fail basis

Distributional Requirements: Division 3 Writing Intensive
Other Attributes: ENVI Natural World Electives
ENVS Group EB–B Electives
ENVS Group EG–B Electives
GEOS Environmental Geosciences Courses
GEOS Earth Surface Processes + Life Courses
MAST Interdepartmental Electives
Spring 2015
TUT Section: T1 M 08:00 08:50 Instructor: Mea Cook

MAST 231(F,S) Literature of the Sea (W) Crosslistings: MAST 231/ENGL 231
Taking advantage of our maritime museum, coastal setting, and three field seminars, we study canonical and lesser–known American novelists, travel writers, and poets who set their works in the watery world, often in the exact places where we travel as a class. We read, for example—depending on fall or spring semester—Hemingway when sailing on the Straits of Florida, Steinbeck when exploring Cannery Row on Monterey Bay, and Twain on a steamboat on the Mississippi. We read Rachel Carson beside the Mystic River estuary, Chopin on the sands of the Gulf of Mexico, Kipling out on Georges Bank, and Melville's masterpiece *Moby–Dick* aboard Mystic Seaport's historic whaleship, the *Charles W. Morgan*, a vessel nearly identical to the vessel he climbed aboard at age twenty–one. In the classroom we examine these works through a mixture of lecture, small–group discussion, and formal and creative writing. To further appreciation and analysis, this interdisciplinary course uses students' emerging knowledge of maritime history and marine science. Other authors and poets include, depending on fall or spring: Richard Henry Dana, Jr., Walt Whitman, Jack London, Joseph Conrad, T.S. Eliot, Langston Hughes, Elizabeth Bishop, Frederick Douglass, Timothy Egan, and Ursula K. Le Guin.
Class Format: small group tutorials with weekly lectures, including coastal and near–shore field trips, and 10 days at sea **Requirements/Evaluation:** regular papers, class participation, journal–writing, and a final paper
Extra Info: offered only at Mystic Seaport
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Arts in Context Electives
ENVI Humanities, Arts + Social Science Electives
ENVP SC–B Group Electives
Fall 2014
LEC Section: 01 TBA Instructor: Richard King
Spring 2015
LEC Section: 01 TBA Instructor: Richard King

MAST 311(F,S) Marine Ecology Crosslistings: MAST 311/BIOL 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.
Class Format: lecture/laboratory, including coastal and near–shore field trips, 10 days offshore, and a laboratory or field research project **Requirements/Evaluation:** two tests, a research project, and a presentation
Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor
Extra Info: offered only at Mystic Seaport
Distributional Requirements: Division 3 **Other Attributes:** ENVI Natural World Electives
ENVS Group EB–A Electives
EXPE Experiential Education Courses
Fall 2014
LEC Section: 01 TBA Instructor: James Carlton
Spring 2015
LEC Section: 01 TBA Instructor: James Carlton

MAST 351(F,S) Marine Policy Crosslistings: MAST 351/ENVI 351/PSCI 319
This seminar utilizes the interdisciplinary background of the other Williams–Mystic courses to examine national and international contemporary issues in our relationship with ocean and coastal resources. This seminar takes a topical approach to the study of marine law and policy, examining fisheries, harbor development, coastal zone management, admiralty law, law of the sea, marine pollution, and shipping.
Class Format: lecture, discussions, guest lectures by active professionals, and includes coastal and near–shore field trips, and 10 days offshore **Requirements/Evaluation:** an independent research paper, a presentation, and a final exam
Dept. Notes: this course satisfies the Environmental Policy requirement for the Environmental Policy major and the Environmental studies concentration
Extra Info: offered only at Mystic Seaport
Distributional Requirements: Division 2 **Other Attributes:** ENVI Environmental Policy
ENVP PTL Theory/Method Courses
ENVP PE–A Group Electives
ENVP PTL–A Group Electives
ENVP SC–A Group Electives
EXPE Experiential Education Courses
POEC International Political Economy Courses
Fall 2014
LEC Section: 01 TBA Instructor: Catherine Hall
Spring 2015
LEC Section: 01 TBA Instructor: Catherine Hall

MAST 352(F,S) America and the Sea, 1600–Present (W) Crosslistings: MAST 352/HIST 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.
Class Format: lecture/discussion, including coastal and near–shore field trips, 10 days offshore, and an independent, primary source research paper **Requirements/Evaluation:** an hour test, two papers, and a final exam Student papers will be a 5–page minimum and a 15–page minimum essay; the 15–page paper will be critiqued in three steps, as an outline, a draft, and a final paper, with attention to reasoning and style
Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor
Extra Info: offered only at Mystic Seaport
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
ENVP SC–B Group Electives
EXPE Experiential Education Courses
HIST Group F Electives – U.S. + Canada
HIST Group G Electives – Premodern
Fall 2014
LEC Section: 01 TBA Instructor: Glenn Gordinier
Spring 2015
LEC Section: 01 TBA Instructor: Glenn Gordinier

MAST 397(F) Independent Study: Maritime Studies
Maritime Studies independent study.
Class Format: independent study
Distributional Requirements:
Non–divisional
Fall 2014
IND Section: 01 TBA Instructor: Ronadh Cox

MAST 398(S) Independent Study: Maritime Studies
Maritime Studies independent study.
Class Format: independent study
Distributional Requirements:
Non–divisional
Spring 2015
IND Section: 01 TBA Instructor: Ronadh Cox

MAST 402(S) Senior Seminar: Perspectives on Environmental Studies Crosslistings: ENVI 402/MAST 402
TThe Environmental Studies and Maritime Studies programs provide students with an opportunity to explore the myriad ways in which humans interact with diverse environments at scales ranging from local to global. As the capstone course for Environmental Studies and Maritime Studies, this seminar will bring together students who will have specialized in the humanities, social studies and/or the sciences and will provide an opportunity for exchange across these disciplinary streams. Readings and discussion will be organized around a common theme. Over the course of the seminar, students will develop a sustained independent research project on a topic of their choice with numerous opportunities for collaboration.
Class Format: seminar **Requirements/Evaluation:** evaluation is based on active participation, discussion leading, several smaller assignments and capstone project

Prerequisites: ENVI 302 or MAST 351 Maritime Policy or permission of instructor **Enrollment Limit:** 20 **Expected Class Size:** 19 **Enrollment Preferences:** limited to senior Environmental Policy and Environmental Science majors and Environmental Studies and Maritime Studies concentrators
Dept. Notes: required course for students wishing to complete the Environmental Policy & Environmental Science majors and the Environmental Studies or the Maritime Studies concentrations
Distribution Notes: no division 1, 2 or 3 credit
Distributional Requirements:
Non–divisional
Other Attributes: ENVI Core Courses
ENVP Core Courses
ENVS Core Courses
SCST Elective Courses
Spring 2015
SEM Section: 01 TF 02:35 03:50 Instructor: Nicolas Howe

MAST 493(F) Senior Thesis: Maritime Studies
Maritime Studies senior thesis.
Class Format: independent study
Distributional Requirements:
Non–divisional
Fall 2014
HON Section: 01 TBA Instructor: Ronadh Cox

MAST 494(S) Senior Thesis: Maritime Studies
Maritime Studies senior thesis.
Class Format: independent study
Distributional Requirements:
Non–divisional
Spring 2015
HON Section: 01 TBA Instructor: Ronadh Cox

MATERIALS SCIENCE STUDIES

Advisory Committee: Professors: AALBERTS*, S. BOLTON*, KARABINOS, D. LYNCH, L. PARK*, STRAIT. Associate Professors: S. GOH. Assistant Professor: LOPES.

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:
CHEM 336 Materials Chemistry

Related Courses:
BIOL 101 The Cell
CHEM 155 Principles of Modern Chemistry
CHEM 156 Organic Chemistry: Introductory Level
CHEM 251 Organic Chemistry: Intermediate Level
CHEM 255 Organic Chemistry: Intermediate Level—Special Laboratory Section
CHEM 256 Foundations of Modern Chemical Science
CHEM 335 Inorganic/Organometallic Chemistry
CHEM 348 Polymer Chemistry
CHEM 361 Physical Chemistry: Structure and Dynamics
CHEM 364/ENVI 364 Instrumental Methods of Analysis
CHEM 366 Physical Chemistry: Thermodynamics
GEOS 202 Mineralogy and Geochemistry
MATH 209 Differential Equations
PHYS 201 Electricity and Magnetism
PHYS 202 Vibrations, Waves and Optics
PHYS 210/MATH 210 Mathematical Methods for Scientists
PHYS 301 Quantum Physics
PHYS 302 Stat Mechanics & Thermodynamics
PHYS 405 Electromagnetic Theory
PHYS 411 Classical Mechanics

MATHEMATICS AND STATISTICS (Div. III)

Chair, Professor STEWART JOHNSON

Professors: ADAMS, DEVADOSS, R. DE VEAUX, GARRITY, S. JOHNSON, LOEPP, MORGAN*, SILVA. Associate Professors: KLINGENBERG*, MILLER, PACELLI**, STOICIU. Assistant Professors: BLACKWOOD, GOLDMAKHER, HEGGESETH, PALSSON, WANG.

MAJOR IN MATHEMATICS

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. Mathematics is a gateway to many career paths including statistics, teaching, consulting, business, engineering, finance, actuarial studies and applied mathematics. Students are strongly encouraged to consult with the department faculty on choosing courses appropriate to an individualized program of study.

REQUIREMENTS *(nine courses plus colloquium)*

The major in Mathematics consists of nine courses plus the colloquium requirement. Mathematics is highly cumulative, and students should plan a route to completing the major that ensures the proper sequencing and prerequisites for all needed courses. Note that not all upper level courses are offered every year.

Calculus (two courses)
Mathematics 140 Calculus II
Mathematics 150 or 151 Multivariable Calculus

Applied/Discrete Mathematics/Statistics (one course)
Mathematics 209 Differential Equations or
Mathematics 210 Mathematical Methods for Scientists (Same as Physics 210) or
Mathematics 200 Discrete Mathematics or
Statistics 201 Statistics and Data Analysis or
Statistics 231 Statistical Design of Experiments or
a more advanced applied/discrete/statistics course with prior department approval

Core Courses (three courses)
Mathematics 250 Linear Algebra
Mathematics 350 Real Analysis or Mathematics 351 Applied Real Analysis
Mathematics 355 Abstract Algebra

Completion (three courses plus colloquium)

Two electives from courses numbered 300 and above, or STAT 231.
Any 400–level course taken in the senior year (excluding thesis work and independent studies).
Participation in the Department Colloquium, in which all senior majors present and attend talks on mathematical or statistical topics of their choice. Majors have to attend at least 20 colloquia in their senior year and present one themselves.

Advanced Placement: Students who come to Williams with advanced placement will be moved up in the Mathematics major, and should consult with faculty to be placed in the best class reflecting their experience and background. A student who places out of a course substitutes another course numbered 200 or above in Mathematics or Statistics to complete the nine course major. Students should select courses best suited to their preparation and goals, and consult with the department faculty concerning appropriate courses and placement. The department reserves the right to refuse registration in any course for which the student is overqualified.

CALCULUS PLACEMENT
Recommended placement for students who have taken an Advanced Placement Examination in Calculus (AB or BC) is
BC 1, 2 or AB 2, 3 Math 140
AB 4 or 5 Math 150
BC 3, 4 or 5 Math 151

Consult with department faculty for any Calculus or Statistics placement questions. Students who have had calculus in high school, whether or not they took the Advanced Placement Examination, are barred from 130 unless they obtain permission from the instructor.

NOTES
Substitutions, Study Abroad, and Transfer Credit: In some cases, and with prior permission of the Mathematics and Statistics Department, appropriate courses from other institutions or a course from another Williams department may be substituted for electives. Programs like the ”Budapest Semester in Mathematics” are recommended for majors who wish to focus on mathematics away. The department, though, normally accommodates students who select other study away programs. The department offers its core courses in both the fall and the spring to allow students to spend more easily a semester away. You can find general study away guidelines for Mathematics here.

Double Counting: No course may count towards two different majors.

Early Senior Seminar: 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 at least three 300–level mathematics courses before enrolling in the Senior Major Course.

Planning Courses: Core courses Mathematics 350 , 351, 355, and Statistics 346 are normally offered every year. Most other 300–level topics are offered in alternate years. Topology, Complex Analysis, and second courses in real analysis and abstract algebra are normally offered at least every other year.
Each 400–level topic is 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, subject to any course caps. Students with questions about the level at which courses are conducted are invited to consult department faculty.

THE DEGREE WITH HONORS IN MATHEMATICS
The degree with honors in Mathematics is awarded to the student who has demonstrated outstanding intellectual achievement in a program of study which extends beyond the requirements of the major. The principal considerations for recommending a student for the degree with honors will be: Mastery of core material and skills, breadth and, particularly, depth of knowledge beyond the core material, ability to pursue independent study of mathematics or statistics, originality in methods of investigation, and, where appropriate, creativity in research.

An honors program normally consists of two semesters (MATH/STAT 493 and 494) and a winter study (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 one semester (MATH/STAT 493 or 494) and a winter study (WSP 030) of independent research, culminating in a “minithesis” and a presentation. At least one semester should be in addition to the major requirements, and thesis courses do not count as 400–level senior seminars.

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 mini–thesis. An outstanding student who writes a mini–thesis, or pursues actuarial honors and writes a paper, might also be considered. In all cases, the award of honors and highest honors is the decision of the Department.

CAREER PATHS
Graduate School in Mathematics or Statistics: Students interested in continuing their study of mathematics in graduate school should take Mathematics 350 and 355. Topology, complex analysis, and second courses in real analysis and abstract algebra 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.

Students interested in continuing their study of statistics in graduate school should take Stat 201, 231, 346, a 400 level statistics course and Math 350 and 341.

Other Graduate and Professional Schools: 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.

Statistics and Actuarial Science: Students interested in statistics or actuarial science should consider Mathematics 341, Statistics courses, 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 above).

Teaching: Students interested in teaching mathematics at the elementary or secondary school level should consider courses on teaching, number theory, geometry, statistics, and practice as a tutor or teaching assistant. Winter study courses that provide a teaching practicum are also highly recommended. Consult the Program in Teaching (Professor Susan Engel) and the Office of Career Counseling.

Applied Mathematics or Other Sciences: Students interested in applied mathematics or other sciences should consider Mathematics 200, 209/210, 351 and other applied electives, Statistics courses, and additional appropriate courses from outside Mathematics and Statistics, including appropriate courses

in Chemistry, Computer Science, Economics, and Physics.

Business and Finance: Students interested in careers in business or finance should consider Mathematics 333 and Statistics courses. 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 above, with Mathematics 209 and 351 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.

STATISTICS COURSE LISTINGS FOLLOW THE MATHEMATICS COURSE LISTINGS.
There are three types of 300–level courses. There are the core courses: Real Analysis, Math 350/351, and Abstract Algebra Math 355. There are the "precore" courses, which do not have the core courses as prerequisites and have numbers 300–349. Finally, there are those courses that have an Abstract Algebra or Real Analysis prerequisite, which are numbered 360–399.

MAJOR IN STATISTICS
The major in Statistics is designed to meet three goals: to introduce some of the central ideas of information and data science, to develop problem–solving ability by teaching students to combine creative thinking with rigorous reasoning, and to develop interdisciplinary skills by applying statistics to an application area of interest.

REQUIREMENTS (*ten courses plus colloquium)*
The major in Statistics consists of ten courses plus a colloquium requirement. The major includes courses in mathematics, computer science and statistics.

Mathematics (2 courses)
MATH 150 or 151 Multivariable Calculus or equivalent high school course
MATH 250 Linear Algebra
Except in unusual circumstances, students planning to major in statistics should complete the calculus sequence (MATH 130, 140, 150/151) before the spring of the sophomore year, at the latest. MATH 150 is a prerequisite for STAT 201 and MATH 250 is a prerequisite for STAT 346.

Computer Science (1 course)
CSCI 134 Intro to Computer Science or CSCI 136 Data Structures and Advanced Programming or some other course in the Computer Science Department with prior approval of the Math/Stat department.

Core Courses (3 Courses)
STAT 201 Statistics and Data Analysis
STAT 346 Regression and Forecasting
STAT 360 Inferential Statistics or STAT 341 Probability Theory

Application Area (1 Course)
To ensure some familiarity with a field where statistical ideas are useful, a student must take a 200 or higher level course in Anthropology, Astronomy, Bioinfomatics, Biology, Chemistry, Cognitive Science, Computer Science, Economics, Environmental Studies/Policies/Science, Geosciences, Justice & Law, Physics, Political Science, Public Health, Psychology, or Sociology. A student may propose to fulfill this requirement with a course from a department not on this list by explaining their interest in the course and the relevance of the subject to statistical reasoning.
A student counting the application course towards another major or concentration may substitute a 200 or higher level course in the Math/Stat Department to complete the 10–course major.

Continuation (2 Courses)
Any two courses among the 300 or 400 level courses in the department with a STAT prefix.

Capstone Course (1 Course)
The capstone course is a 400–level STAT course taken in the senior year. Although the specific methodological emphasis of the course may vary from year to year, an in–depth project with both a written report and an oral presentation is typically part of the capstone course.

Colloquium Requirement
Participation in the Department Colloquium series, in which all senior majors present and attend talks on mathematical or statistical topics of their choice. Majors have to attend at least 20 colloquia in their senior year and present one themselves.

PLACEMENT
Students with an AP STAT score of 5 should consult the Department about proper placement in the introductory courses.

NOTES
Substitutions, Study Abroad, and Transfer Credit: In some cases, and with prior permission of the Mathematics and Statistics Department, appropriate courses from other institutions may be substituted for the application and continuation requirements, but at least eight courses must be taken from the Department of 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. You can find general study away guidelines for Statistics here.

Double Counting: No course may count towards two different majors.

Early Senior Capstone Course: In exceptional circumstances, with the prior permission of the department, a student may be allowed to satisfy the Senior Capstone Course requirement in the junior year, provided that the student has completed at least three 300–level statistics courses before enrolling in the capstone course.

Planning Courses: Core courses are normally offered every year. Other 300 and 400 level statistics courses are offered on an irregular basis. Students should check with the department before planning far into the future.

Course Admission: Courses are normally open to all students meeting the prerequisites, subject to any course caps. Students with questions about the level at which courses are conducted are invited to consult department faculty.

THE DEGREE WITH HONORS IN STATISTICS
The degree with honors in 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 statistics, originality in methods of investigation, and, where appropriate, creativity in research.

An honors program normally consists of two semesters (STAT 493 and 494) and a winter study (WSP 031) of independent research, culminating in a thesis and a presentation. One of STAT 493 or STAT 494 can count as a continuation course, but not both. Neither counts as the 400–level senior capstone course.

An honors program in actuarial studies requires significant achievement on four appropriate examinations of the Society of Actuaries.

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. In all cases, the award of honors and highest honors is the decision of the Department.

MATHEMATICS COURSES

MATH 102(F) Foundations in Quantitative Skills
This course will strengthen a student's foundation in quantitative reasoning in preparation for the science curriculum and QFR requirements. The material will be at the college algebra / precalculus level, and covered in a tutorial format with students working in small groups with the professor. Access to this course is limited to placement by a quantitative skills counselor.
Class Format: lecture **Requirements/Evaluation:** grades will be based on participation and the degree to which the student has fulfilled their contract
Prerequisites: access to the course is limited to placement by a quantitative skills counselor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** access to the course is limited to placement by a quantitative skills counselor
Distributional Requirements: Division 3
Fall 2014
LEC Section: 01 MWF 08:00 08:50 Instructor: Stewart Johnson

MATH 113 The Beauty of Numbers (Q)
Have you ever wondered what keeps your credit card information safe everytime you buy something online? Number theory! Number Theory is one of the oldest branches of mathematics. In this course, we will discover the beauty and usefulness of numbers, from ancient Greece to modern cryptography. We will look for patterns, make conjectures, and learn how to prove these conjectures. Starting with nothing more than basic high school algebra, we will develop the logic and critical thinking skills required to realize and prove mathematical results. Topics to be covered include the meaning and content of proof, prime numbers, divisibility, rationality, modular arithmetic, Fermat's Last Theorem, the Golden ratio, Fibonacci numbers, coding theory, and unique factorization.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on projects, homework assignments, and exams
Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test) or permission of instructor **Enrollment Limit:** 30 **Expected Class Size:** 25
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015
LEC Instructor: Allison Pacelli

MATH 115 Mathematical Politics: Voting, Power, and Conflict (Q) Crosslistings: MATH 115/INTR 160
Who should have won the 2000 Presidential Election? Do any two senators really have equal power in passing legislation? How can marital assets be divided fairly? While these questions are of interest to many social scientists, a mathematical perspective can offer a quantitative analysis of issues like these and more. In this course, we will discuss the advantages and disadvantages of various types of voting systems and show that, in fact, any such system is flawed. We will also examine a quantitative definition of power and the principles behind fair division. Along the way, we will enhance the critical reasoning skills necessary to tackle any type of problem mathematical or otherwise.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based primarily on projects, homework assignments, and exams
Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test) or permission of instructor **Enrollment Limit:** 30 **Expected Class Size:** 30
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015

MATH 120 The Art of Mathematical Thinking: An Introduction to the Beauty and Power of Mathematical Ideas (Q)
What is mathematics? How can it enrich and improve your life? What do mathematicians think about and how do they go about tackling challenging questions? Most people envision mathematicians as people who solve equations or perform arithmetic. In fact, mathematics is an artistic endeavor which requires both imagination and creativity. In this course, we will experience what this is all about by discovering various beautiful branches of mathematics while learning life lessons that will have a positive impact on our lives. There are two meta–goals for this course: (1) a better perspective into mathematics, and (2) sharper analytical reasoning to solve problems (both mathematical and nonmathematical).
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based primarily on projects, homework assignments, and exams
Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test) or permission of instructor **Enrollment Limit:** 30 **Expected Class Size:** 30
Dept. Notes: not open to students who have taken mathematics courses other than MATH 102,130, 170, STAT 101 without permission of the instructor
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

MATH 130(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.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on homework, quizzes, and/or exams
Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test); this is an introductory course for students who have not seen calculus before **Enrollment Limit:** none **Expected Class Size:** 30
Dept. Notes: students who have previously taken a calculus course may not enroll in MATH 130 without the permission of instructor
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Fall 2014
LEC Section: 01 MWF 09:00 09:50 Instructor: Julie Blackwood
LEC Section: 02 MWF 10:00 10:50 Instructor: Julie Blackwood
Spring 2015
LEC Section: 01 MWF 10:00 10:50 Instructor: Eyvindur Palsson

MATH 140(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.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on homework, quizzes, and/or exams
Prerequisites: MATH 130 or equivalent; students who have received the equivalent of advanced placement of AB 4, BC 3 or higher may not enroll in MATH 140 without the permission of instructor **Enrollment Limit:** none **Expected Class Size:** 30
Dept. Notes: students who have higher advanced placement must enroll in MATH 150 or above
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Fall 2014
LEC Section: 01 MWF 09:00 09:50 Instructor: Eyvindur Palsson
LEC Section: 02 MWF 10:00 10:50 Instructor: Eyvindur Palsson
Spring 2015
LEC Section: 01 MWF 10:00 10:50 Instructor: Leo Goldmakher

MATH 150(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.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on homework, quizzes, and/or exams
Prerequisites: MATH 140 or equivalent, such as satisfactory performance on an Advanced Placement Examination **Enrollment Limit:** 50 **Expected Class Size:** 50
Dept. Notes: 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 MATH 150
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Fall 2014
LEC Section: 01 MWF 09:00 09:50 Instructor: Satyan Devadoss
LEC Section: 02 MWF 10:00 10:50 Instructor: Satyan Devadoss
LEC Section: 03 MWF 11:00 11:50 Instructor: Satyan Devadoss
Spring 2015
LEC Section: 01 MWF 09:00 09:50 Instructor: Thomas Garrity
LEC Section: 02 MWF 10:00 10:50 Instructor: Thomas Garrity

MATH 151(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 and multiple integrals. The goal of the course is Stokes Theorem, a deep and profound generalization of the Fundamental Theorem of Calculus. The difference between this course and MATH 150 is that MATH 150 covers infinite series instead of Stokes Theorem. Students with the equivalent of BC 3 or higher should enroll in MATH 151, as well as students who have taken the equivalent of an integral calculus and who have already been exposed to infinite series. For further clarification as to whether MATH 150 or MATH 151 is appropriate, please consult a member of the math/stat department.

Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on homework, quizzes, and/or exams
Prerequisites: AP BC 3 or higher or integral calculus with infinite series **Enrollment Limit:** 50 **Expected Class Size:** 50
Dept. Notes: MATH 151 satisfies any MATH 150 prerequisite; credit will not be given for both MATH 150 and MATH 151
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Fall 2014
LEC Section: 01 MWF 09:00 09:50 Instructor: Colin Adams
LEC Section: 02 MWF 10:00 10:50 Instructor: Colin Adams
LEC Section: 03 MWF 11:00 11:50 Instructor: Colin Adams

MATH 200(F,S) Discrete Mathematics (Q)
As a complement to calculus, which is the study of continuous processes, this course focuses on the discrete, including finite sets and structures, their properties and applications. Topics will include basic set theory, infinity, graph theory, logic, counting, recursion, functions, and number theory. The course serves as an introduction not only to these and other topics but also to the methods and styles of mathematical proof and problem solving. In the spring semester, students will attend class plus one conference section each week.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based primarily on homework, presentations, and exams
Prerequisites: MATH 140 or MATH 130 with CSCI 134 or one year of high school calculus with permission of instructor **Enrollment Limit:** 45 **Expected Class Size:** 20
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Fall 2014
LEC Section: 01 MWF 10:00 10:50 Instructor: Mihai Stoiciu
Spring 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Allison Pacelli
CON Section: 02 W 12:00 12:50 Instructor: Teaching Assistant
CON Section: 03 T 02:35 03:25 Instructor: Teaching Assistant
CON Section: 04 R 02:35 03:25 Instructor: Teaching Assistant

MATH 209(S) Differential Equations (Q)
Historically, much beautiful mathematics has arisen from attempts to explain physical, chemical, biological and economic processes. A few ingenious techniques solve a surprisingly large fraction of the associated ordinary and partial differential equations, and geometric methods give insight to many more. The mystical Pythagorean fascination with ratios and harmonics is vindicated and applied in Fourier series and integrals. We will explore the methods, abstract structures, and modeling applications of ordinary and partial differential equations and Fourier analysis.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on problem sets, hour tests, and a final exam
Prerequisites: MATH 150; students may not normally get credit for both MATH 209 and MATH/PHYS 210 **Enrollment Limit:** 50 **Expected Class Size:** 25
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: MTSC Related Courses
Spring 2015
LEC Section: 01 MWF 09:00 09:50 Instructor: Julie Blackwood

MATH 210(S) Mathematical Methods for Scientists (Q) Crosslistings: PHYS 210/MATH 210
This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. A series of optional sessions in Mathematica will be offered for students who are not already familiar with this computational tool.
Class Format: lecture, three hours per week **Requirements/Evaluation:** evaluation will be based on weekly problem sets and several in–class exams, all of which have a substantial quantitative component
Prerequisites: MATH 150 or 151 and familiarity with Newtonian mechanics at the level of PHYS 131 **Enrollment Limit:** none **Expected Class Size:** 20
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: MTSC Related Courses
Spring 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Frederick Strauch

MATH 250(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.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on homework and exams
Prerequisites: MATH 150/151 or MATH 200 **Enrollment Limit:** none **Expected Class Size:** 35
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: COGS Related Courses
Fall 2014
LEC Section: 01 TR 08:30 09:45 Instructor: Leo Goldmakher
LEC Section: 02 TR 09:55 11:10 Instructor: Leo Goldmakher
Spring 2015
LEC Section: 01 MWF 09:00 09:50 Instructor: Mihai Stoiciu
LEC Section: 02 MWF 10:00 10:50 Instructor: Mihai Stoiciu

MATH 285T(S) Mathematics Education (Q)
This course will be a study of mathematics education, from the practical aspects of teaching to numerous ideas in current research. This is an exciting time in mathematics education. The new common core state standards have sparked a level of interest and debate not often seen in the field. In this course, we will look at a wide range of issues in math education, from content knowledge to the role of creativity in a math class to philosophies of teaching.
In addition to weekly tutorial meetings that focus on some of the key questions in math education, we will also meet weekly as a group to discuss the mechanics of teaching. Each student will also be responsible for teaching bi–weekly extra sessions for MATH 200 at which they will make presentations, field questions, and offer guidance on homework questions. Students will also attend the MATH 200 lecture, and do some grading for the course.
Class Format: tutorial/teaching **Requirements/Evaluation:** evaluation will be based primarily on written work, oral presentations, teaching performance, and a final project
Prerequisites: MATH 250 and MATH 200 or permission of instructor; anyone interested in this course should contact Professor Pacelli early in the fall semester if possible **Enrollment Limit:** 6 **Expected Class Size:** 6 **Enrollment Preferences:** those with an interest in teaching, and if over–enrolled, admission will be based on answers to a questionnaire
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: TEAC Related Courses
Spring 2015
TUT Section: T1 MR 02:35 03:50 Instructor: Allison Pacelli

MATH 310 Mathematical Modeling of Ecological Systems (Q) Crosslistings: MATH 310/BIOL 214
Mathematical models are extensively used to understand biological phenomena. In this course we will study how differential and difference equations can be used to model various ecological systems ranging from predator–prey interactions to infectious disease dynamics. We will explore how to formulate these models, and methods for analyzing these systems including local and global stability analysis will be introduced.
Class Format: lecture **Requirements/Evaluation:** homework, quizzes, projects and exams
Prerequisites: MATH 209/210 or permission of instructor **Enrollment Limit:** 50 **Expected Class Size:** 25 **Enrollment Preferences:** students with backgrounds in both math and biology
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: ENVI Natural World Electives
ENVS Group EB–A Electives
ENVS Methods Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Julie Blackwood

MATH 313 Introduction to Number Theory (Q)
The study of numbers dates back thousands of years, and is fundamental in mathematics. In this course, we will investigate both classical and modern questions about numbers. In particular, we will explore the integers, and examine issues involving primes, divisibility, and congruences. We will also look at the ideas of number and prime in more general settings, and consider fascinating questions that are simple to understand, but can be quite difficult to answer.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on performance on homework, projects, and examinations
Prerequisites: MATH 250 or permission of instructor **Enrollment Limit:** 45 **Expected Class Size:** 25
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015
LEC Instructor: Allison Pacelli

MATH 316(S) Protecting Information: Applications of Abstract Algebra and Quantum Physics (Q) Crosslistings: MATH 316/PHYS 316
Living in the information age, we find ourselves depending more and more on codes that protect messages against either noise or eavesdropping. This course examines 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. We also study the standard AES system as well as an increasingly popular cryptographic strategy based on elliptic curves. Looking ahead by a decade or more, we show how a quantum computer could crack the RSA scheme in short order, and how quantum cryptographic devices will achieve security through the inherent unpredictability of quantum events.

Class Format: lecture **Requirements/Evaluation:** evaluation will be based on homework sets and exams
Prerequisites: PHYS/MATH 210 or MATH 250 (possibly concurrent) or permission of the instructors; **Enrollment Limit:** 50 **Expected Class Size:** 35 **Enrollment Preferences:** discretion of the instructors
Dept. Notes: students not satisfying the course prerequisites but who have completed MATH 200 or MATH 209 are particularly encouraged to ask to be admitted
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Spring 2015
LEC Section: 01 MWF 09:00 09:50 Instructor: Susan Loepp and William Wootters

MATH 317(F) Introduction to Operations Research (Q) Crosslistings: MATH 317/STAT 317
In the first N math classes of your career, you can be misled as to what the world is truly like. How? You're given exact problems and told to find exact solutions. The real world is sadly far more complicated. Frequently we cannot exactly solve problems; moreover, the problems we try to solve are themselves merely approximations to the world! We are forced to develop techniques to approximate not just solutions, but even the statement of the problem. Additionally, we often need the solutions quickly. Operations Research, which was born as a discipline during the tumultuous events of World War II, deals with efficiently finding optimal solutions. In this course we build analytic and programming techniques to efficiently tackle many problems. We will review many algorithms from earlier in your mathematical or CS career, with special attention now given to analyzing their run–time and seeing how they can be improved; students will be implementing many of these algorithms on computer systems of their choice. The culmination of the course is a development of linear programming and an exploration of what it can do and what are its limitations. For those wishing to take this as a Stats course, the final project must have a substantial implementation computation (respectively, statistics) component approved by the instructor.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on homework, classwork, projects, presentations and exams
Prerequisites: Linear Algebra (MATH 250) and one other 200–level or higher CSCI, MATH or STAT course, or permission of the instructor **Enrollment Limit:** 40 **Expected Class Size:** 25 **Enrollment Preferences:** CSCI, MATH and STAT majors
Dept. Notes: http://web.williams.edu/Mathematics/sjmiller/public_html/317/
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Fall 2014
LEC Section: 01 MWF 10:00 10:50 Instructor: Steven Miller

MATH 318T Numerical Problem Solving (Q)
In the last twenty years computers have profoundly changed the work in numerical mathematics (in areas from linear algebra and calculus to differential equations and probability). The main goal of this tutorial is to learn how to use computers to do quantitative science. We will explore concepts and ideas in mathematics and science using numerical methods and computer programming. We will use specialized software, including Mathematica and Matlab.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on homework, classwork, and exams
Prerequisites: MATH 150/151 and MATH 250 or permission of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 10
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015
TUT Instructor: Mihai Stoiciu

MATH 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Q) Crosslistings: BIOL 319/MATH 319/CHEM 319/PHYS 319/CSCI 319
What can computational biology teach us about cancer? In this capstone experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet–lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever–growing gene and protein data–sets can provide key insights into human disease. In this course, we will take advantage of one well–studied system, the highly conserved Ras–related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, phylogenetics, and recombinant DNA techniques to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through–put approaches to investigate genes involved in the MAPK signal transduction pathway in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation–state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data–mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry will be used to study networks of interacting proteins in colon tumor cells.
Class Format: two afternoons of lab, with one hour of lecture, per week **Requirements/Evaluation:** lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal
Prerequisites: BIOL 202; or; students who have not taken BIOL 202 but have taken BIOL 101/AP Biology and CSCI 315 or PHYS 315 or CSCI 106, may enroll with permission of instructor; No prior computer programming experience is required **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** seniors, then juniors/sophomores
Dept. Notes: does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Core Courses
BIMO Interdepartmental Electives
Fall 2014
LEC Section: 01 W 12:25 01:10 Instructor: Lois Banta
LAB Section: 02 WR 01:15 04:00 Instructor: Lois Banta

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.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on problem sets, midterms, a paper and a final exam
Prerequisites: MATH 250 or permission of instructor **Enrollment Limit:** 30 **Expected Class Size:** 25
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Spring 2015
LEC Section: 01 TR 08:30 09:45 Instructor: Colin Adams

MATH 322 Introduction to Complex Analysis (Q)
The complex numbers are amazingly useful in mathematics, physics, engineering, and elsewhere. We'll learn the meaning of complex multiplication and exponentiation, as in Euler's famous e^{iπ}= –1. We'll study complex functions and their power series, learn how to integrate in the complex plane, including residue calculus, and how to map one domain to another (conformal mapping). We'll see the easiest proof of the Fundamental Theorem of Algebra, which says that every algebraic equation has a solution as long as you allow complex numbers.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based primarily on homework, classwork, and exams
Prerequisites: MATH 150 **Enrollment Limit:** 10 **Expected Class Size:** 10
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015

MATH 325 Set Theory (Q)
Set theory is the traditional foundational language for all of mathematics. We will be discussing the Zermelo–Fraenkel axioms, including the Axiom of Choice and the Continuum Hypothesis, basic independence results and, if time permits, Goedel's Incompleteness Theorem. At one time, these issues tore at the foundations of mathematics. They are still vital for understanding the nature of mathematical truth.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on performance on homework and exams
Prerequisites: MATH 150 or MATH 151, and MATH 250 **Enrollment Limit:** none **Expected Class Size:** 15
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015
LEC Instructor: Thomas Garrity

MATH 326 Differential Geometry (Q)
It is easy to convince oneself that the shortest distance from equatorial Africa to equatorial South America is along the equator. This illustrates the fact that "straight lines" on a sphere are described by so–called great circles. It is somewhat more difficult to describe the shortest path between two points on the surface of, for example, a doughnut, reflecting the fact that a doughnut curves in space in a more complicated way than the sphere. Differential geometry is the mathematical language describing these curvature properties. In this course we will learn this language and use it to answer many interesting questions. We will also develop the tools needed to begin the more advanced study of "Riemannian" geometry, which describes (among other things) Einstein's Relativity Theory.
Topics: Curves in space, the Frenet–Serret Theorem, the first and second fundamental forms, geodesics, principal/Gaussian/mean/normal curvatures, the Theorema Egregium, the Gauss–Bonnet formula and Theorem, introduction to n–dimensional Riemannian manifolds/metrics/curvature.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on problem sets, midterms and a final exam
Prerequisites: MATH 250 **Enrollment Limit:** none **Expected Class Size:** 25
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015

MATH 327 Computational Geometry (Q)
The subject of computational geometry started just 25 years ago, and this course is designed to introduce its fundamental ideas. Our goal is to explore "visualization" and "shape" in real world problems. We focus on both theoretic ideas (such as visibility, polyhedra, Voronoi diagrams, triangulations, motion) as well as applications (such as cartography, origami, robotics, surface meshing, rigidity). This is a beautiful subject with a tremendous amount of active research and numerous unsolved problems, relating powerful ideas from mathematics and computer science.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on problem sets and exams
Prerequisites: MATH 200 or MATH 250 or CSCI 256 **Enrollment Limit:** none **Expected Class Size:** 20 **Enrollment Preferences:** preference given to upperclassmen
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015

LEC

MATH 329 Geometry By Its History (Q)
The thorough study of Euclidean geometry has been a cornerstone of a complete education for thousands of years. In this course, we trace the origins of modern geometry by studying its classical roots, including ancient Greek geometry, conic sections, triangle centers, circle theorems, trigonometry, and analytic geometry. Other topics include the impossibility of doubling the cube or trisecting an angle, non–constructable polygons, non–Euclidean geometry, and geometry in higher dimensions.
Class Format: lecture **Requirements/Evaluation:** homework, participation and exams
Prerequisites: Math 250 or permission of the instructor **Enrollment Limit:** 50 **Expected Class Size:** 25 **Enrollment Preferences:** sophomores considering a major in math and junior math majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015
LEC Instructor: Michael Biro

MATH 331(F) The little Questions (Q)
Using math competitions such as the Putnam Exam as a springboard, in this class we follow the dictum of the Ross Program and "think deeply of simple things". The two main goals of this course are to prepare students for competitive math competitions, and to get a sense of the mathematical landscape encompassing elementary number theory, combinatorics, graph theory, and group theory (among others). While elementary frequently is not synonymous with easy, we will see many beautiful proofs and "a–ha" moments in the course of our investigations. Students will be encouraged to explore these topics at levels compatible with their backgrounds.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on homework, classwork, and exams
Prerequisites: Linear algebra (MATH 250) or permission of the instructor **Enrollment Limit:** 30 **Expected Class Size:** 25 **Enrollment Preferences:** members or alternates of the Putnam team, MATH, PHYS or CSCI majors
Dept. Notes: http://web.williams.edu/Mathematics/sjmiller/public_html/331/
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Fall 2014
LEC Section: 01 MWF 11:00 11:50 Instructor: Steven Miller

MATH 333 Investment Mathematics (Q)
Over the years financial instruments have grown from stocks and bonds to numerous derivatives, such as options to buy and sell at future dates under certain conditions. The 1997 Nobel Prize in Economics was awarded to Robert Merton and Myron Schloles for their Black–Scholes model of the value of financial instruments. This course will study deterministic and random models, futures, options, the Black–Scholes Equation, and additional topics.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on homework, classwork, and exams
Prerequisites: MATH 250 or permission of instructor **Enrollment Limit:** 25 **Expected Class Size:** 25
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015

MATH 334 Graph Theory (Q)
Investigation of the structure and properties of graphs with emphasis both on certain classes of graphs such as multi–partite, planar, and perfect graphs and on application to various optimization problems such as minimum colorings of graphs, maximum matchings in graphs, network flows, etc.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on problem sets and exams
Prerequisites: MATH 250 **Enrollment Limit:** 35 **Expected Class Size:** 20 **Enrollment Preferences:** Math majors
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015

MATH 335 Game Theory (Q)
Game theory is the study of interacting decision makers involved in a conflict of interest. We investigate outcomes, dynamics, and strategies as players rationally pursue objective goals and interact according to specific rules. Game theory has been used to illuminate political, ethical, economical, social, psychological, and evolutionary phenomenon. We will examine concepts of equilibrium, stable strategies, imperfect information, repetition, cooperation, utility, and decision.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on problem sets and exams
Prerequisites: two MATH/STAT courses at the 200 or higher level, or permission of instructor **Enrollment Limit:** none **Expected Class Size:** 30
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015
LEC Instructor: Stewart Johnson

MATH 337 Phylogenetics (Q)
Phylogenetics is the analysis and construction of information trees based on shared characteristics. The foundational problem asks, given some data from objects, how can a tree be constructed which shows the proper relationships between the objects? This is a beautiful subject with a tremendous amount of cutting–edge research, relating powerful ideas from statistics, computer science, biology, and mathematics, having a wide range of applications, from literature, to linguistics, to visual graphics. This course is designed to introduce fundamental ideas of this subject from a mathematical viewpoint, touching and expanding upon the interests of the enrolled students.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on exams, participation, and projects
Prerequisites: BIOL 202 or CSCI 256 or MATH 250 or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** At the discretion of the instructor
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Related Courses

MATH 341(S) Probability (Q) Crosslistings: MATH 341/STAT 341
While probability began with a study of games, it has grown to become a discipline with numerous applications throughout mathematics and the sciences. Drawing on gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be discussions of random variables, expectation, independence, laws of large numbers, and the Central Limit Theorem. Many interesting and important applications will also be presented, potentially including some from coding theory, number theory and nuclear physics.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on homework, classwork, and exams
Prerequisites: MATH 250 or MATH 200 or permission of instructor **Enrollment Limit:** 40 **Expected Class Size:** 20
Dept. Notes: http://web.williams.edu/Mathematics/sjmiller/public_html/341/
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Spring 2015
LEC Section: 01 MWF 10:00 10:50 Instructor: Steven Miller

MATH 347T(S) Origami (Q)
Origami is the art and study of folding and unfolding. Although ancient in origin, there has been a tremendous resurgence of interest recently, resulting in stunning sculptures and marvelously intricate pop–up books. The applications of origami have grown as well, from NASA's James Webb space telescope to cutting–edge protein folding models. This is a beautiful subject with a tremendous amount of active research, relating powerful ideas from studio art, computer science, and mathematics.
This tutorial is designed to introduce the foundations of origami design from a mathematical viewpoint: 1D linkages, 2D crease patterns and cut–theorems, 3D unfolding polyhedra. No experience in paper folding is necessary.
Class Format: tutorial **Requirements/Evaluation:** primarily based on participation, presentations, and projects
Prerequisites: MATH 200 or MATH 250 or CSCI 256 or permission of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** at the discretion of the instructor
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Spring 2015
TUT Section: T1 TBA Instructor: Satyan Devadoss

MATH 350(F,S) Real Analysis (Q)
Real analysis is the theory behind calculus. It is based on a precise understanding of the real numbers, elementary topology, and limits. Topologically, nice sets are either closed (contain their limit points) or open (complement closed). You also need limits to define continuity, derivatives, integrals, and to understand sequences of functions.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on homework, classwork, and exams
Prerequisites: MATH 150 and MATH 250, or permission of instructor **Enrollment Limit:** none **Expected Class Size:** 30
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Fall 2014
LEC Section: 01 MWF 08:30 09:45 Instructor: Cesar Silva
Spring 2015
LEC Section: 01 MWF 09:00 09:50 Instructor: Cesar Silva

MATH 351(S) Applied Real Analysis (Q)
Real Analysis is the underlying theory of calculus and is hence the study of limits. This course will study limits in the context of Fourier Analysis, which is one of the major tools of modern mathematics. (Applications of Fourier Analysis range from the abstract study of the distribution of prime numbers to the quite practical construction of mpeg files in an iPod.) By the end of the semester we will be using the theoretical machinery of limits as applied to Fourier series to understand some of the basic differential equations of science, such as the wave equation and, possibly, the heat equation.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on homework, classwork, and exams
Prerequisites: MATH 150 and MATH 250, or permission of instructor **Enrollment Limit:** none **Expected Class Size:** 20
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Spring 2015
LEC Section: 01 MWF 11:00 11:50 Instructor: Thomas Garrity

MATH 355(F,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.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on problem sets and exams
Prerequisites: MATH 250 or permission of instructor **Enrollment Limit:** 45 **Expected Class Size:** 30
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Fall 2014
LEC Section: 01 MWF 11:00 11:50 Instructor: Mihai Stoiciu
Spring 2015
LEC Section: 01 MWF 10:00 10:50 Instructor: Susan Loepp

MATH 361(F) Theory of Computation (Q) Crosslistings: CSCI 361/MATH 361
This course introduces a formal framework for investigating both the computability and complexity of problems. We study several models of computation including finite automata, regular languages, context–free grammars, and Turing machines. These models provide a mathematical basis for the study of computability theory—the examination of what problems can be solved and what problems cannot be solved—and the study of complexity theory—the examination of how efficiently problems can be solved. Topics include the halting problem and the P versus NP problem.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on problem sets, a midterm examination, and a final examination
Prerequisites: CSCI 256 or both a 300–level MATH course and permission of instructor **Enrollment Limit:** 40 **Expected Class Size:** 40 **Enrollment Preferences:** current or expected Computer Science majors
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: COGS Interdepartmental Electives
Fall 2014
LEC Section: 01 MWF 12:00 12:50 Instructor: Brent Heeringa

MATH 369 Analysis and Number Theory (Q) Crosslistings: MATH 369/MATH 406
Gauss said "Mathematics is the queen of the sciences and number theory the queen of mathematics"; in this class we shall meet some of her subjects. We will discuss many of the most important questions in analytic and additive number theory, with an emphasis on techniques and open problems. Topics will range from Goldbach's Problem and the Circle Method to the Riemann Zeta Function and Random Matrix Theory.
Other topics will be chosen by student interest, coming from sum and difference sets, Poissonian behavior, Benford's law, the dynamics of the 3x+1 map as well as suggestions from the class. We will occasionally assume some advanced results for our investigations, though we will always try to supply heuristics and motivate the material. No number theory background is assumed, and we will discuss whatever material we need from probability, statistics or Fourier analysis. For more information, see http://www.math.brown. edu/~sjmiller/williams/406.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on scholarship, discussions, homework, examinations, papers and presentations
Prerequisites: for those taking 369T: at least one of MATH 350, 351, 355, 315 or 317; for those taking 406T: one of MATH 350 or 351 and MATH 355 **Enrollment Limit:** 10 **Expected Class Size:** 10
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015

MATH 372(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.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on homework, classwork, and exams
Prerequisites: MATH 350 or MATH 351 **Enrollment Limit:** 40 **Expected Class Size:** 30
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Spring 2015
LEC Section: 01 MWF 10:00 10:50 Instructor: Cesar Silva

MATH 374T Topology (Q)
Topology is the study of when one geometric object can be continuously deformed and twisted into another object. Determining when two objects are topologically the same is incredibly difficult and is still the subject of a tremendous amount of research, including recent work on the Poincaré Conjecture, one of the million–dollar millennium–prize problems. The first part of the course on point–set topology establishes a framework based on "open sets" for studying continuity and compactness in very general spaces. The second part on homotopy theory develops refined methods for determining when objects are the same. We will prove for example that you cannot twist a basketball into a doughnut.
Class Format: tutorial **Requirements/Evaluation:** homework, tutorials, and exams
Prerequisites: MATH 350 or 351; not open to students who have taken MATH 323 **Enrollment Limit:** 10 **Expected Class Size:** 10
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015
TUT Instructor: Frank Morgan

MATH 378T(F) Algebraic Geometry (Q)
Algebraic Geometry has been at the heart of mathematics for at least two hundred years. While starting with a humble study of circles, it has influenced a tremendous amount of modern mathematics, ranging from number theory to robotics. Algebraic Geometry uses tools from almost all areas of mathematics; key for this course will be abstract algebra and multivariable calculus. We will study conics, cubics (books are written about the geometry of cubics; the depth of ideas involved with these curves is amazing) and higher degree curves. In particular, we will study Bezout's Theorem and Riemann–Roch for curves. Simultaneously with learning about curves, we will also cover the more abstract ideas behind affine and projective varieties. Emphasis will be placed on both "big picture" concepts and the underlying technical details.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on homework, possibly exams, and presentations during tutorial meetings
Prerequisites: MATH 312 or 355 or 315 **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** instructor decision
may not be taken on a pass/fail basis; not available for the gaudino option
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Fall 2014
TUT Section: T1 TBA Instructor: Thomas Garrity

MATH 389(F) Advanced Analysis (Q)
This course further develops and explores topics and concepts from real analysis, with special emphasis on introducing students to subject matter and techniques that are useful for graduate study in mathematics or an allied field. Material will be drawn, based on student interest, from many areas, including analytic number theory, Fourier series and harmonic analysis, generating functions, differential equations and special functions, integral operators, equidistribution theory and probability, random matrix theory and probabilistic methods. This will be an intense, fast paced class which will give a flavor for graduate school. In addition to standard homework problems, students will also write reviews for MathSciNet, referee papers for journals, write programs in SAGE or Mathematica to investigate and conjecture, and read classic and current research papers.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on homework, classwork, and exams
Prerequisites: permission of the instructor, or both a 300–level MATH course and either MATH 350 or 351 **Enrollment Limit:** 30 **Expected Class Size:** 15 **Enrollment Preferences:** students interested in graduate school in mathematics or an allied discipline
Dept. Notes: http://web.williams.edu/Mathematics/sjmiller/public_html/389/
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Fall 2014
LEC Section: 01 MWF 09:00 09:50 Instructor: Steven Miller

MATH 394T Galois Theory and Modules (Q)
In the 1830's Evariste Galois developed a beautiful theory relating the structure of field extensions to the structure of a group. By understanding this relationship, one can often translate a problem about field extensions to a question about groups that is easier to answer. In this course, we will study Galois Theory and modules. A module is a generalization of vector spaces; in particular, a module can be thought of as a vector space with the weaker condition that the set of scalars are elements of a ring instead of a field. Possible topics covered will include field theory, galois theory, quotient modules, direct sums, free modules, and exact sequences.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based primarily on written homeworks, oral presentations, and exams
Prerequisites: MATH 317 or MATH 355 **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** discretion of the instructor
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015
TUT Instructor: Susan Loepp

MATH 397(F) Independent Study: Mathematics
Directed 300–level independent study in Mathematics.
Class Format: independent study
Prerequisites: permission of department
Distributional Requirements: Division 3
Fall 2014
IND Section: 01 TBA Instructor: Stewart Johnson

MATH 398(S) Independent Study: Mathematics

Directed 300–levelindependent study in Mathematics.
Class Format: independent study
Prerequisites: permission of department
Distributional Requirements: Division 3
Spring 2015
IND Section: 01 TBA Instructor: Stewart Johnson

MATH 402(F) 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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based primarily on performance on homework assignments and exams
Prerequisites: MATH 350 or MATH 351 or permission of instructor
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Fall 2014
LEC Section: 01 MW 11:00 12:15 Instructor: Cesar Silva

MATH 404 Ergodic Theory (Q)
Ergodic theory studies the probabilistic behavior of dynamical systems as they evolve through time. This course will be an introduction to the basic notions in ergodic theory. The course starts with an introduction to measure theory: (sigma–algebras, measurable sets and measurable transformations and Lebesgue integration). Then we will cover ergodic, weak mixing, mixing, and Bernoulli transformations, and transformations admitting and not admitting an invariant measure. There will be an emphasis on specific examples such as group rotations, the binary odometer transformations, and rank–one constructions. We will aslo cover some notions from topological dynamics. For the textbook: http://www.ams.org/bookstore–getitem/item=STML–42
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on presentations, problem assignments and exams
Prerequisites: MATH 350 or MATH 351 or permission of instructor **Enrollment Limit:** none **Expected Class Size:** 10
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015
LEC Instructor: Cesar Silva

MATH 406T Analysis and Number Theory (Q) Crosslistings: MATH 369/MATH 406
Gauss said "Mathematics is the queen of the sciences and number theory the queen of mathematics"; in this class we shall meet some of her subjects. We will discuss many of the most important questions in analytic and additive number theory, with an emphasis on techniques and open problems. Topics will range from Goldbach's Problem and the Circle Method to the Riemann Zeta Function and Random Matrix Theory.
Other topics will be chosen by student interest, coming from sum and difference sets, Poissonian behavior, Benford's law, the dynamics of the 3x+1 map as well as suggestions from the class. We will occasionally assume some advanced results for our investigations, though we will always try to supply heuristics and motivate the material. No number theory background is assumed, and we will discuss whatever material we need from probability, statistics or Fourier analysis. For more information, see http://www.math.brown. edu/~sjmiller/williams/406.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on scholarship, discussions, homework, examinations, papers and presentations
Prerequisites: for those taking 369T: at least one of MATH 350, 351, 355, 315 or 317; for those taking 406T: one of MATH 350 or 351 and MATH 355 **Enrollment Limit:** 10 **Expected Class Size:** 10
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015
TUT Instructor: Steven Miller

MATH 411(F) Commutative Algebra (Q)
Commutative algebra has applications ranging from algebraic geometry to coding theory. For example, one can use commutative algebra to create error correcting codes. It is perhaps most often used, however, to study curves and surfaces in different spaces. To understand these structures, one must study polynomial rings over fields. This course will be an introduction to commutative algebra. Possible topics include polynomial rings, localizations, primary decomposition, completions, and modules.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on homework and exams
Prerequisites: MATH 355 or permission of the instructor **Enrollment Limit:** 30 **Expected Class Size:** 30
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Fall 2014
LEC Section: 01 MWF 09:00 09:50 Instructor: Susan Loepp

MATH 416 Advanced Applied Linear Algebra (Q)
In the first N math classes of your career, it's possible to get an incomplete picture as to what the real world is truly like. How? You're often given exact problems and told to find exact solutions. The real world is sadly far more complicated. Frequently we cannot exactly solve problems; moreover, the problems we try to solve are themselves merely approximations to the world. We're forced to develop techniques to approximate not just solutions, but even the statement of the problem. In this course we discuss some powerful methods from advanced linear algebra and their applications to the real world, specifically linear programming (and, if time permits, random matrix theory). Linear programming is used to attack a variety of problems, from applied ones such as the traveling salesman problem, determining schedules for major league sports (or a movie theater, or an airline) to designing efficient diets to feed the world, to pure ones such as Hales' proof of the Kepler conjecture.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on homework, possible presentations and write–ups, exams and scholarship
Prerequisites: MATH 250 and MATH 350 (programming experience is desirable, but not necessary) **Enrollment Limit:** 40 **Expected Class Size:** 35
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015
LEC Instructor: Steven Miller

MATH 419 Algebraic Number Theory (Q)
We all know that integers can be factored into prime numbers and that this factorization is essentially unique. In more general settings, it often still makes sense to factor numbers into "primes," but the factorization is not necessarily unique! This surprising fact was the downfall of Lamé's attempted proof of Fermat's Last Theorem in 1847. Although a valid proof was not discovered until over 150 years later, this error gave rise to a new branch of mathematics: algebraic number theory. In this course, we will study factorization and other number–theoretic notions in more abstract algebraic settings, and we will see a beautiful interplay between groups, rings, and fields.
Class Format: lecture/seminar **Requirements/Evaluation:** evaluation will be based primarily on projects, homework assignments, and exams
Prerequisites: MATH 350 or 351, or permission of instructor **Enrollment Limit:** none **Expected Class Size:** 15
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015
LEC Instructor: Allison Pacelli

MATH 425 Soap Bubbles and Geometric Measure Theory (Q)
A single round soap bubble is the least–area way to enclose a given volume of air, as ws proved in 1884 by Schwarz. A double soap bubble is the least–area way to enclose and separate two given volumes of air, as was proved in 2000 as the culmination of a decade of work by many, including Williams faculty and students. Because it is hard to control ahead of time the complicated ways ("singularities") in which pieces of soap film theoretically might come together, the study of such physical problems had to wait for the development of a more general and inclusive kind of geometry, now known as Geometric Measure Theory. (These same tools can be applied to all kinds of singularities from fractures in materials to black holes in the universe.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on classwork and exams
Prerequisites: MATH 250 or MATH 351 **Enrollment Limit:** 25 **Expected Class Size:** 15
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015
LEC Instructor: Frank Morgan

MATH 427 Tiling Theory (Q)
Since humankind first utilized stones and bricks to tile the floors of their abodes, tiling has been an area of interest. Practitioners include artists, engineers, designers, architects, crystallographers, scientists and mathematicians. This course will be an investigation into the mathematical theory of tiling. The course will focus on tilings of the plane, including topics such as the symmetry groups of tilings, the topology of tilings, the ergodic theory of tilings, the classification of tilings and the aperiodic Penrose tilings. We will also look at tilings in higher dimensions, including "knotted tilings".
Class Format: lecture **Requirements/Evaluation:** problem assignments, exams and a presentation/paper
Prerequisites: MATH 250, and MATH 315 or MATH 355 **Enrollment Limit:** 30 **Expected Class Size:** 20 **Enrollment Preferences:** seniors, because it is a 400–level course required for graduation
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015
LEC Instructor: Colin Adams

MATH 432 Lie Algebras (Q)
A Lie algebra is a vector space endowed with a multiplication operation known as a bracket. They have applications to a wide variety of mathematical fields such as geometry, representation theory, combinatorics, and mathematical physics. This course will cover the basic theory of Lie algebras, including solvable and nilpotent Lie algebras, Cartan subalgebras, the Killing form, root systems, the Weyl group, Dynkin diagrams, and Cartan matrices. Special attention will be paid to examples that highlight the importance of Lie algebras in modern mathematics.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on homework assignments, exams, projects, and class participation
Prerequisites: MATH 355 or 317 or permission of the instructor **Enrollment Limit:** 40 **Expected Class Size:** 20 **Enrollment Preferences:** senior Math majors
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015

LEC Instructor: Edward Hanson

MATH 433(S) Mathematical Modeling (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, and the spread of pollution, forest fires, and diseases. 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.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on performance of problem sets and exams
Prerequisites: Differential Equations (MATH 209/PHYS 210) and Real Analysis (MATH 350/351), or permission of the instructor **Enrollment Limit:** 50 **Expected Class Size:** 30 **Enrollment Preferences:** senior Mathematics majors
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: COGS Related Courses
Spring 2015
LEC Section: 01 MWF 10:00 10:50 Instructor: Julie Blackwood

MATH 436T Chaos and Fractals (Q)
This course is an introduction to chaotic dynamical systems. The topics will include bifurcations, the quadratic family, symbolic dynamics, chaos, dynamics of linear systems, and some complex dynamics.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on performance on homework and exams
Prerequisites: MATH 250 **Enrollment Limit:** 10 **Expected Class Size:** 10
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015
TUT Instructor: Cesar Silva

MATH 437 Electricity and Magnetism for Mathematicians (Q)
Maxwell's equations are four simple formulas, linking electricity and magnetism, that are among the most profound equations ever discovered. These equations led to the prediction of radio waves, to the realization that a description of light is also contained in these equations and to the discovery of the special theory of relativity. In fact, almost all current descriptions of the fundamental laws of the universe are deep generalizations of Maxwell's equations. Perhaps even more surprising is that these equations and their generalizations have led to some of the most important mathematical discoveries (where there is no obvious physics) of the last 25 years. For example, much of the math world was shocked at how these physics generalizations became one of the main tools in geometry from the 1980s until today. It seems that the mathematics behind Maxwell is endless. This will be an introduction to Maxwell's equations, from the perspective of a mathematician.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on performance on homework and exams
Prerequisites: MATH 350 or MATH 351, and MATH 355, or permission of instructor; not open to students who have taken MATH 337; no physics background required **Enrollment Limit:** none **Expected Class Size:** 15
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015
LEC Instructor: Thomas Garrity

MATH 453(S) Partial Differential Equations (Q)
Partial differential equations are often used to model the most basic natural phenomena. Examples include the flow of liquids, the spread of heat and the radiation of electromagnetic waves. These type of equations have lead to advances such as the prediction of radio waves, the discovery of the special theory of relativity and are essential to the theory of quantum mechanics. In this course we will introduce the theory of partial differential equations. A special focus will be on three classical equations: the wave equation, the Laplace equation and the heat equation. Classical techniques and theorems will be covered such as the Method of Characteristics, the Cauchy–Kovalevski Theorem and Fourier Transform techniques.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on exams, homework assignments, projects, and class participation
Prerequisites: MATH 350 or MATH 351 or permission of the instructor **Enrollment Limit:** none **Expected Class Size:** 20
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Spring 2015
LEC Section: 01 MWF 09:00 09:50 Instructor: Eyvindur Palsson

MATH 479(S) Additive Combinatorics (Q) (W)
Lying at the interface of combinatorics, ergodic theory, harmonic analysis, number theory, and probability, Additive Combinatorics is an exciting field which has experienced tremendous growth in recent years. Very roughly, it is an attempt to classify subsets of a given field which are almost a subspace. We will discuss a variety of topics, including sum–product theorems, the structure of sets of small doubling (e.g. the Freiman–Ruzsa theorem), long arithmetic progressions (e.g. Roth's theorem), structured subsets of sumsets, and applications to computer science (e.g. to pseudorandomess). Depending on time and interest, we may also discuss higher–order Fourier analysis, the polynomial method, and the ergodic approach to Szemeredi's theorem.
Class Format: lecture **Requirements/Evaluation:** regular problem sets, as well as a final project
Prerequisites: MATH 250, MATH 350, MATH 355 **Enrollment Limit:** 19 **Expected Class Size:** 8 **Enrollment Preferences:** students who have previously taken number theory
Distributional Requirements: Division 3 Quantitative/Formal Reasoning Writing Intensive
Spring 2015
LEC Section: 01 MWF 09:00 09:50 Instructor: Leo Goldmakher

MATH 493(F) Senior Honors Thesis: Mathematics
Mathematics 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*.
Class Format: independent study
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 3
Fall 2014
HON Section: 01 TBA Instructor: Stewart Johnson

MATH 494(S) Senior Honors Thesis: Mathematics
Mathematics 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*.
Class Format: independent study
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 3
Spring 2015
HON Section: 01 TBA Instructor: Stewart Johnson

MATH 497(F) Independent Study: Mathematics
Directed 400–level independent study in Mathematics.
Class Format: independent study
Prerequisites: permission of department
Distributional Requirements: Division 3
Fall 2014
IND Section: 01 TBA Instructor: Stewart Johnson

MATH 498(S) Independent Study: Mathematics
Directed 400–level independent study in Mathematics.
Class Format: independent study
Prerequisites: permission of department
Distributional Requirements: Division 3
Spring 2015
IND Section: 01 TBA Instructor: Stewart Johnson

MATH 499(F,S) Senior Colloquium
Mathematics 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.
Class Format: colloquium
Distributional Requirements:
Non–divisional
Fall 2014
LEC Section: 01
Spring 2015
LEC Section: 01 TBA Instructor: Stewart Johnson

STATISTICS COURSES

STAT 101(F,S) Elementary Statistics and Data Analysis (Q)

It is nearly impossible to live in the world today without being inundated with data. Even the most popular newspapers feature statistics to catch the eye of the passerby, and sports broadcasters overwhelm the listener with arcane statistics. How do we learn to recognize dishonest or even unintentionally distorted representations of quantitative information? How are we to reconcile two medical studies with seemingly contradictory conclusions? How many observations do we need in order to make a decision? It is the purpose of this course to develop an appreciation for and an understanding of the interpretation of data. We will become familiar with the standard tools of statistical inference including the t–test, the analysis of variance, and regression, as well as exploratory data techniques. Applications will come from the real world that we all live in.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on performances on quizzes and exams
Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test) **Enrollment Limit:** 50 **Expected Class Size:** 40
Dept. Notes: students who have had calculus, and potential majors in science, economics or mathematics should consider taking Statistics 201 instead
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Recommended Courses
COGS Related Courses
PHLH Statistics Courses
Fall 2014
LEC Section: 01 MWF 09:00 09:50 Instructor: Brianna Heggeseth
LEC Section: 02 MWF 10:00 10:50 Instructor: Brianna Heggeseth
Spring 2015
LEC Section: 01 MWF 09:00 09:50 Instructor: Stewart Johnson
LEC Section: 02 MWF 10:00 10:50 Instructor: Stewart Johnson

STAT 201(F,S) Statistics and Data Analysis (Q)
Statistics can be viewed as the art (science?) of turning data into information. Real world decision–making, whether in business or science is often based on data and the perceived information it contains. Sherlock Holmes, when prematurely asked the merits of a case by Dr. Watson, snapped back, "Data, data, data! I can't make bricks without clay." In this course, we will study the basic methods by which statisticians attempt to extract information from data. These will include many of the standard tools of statistical inference such as hypothesis testing, confidence intervals, and linear regression as well as exploratory and graphical data analysis techniques.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on performance on quizzes and exams
Prerequisites: MATH 150 or equivalent; students without any calculus background should consider STAT 101 instead **Enrollment Limit:** 40 **Expected Class Size:** 40
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Recommended Courses
COGS Related Courses
ENVS Methods Courses
PHLH Statistics Courses
Fall 2014
LEC Section: 01 MWF 09:00 09:50 Instructor: Wendy Wang
LEC Section: 02 TF 01:10 02:25 Instructor: Richard De Veaux
Spring 2015
LEC Section: 01 MWF 09:00 09:50 Instructor: Wendy Wang
LEC Section: 02 TF 01:10 02:25 Instructor: Richard De Veaux

STAT 202(S) Introduction to Statistical Modeling (Q)
Data come from a variety of sources sometimes from planned experiments or designed surveys, but also arise by much less organized means. In this course we'll explore the kinds of models and predictions that we can make from both kinds of data as well as design aspects of collecting data. We'll focus on model building, especially multiple regression, and talk about its potential as well as its limits to answer questions about the world. We'll emphasize applications over theory and analyze real data sets throughout the course.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on homework, exams and projects
Prerequisites: STAT 201 or permission of the instructor **Enrollment Limit:** 35 **Expected Class Size:** 20
Dept. Notes: Students wanting to take this course on a pass/fail basis will only be allowed to do so with the permission of the instructor
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: PHLH Statistics Courses
Spring 2015
LEC Section: 01 TR 08:30 09:45 Instructor: Brianna Heggeseth

STAT 231T 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 with the fewest number of observations possible to achieve a certain power. We will also learn how to analyze and present the resulting data and draw conclusions. After reviewing basic statistical theory and two sample comparisons, we cover one and two–way ANOVA and (fractional) factorial designs extensively. 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. Throughout the course, we will use the free statistical software program R to carry out the statistical analysis.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based primarily on performance on exams, homework and the final project
Prerequisites: a previous introductory course in statistics and no fear of simple computer programming and calculus **Enrollment Limit:** 10 **Expected Class Size:** 10
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Related Courses
COGS Related Courses
ENVS Methods Courses
PHLH Statistics Courses
Not Offered Academic Year 2014–2015

STAT 317(F) Introduction to Operations Research (Q) Crosslistings: MATH 317/STAT 317
In the first N math classes of your career, you can be misled as to what the world is truly like. How? You're given exact problems and told to find exact solutions. The real world is sadly far more complicated. Frequently we cannot exactly solve problems; moreover, the problems we try to solve are themselves merely approximations to the world! We are forced to develop techniques to approximate not just solutions, but even the statement of the problem. Additionally, we often need the solutions quickly. Operations Research, which was born as a discipline during the tumultuous events of World War II, deals with efficiently finding optimal solutions. In this course we build analytic and programming techniques to efficiently tackle many problems. We will review many algorithms from earlier in your mathematical or CS career, with special attention now given to analyzing their run–time and seeing how they can be improved; students will be implementing many of these algorithms on computer systems of their choice. The culmination of the course is a development of linear programming and an exploration of what it can do and what are its limitations. For those wishing to take this as a Stats course, the final project must have a substantial implementation computation (respectively, statistics) component approved by the instructor.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on homework, classwork, projects, presentations and exams
Prerequisites: Linear Algebra (MATH 250) and one other 200–level or higher CSCI, MATH or STAT course, or permission of the instructor **Enrollment Limit:** 40 **Expected Class Size:** 25 **Enrollment Preferences:** CSCI, MATH and STAT majors
Dept. Notes: http://web.williams.edu/Mathematics/sjmiller/public_html/317/
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Fall 2014
LEC Section: 01 MWF 10:00 10:50 Instructor: Steven Miller

STAT 341(S) Probability (Q) Crosslistings: MATH 341/STAT 341
While probability began with a study of games, it has grown to become a discipline with numerous applications throughout mathematics and the sciences. Drawing on gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be discussions of random variables, expectation, independence, laws of large numbers, and the Central Limit Theorem. Many interesting and important applications will also be presented, potentially including some from coding theory, number theory and nuclear physics.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on homework, classwork, and exams
Prerequisites: MATH 250 or MATH 200 or permission of instructor **Enrollment Limit:** 40 **Expected Class Size:** 20
Dept. Notes: http://web.williams.edu/Mathematics/sjmiller/public_html/341/
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Spring 2015
LEC Section: 01 MWF 10:00 10:50 Instructor: Steven Miller

STAT 346(F) 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. 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 a broad range of disciplines, such as predicting the waiting time between eruptions of the Old Faithful geyser, forecasting housing prices or modeling the probability of failure of a scientific experiment.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on performance on exams, homework, and a project
Prerequisites: STAT 101 or 201, and MATH 150 and 250; or permission of instructor **Enrollment Limit:** 20 **Expected Class Size:** 15
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Fall 2014
LEC Section: 01 MWF 11:00 11:50 Instructor: Wendy Wang

STAT 355 Multivariate Statistical Analysis (Q)
In elementary statistics courses, one typically studies how to analyze data and make inferences when only one population variable is of interest. But what if one wanted to make inferences about more than one variable in the population? In such cases, elementary statistical methods might not apply. In this course, we study the tools and the intuition that are necessary to analyze and describe such data sets. Specific topics covered will include the multivariate normal distribution, multivariate analysis of variance, principal component analysis, factor analysis, canonical correlation, and clustering.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on homework and exams

Prerequisites: STAT 201 and MATH 250 **Enrollment Limit:** 25 **Expected Class Size:** 10
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015

STAT 360(F) Statistical Inference (Q)
This course will introduce students to advanced mathematical concepts and techniques for a deeper understanding of statistical inference.
Many topics from STAT 201 such as random variables, the central limit theorem or how to test and estimate unknown parameters will be revisited and put on a more rigorous footing. In addition, emphasis will be placed on simulation and resampling (e.g., permutation and bootstrap) approaches to statistical inference and implemented with the statistical software R.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on problem sets and exams
Prerequisites: MATH 150, MATH 250 and STAT 201 **Enrollment Limit:** none **Expected Class Size:** 15
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Fall 2014
LEC Section: 01 TF 02:35 03:50 Instructor: Richard De Veaux

STAT 365 Bayesian Statistics (Q)
The probability of an event can be defined in two ways: (1) the long–run frequency of the event, or (2) the belief that the event will occur. Classical statistical inference is built on the first definition given above, while Bayesian statistical inference is built on the second.
This course will introduce the student to methods in Bayesian statistics.
Topics covered include: prior distributions, posterior distributions, conjugacy, and Bayesian inference in single–parameter, multi–parameter, and hierarchical models. The computational issues associated with each of these topics will also be discussed.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on homework and exams
Prerequisites: STAT 201 and MATH 150 and 250, or permission of instructor **Enrollment Limit:** none **Expected Class Size:** 10 **Enrollment Preferences:** Juniors and Seniors, Math Majors
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

STAT 372(S) Longitudinal Data Analysis: Modeling Change over Time (Q)
This course explores modern statistical methods for drawing scientific inferences from longitudinal data, i.e., data collected repeatedly on experimental units over time. The independence assumption made for most classical statistical methods does not hold with this data structure because we have multiple measurements on each individual. Topics will include linear and generalized linear models for correlated data, including marginal and random effect models, as well as computational issues and methods for fitting these models. We will consider many applications in the social and biological sciences.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on performance on exams, homework, and a project
Prerequisites: STAT 201 and STAT 346 **Enrollment Limit:** 30 **Expected Class Size:** 20 **Enrollment Preferences:** junior and senior Statistics majors
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: PHLH Statistics Courses
Spring 2015
LEC Section: 01 TR 11:20 12:35 Instructor: Brianna Heggeseth

STAT 397(F) Independent Study: Statistics
Directed independent study in Statistics.
Class Format: independent study
Prerequisites: permission of the department
Distributional Requirements: Division 3
Fall 2014
IND Section: 01 TBA Instructor: Stewart Johnson

STAT 398(S) Independent Study: Statistics
Directed independent study in Statistics.
Class Format: independent study
Prerequisites: permission of the department
Distributional Requirements: Division 3
Spring 2015
IND Section: 01 TBA Instructor: Stewart Johnson

STAT 440 Categorical Data Analysis (Q)
This course focuses on methods for analyzing categorical response data. In contrast to continuous data, categorical data consist of observations classified into two or more categories. Traditional tools of statistical data analysis are not designed to handle such data and pose inappropriate assumptions. We will develop methods specifically designed to address the discrete nature of the observations and consider many applications in the social and biological sciences as well as in medicine, engineering and economics. All methods can be viewed as extensions of traditional regression models and ANOVA.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on performance on exams, homework, and a project
Prerequisites: STAT 201 and STAT 346 **Enrollment Limit:** 50 **Expected Class Size:** 15
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: PHLH Statistics Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Bernhard Klingenberg

STAT 442(S) Computational Statistics and Data Mining (Q)
In both science and industry today, the ability to collect and store data can outpace our ability to analyze it. Traditional techniques in statistics are often unable to cope with the size and complexity of today's data bases and data warehouses. New methodologies in Statistics have recently been developed, designed to address these inadequacies, emphasizing visualization, exploration and empirical model building at the expense of traditional hypothesis testing. In this course we will examine these new techniques and apply them to a variety of real data sets.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on homeworks and projects
Prerequisites: STAT 346 or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Spring 2015
LEC Section: 01 TF 02:35 03:50 Instructor: Richard De Veaux

STAT 462(S) Modern Nonparametric Statistics (Q)
Many statistical procedures and tools are based on a set of assumptions, such as normality. But, what if some or all of these assumptions are not valid? This question leads to the consideration of distribution–free analysis, an active and fascinating field in modern statistics called nonparametric statistics. In this course we aim to make inference for population characteristics while making as few assumptions as possible. Besides the classical rank or randomization–based tests, this course especially focuses on various modern nonparametric inferential techniques, such as nonparametric density estimation, nonparametric regression, selection of smoothing parameter (cross validation and unbiased risk estimation), bootstrap and jackknife, and Minimax theory. Throughout the semester we will examine these new methodologies and apply them on simulated and real data sets using R.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on homework, exams, and a final presentation and project
Prerequisites: STAT 201 and STAT 360, or permission of instructor **Enrollment Limit:** 30 **Expected Class Size:** 15 **Enrollment Preferences:** those who have taken STAT 346
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Spring 2015
LEC Section: 01 MWF 11:00 11:50 Instructor: Wendy Wang

STAT 493(F) Senior Thesis: Statistics
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.*
Class Format: independent study
Distributional Requirements: Division 3
Fall 2014
HON Section: 01 TBA Instructor: Stewart Johnson

STAT 494(S) Senior Thesis: Statistics
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.*
Class Format: independent study
Distributional Requirements: Division 3
Spring 2015
HON Section: 01 TBA Instructor: Stewart Johnson

STAT 497(F) Independent Study: Statistics
Directed independent study in Statistics.
Class Format: independent study
Prerequisites: permission of the department

Distributional Requirements: Division 3
Fall 2014
IND Section: 01 TBA Instructor: Stewart Johnson

STAT 498(S) Independent Study: Statistics
Directed independent study in Statistics.
Class Format: independent study
Prerequisites: permission of the department
Distributional Requirements: Division 3
Spring 2015
IND Section: 01 TBA Instructor: Stewart Johnson

MUSIC (Div. I)

Chair, Professor W. A. SHEPPARD

Professors: BLOXAM, M. HIRSCH, PEREZ VELAZQUEZ***. W. A. SHEPPARD. Associate Professor: E. GOLLIN. Assistant Professor: C. CAMPBELL. Visiting Assistant Professors: NATHAN, J. ROBERTS. Lyell B. Clay Artist in Residence in Jazz Activities/Lecturer in Music: ALLEN. Artist in Residence in Orchestral and Instrumental Activities/Lecturer in Music: FELDMAN. Lyell B. Clay Artist in Residence in Jazz Activities/Senior Lecturer in Music: JAFFE. Lyell B. Clay Artist in Residence in Choral and Vocal Activities/Lecturer in Music: B. WELLS. Artist in Residence/Lecturer in African Music Performance: MUPARUTSA. Lyell B. Clay Artists in Residence: KURKOWICZ (violin), STEVENSON (piano). Artist in Residence in Winds and Director of Williams College Wind Ensemble: MARSIT. Artist in Residence in Chinese Music Performance and Director of Williams College Chinese Music Ensemble: G. WANG. Instructor in Music: LAWRENCE (musicianship skills labs). Visiting Instructor in Music: PRINDLE (musicianship skills labs). Ensemble Directors & Artist Associates: CAPRONI (Marching Band), D. CHANDRA (tabla), V. CHANDRA (sitar), CHENG (Chinese strings), EVANS (jazz voice), GENOVA (violin), GOLD (Percussion Ensemble, percussion), HEBERT (flute), JENKINS (oboe), KIBLER (voice), KOLODNY (jazz saxophone), LAWRENCE (piano, organ, harpsichord), B. LEWIS (songwriting), MARTULA (Clarinet Choir, clarinet), MEEHAN (jazz drums), MORSE (harp), NAFZIGER (voice), NAZARENKO (jazz piano), NEU (viola), PARKE (cello), PHELPS (classical and jazz guitar), RYER–PARKE (voice), SHARPE (jazz bass, Co–director of small jazz ensembles, Faculty Advisor to Gospel Choir), SUNGARIAN (horn), M. WALT (voice), S. WALT (Woodwind Chamber Music, bassoon), WHARTON (Brass Ensemble, classical and jazz trumpet), WHEELER (classical and jazz trombone, Co–director of small jazz ensembles), WRIGHT (piano), ZIMMERMAN (bass).

COURSES AND COURSE–NUMBERING

100–level courses are introductory in nature. They aim to acquaint students with a variety of topics in music, ranging from the materials of music (introductory music theory and musicianship) to various musical cultures (African, American, Asian, Caribbean, and European) and styles within those cultures (classical, folk, and popular). Most 100–level courses are designed for the general student and have no prerequisites; they assume no prior musical training, and are open to all students interested in increasing their understanding and appreciation of music. The two 100–level courses that can serve to satisfy specific music theory requirements for the music major (MUS 103 and104a or 104b) require a working knowledge of musical notation; these courses are geared to potential majors and students with strong instrumental or vocal background, and are particularly suitable for first–year students interested in taking more advanced courses in music.

200–level courses offer students the opportunity to explore a range of more specialized musical topics, from performance, technology, and musicianship–based classes to courses focused on specific styles, periods, composers, and examinations of meaning in music. Most regular 200–level courses have no prerequisites but do require the ability to read music, and are usually open to all students who can do so, regardless of class year. 200–level tutorials and writing intensive courses have no prerequisites and generally do not require the ability to read music, but the workload and more advanced approach to the subject matter makes these courses best suited to sophomores, juniors, and seniors. The two 200–level courses that complete the music theory requirements for the music major (MUS 201 and 202) have prerequisites; these courses are geared to potential majors, majors, and students with strong instrumental or vocal background.

300–level courses are designed for sophomores, juniors, and seniors with a background in instrumental or vocal performance and fluency in reading musical notation to focus on specialized topics. All require at least one semester of music theory or its equivalent. Some 300–level courses are experiential in nature, including performance–based coursework in conducting, composition, arranging, orchestration, and improvisation. Others are advanced courses in music theory and analysis, musicology, or ethnomusicology, taught in a seminar context that emphasizes original research and analysis.

400–level courses are intended for advanced juniors and seniors, usually music majors, wishing to pursue thesis, independent study, or small seminar coursework in composition, theory and analysis, musicology, ethnomusicology, or performance, under the guidance of an individual faculty advisor.

MAJOR *(Class of 2017 and beyond)*
A minimum of ten courses are required for the major, as detailed below.
Four courses in Music Theory and Musicianship to be taken in sequence:
Music 103
Music 104a (Music Theory and Musicianship I) or Music 104b (Jazz Theory and Musicianship I)
Music 201
Music 202

Three courses in European and American Music History: Music 231, 232, 233
Majors may choose to replace a maximum of any one of these three specific courses with a course in music history covering aspects of the same period from those listed after each specific course number below.
Music 231: 163, 164, 171, or 261
Music 232: 165, 166, 236, or 266T
Music 233: 119, 138, 151, 238, 251, 252, or 254

One course in World Music/Ethnomusicology from the following: Music 111, 112, 113, 117, 120, 125, 126, 211, 220, 221, 222

Two electives: One must be taken in the senior year and at the 400–level to serve as a capstone course. (The second semester of a year–long honors thesis, MUS 494, will satisfy the 400–level elective requirement.) The other elective may be fulfilled in any semester by any Music course but must be taken in addition to courses selected to satisfy the history, theory, and world music/ethnomusicology requirements detailed above.

Majors are required to participate in faculty–directed departmental ensembles for at least four semesters.

Majors must enroll in partial credit music lessons for at least two semesters.

MAJOR *(Classes 2014, 2015, and 2016)*
Sequence Courses
Music 103, 104 Music Theory and Musicianship I
Music 201, 202 Music Theory and Musicianship II
Music 231, 232, 233 (formerly 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 two semester courses in music, to be selected from the following:

Group A: any 111–180, 222, 236–280, 311–380, 471–480 courses. The department reserves the right to refuse registration in any course for which the student is determined to be over–prepared.

Group B: 203–220, 301–310, 381–399, 491–499.

Department strongly recommends that students elect at least one course from each group. For questions arising from the renumbering of courses, please contact the Department Chair.

It is strongly recommended that prospective majors complete 103, 104, 201, 202 and 231 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. Under special circumstances the student may petition the music faculty to allow this requirement to be met in an alternative way.

Foreign Languages

Music majors are strongly urged to take courses in at least one foreign language while at Williams.

Musicianship Skills

Music majors are strongly urged to maintain, refine and improve their musicianship skills, such as sight–singing, score reading, melodic and harmonic dictation, and keyboard proficiency, throughout their entire Williams career.

THE DEGREE WITH HONORS IN MUSIC

Three routes provide the opportunity for honors or highest honors consideration in the Music major:

a. Composition: A Composition thesis must include one major work completed during the senior year supported by a 10– to 15–page discussion of the student's work or analysis of a major 20th century or contemporary work. The student's general portfolio of compositions completed during the junior and senior years will also be considered in determining honors.
b. Performance: A Performance thesis must include an honors recital given during the spring of the senior year supported by a 15– to 20–page discussion of one or more of the works performed. The student's general performance career will also be considered in determining honors.
c. History, Theory and Analysis, or Ethnomusicology: A written Historical, Theoretical/Analytical, or Ethnomusicological thesis between 65 and 80 pages in length. A written thesis should offer new insights based on original research. A public oral thesis defense is also required.

In order for a thesis proposal to be approved a student must have at least a 3.3 GPA in Music courses (this GPA must be maintained in order to receive honors), and must have demonstrated outstanding ability and experience through coursework and performance in the proposed thesis area. Students are encouraged to seek the advice of their potential thesis advisor early in the junior year and no later than the first month of the second semester. A 1– to 2–page proposal written in consultation with the faculty advisor must be received by the Music chair by the end of spring break.

Honors candidates must enroll in Music 493(F)–W31–494(S) during their senior year. A student who is highly qualified for honors work, but is unable to pursue a year–long project for compelling reasons, may petition the department for permission to pursue a WS/one–semester thesis. The standards for evaluating such a thesis remain the same. Completed thesis is due by April 15.

LESSONS

Courses in individual vocal or instrumental instruction involve extra fees which are subsidized by the department. The fees are waived for music majors. (See Music 281–288 and Advanced Musical Performance 391, 392, 491, 492). For further information check the Music Department webpage and contact the Department of Music.

STUDY ABROAD

One study abroad course may satisfy the one free elective requirement for the major, if approved by the department. A second study abroad course might satisfy any one of the specific required courses if the proposed course is clearly equivalent and if the substitution is approved by the department. Majors planning to study abroad should meet with the department chair to propose specific study abroad courses that might be approved to satisfy major requirements under this policy. No more than two courses taken abroad may count toward the major. Music lesson courses and ensemble participation pursued while studying abroad may count toward the performance requirements with approval of the department. You can find general study away guidelines for Music here.

MUS 101(F) Listening to Music: An Introduction to the Western Classical Tradition
When you listen to music—on the radio, on your Ipod, at a concert—how much do you really hear? This course aims to refine students' listening skills so as to enhance their understanding and enjoyment of music. It also provides an introduction to the major composers, musical styles, and genres of the Western classical tradition. We will study music from the Baroque, Classical, Romantic, and Modern periods, including works by Bach, Mozart, Beethoven, Brahms, Stravinsky, and other composers. Genres to be covered include the symphony, string quartet, sonata, opera, song, and choral music. Attendance at selected concerts on campus is required.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on a listening journal, two concert reviews, two quizzes, a midterm exam and a final exam
Prerequisites: none **Enrollment Limit:** 40 **Expected Class Size:** 40 **Enrollment Preferences:** if overenrolled, preference will be given to first–years, sophomores and any student who expresses a strong interest in the course
Dept. Notes: intended for non–major students with little or no formal training
Distributional Requirements: Division 1
Fall 2014
LEC Section: 01 MWF 10:00 10:50 Instructor: Marjorie Hirsch

MUS 102(F) Introduction to Music Theory
The course presents an introduction to the materials and structures of music. Through a variety of practical exercises and written projects, students will develop an understanding of the elements of music (e.g. pitch, scales, triads, rhythm, meter, and their notation) and explore their combination and interaction in the larger–scale organization of works of classical, jazz and popular music (i.e. harmony, counterpoint, form, rhetoric). Practical musicianship skills will be developed through in–class and prepared singing, Keyboard and rhythmic exercises.
Class Format: two weekly lectures **Requirements/Evaluation:** evaluation will be based on written and practical quizzes, projects, participation, and a final exam
Prerequisites: none **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** preference given to first year students
Distributional Requirements: Division 1
Fall 2014
LEC Section: 01 TR 08:30 09:45 Instructor: Eric Nathan

MUS 103(F) Music Theory and Musicianship I
MUS 103 and 104 are designed for potential majors and for students with strong instrumental or vocal backgrounds. Students entering MUS 103 should have a solid understanding of musical rudiments (intervals, scales, keys) and reading proficiency in both bass and treble clefs. A short diagnostic exam will be administered at the first class meeting of MUS 103 to determine if a student requires any additional work to complement and fortify course work during the early weeks of the semester, or whether placement in MUS 102 would be more appropriate. Students with a strong background in music theory may take a placement exam during First Days to see whether they can pass out of one or both semesters. MUS 103 and 104 are required for the music major.
MUS 103 presents the materials, structures and procedures of tonal music, with an emphasis on the harmonic and contrapuntal practice of the baroque and classical periods (ca. 1650–1825). The course explores triadic harmony, voice leading, and counterpoint with an emphasis on the chorale style of J.S. Bach and his predecessors. Keyboard harmony and figured bass exercises, sight singing, dictation, analysis of repertoire, written exercises and emulation projects will develop both an intellectual and an aural understanding of music of the period. Projects include the harmonization of chorale melodies, the arrangement of classical—period minuets and the composition of vocal canons.
Class Format: lecture two days a week; a conference meeting one day a week; ear training/keyboard/ skills lab meeting twice a week **Requirements/Evaluation:** evaluation will be based on weekly written work, written and keyboard quizzes, and midyear and final projects **Enrollment Limit:** 24 **Expected Class Size:** 24 **Enrollment Preferences:** preference given to first years, potential Music majors, and those with strong musicianship background
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1
Fall 2014
LEC Section: 01 TR 11:20 12:35 Instructor: Ed Gollin
LAB Section: 02 MWF 09:00 09:50 Instructor: Daniel Prindle Ed Gollin Edwin Lawrence
LAB Section: 03 MWF 10:00 10:50 Instructor: Daniel Prindle Ed Gollin Edwin Lawrence
LAB Section: 04 MWF 11:00 11:50 Instructor: Daniel Prindle Ed Gollin Edwin Lawrence

MUS 104a(S) Music Theory and Musicianship I
Music 104 continues the practical musicianship work of Music 103, while expanding the scope of harmonic topics to include seventh chords and chromatic harmony. Music 104 further explores the transformation of chorale harmony in contrapuntal works of the eighteenth century. Projects include the composition and performance of preludes, fugues and organ chorale preludes on baroque models.
Class Format: lecture two days a week; a conference meeting one day a week; ear training/keyboard skills lab meeting twice a week **Requirements/Evaluation:** evaluation will be based on weekly written work, written and keyboard quizzes, and midyear and final projects
Prerequisites: MUS 103 **Enrollment Limit:** 24 **Expected Class Size:** 21 **Enrollment Preferences:** preference given to first–years, potential or declared music majors, and those with strong musicianship backgrounds
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1

Spring 2015
LEC Section: A1 TR 11:20 12:35 Instructor: Ed Gollin
LAB Section: A2 MWF 09:00 09:50 Instructor: Daniel Prindle Ed Gollin Kris Allen Edwin Lawrence
LAB Section: A3 MWF 10:00 10:50 Instructor: Daniel Prindle Ed Gollin Kris Allen Edwin Lawrence
LAB Section: A4 MWF 11:00 11:50 Instructor: Daniel Prindle Ed Gollin Kris Allen Edwin Lawrence

MUS 104b(S) Jazz Theory and Improvisation I Crosslistings: MUS 104/AFR 212
The theory and application of basic techniques in jazz improvisation and performance styles, including blues forms, swing, bebop, modally based composition, Afro–Cuban, etc. Appropriate for students with skill on their instrument and some basic theoretical knowledge. Knowledge of all key signatures, major/minor keys and modes, intervals, triads and basic seventh chords and their functions within keys. Students should be able to play and demonstrate these concepts on their instruments–competence on an instrument is essential (vocalists and drummers will be encouraged to study the piano). Pianists and guitarists should be able to sight read chords on a jazz lead sheet.
Class Format: alternates between lecture style exposition of theoretical topics and a master class where students will perform and be evaluated on assigned repertoire **Requirements/Evaluation:** evaluation will be based on weekly assignments,(e.g., harmonic analysis and exercises in transposition and transcription) a midterm, a transcription project and the end of semester concert, as well as improvement as measured in weekly class performance
Prerequisites: MUS 103 and/or permission of instructor; musical literacy required as per above description; private study on student's individual instruction strongly encouraged **Enrollment Limit:** 15 **Expected Class Size:** 13 **Enrollment Preferences:** Music majors, then Jazz Ensemble members, then prospective Music majors
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
this course will meet at the same time as and share aural skills labs with MUS 104a; students considering taking this course should consult the lab times shown below and plan their schedules accordingly
Distributional Requirements: Division 1 **Other Attributes:** EXPE Experiential Education Courses
Spring 2015
SEM Section: B1 TR 09:55 11:10 Instructor: Kris Allen
LAB Section: B2 MWF 09:00 09:50 Instructor: Daniel Prindle Ed Gollin Kris Allen Edwin Lawrence
LAB Section: B3 MWF 10:00 10:50 Instructor: Daniel Prindle Ed Gollin Kris Allen Edwin Lawrence
LAB Section: B4 MWF 11:00 11:50 Instructor: Daniel Prindle Ed Gollin Kris Allen Edwin Lawrence

MUS 111(F) Music Cultures of the World (D)
This course introduces a variety of musical traditions from around the world, from karaoke to reggae and Indian classical traditions. Students develop a working knowledge of musical terms, influential musicians, and concepts relevant to performance genres hailing from the Americas, Africa, Asia, Europe, and the Middle East. Beyond engaging with music's sound and structure, we will address its capacity to express personal and group identity, and its ability to both reflect and shape broader social ideas and circumstances. Reading and writing assignments are combined with direct engagement with music and musicians. No prior musical training required.
Class Format: lecture **Requirements/Evaluation:** based on class attendance and participation, regular short writing assignments, three quizzes, and a final paper
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 30 **Enrollment Preferences:** current or prospective majors in Music, Anthropology and Sociology, as well as current and prospective students concentrating in Arabic Studies, Asian Studies, Africana Studies and Latina/o Studies
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
MUS World Music/Ethnomusicology—class of 2017 and beyond
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: MUS Group A Electives
MUS World Music/Ethnomusicology
Fall 2014
LEC Section: 01 TR 09:55 11:10 Instructor: Corinna Campbell

MUS 112 Musics of Asia (D) Crosslistings: MUS 112/ASST 126
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 will include attendance at live performances when possible.
This course satisfies the EDI requirement by exploring how the diverse musical traditions of Asia are shaped by radically different religious beliefs and social norms and by demonstrating how various Asian cultures can be understood through their musical traditions. Much of the music we will encounter presents aesthetics and cultural norms that differ radically from mainstream Euro–American cultural practices. To engage with these traditions students must attempt to place themselves within different cultural frameworks, to hear music that they may find shockingly foreign with a different set of ears.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on four tests and two papers
Prerequisites: none; no musical experience necessary **Enrollment Limit:** 25 **Expected Class Size:** 20
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
MUS World Music/Ethnomusicology—class of 2017 and beyond
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under ASST
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ASST Interdepartmental Electives
INST East Asian Studies Electives
MUS Group A Electives
MUS World Music/Ethnomusicology
Not Offered Academic Year 2014–2015
LEC Instructor: W. Anthony Sheppard

MUS 113(S) Interculturalism in East Asian Music (D) Crosslistings: MUS 113/ASST 113
Global, Multi–cultural, Intercultural: these are all words used to describe our world today. Yet, perhaps with the exception of the current Global concept of cultural interaction, cultures in various regions of the world have continuously interacted over the course of history. This class will examine such historical interactions in the context of music in Asia. Using China as a focal point, we will examine how cultures and music traditions to the West of China (India, Persia and Central Asia) interacted with one another and eventually came to influence Chinese music via the Silk Road. From this intercultural interaction, we will examine the history of Chinese music and then turn to examine how Chinese culture and music influenced culture and music to the East of China: Korea and Japan. Coming full circle, we will end the semester examining how Chinese culture and music tradition, in the context of today's world, changes yet again in the context of a new interculturalism.
This course satisfies the EDI requirement by exploring the diverse musical traditions of East Asia and the network of cultural transactions that have shaped this music. Students will cultivate skills in music appreciation that will enable them to become more aware of the boundaries of their own cultural background as well as to become capable of appreciating music from different cultural perspectives.
Class Format: lecture/discussion **Requirements/Evaluation:** based on two exams, a group presentation, journal submissions, and class participation
Prerequisites: no prerequisites; no musical experience necessary **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** first and Second year students
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
MUS World Music/Ethnomusicology—class of 2017 and beyond
Extra Info: meets Division 1 requirement if registration is underMUS; meets Division 2 requirement if registration is under ASST
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: MUS Group A Electives
MUS World Music/Ethnomusicology
Spring 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Jeffrey Roberts

MUS 115 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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, two short papers, a midterm exam, and a final exam
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** students with demonstrated interest in American Studies or Music
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
Distributional Requirements: Division 1 **Other Attributes:** AMST Arts in Context Electives
MUS Group A Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Marjorie Hirsch

MUS 117 African–American Music (D)
This course will survey the history of African–American music in the United States from its beginnings through the mid–twentieth century. Themes include: the continuation of Africanisms in African–American music,transculturation between Black and White American music, and the ever–changing sound of African—American music in the U.S. There will be an emphasis on discussing music, listening to it, and attending concerts of live music for which there may be additional costs.
This EDI course explores the experiences and expressions of the culturally diverse peoples of African descent in the New World (and the Old), as well as the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. and/or European hierarchies of race, culture, gender and class.
Class Format: lecture/discussion **Requirements/Evaluation:** hour exam, final exam, and two concert reviews
Prerequisites: none, but students without musical backgrounds *must* learn a vocabulary of terms for describing musical sound **Enrollment Limit:** 20 **Enrollment Preferences:** Africana Studies majors, music majors, and seniors
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
MUS World Music/Ethnomusicology—class of 2017 and beyond
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1 Exploring Diversity

Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
MUS Group A Electives
MUS World Music/Ethnomusicology

MUS 119(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."
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on two tests, two papers, and a final exam
Prerequisites: no musical background assumed **Enrollment Limit:** 80 **Expected Class Size:** 80 **Enrollment Preferences:** sophomores and juniors
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
Distributional Requirements: Division 1 **Other Attributes:** MUS Group A Electives
Fall 2014
LEC Section: 01 MW 08:30 09:45 Instructor: Eric Nathan

MUS 120(S) Musics of Africa (D) Crosslistings: MUS 120/AFR 113
This course introduces a selection of musical cultures from the geographical breadth of Africa. Following an introductory exploration of the fundamental aesthetic and social parameters governing African musical practice, we will engage in a series of case studies considering a diverse array of musical practices and related social and political issures in specific locales. Featured countries include Ghana, Zimbabwe, Ethiopia, Algeria and the Democrtic Republic of Congo. This course samples a wide range of musical practices from the Ghanaian dance craze, azonto, to Ethiopian liturgical change, to Shona mbira music in Zimbabwe. Performance analysis an critical reading and listing assignments are compbined with a number of hands–on workshops and musical exercises.
Class Format: lecture **Requirements/Evaluation:** grade based on two 4– to 6–page papers, two tests, one performance project, a final paper, and class participation
Prerequisites: no prerequisites: prior musical background is not essential for this class **Enrollment Limit:** 30 **Expected Class Size:** 25 **Enrollment Preferences:** preference given to current or prospective majors in Music and Africana Studies concentrators
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
MUS World Music/Ethnomusicology—class of 2017 and beyond
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: MUS Group A Electives
MUS World Music/Ethnomusicology
Spring 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Corinna Campbell

MUS 125(F) Music and Social Dance in Latin America (D) Crosslistings: MUS 125/DANC 125
This course offers a full–spectrum introduction to the sounds, movements, and social characteristics of a number of Latin American social dance forms, including samba, salsa, tango, and the Afro–Surinamese genre, awasa. Through critical listening and viewing assignments, performance workshops, and readings from disciplines spanning ethnomusicology, anthropology, dance studies, Latin American studies and history, students will combine a technical understanding of the musical and choreographic features of these genres with a consideration of their social impact. Among the questions that will drive class discussions are the following: How do sound and movement interrelate? What aspects of gender, sexuality, class, race and ethnicity arise in the performance and consumption of Latin American genres of social dance? How do high political, economic, and personal stakes emerge through activities more commonly associated with play and leisure? No prior music or dance training is necessary, however this course does require regular engagement in interactive and performance–based assignments and workshops.
Class Format: seminar/studio **Requirements/Evaluation:** one performance/analysis project, one group project, one paper (10–12 pages)
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** upperclassmen, music majors, and students with concentration in Latio/a Studies
Dept. Notes: MUS Group A Electives—classes 15 and 16
MUS World Music/Ethnomusicology—class of 17 and beyond
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: MUS Group A Electives
MUS World Music/Ethnomusicology
Fall 2014
SEM Section: 01 M 07:00 09:40 Instructor: Corinna Campbell

MUS 126 Cuban Popular Music and Culture (D)
This class will cover genres of Cuban folk, and popular music and the impact that Cuban history has had on Cuban music, art, and culture in general. Topics to be discussed will include the African influence on Cuban music between the 15th and 16th centuries, the contemporary coexistence of old African musical practices with new musical manifestations now purely Cuban, and the Spanish influence on the Punto Cubano or Punto Guajiro that flourished at the end of the 18th century as a family–neighborhood activity. We will also discuss the connection between folk music and the utilization of European techniques that gave as a result the danzon, the mambo, the cha cha cha, the Cuban son, as well as multiple genres of the Cuban cancion (song). Other topics of discussion will include the strong bonds between Cuban music and North American music during the 20th century, and how the combination of folk music/professional music imparts a dynamic to Afro–Cuban jazz, and salsa. We will also discuss more recent developments of Afro–Cuban music such as timba cubana, Cuban hip hop, and the social issues represented in their lyrics. A good understanding of Cuban music requires the understanding of Cuban people and their culture. We will discuss how Cuban music is and has been for centuries an expression and part of the religious and political systems of belief of the Cuban people. We will also see how Cuban music is an important part of Cuban identity and their heritage. Class examples will also demonstrate how Cuban music is a force that unifies all Cubans regardless of their social class or political view.
This is an EDI course because it will promote empathetic understanding of Cuban experience and identity through its most vital cultural expression in music, and explore ways in which the music reveals interactions and responses to African and North American experiences as expressed in music.
Class Format: lecture **Requirements/Evaluation:** two research papers (10 pages long each) and two class presentations on the subject of the research paper
Prerequisites: none **Enrollment Limit:** none **Expected Class Size:** 25 **Enrollment Preferences:** none
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
MUS World Music/Ethnomusicology—class of 2017 and beyond
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: LATS Countries of Origin + Transnationalism Elect
MUS Group A Electives
MUS World Music/Ethnomusicology
Not Offered Academic Year 2014–2015
LEC Instructor: Ileana Perez Velazquez

MUS 138(S) Introduction to Twentieth–Century Music
Twentieth–century Euro–American art music involved a persistent exploration of the limits of musical possibility. Encounters with this music often challenge our ears and musical minds and require us to reconsider fundamental conceptions of music itself. Throughout the course, we will investigate in what ways the basic elements of music (e.g., harmonic organization, rhythm, timbre, instrumentation and performance conventions) were extended and revolutionized. Topics and styles to be discussed include: atonality, expressionism, twelve–tone techniques, neoclassicism, electronic and computer music, stochastic music, minimalism, and neoromanticism. We will also consider the music of this century in relation to contemporary developments in the other arts and to popular musical styles. The syllabus will include works by such composers as Debussy, Mahler, Stravinsky, Schoenberg, Webern, Bartók, Weill, Milhaud, Shostakovich, Ives, Copland, Babbitt, Stockhausen, Messiaen, Boulez, Berio, Cage, Górecki, Glass, Gubaidulina, and Tower.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on a series of quizzes, short papers, and performance reports,quizzes will include listening and identifying examples
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 12 **Enrollment Preferences:** juniors, seniors, Music majors and potential majors
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
Distributional Requirements: Division 1 **Other Attributes:** MUS Group A Electives
Spring 2015
LEC Section: 01 MW 08:30 09:45 Instructor: Eric Nathan

MUS 141 Opera
An introduction to the history of opera, from the genre's birth c. 1600 to the present. At various points in its 400–year development, opera has been considered the highest synthesis of the arts, a vehicle for the social elite, or a form of popular entertainment. Opera's position in European cultural history will be a primary focus of our inquiry. We will also study the intriguing relationship between text and music, aspects of performance and production, and the artistic and social conventions of the operatic world. The multidimensional nature of opera invites a variety of analytical and critical perspectives, including those of music analysis, literary studies, feminist interpretations, and political and sociological approaches. Works to be considered include operas by Monteverdi, Lully, Charpentier, Handel, Gluck, Mozart, Rossini, Donizetti, Verdi, Wagner, Bizet, Puccini, Strauss, Berg, Britten, Glass and Adams. This course may involve a trip to the Metropolitan Opera.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on a midterm, a brief paper, an 8–page paper, and a final exam
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 20 **Enrollment Preferences:** none
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
Distributional Requirements: Division 1 **Other Attributes:** MUS Group A Electives
Not Offered Academic Year 2014–2015
LEC Instructor: W. Anthony Sheppard

MUS 145 Symphony
A musical and cultural historical survey of music for the symphony orchestra as observed in the late–eighteenth through the twentieth century. Genres to be explored include the symphony, concerto, tone poem, and concert overture, by composers such as Haydn, Mozart, Beethoven, Berlioz, Liszt, Brahms, Mahler, Richard Strauss, Ravel, Bartok, Crumb, Hailstork, and Joan Tower. Emphasis on listening.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on two hour–exams or quizzes from listening assignments and readings, one short paper and a final exam
Prerequisites: none **Enrollment Limit:** none **Expected Class Size:** 25

Dept. Notes: MUS Group A Electives – Classes 2015 and 2016
Distributional Requirements: Division 1 **Other Attributes:** MUS Group A Electives

MUS 146 The Concerto: Dialogue and Discord
The concerto is the musical genre most akin to the novel, and like the novel, explores the individual's relationship to society. A musical protagonist—a solo instrumentalist or a group of individual players—engages the larger orchestral ensemble, and a story unfolds in a dramatic narrative told in sound. This course will trace the history of the concerto from its beginning in the Baroque period to today. We will explore the spirited exchanges of Bach's Brandenburg Concerti, the urbane conversations of Mozart's piano concerti, the impassioned struggles of the Brahms violin concerto, the ferocious arguments of the Shostakovitch cello concerto, the polyglot discussions of John Adam's clarinet concerto, and many more. Along the way we will also investigate transformations in patronage and performance contexts, the cult of the virtuoso, and aspects of musical form and style. Students will experience the excitement of hearing concerti performed on campus by the Berkshire Symphony and student winners of the Department of Music's Concerto Competition.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation based on several short papers, a midterm and a final, and on class participation
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** students with a demonstrated interest in music
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
Extra Info: not available for the Gaudino option
Distributional Requirements: Division 1 **Other Attributes:** MUS Group A Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Jennifer Bloxam

MUS 149 The Language of Film Music
Film composers, once viewed as less serious than their concert music counterparts, have become celebrities today. John Williams, James Horner, Howard Shore, and Carter Burwell are as well known as Stravinsky, Holst, Shostakovich, and Strauss. The only symphony orchestra many people hear today is the one at the movies and when people do attend concerts, the music often reminds them of film scores. The way we perceive cinematic narrative is highly dependent upon the way the composer scores it. We may not always be conscious of the composer's craft, but we almost always know how we are supposed to feel or think about what is going on in a film because of the powerful musical cues. How did this language of film music evolve and where did many of the iconic musical gestures come from? These questions will be explored along with specific techniques film composers have used over the years to manipulate our perception of the visual narrative. We will look at and listen to films from different periods, observe which techniques evolved, which have changed very little, and consider when an idea is borrowed and when it might actually be new.
Class Format: lecture **Requirements/Evaluation:** assignments, midterm, final. Assignments will consist of listening/viewing as well as re–interpreting film clips with music you will compose or borrow. Midterm and final also will also involve viewing/listening.
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 12 **Enrollment Preferences:** juniors and seniors, music majors and potential majors
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 **Other Attributes:** MUS Group A Electives
Not Offered Academic Year 2014–2015
LEC

MUS 151(F) History of Jazz (D)
"There are only three things that America will be remembered for 200 years from now when they study the civilization: The Constitution, Jazz Music and Baseball. These are the three most beautiful things this culture's ever created."— (Gerald Early) Jazz is the most common name for a great African American Art form that still defies definition. Over the past century this elastic tradition has laid down firm roots for numerous other American and World musics, while itself in the throes of a seemingly permanent identity crisis. Jazz is perennially declared dead or dying yet consistently summoned by advertisers to lend vitality and sex appeal to liquor or automobiles. By any name and regardless of its health status, jazz has a rich history of conservative innovators, at once restless and reverent, who made fascinating leaps of creativity out of inspiration or necessity. This "listening intensive" class will look at the past century of jazz music through 20 ideas, "what–if" questions or movements that changed the way the music was created, presented and perceived. Both musical concepts (such as syncopation and cross instrumental–influence) and cultural connections (jazz as cold war propaganda, jazz as protest music) will be examined, giving us freedom to link similar kinds of musical thought across disparate settings and decades. Our inquiry will include (but not be limited to) the lives and music of Louis Armstrong, Fletcher Henderson, Mary Lou Williams, Duke Ellington, Charlie Parker, Thelonious Monk, Dizzy Gillespie, Art Blakey, John Lewis, Miles Davis, John Coltrane, and Wayne Shorter.
Class Format: lecture **Requirements/Evaluation:** class participation including regular reading and listening assignments; concert attendance; mid–term and final exam, one paper, and one final project
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 30 **Enrollment Preferences:** first–years and sophomores
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
MUS Group A Electives
Fall 2014
LEC Section: 01 TR 11:20 12:35 Instructor: Kris Allen

MUS 152 A Composer's History of Jazz (D) (W) Crosslistings: MUS 152/AFR 152
This course will provide a chronological survey of jazz composers, beginning with the pre–jazz era and continuing through the present day. Students will be required to do assigned listening and read related criticism and biographical material. In addition, students will write several responsive papers summarizing these listening and reading experiences. Each student will also write a biographical paper about a composer (or composer/arranger) of her choice, and participate in a collaborative presentation at the end of the semester on a composition or set of compositions from a list of possibilities provided by the instructor. Midterm and final examinations will focus on analytical aural skills developed during the semester, both in terms of formal analysis and composer identification. Composers whose work will be covered will include: Scott Joplin, James P. Johnson, Jelly Roll Morton, George Gershwin, Fletcher Henderson, Duke Ellington, Mary Lou Williams, Benny Carter, Ernie Wilkins, Quincy Jones, Gil Evans, Frank Foster, John Lewis, Dave Brubeck, Oliver Nelson, Antonio Carlos Jobim, Hermeto Pascoal, Eddie Palmieri, Thad Jones, Thelonious Monk, John Coltrane, Charles Mingus, Jaco Pastorius, Wayne Shorter, Joe Zawinul, Yusef Lateef, Bill Evans, Maria Schneider, Billy Childs, and others. This course will be writing intensive.
As an EDI offering, the course materials will be designed not only to expose the student to the music, but also to provide an examination of the relationship between jazz composers and the historical and cultural worlds in which they created their Art. Readings will include the perspective of musicians, audiences and critics, as well as an examination of who they were and what agendas and prevailing societal attitudes may have shaped their reactions to the music. Comparisons between the experiences of composers and their listeners in different eras will provide additional perspective.
Class Format: lecture **Requirements/Evaluation:** short response papers based on reading and listening; midterm and final exams; and a research paper on the career of a composer of the student's choice
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Music Majors and then Jazz Ensemble members
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: MUS Group A Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Andrew Jaffe

MUS 163(S) Bach
Johann Sebastian Bach now enjoys the status of a cultural icon, transcending time and place. But who was Bach, and why do his musical creations continue to fascinate us? This course offers an introduction to the life and music of this iconic composer. We will explore aspects of cultural context (such as the social milieu in which Bach developed his art and the use and perception of his music by his contemporaries), as well develop our listening skills by exploring matters of purely musical content (the styles and forms of his prodigious oeuvre). Both instrumental and vocal music will be surveyed, including the Brandenburg Concerti, the Goldberg Variations, the Magnificat, and the B Minor Mass. The course will conclude with a consideration of Bach's legacy in the 19th and 20th centuries.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on 2 papers, a midterm, a final exam, and class participation
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** seniors and juniors
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
Extra Info: not available for the Gaudino option
Distributional Requirements: Division 1 **Other Attributes:** MUS Group A Electives
Spring 2015
LEC Section: 01 TR 11:20 12:35 Instructor: Jennifer Bloxam

MUS 164 Bach and Handel: Their Music in High Baroque Culture
This course explores the lives and music of two great composers of the High Baroque, Johann Sebastian Bach and George Frideric Handel. We will examine their dramatically contrasting life experiences and musical pursuits within the larger social and cultural framework of the period: Bach as a provincial composer, servant to minor German aristocrats and the Lutheran Church, virtuoso organist and pedagogue; Handel as a cosmopolitan celebrity and entrepreneur, creator of operatic and instrumental entertainments for both the Italian and English nobility and the paying public. Development of listening skills and understanding of Baroque music styles, genres, and forms will be stressed. Bach's *Brandenburg Concerti* and *Mass in B–minor*, and Handel's opera *Giulio Cesare* and *Water Music Suite* are just a few of the works to be discussed and enjoyed.
Class Format: lecture/discussion, two meetings per week; field trip may be required **Requirements/Evaluation:** evaluation will be based on participation, two papers, a midterm, and a final exam
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first–year students and sophomores
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
Extra Info: not available for the Gaudino option
Distributional Requirements: Division 1 **Other Attributes:** MUS Group A Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Jennifer Bloxam

MUS 165(F) Mozart
This course will examine the extraordinary life and musical genius of Wolfgang Amadeus Mozart. Through lectures, discussion, readings, and guided listening, students will gain appreciation of Mozart's classical compositional style and familiarity with many of his greatest works. 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 Leopold, as well as with Haydn, Beethoven, and Salieri; and the myths about Mozart that have sprung up in the two centuries since his death.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, listening quizzes, two short papers, a midterm exam, and a final exam
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** students with demonstrated interest in music
Dept. Notes: MUS Group A Electives—classes 2015 and 2016

Distributional Requirements: Division 1 **Other Attributes:** MUS Group A Electives
Fall 2014
LEC Section: 01 MR 01:10 02:25 Instructor: Marjorie Hirsch

MUS 166 Beethoven
This course provides an introduction to the life and music of Ludwig van Beethoven. The composer's difficult childhood, tragic loss of hearing, clandestine affair with his "Immortal Beloved", and tempestuous relationship with his suicidal nephew Karl, together with the French Revolution and emergence of Romanticism, will form the backdrop for our investigation of his artistic struggles and monumental achievements. Students will listen to a broad cross section of Beethoven's music, including piano sonatas, string quartets, symphonies, overtures, concertos, choral works, and opera. We will explore a range of topics, including the nature of his genius, his relation to composers such as Haydn and Mozart, and his impact on posterity.
Class Format: lecture/discussion **Requirements/Evaluation:** listening quizzes, two papers, midterm and final exams, and class participation
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** those with a demonstrated interest in music
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
Distributional Requirements: Division 1 **Other Attributes:** MUS Group A Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Marjorie Hirsch

MUS 172 Myth in Music (W) Crosslistings: MUS 172/COMP 172
Orpheus, Prometheus, Faust, and Don Juan—these figures have captured the imagination of writers, artists, and composers throughout history. This course explores how prominent myths of western civilization have found expression in a broad variety of musical works, e.g., operas by Claudio Monteverdi, Wolfgang Amadeus Mozart, Jacques Offenbach, and Richard Wagner; songs by Franz Schubert, Hugo Wolf, Ricky Ian Gordon, and Adam Guettel; ballets by Ludwig van Beethoven and Igor Stravinsky; symphonic poems by Franz Liszt, Richard Strauss and Alexander Scriabin; Broadway musicals by Richard Adler and Randy Newman; and mixed–media projects by Rinde Eckert. Our inquiry will lead us to ponder an array of questions: Why have certain myths proven especially appealing to composers? What accounts for these myths' musical longevity? How have myths been adapted to different musical genres and styles, and for what purposes? How do the works reflect the historical cultures in which they originated? How have they engaged with different social, political, artistic, and intellectual concerns?
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, three 6–8page papers (with revisions), and a final presentation
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** students with a demonstrated interest in literature or music
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: MUS Group A Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Marjorie Hirsch

MUS 173 Storytelling in Music
Many of the songs we hear on the radio derive their appeal, in part, from the interest of the narratives conveyed by their lyrics. Even without lyrics, however, music itself can compellingly depict characters, emotions, settings, or events in order to relate tales of love, tragic loss, conflict, heroism and victory, transcendence, comedy, adventure, and the exotic. This course explores the various *musical* means through which composers of the past several centuries have sought to convey such stories in both texted and untexted genres including the sixteenth–century madrigal; opera; the concerto and the symphony; nineteenth–century song cycles, solo piano works, and tone–poems; ballet and film scores; and jazz and rock 'n roll.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on brief written assignments and a paper, a midterm and a final exam, and attendance and participation
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 15
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
Distributional Requirements: Division 1 **Other Attributes:** MUS Group A Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Marjorie Hirsch

MUS 174(F,S) The Singing Voice: Styles and Meaning
What makes an opera singer sound different than a rock singer? Why can't one convincingly sing in the style of the other? And why is the former granted a higher status and the latter a wider audience? This course examines the world of singing styles and engages these styles from multiple angles: through listening, readings, film viewing and, above all, through singing. The class will learn the basics of yodeling, Tuvan throat singing, Hindustani singing, belting among other styles and will explore the cultural and historical contexts of each.
Class Format: lecture/studio/discussion **Requirements/Evaluation:** evaluation will be based on one quiz, two papers, and a final project
Prerequisites: none **Enrollment Limit:** 19 (Fall) – 12 (Spring) **Expected Class Size:** 19 (Fall) – 12 (Spring) **Enrollment Preferences:** underclassmen
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
Distributional Requirements: Division 1 **Other Attributes:** MUS Group A Electives
Fall 2014
LEC Section: 01 MR 02:35 03:50 Instructor: Brad Wells
Spring 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Brad Wells

MUS 201(F) Music Theory and Musicianship II
Music 201 continues to greater degrees the study of music techniques from the common practice period by means of analysis, composition, written exercises, sightsinging, and dictation. We will expand our understanding of chromaticism. We will learn how chromaticism is used as a voice–leading tool, and how it participates in music even at deeper levels of the structure. We will learn about innovations that occurred from the early 19th century through the beginning of the 20th century and will trace the origins for these new harmonic tendencies. We will also learn how composers create larger formal structures.
Class Format: lecture meetings twice a week plus aural skills lab meetings **Requirements/Evaluation:** final grading will be based on homework, theory quizzes, analysis papers, compositional projects, a final exam, class attendance, preparation, participation, and on the results of the lab portion of the class (sight singing and ear training)
Prerequisites: MUS 104 **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** Music majors and potential Music majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1
Fall 2014
LEC Section: 01 TR 11:20 12:35 Instructor: Ileana Perez Velazquez
LAB Section: 02 M 01:10 02:25 Instructor: Daniel Prindle

MUS 202(S) Music Theory and Musicianship II
Music 202 explores twentieth–century practices including harmony, scales and modes, rhythmic techniques, new formal ideas, serial procedures, and set theory. It also covers more recent musical developments including aleatorism, minimalism, electronic music, post–modernism, eclecticism, and other techniques.
Class Format: lecture meetings twice a week plus an aural skills lab meeting **Requirements/Evaluation:** evaluation based on written work, quizzes (in lectures and labs), and analysis and composition projects
Prerequisites: MUS 201or permission of instructor **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** Music majors and those with strong musicianship backgrounds
Dept. Notes: required course for Music majors; Music majors may not take MUS 202 as pass/fail or with the Gaudino option
Distributional Requirements: Division 1
Spring 2015
LEC Section: 01 TR 08:30 09:45 Instructor: Ed Gollin
LAB Section: 02 F 12:00 12:50 Instructor: Daniel Prindle

MUS 204 Jazz Theory and Improvisation II Crosslistings: MUS 204/AFR 214
A continuation of Music 203, this course builds upon theoretical knowledge, performance and aural skills developed previously. Students will deal with more complex theoretical and performance issues, such as modal interchange and minor key harmony, use of symmetric scales, commonly–used reharmonizations of the blues and "I Got Rhythm" chord progressions, and Coltrane's "Three Tonic" harmonic system.
Class Format: the format is the same as for Music 203, with two weekly meetings, alternating between theory and performance sessions, and including a final recital **Requirements/Evaluation:** two transcription projects and two original compositions, as well as a midterm and final exams, and participation in a recital at the end of the semester
Prerequisites: MUS 203 (formerly 212) or permission of the instructor **Enrollment Limit:** 12 **Expected Class Size:** 5–8 **Enrollment Preferences:** Music majors and Jazz Ensemble members
Dept. Notes: MUS Group B Electives—classes 2015 and 2016
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1 **Other Attributes:** EXPE Experiential Education Courses
MUS Group B Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Andrew Jaffe

MUS 205T(F) Composition I
Beginning courses in musical composition taught in tutorial format. Size and number of required projects will vary from 4 to 5. Each assignment will represent 25% of the student's final grade. A group meeting per week will deal with the presentation of the student's work in progress, analysis of models for composition, performance of work in class, and critiquing of work. There will be a weekly individual meeting with the instructor to discuss each students progress. Students must also be available for performances and reading of work outside normal class time and the instructor and students will work together to insure that all work written during the semester is actually performed.
Class Format: tutorial **Requirements/Evaluation:** evaluation based on the quality and timeliness of composition projects, attendance, and class participation
Prerequisites: MUS 202 (may be taken concurrently) and permission of instructor; not open to first–year students **Enrollment Limit:** 6 **Expected Class Size:** 4 **Enrollment Preferences:** Music majors; consideration of non–majors based on qualifications and experience
Dept. Notes: MUS Group B Electives — classes 2015 and 2016
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 **Other Attributes:** MUS Group B Electives
Fall 2014
TUT Section: T1 MR 01:10 02:25 Instructor: Ileana Perez Velazquez

MUS 206T(S) Composition II
Beginning courses in musical composition taught in tutorial format. Size and number of required assignments will vary from 3 to 6 in addition to a possible full semester composition project. One to two 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 may be added to deal with individual needs. Students must also be available for performances and reading of work outside normal class time and the instructor and students will work together to insure that all work written during the semester is actually performed.
Class Format: tutorial **Requirements/Evaluation:** evaluation based on the quality and timeliness of composition projects, attendance, and class participation
Prerequisites: MUS 202 (may be taken concurrently) and permission of instructor **Enrollment Limit:** 6 **Expected Class Size:** 4 **Enrollment Preferences:** Music majors; consideration of non–majors based on qualifications and experience
Dept. Notes: MUS Group B Electives —classes 2015 and 2016
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 **Other Attributes:** EXPE Experiential Education Courses
MUS Group B Electives
Spring 2015
TUT Section: T1 TF 01:10 02:25 Instructor: Eric Nathan

MUS 208 Arranging for Voices
What is gained — or lost — when music is arranged for voices? How does one create music that has something to say when using something already said? Arranging for Voices addresses these questions through study of arrangements and regular arranging projects. Students will work in multiple styles, making use of numerous compositional strategies and techniques. All student arrangements will be read and discussed in a seminar–type setting.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on weekly assignments, midterm and a final, large–scale project
Prerequisites: MUS 103 and 104 **Enrollment Limit:** 8 **Expected Class Size:** 4 **Enrollment Preferences:** Music majors
Dept. Notes: MUS Group B Electives —classes 2015 and 2016
Distributional Requirements: Division 1 **Other Attributes:** MUS Group B Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Brad Wells

MUS 210(S) Music Technology I
Designed for students with some music background who wish to learn basic principles of Musical Technology and practical use of current software and hardware. Topics include acoustics, MIDI sequencing, digital recording and editing, sampling, analog and digital synthesis, digital signal processing, and instrument design. Lectures will provide technical explanations on those topics covered in class and an historical overview of electronic music.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on weekly assignments, a midterm exam a final paper and two composition projects
Prerequisites: MUS 102 or 103, or permission of instructor; knowledge of and proficiency with musical notation is required; some background in acoustics/physics is desirable **Enrollment Limit:** 8 **Expected Class Size:** 8 **Enrollment Preferences:** Music majors and those planning to major
Dept. Notes: MUS Group B Electives —classes 2015 and 2016
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 **Other Attributes:** MUS Group B Electives
Spring 2015
LEC Section: 01 TF 02:35 03:50 Instructor: Jeffrey Roberts

MUS 211(S) Music, Nationalism, and Popular Culture (D) (W)
This course surveys the manner, function, and contexts through which sound and ideas of national belonging are linked. We will consider influential and iconic musicians (Umm Kalthoum, Amalia Rodriguez, Bob Marley, Carlos Gardel, Joao Gilberto, Youssou N'dour), international forums for the expression of national sentiment (the Olympics, Miss Universe and Eurovision competitions), and a wide range of instruments, genres, and anthems that are strong conduits for national sentiment. Drawing on the work of critical theorists including Benedict Anderson, Michael Herzfeld, and Ernest Gellner, we will pursue a number of analytical questions: What parallels exist between musical and political structure? How do nations adjust as their policies and demographics change? How are cultural forms implicated in postcolonial nation building projects? What marginal populations or expressive forms are included, excluded, or appropriated in the formation of national identity? Finally, what differences emerge as we change our focus from a national to an international perspective, or from officially endorsed representations of national culture to unofficial popular forms of entertainment? Owing to its global focus and attention to power and privilege in political and musical structures, this course meets the EDI requirement.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation based on class participation, two 2– to 4–page reading responses, and two 8– to 10–page papers (with revisions)
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 12 **Enrollment Preferences:** given to upperclassmen and Music majors
Dept. Notes: MUS Group B Electives—classes 2015 and 2016
MUS World Music/Ethnomusicology—class of 2017 and beyond
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: MUS Group B Electives
MUS World Music/Ethnomusicology
Spring 2015
LEC Section: 01 TF 01:10 02:25 Instructor: Corinna Campbell

MUS 220(F) African Dance and Percussion Crosslistings: DANC 201/AFR 201/MUS 220
This course focuses on selected dance and music forms from the African continent for example, *Kpanlogo* from Ghana, *Lamban* from Guinea, Senegal and Mali or *Bira* from Zimbabwe. We will examine their origins (people, history and cultures) and influence beyond geographic perimeter to more fully understand the function of these forms in contemporary times. Students will study movement and percussion and are evaluated on the quality of progress with the selected forms throughout the semester. Forms may not be the same every semester.
This course can be taken for academic and/or PE credit
Class Format: studio/lecture/discussion **Requirements/Evaluation:** participation in assignments that include research and performance projects and a short paper; students enrolled for PE credit only are not required to do short paper or research assignments; all students must participate in all performance projects
Prerequisites: DANC 100 or permission of instructor **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** students who have taken Dance 100 or advanced placement
Dept. Notes: MUS Group B Electives —classes 2015 and 2016
MUS World Music/Ethnomusicology—class of 2017 and beyond
Distribution Notes: meets Division 1 requirement if registration is under DANC or MUS; meets Division 2 requirement if registration is under AFR
this course may be taken for academic and/or PE credit; see description for more details
Distributional Requirements: Division 1 **Other Attributes:** INST African Studies Electives
MUS Group B Electives
MUS World Music/Ethnomusicology
Fall 2014
STU Section: 01 TF 01:10 03:50 Instructor: Sandra Burton and Tendai Muparutsa

MUS 221(S) African Dance and Percussion Crosslistings: DANC 202/AFR 206/MUS 221
Course continues the investigation of selected music and dance from the African continent. Advancing dance and music skills, deepening understanding of history and context of the material are focus of readings, discussions and projects throughout the semester. Questions we will address include the impact of religion, colonialism, travel, immigration, media tradition and the continued emergence of new forms. Material may include *Gum Boots* (*Isicathulo*) from Southern Africa, *Juju* in Nigeria or *Hip Hop* in several nations.
This course can be taken for academic and/or PE credit.
Class Format: studio/lecture/discussion **Requirements/Evaluation:** participation in assignments that include research and performance projects and a short paper; students enrolled for PE credit only are not required to do short paper or research assignments; all students must participate in all performance projects
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** students who have taken DANC 100, DANC 201 or permission of the instructor
Dept. Notes: MUS World Music/Ethnomusicology—class of 2017 and beyond
Distribution Notes: meets Division 1 requirement if registration is under DANC or MUS; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1 **Other Attributes:** INST African Studies Electives
MUS World Music/Ethnomusicology
Spring 2015
STU Section: 01 TF 01:10 03:50 Instructor: Sandra Burton and Tendai Muparutsa

MUS 222 Politics of Performance/Performing Politics in Contemporary Africa (D) (W) Crosslistings: MUS 222/AFR 223
Using select examples from throughout Africa, this course highlights genres, artists, and works that engage with social and ideological change. Students practice critical listening and performance analysis, while also considering the social contexts that render these performances meaningful and provocative. Topics include: challenges to mass mediated stereotypes of African populations, the social and economic impact of cultural tourism, music as a form of social critique, changing attitudes toward women and the LGBTQ community, music and global aid organizations, issues of migration and displacement, and the changing roles of traditional musical occupations. Popular genres—among them Afrobeat, kwaito, soukous, raï, mbalax, Chimurenga music, and a variety of rap and hip–hop styles—are discussed alongside numerous traditional and ceremonial genres, national/political anthems, and concert pieces. Active participation in class discussion is an important component of this course.
Class Format: lecture/discussion **Requirements/Evaluation:** based on in–class preparation and participation, bi–weekly short writing assignments, a midterm paper and a final project
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** given to sophomores, juniors, or seniors who are current or prospective majors in Music, as well as current and prospective students concentrating in Africana Studies and Latina/o studies
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
MUS World Music/Ethnomusicology—class of 2017 and beyond
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: INST African Studies Electives
MUS Group A Electives
MUS World Music/Ethnomusicology

Not Offered Academic Year 2014–2015
LEC Instructor: Corinna Campbell

MUS 231(F) Music in History I: Antiquity–1750
This course explores 1000 years of music–making in Western European culture, beginning with the philosophical and theoretical origins of that music in ancient Greece and extending to the life and music of J.S. Bach. Topics covered will include how the sound of music changed over a millennium; the different functions it served and how genres developed to serve these functions; the lives of the men and women who composed, performed, and wrote about music; and how the changing notation and theory of music related to its practice over the centuries. At the same time, the course provides an introduction to the modern study of music history, sampling a broad range of recent scholarship reflecting an array of critical approaches to the study of early music in our own day.
Class Format: lecture/discussion, three meetings per week; field trip may be required **Requirements/Evaluation:** evaluation will be based on class participation, written assignments, midterm and final exams
Prerequisites: ability to read music; open to qualified non–majors with the permission of instructor **Enrollment Limit:** 15 **Expected Class Size:** 12 **Enrollment Preferences:** Music majors, or those planning to major
Dept. Notes: required course for Music majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1
Fall 2014
LEC Section: 01 MWF 10:00 10:50 Instructor: Jennifer Bloxam

MUS 232(S) Music in History II: 1750–1900
This course explores the development of classical music from 1750–1900 through the study of works by Haydn, Mozart, Beethoven, Schubert, Schumann, Chopin, Verdi, Wagner, Brahms, Mahler, and other composers. Musical styles of the late eighteenth and nineteenth centuries will be examined in conjunction with Classical and Romantic aesthetics. We will probe a range of topics, including the changing role of music and musicians in society, music and narrative, music and philosophy, operatic traditions, and musical nationalism.
Class Format: lecture/discussion, three days per week **Requirements/Evaluation:** evaluation will be based on class participation, two papers, class presentations, a midterm, and a final exam
Prerequisites: ability to read music **Enrollment Limit:** 15 **Expected Class Size:** 12 **Enrollment Preferences:** Music majors, or those planning to major
Dept. Notes: required course for Music majors; Music majors may not take MUS 232 as pass/fail or with the Gaudino option
Distributional Requirements: Division 1
Spring 2015
SEM Section: 01 MWF 10:00 10:50 Instructor: Marjorie Hirsch

MUS 233(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.
Class Format: lecture/discussion, two days per week **Requirements/Evaluation:** evaluation will be based on class participation, two papers, a midterm, and a final exam
Prerequisites: ability to read music **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** Music majors
Dept. Notes: required course for Music majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1
Fall 2014
LEC Section: 01 MW 11:00 12:15 Instructor: W. Anthony Sheppard

MUS 236 The Romantic Generation (W)
This course explores Romanticism in music through the lives and works of Franz Schubert, Frederic Chopin, Robert Schumann, and Franz Liszt. Music by these composers will be examined in connection with political, societal, philosophical, and aesthetic developments of the first half of the nineteenth century. The class will cover a broad range of Romantic topics, including the sublime, fantasy, myth, the exotic, rebellion, and intersections among music, literature, and painting. Musical works to be studied include songs, piano pieces, chamber music, choral music, opera, and orchestral music.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation based on class participation, four short papers totaling 20 pages, an oral presentation, and a final exam
Prerequisites: none, however, students should be able to read music **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** students with demonstrated interest in music
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: MUS Group A Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Marjorie Hirsch

MUS 238 Music in Modernism (W)
The synthesis of the arts was a primary pursuit of modernist composers, artists, choreographers, and writers. Seeking either to realize Wagner's "total work of art" in the theater, or to uncover the more general correspondences celebrated by Baudelaire, modernists consistently looked beyond their own media. Collaborations on works of "total theater" were common: Satie, Cocteau, Massine, Picasso; Brecht, Hindemith, Weill; Stravinsky, Nijinsky, Bakst; Claudel, Honegger, Rubinstein. Modernists explored new connections between music and color (Scriabin, Kandinsky), music and literature (Joyce, Mann), and music and dance (Duncan, Graham). Occasionally, modernists attempted to unite the arts on their own: Schoenberg painted, Pound composed, and Kokoschka wrote. Our focus will be on those works of music, art, dance, and literature that explored new relationships between the arts. One goal will be to investigate whether specific equivalents exist between techniques of modernist painting, poetics, choreography, and composition. Aware of the risks and rewards of interdisciplinary study, we will attempt our own theories of artistic synthesis. This course is designed to bring multiple perspectives to the study of music in modernism.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on three papers (6, 8, and 12 pages in length) and on class participation; drafts of two of these papers will be required
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 10
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
Extra Info: students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: MUS Group A Electives
Not Offered Academic Year 2014–2015
LEC Instructor: W. Anthony Sheppard

MUS 251(S) Introduction to the Music of Duke Ellington (W) Crosslistings: MUS 251/AFR 240
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 relationships between his music and parallel stylistic developments and influences from both within and outside of the jazz tradition will be discussed.
Class Format: lecture **Requirements/Evaluation:** 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
Prerequisites: ability to read music notation **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Jazz ensemble members and Music majors
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Arts in Context Electives
MUS Group A Electives
Spring 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Andrew Jaffe

MUS 252 Introduction to the Music of John Coltrane (W) Crosslistings: MUS 252/AFR 242
This course offers the serious music student an opportunity to study the unique body of work produced by saxophonist and composer John Coltrane (1926–1967). The course traces the evolution of Coltrane's compositional and performance styles in the context of the musical and cultural environment in which they developed. Emphasis placed on Coltrane's musical style, representing a unique synthesis of influences, including jazz, world, and European Classical music and spirituality. Substantial reading assignments, including a biography and related criticism, as well as detailed score analysis and study, are required.
Class Format: lecture **Requirements/Evaluation:** evaluation based on in–class participation and preparation, quizzes on assigned readings, midterm, final examinations and a final paper
Prerequisites: MUS 103 and/or 203 strongly recommended; musical literacy sufficient to deal with the material and /or permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** musically literate, students and Music majors
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR
Extra Info: evaluation partially based on participation in an in–class group analysis presentation, and a final paper involving musical analysis of a Coltrane composition or recorded performance
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Arts in Context Electives
MUS Group A Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Andrew Jaffe

MUS 254 Charlie Parker and the (R)evolution of Modern Jazz
In the 1940s, Jazz turned a corner, transitioning from the functional and popular music of the swing era to the increasingly complex art music known as bebop. The practitioners of this new sub–genre were seen not as showmen or entertainers, but (in the words of poet Ralph Ellison) as "frozen faced introverts, dedicated to chaos." This class will survey the life and music of that decade's most pivotal figure, the brilliant alto saxophonist Charlie "Yardbird" Parker (1920–1955). The ubiquitous graffiti slogan "Bird Lives" that heralded his untimely death still rings true today, as his influence remains undimmed. In recent decades his music has become a cornerstone of jazz pedagogy, and increasingly is considered to represent more of an evolution than a revolution in jazz history. We will focus on Parker's musical development, with a particular emphasis on his study and musical apprenticeships with some of the major soloists of the swing era. Through score study, guided listening and composition assignments, the class will examine and practice

applications of Parker's melodic, harmonic and rhythmic innovations. We will evaluate, compare and contrast examples of contemporary theoretical scholarship concerning his improvisational vocabulary. Parker's broader cultural significance and the intersections between his music and parallel artistic, social and political movements will also be addressed. While our focus will be on Charlie Parker, the class will also discuss the contributions made to modern jazz by his most prominent collaborators, including Dizzy Gillespie, Thelonious Monk, and Bud Powell. Additionally, we will consider his influence on subsequent generations of musicians by investigating personal anecdotes as well as the work of several "first generation disciples," such as Cannonball Adderley, Jackie McLean and Ornette Coleman. The class will culminate in a final multimedia project in which the students will explore Parker's musical influence on contemporary jazz musicians.
Class Format: lecture/discussion **Requirements/Evaluation:** weekly reading, listening and musical repertoire learning assignments, class participation including written responses to discussion prompts; brief transcription and or composition assignments
Prerequisites: musical literacy sufficient to deal with material (MUS 103 suggested) and/or permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** Music majors, Jazz musicians
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
Extra Info: midterm and final exam, (both largely listening based); final multimedia interview project and presentation
Distributional Requirements: Division 1 **Other Attributes:** MUS Group A Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Kris Allen

MUS 261 The Saint and the Countess: The Lost Voices of Medieval Women (W) Crosslistings: MUS 261/WGSS 261
Very few female voices from the Middle Ages are audible today; most of the music, poetry, and other writings that survives reveals the creativity and expresses the attitudes of men. This course will explore the experiences and viewpoints of medieval women through the lens of the poetry and songs of two exceptional 12th–century figures: the German abbess Hildegard of Bingen, whose long and immensely productive life was shaped by the requirements of monastic culture; and the French Countess of Dia in Provence, whose elusive life and works exemplify the dynamics of aristocratic court culture. We will ask how these and other musical women active in both the sacred and the secular spheres (such as the nun Birgitta of Sweden, and Queen Blanche of Castile) negotiated their places and made their voices heard within the patriarchal society of their time. We will examine the ways in which these contrasting environments informed the different outlooks, ideas, and aesthetics expressed in the words and music of their songs. Along the way we will critically assess how these lost voices have been recreated to speak to us today through recordings and film.
Class Format: seminar **Requirements/Evaluation:** evaluation based on several short papers and presentations, and a final project and presentation
Prerequisites: ability to read music useful but not required **Enrollment Limit:** 10 **Expected Class Size:** 8 **Enrollment Preferences:** given to current or prospective majors in Music, WGSS, History, Comparative Literature and Religion
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under WGSS
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: MUS Group A Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Jennifer Bloxam

MUS 266T Verdi and Wagner (W)
Born in the same year (1813), Giuseppe Verdi and Richard Wagner stand as the two central figures of nineteenth–century European opera. Their divergent approaches to the genre provoked heated debate that continues today. Both composers not only transformed the operatic forms they inherited, but they also had a significant impact on the cultural and political histories of their emerging nations. Throughout the semester we will juxtapose major works by these composers in order to investigate such topics as opera's relationship to its literary sources; the staging of opera; intersections between opera and film; connections between opera and political context; and biographical influences on the creation of opera. Our final meeting will be devoted to the broader operatic and cultural legacies of these two composers. Focusing on one opera per week, we will study Verdi's *Nabucco, Il trovatore, La traviata, Aida, Otello,* and *Falstaff*, and on Wagner's *Tannhaüser, Lohengrin, Die Walküre, Tristan und Isolde, Die Meistersinger von Nürnberg*, and *Parsifal.* When possible, this tutorial will include field trips to live performances and/or live HD broadcasts of these operas.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on five 5– to 6–page essays and on the quality of the student's critical engagement with the work of his/her tutorial partner
Prerequisites: previous related course work and/or musical experience is desirable, but is not required; open to all students **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** sophomores, juniors, and seniors
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: MUS Group A Electives
Not Offered Academic Year 2014–2015
TUT Instructor: W. Anthony Sheppard

MUS 272T(S) Music and Meaning (W)
Nearly everyone finds music meaningful, but what exactly does it mean? Without the help of words, this largely non–referential art presents special challenges to interpretation. While most would agree that musical sounds can do such things as mimic the rumbling of thunder, evoke the countryside, suggest the act of chasing, or express rage, the capacity of music to convey meaning remains controversial among scholars, performers, and listeners. Some, following music critic Eduard Hanslick, assert that musical works are essentially "tonally moving forms"—patterns of sound with no reference to the world outside themselves; a work's meaning derives solely from the interplay of musical elements. Others counter that music can signify aspects of human experience, its sounds and structures not merely referring to the outside world but even relating complex narratives. Certain writers have argued that, without the assistance of language, what music signifies remains vague, while others insist that the meaning of music is actually more precise than that of words. In this tutorial course, we will explore a range of questions regarding musical meaning. How can combinations of pitches, rhythms, and instrumental timbres signify something beyond themselves? Is the subject of musical meaning more relevant to some historical styles or genres than others? How can we glean the meaning(s) of a work? Should we concentrate on formal processes within the music? Consider socially constructed meanings? Seek the composer's intentions? What makes some interpretations more convincing than others? In grappling with these questions, students will engage with writings by Agawu, Cone, Hanslick, Kramer, Langer, Lewin, Newcomb, and Schopenhauer, among others. Music to be studied includes works by Beethoven, Schubert, Chopin, Brahms, Mahler, Tchaikovsky, Ravel, Stravinsky, Glass, and Adams.
Class Format: tutorial; during the first and last weeks of the semester, students will attend two group classes; in the other weeks, students will meet with the instructor in pairs for a one–hour session at a mutually convenient time **Requirements/Evaluation:** students will write and present a 5– to 6–page paper every other week and a 1–2 page response to their partner's paper in the alternate weeks; evaluation will be based on five papers/presentations, and five responses
Prerequisites: ability to read music, or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** sophomores and juniors
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: MUS Group A Electives
Spring 2015
TUT Section: T1 TR 08:30 09:45 Instructor: Marjorie Hirsch

MUS 273T Dangerous Music (W)
As a largely non–referential art whose meanings are far from transparent, music might seem to pose little danger. How could mere sounds represent a threat? Yet precisely because its meanings can be obscure, enabling it to achieve its ends surreptitiously, music has intertwined with danger throughout history. With its power to stir the emotions, stimulate bodily movement, encode messages, and foment rebellion, music has often been perceived as an agent of harm. Plato claimed that too much music could make a man effeminate or neurotic, and warned that certain musical modes, melodies, and rhythms promote licentious behavior and anarchic societies. Puritans, Victorians, and Totalitarians, as well as opponents of ragtime, rock 'n roll, and rap, have also accused certain musical genres or styles of exerting dangerous influences, and sought to limit or suppress them. In Afghanistan, the Taliban banned music altogether. While music has often been unfairly accused, its potential for placing people in actual danger is undeniable. Works that are played at ear–splitting decibel levels, that call upon performers to injure themselves, that are used as a form of psychological forture, or that incite violence demand reconsideration of the widely shared view that music is fundamentally a form of entertainment.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on participation, five 5– to 6–page papers/presentations, and five 1– to 2–page responses
Prerequisites: an ability to read music is desirable but not required **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** sophomores and juniors
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Writing Intensive
Other Attributes:
MUS Group A Electives
Not Offered Academic Year 2014–2015
TUT Instructor: Marjorie Hirsch

MUS 277 Men, Women, and Pianos
This course takes the piano, its repertory, and its performers as focal points for a social history of Western music, treating the piano as a locus around which issues of gender, class and race are played out in musical life from the Classical period to our own time. In addition to exploring works by canonical composers such as Mozart, Beethoven and Brahms, we will consider parlor music, virtuoso showpieces, and experimental work by such figures as Louis Moreau Gottschalk, Frank Liszt, and Henry Cowell. The style and technique of a broad range of classical and popular performers will be examined, ranging from Clara Schumann, Vladimir Horowitz, Arthur Rubinstein, and Glenn Gould to the phenomena of Liberace and Yanni. Finally, we will analyze several films in which the piano plays a central role, including Robert Rafelson's *Five Easy Pieces* from 1970, and Jane Campion's *The Piano* from 1993.
Class Format: lecture/discussion, two meetings per week **Requirements/Evaluation:** evaluation based on participation, several short papers and quizzes, and a final project
Prerequisites: ability to read music **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** students who are taking or have taken piano lessons
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
Extra Info: not available for the Gaudino option
Distributional Requirements: Division 1 **Other Attributes:** MUS Group A Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Jennifer Bloxam

MUS 278T(F) Carmen, 1845 to Now (D) (W) Crosslistings: MUS 278/WGSS 248
The story of the gypsy *femme fatale* Carmen has endured for over 150 years. In Western culture she exemplifies the seductive, exotic, independent, and forbidden woman who drives an upstanding man to a life of crime and finally murder. This course explores a broad array of treatments of this archetypal narrative, starting with Prosper Mérimée's 1845 novella on which Bizet based his beloved 1875 opera *Carmen*. We will consider various staged and film versions of the opera itself, including Francesco Rosi's stunning 1984 movie, and discuss various other film transformations of the story, from DeMille's 1915 silent film through Hammerstein's 1954 all–black musical *Carmen Jones*, to the MTV version *A Hip Hopera* of 2004. Comic approaches will also be assessed, from Charlie Chaplin's *Carmen Burlesque* of 1915 through Spike Jones' 1952 *Carmen*

Murdered! and *The Naked Carmen* of 1970. We will explore remarkable dance interpretations ranging from Carlos Saura's 1983 flamenco version through David Bourne's choreography in his 2001 gay reading called *The Car Man.* This course satisfies the EDI requirement through a critical examination of the way in which the Carmen story has served as a stage on which multifaceted textual and musical constructions and conflicts of individual and group identities, encompassing gender and sexuality, nationality, ethnicity, and class are played out.
Class Format: tutorial; after initial group meetings to discuss Mérimée's novella and Bizet's music, students will meet with the instructor in pairs for one hour each week **Requirements/Evaluation:** each student will write a 5– to 6–page essay every other week (five in all), and provide peer reviews in alternate weeks; evaluation will be based on the quality of written work, discussions, and oral presentation
Prerequisites: none; ability to read music useful but not necessary **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** sophomores and juniors
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under WGSS
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: MUS Group A Electives
Fall 2014
TUT Section: T1 TBA Instructor: Jennifer Bloxam

MUS 279T American Pop Orientalism (D) (W)
This tutorial will investigate the representation of Asians and Asian Americans in American popular culture since the late nineteenth century. Our focus will be on music's role in Orientalist representation in a wide variety of media, including Hollywood film, television, popular song, Broadway musicals, and novels. We will begin with major texts in cultural theory (Said, Bhabha) and will attempt throughout the semester to revise and refine their tenets. Can American Orientalism be distinguished in any fundamental way from nineteenth–century European imperialist thought? How does Orientalist representation calibrate when the "exotic others" being represented are themselves Americans? Our own critical thought will be sharpened through analysis and interpretation of specific works, such as *Madame Butterfly*, "Chinatown, My Chinatown," *The King and I*, *Sayonara*, *Flower Drum Song, Miss Saigon, Rising Sun, M. Butterfly*, *Aladdin*, and Weezer's *Pinkerton*. We will end the semester by considering the current state of Orientalism in American popular culture. This course satisfies the EDI requirement by considering diversity in relation to the representation of specific minority groups within American popular culture and the attempts by members of those minority groups to participate in mainstream culture. We will also engage with critical theories offered by scholars for understanding the dynamics of these representations and this cultural participation.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on five 5– to 6–page essays and on the quality of the student's critical engagement with the work of his/her colleagues
Prerequisites: previous related coursework and/or musical experience is desirable, but is not required **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** sophomores and juniors
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: ASAM Core Courses
MUS Group A Electives
Not Offered Academic Year 2014–2015
TUT Instructor: W. Anthony Sheppard

MUS 281–288(F,S) Individual Vocal and Instrumental Instruction
Individual lessons in voice, keyboard and most orchestral and jazz instruments offered as a partial credit fifth course. Students are encouraged to take this course for a letter grade, but as with all fifth courses, pass/fail is also an option. Students are required to prepare for 10 lessons during the semester with a minimum expectation of one hour practice per day and to perform publicly on at least one departmental studio recital during the semester. Lessons are scheduled TBA based upon instructor schedule. Make–up lessons given at the discretion of the instructor. Grading will be based upon lesson preparation, public performance, and progress throughout the semester. All individual instruction involves an extra fee, partially subsidized by the department. To register for the course, a student must first contact the appropriate teacher (see Music Dept. for list), fill out a registration/billing contract, signed by both teacher and student, and turn that in to the Assistant to the Chair. This replaces the need to register online. Registration is for course number 281, with the appropriate section number from the following list. Students will be assigned to course numbers 281–288 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 Bass, 05 Flute, 06 Guitar, 07 Harpsichord, 08 Horn, 09 Jazz Piano, 10 Oboe, 11 Organ, 12 Percussion, 13 Piano, 14 Classical Saxophone, 15 Trumpet, 16 Viola, 17 Violin, 18 Voice, 19 Jazz Bass, 20 Jazz Vocal, 21 Trombone, 22 Harp, 23 Jazz Drum, 24 Jazz Saxophone, 25 Jazz Trumpet, 28 African Drumming, 29 Jazz Guitar, 30 Mbira, 31 Vocal/Songwriting, 32 Jazz Trombone, 33 Sitar, 34 Tabla, 35 Erhu, 36 Yangqin, 37 Zheng, 38 Liuqin/Pipa, 39 Zhongruan
Prerequisites: permission of the individual instructor; enrollment limits apply to each section based upon availability and qualifications
Distributional Requirements:
Non–divisional
Fall 2014
LSN Section: 01 Instructor: Staff
Spring 2015
LSN Section: 01 Instructor: Staff

MUS 291–298(F,S) Chamber Music Workshop
Classical and Jazz Chamber Music and other small departmental ensembles (including Chamber Choir, Percussion Ensemble, Chinese Ensemble, and Brass Ensemble) coached by faculty on a weekly basis culminating in a performance. Offered as a partial credit fifth course. Students are encouraged to take this course for a letter grade, but as with all fifth courses, pass/fail is also an option. Students in ad hoc groups organized each semester by the director of the chamber music or jazz programs are required to prepare for 10 one–hour coaching sessions during the semester. It is recommended that each group rehearse a minimum of 2 hours each week in preparation of the coaching. Each ensemble is responsible for keeping a weekly log of rehearsal times and attendance. The logs are to be handed in to the coaches at the end of the semester. In addition students are expected to practice the assigned music individually and are required to perform on the Classical or Jazz Chamber Music concert at the end of the semester. The ensembles will be organized based on skill levels and the instruments represented. For students in continuing departmental small ensembles, students are expected to practice the assigned music individually and keep a log of their practices, attend all rehearsals, and participate in all concerts presented during the semester.
To register for the course, a student must first contact the Chamber Music Performance Coordinator, fill out a registration contract signed by the Coordinator, the coach, and the student, and turn that in to the Assistant to the Chair.
Class Format: partial credit fifth course **Requirements/Evaluation:** evaluation based on preparation for weekly coachings
Prerequisites: permission of the Chamber Music Staff; enrollment limits will depend upon instructor availability **Enrollment Limit:** 12 **Enrollment Preferences:** more advanced students, to be determined by audition as necessary
Dept. Notes: students should register for 291 for their first semester enrolled in this course and should use the numbers 291–298 for subsequent semesters
Extra Info: registration is through the music department vs. online
Distributional Requirements:
Non–divisional
Fall 2014
LSN Section: 01 Instructor: Staff
Spring 2015
LSN Section: 01 Instructor: Staff

MUS 301(F) Modal Counterpoint
Counterpoint, the study of the ways independent melodic lines can be joined in music, has been essential to musical and compositional instruction for centuries. Counterpoint was taught by Mozart, studied by Beethoven, and to this day remains an integral part of compositional training. The course will introduce students to species counterpoint in two and three voices—exercises that develop discipline in polyphonic writing, hearing, and thinking. The exercises will focus on the constraints of sixteenth–century vocal polyphony (music of Palestrina and Lassus) but will illustrate how such contrapuntal discipline is also manifest in music of Bach, Brahms and Debussy. The species exercises will lead to a final composition project, such as the emulation of a motet in sixteenth–century style.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on written exercises and emulation projects
Prerequisites: MUS 103 or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 12 **Enrollment Preferences:** Music majors and those with previous music theory training
Dept. Notes: MUS Group B Electives —classes 2015 and 2016
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 **Other Attributes:** MUS Group B Electives
Fall 2014
LEC Section: 01 TR 08:30 09:45 Instructor: Ed Gollin

MUS 305T(S) Jazz Ear Training Tutorial
This tutorial is designed for jazz performers, composers and arrangers who have taken Music 212 or 104b and who seek further work in the area of aural development. The focus of the tutorial will be on the development of advanced aural skills specific to the disciplines of jazz performance and arranging/composition. Its *format* will involve two weekly meetings. In the first, *tutorial pairs* will meet individually with the instructor to present transcriptions of approved improvised solos, which will be thoroughly notated and performed by the students. A critique of both the performance and notation of these transcription projects will be offered by the partnered students for one another, as well as by the instructor, with revisions and corrections incorporated into an edited performance for the entire class the following week. In the other weekly meeting, *all* of the tutorial pairs will meet jointly with the instructor in order to do group assignments involving sight–singing (both rhythmic and melodic), and advanced harmonic and melodic dictation. During these sessions the instructor will offer a critique of the past week's performances as well, based on the following criteria: 1.) *notational technique*, 2.) observations relating to *performance practice*, 3.) how such factors contributed to the evolution of the given soloists' style, and, 4.) *historical significance* of the given performance and its relationship to the overall evolution of the given performer's personal voice.
Class Format: tutorial **Requirements/Evaluation:** evaluation based on assessment of weekly assignments as described above
Prerequisites: MUS 212 or MUS 104b functional jazz keyboard skills, and permission of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 8 **Enrollment Preferences:** those students judged by the instructor to be best prepared
Dept. Notes: MUS Group B Electives —classes 2015 and 2016
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 **Other Attributes:** MUS Group B Electives
Spring 2015
TUT Section: T1 M 07:00 09:40 Instructor: Andrew Jaffe

MUS 307(F,S) Composition III
Advanced individual instruction in composition. Projects will be initiated largely by the students with guidance from the instructor. Student is responsible for arranging performance of his/her own work.
Student may enroll for up to four semesters by taking these courses in sequence, with the lower numbered course being the prerequisite for the next higher numbered course. May not be taken in conjunction with Music 493 or 494, the honors courses in composition.
Prerequisites: MUS 205T, 206T and permission of instructor; 2 students per instructor for both courses (MUS 307, 308)

Dept. Notes: MUS Group B Electives —classes 2015 and 2016
Distributional Requirements: Division 1 **Other Attributes:** MUS Group B Electives
Fall 2014
LEC Section: 01 TBA Instructor: Ileana Perez Velazquez
Spring 2015
LEC Section: 01 TBA Instructor: Eric Nathan

MUS 308(F,S) Composition IV
Advanced individual instruction in composition. Projects will be initiated largely by the students with guidance from the instructor. Student is responsible for arranging performance of his/her own work.
Student may enroll for up to four semesters by taking these courses in sequence, with the lower numbered course being the prerequisite for the next higher numbered course. May not be taken in conjunction with Music 493 or 494, the honors courses in composition.
Prerequisites: MUS 205T, 206T and permission of instructor; 2 students per instructor for both courses (MUS 307, 308)
Dept. Notes: MUS Group B Electives —classes 2015 and 2016
Distributional Requirements: Division 1 **Other Attributes:** MUS Group B Electives
Fall 2014
LEC Section: 01 TBA Instructor: Ileana Perez Velazquez
Spring 2015
LEC Section: 01 TBA Instructor: Eric Nathan

MUS 309 Jazz Arranging and Composition
This is a course designed to acquaint the student with the basic principles of composing and arranging for Jazz Ensemble, beginning with the quintet and progressing through the big band. Intensive score study and some transcription from selected recordings required. Evaluation will be based on the successful completion, rehearsal and performance of original arrangements and/or compositions during the semester, to include at least one transcription of a recorded arrangement, one quintet or sextet arrangement, and one arrangement for big band. Performances by the Jazz Ensembles, as rehearsed and prepared by the students of this course, are also expected. Students must attend small ensemble rehearsals when work is being rehearsed, and end of semester small ensemble recital.
Class Format: weekly lecture and targeted ensemble rehearsals generally last 2 hours total; additional individual tutorial style meetings are generally an hour a week, more frequently and for longer amounts of time as needed **Requirements/Evaluation:** project based; students must participate in small ensemble
Prerequisites: MUS 203 (formerly 212) and permission of instructor **Enrollment Limit:** 5 **Expected Class Size:** 3–5
Dept. Notes: MUS Group B Electives —classes 2015 and 2016
Distributional Requirements: Division 1 **Other Attributes:** MUS Group B Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Andrew Jaffe

MUS 371T Music Analysis: Music with Text (W)
The course explores the ways in which musical structure interacts with, can comment upon, and can influence one's reading of a text set to music, and similarly, how texts set to music can exert influence upon and guide one's understanding of the musical structure. Using scenes from Mozart operas and selected songs of the 19th and 20th centuries (by Schubert, Schumann, Brahms and Schoenberg), the course will examine the bearing specific aspects of a text (voice, person, time, alliteration, meter, and so forth) have upon the musical domain, and conversely, how musical structures have the ability to project or allegorize actions in the text. We will observe the often amazing ways composers of texted music use the tonal system to create musical desires—desires that may be fulfilled, withheld, delayed, redirected, and so forth, in ways that enhance, or enact the desires of characters in a drama or poem. In addition to the specific issues involving texted and dramatic works, the course will introduce certain techniques and insights of linear analysis—one of the most profound developments in tonal analysis during the last century. Analysis assignments, based on the student's close study of texted musical works, will offer the opportunity to apply these techniques. The course will also confront the difficult issue of writing about music and will help students define and clearly express ideas about music.
Class Format: tutorial; students will attend one weekly group lecture and one weekly tutorial meeting **Requirements/Evaluation:** evaluation will be based on five analysis essays/presentations and five critiques of another student's analyses
Prerequisites: MUS 104 **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** those with the most theory background (MUS 103/104, 201/202)
Dept. Notes: MUS Group A Electives —classes 2015 and 2016
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: MUS Group A Electives
Not Offered Academic Year 2014–2015
TUT Instructor: Ed Gollin

MUS 381 Choral Conducting
Choral conducting techniques will be developed through exercises and projects that encompass the many facets of this activity. Using the class as the primary practice choir, students will focus on conducting patterns applied to elements of interpretation, keyboard and vocal skills, issues of tuning and blend, rehearsal techniques, score study, and style and repertoire. Regular videotaping of conducting sessions will provide opportunities for students to study themselves. Repertoire will include works from the early Renaissance through the late–twentieth century, accompanied and a cappella, and issues of conducting ensembles at various skill levels will be addressed.
Class Format: seminar/coaching sessions **Requirements/Evaluation:** evaluation will be based on regular conducting assignments and final projects
Prerequisites: MUS 103 and 104 **Enrollment Limit:** 6 **Expected Class Size:** 4 **Enrollment Preferences:** upper classes
Dept. Notes: MUS Group B Electives —classes 2015 and 2016
Distributional Requirements: Division 1 **Other Attributes:** MUS Group B Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Brad Wells

MUS 382(F) Orchestral Conducting
This course will introduce and develop a broad range of subjects associated with conducting, including: leadership, rehearsal techniques, physical and aural skills, interpretation, performance practices, and programming. Related areas to be discussed include: balance, intonation, rhythm, articulation, bowings, and complex meters. Weekly conducting and score reading assignments will form the core of the workload. Larger projects may include conducting existing instrumental ensembles, and along with score reading, will be the basis of the midterm and final exams. This course includes instrument demos, conducting videos and a trip to audit a private Boston Symphony rehearsal at Symphony Hall in Boston.
Class Format: lecture/lab **Requirements/Evaluation:** evaluation will be based on class participation, regular conducting assignments, midterm and final projects
Prerequisites: membership in a Music Department ensemble preferred, permission of the instructor **Enrollment Limit:** 6 **Expected Class Size:** 2–4 **Enrollment Preferences:** Music department ensemble members/upper classmen
Dept. Notes: MUS Group B Electives —classes 2015 and 2016
Distributional Requirements: Division 1 **Other Attributes:** MUS Group B Electives
Fall 2014
SEM Section: 01 TF 01:10 02:25 Instructor: Ronald Feldman

MUS 391(F,S) Advanced Musical Performance
Individual instruction in voice, keyboard, and most orchestral and jazz instruments offered at the advanced level as a regular full credit course. Additional guidelines for full credit lessons can be secured at the Music Department office. Full credit lessons must be approved by the entire music faculty and an audition may be required.
Class Format: individual instruction
Prerequisites: permission of the instructor and music faculty by the end of the first Friday of the semester; (Intended primarily for music majors) students must obtain a special form for this course election from the Music Department Office
Dept. Notes: Music 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"
MUS Group B Electives —classes 2015 and 2016
Extra Info: Music 391, 392, 491, 492 must be taken as a graded course and it is strongly recommended that it be taken only as part of a four–course load
the numbers 391, 392, 491, 492 should be used for four sequence courses in the same instrument; if a different instrument is elected, the numbering sequence should start again at 391; the numbers are selected without regard to semester taken or class year of student
Distributional Requirements: Division 1 **Other Attributes:** MUS Group B Electives
Fall 2014
IND Section: 01 Instructor: Chair and members of the Music department
Spring 2015
IND Section: 01 Instructor: Chair and members of the Music department

MUS 392(F,S) Advanced Musical Performance
Individual instruction in voice, keyboard, and most orchestral and jazz instruments offered at the advanced level as a regular full credit course. Additional guidelines for full credit lessons can be secured at the Music Department office a. Full credit lessons must be approved by the entire music faculty and an audition may be required.
Class Format: individual instruction
Prerequisites: permission of the instructor and music faculty by the end of the first Friday of the semester; (Intended primarily for Music majors) students must obtain a special form for this course election from the Music Department Office
Dept. Notes: Music 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"
MUS Group B Electives —classes 2015 and 2016
Extra Info: Music 391, 392, 491, 492 must be taken as a graded course and it is strongly recommended that it be taken only as part of a four–course load
numbers 391, 392, 491, 492 should be used for four sequence courses in the same subject; if a different subject is elected, the numbering sequence should start again at 391; numbers are selected without regard to semester taken or class year of student
Distributional Requirements: Division 1 **Other Attributes:** MUS Group B Electives
Fall 2014
IND Section: 01 Instructor: Chair and members of the Music department

Spring 2015
IND Section: 01 Instructor: Chair and members of the Music department

MUS 394(S) Junior Thesis: Music
This course involves independent study in history, theory of music or ethnomusicology, under the supervision of a member of the department, as preparation for the senior thesis.
Class Format: independent study
Prerequisites: permission of department
Dept. Notes: MUS Group B Electives —classes 2015 and 2016
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 **Other Attributes:** MUS Group B Electives
Spring 2015
IND Section: 01 TBA Instructor: W. Anthony Sheppard

MUS 402(S) Senior Seminar in Music: Timbre
This seminar, the culminating course in the major, will focus on musical timbre. Timbre is central to the experience of all music and often enables us to identify styles and cultures nearly instantaneously. However, timbre is not commonly discussed in detail since our technical vocabulary for describing this musical element has been comparatively limited. Our work in this seminar will involve readings in music theory and history, ethnomusicology, and cognitive studies as well as in the emerging field of sound studies as we attempt to define timbre, explore its manifestations in a wide variety of music, and develop an analytical approach and descriptive vocabulary tooled specifically to this musical element. We will consider how composers and performers of both art and popular musics have wielded timbre as an expressive device and how technology may allow us to analyze details of timbral performance and perception. We will investigate the relationship between timbre and orchestration, from the rise of Haydn's orchestra to the Klangfarbenmelodie of Schoenberg. We will consider extremes of timbral distortion in both vocal and electric guitar effects in rock music as well in such traditions as Korean p'ansori and will explore various forms of speech music and the work of composers of spectral music to expand our case studies. Finally, our own experiments with timbral effects will bring our seminar to bear on our musical performance.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on papers, presentations, and class participation
Prerequisites: MUS 202, 231, 232, 233 and permission of the instructor **Enrollment Limit:** 7 **Expected Class Size:** 7 **Enrollment Preferences:** senior Music majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: W. Anthony Sheppard

MUS 491(F,S) Advanced Musical Performance
Individual instruction in voice, keyboard, and most orchestral and jazz instruments offered at the advanced level as a regular full credit course. Additional guidelines for full credit lessons can be secured at the Music Department office. Full credit lessons must be approved by the entire music faculty and an audition may be required.
Class Format: individual instruction
Prerequisites: permission of the instructor and music faculty by the end of the first Friday of the semester; (intended primarily for music majors); students must obtain a special form for this course election from the Music Department Office
Dept. Notes: Music 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"
MUS Group B Electives —classes 2015 and 2016
Extra Info: Music 391, 392, 491, 492 must be taken as a graded course and it is strongly recommended that it be taken only as part of a four–course load
numbers 391, 392, 491, 492 should be used for four sequence courses in the same subject; if a different subject is elected, the numbering sequence should start again at 391; numbers are selected without regard to semester taken or class year of student
Distributional Requirements: Division 1 **Other Attributes:** MUS Group B Electives
Fall 2014
IND Section: 01 Instructor: Chair and members of the Music department
Spring 2015
IND Section: 01 Instructor: Chair and members of the Music department

MUS 492(F,S) Advanced Musical Performance
Individual instruction in voice, keyboard, and most orchestral and jazz instruments offered at the advanced level as a regular full credit course. Additional guidelines for full credit lessons can be secured at the Music Department office. Full credit lessons must be approved by the entire music faculty and an audition may be required.
Class Format: individual instruction
Prerequisites: permission of the instructor and music faculty by the end of the first Friday of the semester; (intended primarily for music majors) students must obtain a special form for this course election from the Music Department Office
Dept. Notes: Music 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"
MUS Group B Electives —classes 2015 and 2016
Extra Info: Music 391, 392, 491, 492 must be taken as a graded course and it is strongly recommended that it be taken only as part of a four–course load
numbers 391, 392, 491, 492 should be used for four sequence courses in the same subject; if a different subject is elected, the numbering sequence should start again at 391; numbers are selected without regard to semester taken or class year of student
Distributional Requirements: Division 1 **Other Attributes:** MUS Group B Electives
Fall 2014
IND Section: 01 Instructor: Chair and members of the Music department
Spring 2015
IND Section: 01 Instructor: Chair and members of the Music department

MUS 493(F) Senior Thesis: Music
Music senior thesis. Required for all students approved for thesis work in music. Please refer to "The Degree with Honors in Music" for deadlines and other requirements.
Class Format: independent study
Prerequisites: permission of department
Dept. Notes: MUS Group B Electives —classes 2015 and 2016
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
this is part of a full–year thesis (493–494)
Distributional Requirements: Division 1 **Other Attributes:** MUS Group B Electives
Fall 2014
HON Section: 01 TBA Instructor: W. Anthony Sheppard

MUS 494(S) Senior Thesis: Music
Music senior thesis. Required for all students approved for thesis work in music. Please refer to "The Degree with Honors in Music" for deadlines and other requirements.
Class Format: independent study
Prerequisites: permission of department
Dept. Notes: MUS Group B Electives —classes 2015 and 2016
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
this is part of a full–year thesis (493–494)
Distributional Requirements: Division 1 **Other Attributes:** MUS Group B Electives
Spring 2015
HON Section: 01 TBA Instructor: W. Anthony Sheppard

MUS 497(F) Independent Study: Music
All independent study proposals must be approved by the entire music faculty. 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.
Class Format: independent study
Prerequisites: permission of department
Dept. Notes: MUS Group B Electives —classes 2015 and 2016
Distributional Requirements: Division 1 **Other Attributes:** MUS Group B Electives
Fall 2014
IND Section: 01 TBA Instructor: W. Anthony Sheppard

MUS 498(S) Independent Study: Music
All independent study proposals must be approved by the entire music faculty. 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.
Class Format: independent study
Prerequisites: permission of department
Dept. Notes: MUS Group B Electives —classes 2015 and 2016
Distributional Requirements: Division 1 **Other Attributes:** MUS Group B Electives
Spring 2015
IND Section: 01 TBA Instructor: W. Anthony Sheppard

NEUROSCIENCE (Div. III)

Chair, Professor HEATHER WILLIAMS

Advisory Committee: Professors: H. WILLIAMS, ZIMMERBERG***. Associate Professor: N. SANDSTROM*. Assistant Professor: CARTER, LEBESTKY*. Visiting Assistant Professor: WILLIAMSON. Affiliated faculty: HANE**.

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, molecular biologists, 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 use 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 and implants. Combining this wide range of approaches and research methods to study a single remarkably complex organ—the brain—and the behavioral outcomes of its activity requires a unique interdisciplinary approach. The Neuroscience Program is designed to provide students with the opportunity to explore this approach.

THE PROGRAM

The program in neuroscience consists of five courses including an introductory course, three electives, and a senior course. In addition, students are required to take two courses, Biology 101 and Psychology 101, as part of the program.

Neuroscience (Neuroscience 201) is the basic course and provides the background for other neuroscience courses. Ideally, this will be taken in the 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. Students take this course in the senior year.

THE DEGREE WITH HONORS IN NEUROSCIENCE

The degree with honors in Neuroscience provides students with the opportunity to undertake an original research project under the supervision of one or more of the Neuroscience faculty. In addition to completing the requirements of the Neuroscience Program, candidates for an honors degree must enroll in Neuroscience 493–W31–494 and write a thesis based on an original research project. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors. Students interested in pursuing a degree with honors should contact the Neuroscience Advisory Committee at the beginning of the spring semester of their junior year.

STUDY AWAY

You can find general study away guidelines for Neuroscience here.

REQUIRED COURSES

BIOL 101 The Cell
NSCI 201/BIOL 212/PSYC 212 Neuroscience
NSCI 401 Topics in Neuroscience
PSYC 101 Introductory Psychology

Students can check with the Neuroscience Program Chair to see if other courses not listed here might count as electives.

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

BIOL 204/ NSCI 204 Animal Behavior
BIOL 209T/NSCI 209T Animal Communication
BIOL 310/NSCI 310 Neural Development and Plasticity
BIOL 311/NSCI 311 Neural Systems and Circuits
BIOL 407/NSCI 347 Neurobiology of Emotion

Group B

PSYC 312/NSCI 312 Brain, Behavior and the Immune System
PSYC 315/NSCI 315 Hormones and Behavior
PSYC 316/NSCI 316 Clinical Neuroscience
PSYC 317T/NSCI 317T Nature via Nurture: Topics in Developmental Psychobiology
PSYC 318/INTR 223/NSCI 318 Image, Imaging, and Imagining: The Brain and Visual Arts

NSCI 201(F) Neuroscience Crosslistings: NSCI 201/BIOL 212/PSYC 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, consciousness and clinical disorders such as schizophrenia, spinal cord inury, Parkinson's disease, and addiction. The laboratory focuses on current topics in neuroscience.
Class Format: lecture, three hours a week; laboratory, every other week **Requirements/Evaluation:** evaluation will be based on a lab practical, lab reports, two hour exams and a final exam
Prerequisites: PSYC 101 or BIOL 101; open to first–year students with permission of instructor **Enrollment Limit:** 72 **Expected Class Size:** 72 **Enrollment Preferences:** sophomores and Biology and Psychology majors
Dept. Notes: does not satisfy the distribution requirement in the Biology major
Extra Info: not available for the Gaudino option
Distributional Requirements: Division 3 **Other Attributes:** COGS Interdepartmental Electives
NSCI Required Courses
PSYC 200–level Group A Courses
Fall 2014
LEC Section: 01 TR 08:30 09:45 Instructor: Heather Williams and Lauren Williamson
LAB Section: 02 M 01:00 04:00 Instructor: Martha Marvin
LAB Section: 03 T 01:00 04:00 Instructor: Martha Marvin
LAB Section: 04 W 01:00 04:00 Instructor: Martha Marvin

NSCI 204(S) Animal Behavior Crosslistings: BIOL 204/NSCI 204
Making sense of what we see while watching animals closely is both an enthralling pastime and a discipline that draws on many aspects of biology. Explanations can be found on many levels: evolutionary theory tells us why certain patterns have come to exist, molecular biology can help us understand how those patterns are implemented, neuroscience gives insights as to how the world appears to the behaving animal, endocrinology provides information on how suites of behaviors are regulated. The first part of the course focuses upon how descriptive studies provide the basis for formulating questions about behavior as well as the statistical methods used to evaluate the answers to these questions. We then consider the behavior of individuals, both as it is mediated by biological mechanisms and as it appears from an evolutionary perspective. The second half of the course is primarily concerned with the behaviors of groups of animals from a wide variety of vertebrate and invertebrate species, concentrating upon the stimuli, responses, and internal mechanisms that maintain social systems and on the selection pressures that drive animals toward a particular social system.
Class Format: lecture/laboratory, six hours per week **Requirements/Evaluation:** evaluation will be based on examinations, lab reports, and a research paper
Prerequisites: BIOL 102, or PSYC 101, or permission of instructor **Enrollment Limit:** 32 **Expected Class Size:** 32 **Enrollment Preferences:** Biology majors and Neuroscience concentrators
Dept. Notes: satisfies the distribution requirement in the Biology major
Distributional Requirements: Division 3 **Other Attributes:** COGS Related Courses
NSCI Group A Electives
Spring 2015
LEC Section: 01 MWF 08:30 09:45 Instructor: Heather Williams
LAB Section: 02 M 01:00 03:40 Instructor: Heather Williams
LAB Section: 03 W 01:00 04:00 Instructor: Heather Williams

NSCI 209T Animal Communication (W) Crosslistings: BIOL 209/NSCI 209
Animal communication systems come in as many varieties as the species that use them. What they have in common are a sender that encodes information into a physical signal and a receiver that senses the signal, extracts the information, and adjusts its subsequent behavior accordingly. This tutorial will consider all aspects of communication, using different animal systems to explore different aspects of the biology of signaling. Topics will include the use of syntax to carry meaning in chickadee calls, the "piracy" of signaling system by fireflies, statements of identity and affiliation in the form of toothed whales' signature whistles, long–distance chemical attractants that allow male moths to find the object of their desire, and cultural evolution within learned signaling systems.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on five 5–page papers, five short response papers, & the student's effectiveness in tutorial presentations.
Prerequisites: BIOL 101 and BIOL212/PSYC212/NSCI201; open to sophomores, juniors, and seniors **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Biology majors and senior Neuroscience concentrators who need a Biology elective to complete the concentration
Dept. Notes: satisfies the distribution requirement in the Biology major
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Writing Intensive

Other Attributes: COGS Related Courses
NSCI Group A Electives
Not Offered Academic Year 2014–2015
TUT Instructor: Heather Williams

NSCI 310 Neural Development and Plasticity Crosslistings: BIOL 310/NSCI 310
Development can be seen as a tradeoff between genetically–determined processes and environmental stimuli. The tension between these two inputs is particularly apparent in the developing nervous system, where many events must be predetermined, and where plasticity, or altered outcomes in response to environmental conditions, is also essential. Plasticity is reduced as development and differentiation proceed, and the potential for regeneration after injury or disease in adults is limited; however some exceptions to this rule exist, and recent data suggest that the nervous system is not hard–wired as previously thought. In this course we will discuss the mechanisms governing nervous system development, from relatively simple nervous systems such as that of the fruitfly, to the more complicated nervous systems of humans, examining the roles played by genetically specified programs and non–genetic influences.
Class Format: lecture **Requirements/Evaluation:** exams
Prerequisites: BIOL 212/PSYC 212/NSCI 201 and BIOL 202 (or permission of instructor) **Enrollment Limit:** 24 **Expected Class Size:** 24 **Enrollment Preferences:** Biology majors; Neuroscience concentrators; Psych majors
Dept. Notes: does not satisfy the distribution requirement in the Biology major
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 **Other Attributes:** BIMO Interdepartmental Electives
NSCI Group A Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Tim Lebestky

NSCI 311(F) Neural Systems and Circuits Crosslistings: BIOL 311/NSCI 311
This course will examine the functional organization of the vertebrate brain, emphasizing both neuroanatomy and neurophysiology. How do specific populations of neurons and their connections analyze sensory information, form perceptions of the external and internal environment, make cognitive decisions, and execute movements? How does the brain produce feelings of reward/motivation and aversion/pain? How does the brain regulate homeostatic functions such as sleep, food intake, and thirst? We will explore these questions using a holistic, integrative approach, considering molecular/cellular mechanisms, physiological characterizations of neurons, and connectivity among brain systems. Laboratory sessions will provide experience in examining macroscopic and microscopic neural structures, as well as performing experiments to elucidate the structure and function of neural systems using classical and cutting–edge techniques.
Class Format: lecture/lab, six hours per week **Requirements/Evaluation:** class participation, laboratory notebooks and posters, hour exams and a final exam
Prerequisites: NSCI 201 or BIOL 205 **Enrollment Limit:** 24 **Expected Class Size:** 24 **Enrollment Preferences:** Biology majors and Neuroscience concentrators
Dept. Notes: does not fulfill the distribution requirement in the major
Distributional Requirements: Division 3 **Other Attributes:** NSCI Group A Electives
Fall 2014
LEC Section: 01 MWF 09:00 09:50 Instructor: Matt Carter
LAB Section: 02 M 01:00 04:00 Instructor: Matt Carter
LAB Section: 03 T 01:00 04:00 Instructor: Matt Carter

NSCI 312(S) Brain, Behavior, and the Immune System Crosslistings: PSYC 312/NSCI 312
In all animals, the immune system is the body's defense against the outside world. Immune function is strongly influenced by environmental and behavioral experiences, and the immune system has a dynamic relationship with the brain. We will study the interactions among the brain, behavior, and the immune system in models of health and disease. Specific topics to be examined include: immune cells and their signaling molecules, immune cells within the brain, sickness behaviors, learning and memory, nervous system development, multiple sclerosis, Alzheimer's disease, and nervous system injury and repair. Students will critically review data from both human and animal studies. All students will design and conduct an empirical research project as part of a small research team.
Class Format: seminar/lab **Requirements/Evaluation:** presentations and participation in discussions, short papers, midterm, written and oral presentation of the research project
Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201) or permission of instructor **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** Psychology majors and Neuroscience concentrators
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 3 **Other Attributes:** NSCI Group B Electives
PSYC Empirical Lab Course
Spring 2015
SEM Section: 01 TR 08:30 09:45 Instructor: Lauren Williamson
LAB Section: 02 T 01:00 03:40 Instructor: Lauren Williamson

NSCI 315 Hormones and Behavior Crosslistings: PSYC 315/NSCI 315
In all animals, hormones are essential for the coordination of basic functions such as development and reproduction. This course studies the dynamic relationship between hormones and behavior. We will review the mechanisms by which hormones act in the nervous system. We will also investigate the complex interactions between hormones and behavior. Specific topics to be examined include: sexual differentiation; reproductive and parental behaviors; stress; aggression; and learning and memory. Students will critically review data from both human and animal studies. All students will design and conduct an empirical research project as part of a small research team.
Class Format: empirical lab course **Requirements/Evaluation:** presentations and participation in discussions, short papers, midterm, written and oral presentation of the research project
Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201) **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** Psychology majors and Neuroscience concentrators
Extra Info: not available for the Gaudino option
Distributional Requirements: Division 3 **Other Attributes:** NSCI Group B Electives
PSYC Area 1 – Behavioral Neuroscience
PSYC Empirical Lab Course
Not Offered Academic Year 2014–2015
LEC Instructor: Noah Sandstrom

NSCI 316(F) Clinical Neuroscience Crosslistings: PSYC 316/NSCI 316
Diagnosing and treating neurological diseases is the final frontier of medicine. Recent advances in neuroscience have had a profound impact on the understanding of diseases that affect cognition, behavior, and emotion. This course provides an in–depth analysis of the relationship between brain dysfunction and disease state. We will focus on neurodegenerative disorders including Alzheimer's disease, Parkinson's disease, and Huntington's disease. We will consider diagnosis of disease, treatment strategies, as well as social and ethical issues. The course provides students with the opportunity to present material based upon: (1) review of published literature, (2) analysis of case histories, and (3) observations of diagnosis and treatment of patients both live and on videotape. All students will design and conduct an empirical research project.
Class Format: empirical lab course **Requirements/Evaluation:** evaluation will be based on position papers, class participation, and research project report
Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201) **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** Psychology majors and Neuroscience concentrators
Distributional Requirements: Division 3 **Other Attributes:** NSCI Group B Electives
PSYC Area 1 – Behavioral Neuroscience
PSYC Empirical Lab Course
Fall 2014
LEC Section: 01 M 07:00 09:40 Instructor: Paul Solomon
LAB Section: 02 M 01:00 04:00 Instructor: Paul Solomon

NSCI 317T(S) Nature via Nurture: Topics in Developmental Psychobiology Crosslistings: PSYC 317/NSCI 317
Do your genes determine who you are? This course examines the relative contributions of nature (genetics) and nurture (the environment) that lead to individual differences in behavior. Modern neuroscience techniques have discovered new relationships between genes and behavior. Conversely, recent studies on the effects of social factors suggest critical environmental influences on the expression of these genetic determinants. This tutorial will explore the theoretical and empirical issues in animal models of behavioral epigenetics. Topics include child neglect, antisocial behavior, addiction, anxiety, risk–taking, empathy, and depression. Each tutorial pair will design and conduct an empirical laboratory project that will explore their own experimental question about the interaction of genes and environment in determining behavioral phenotypes.
Class Format: tutorial **Requirements/Evaluation:** Each week, students will either present an oral argument based on a 5–page position paper or respond to their partners' paper; Weekly lab meetings will be held and empirical projects presented in a final poster session
Prerequisites: PSYC 212 **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Neuroscience concentrators and Psychology majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 3 **Other Attributes:** NSCI Group B Electives
PHLH Biomedical Determinants of Health
PHLH Reproductive, Maternal and Child Health
PSYC Area 1 – Behavioral Neuroscience
PSYC Empirical Lab Course
Spring 2015
TUT Section: T1 TBA Instructor: Betty Zimmerberg
LAB Section: T2 R 01:00 04:00 Instructor: Betty Zimmerberg

NSCI 318 Image, Imaging, and Imagining: The Brain and Visual Arts Crosslistings: PSYC 318/INTR 223/NSCI 318
This course will study the intersections of neuroscience and art. The brain interprets the visual world and generates cognitive and emotional responses to what the eyes see. It is also responsible for creating mental images and then directing the artist's motor output. We will first examine the neural mechanisms of how we perceive what we see. We will investigate how visual artists have used or challenged perceptual cues in their work. Understanding how the brain perceives faces will be used to analyze portraiture. We will consider the influence of neurological and psychological disorders on artistic work. We will examine neuroimaging studies questioning whether the brains of visual artists are specialized differently from non–artists. Finally, we will explore how contemporary artists are using brain images in their artwork, and how "outsider" artists have portrayed brain syndromes and mental states. Students will create their own artwork in response to the course material, culminating in a class exhibit. The class will include field trips to local museums.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on a midterm, several presentations, and a final project
Prerequisites: PSYC 101, ARTH 101–102 or permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** for registration under INTR, Studio Art majors; for registration under PSYC or NSCI, Psychology majors and Neuroscience concentrators
Dept. Notes: meets NSCI Group B and PSYC Area 1 for the concentration or major only if registration is under NSCI or PSYC

Extra Info: satisfies one semester of Division III requirement
Distributional Requirements: Division 3 **Other Attributes:** NSCI Group B Electives
PSYC Area 1 – Behavioral Neuroscience
Not Offered Academic Year 2014–2015
SEM Instructor: Betty Zimmerberg

NSCI 347 Neurobiology of Emotion Crosslistings: BIOL 407/NSCI 347
Emotion is influenced and governed by a number of neural circuits and substrates, and emotional states can be influenced by experience, memory, cognition, and many external stimuli. We will read and discuss articles about mammalian neuroanatomy associated with emotion as defined by classic lesion studies, pharmacology, electrophysiology, fMRI imaging, knockout mouse studies, as well as new opti–genetic methods for investigating neural circuit function in order to gain an understanding of the central circuits and neurotransmitter systems that are implicated in emotional processing and mood disorders.
Class Format: lecture, three hours per week **Requirements/Evaluation:** evaluation will be based on class participation and several short papers
Prerequisites: BIOL 202 and 212; open to juniors and seniors **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** senior Biology majors who have not taken a 400–level Biology course; then to eligible NSCI concentrators
Dept. Notes: does not satisfy the distribution requirement in the Biology major
Extra Info: not available for the Gaudino option
Distributional Requirements: Division 3 **Other Attributes:** BIMO Interdepartmental Electives
NSCI Group A Electives
Not Offered Academic Year 2014–2015
SEM

NSCI 397(F) Independent Study: Neuroscience
Independent study.
Class Format: independent study
Distributional Requirements: Division 3
Fall 2014
IND Section: 01 TBA Instructor: Heather Williams

NSCI 398(S) Independent Study: Neuroscience
Independent study.
Class Format: independent study
Distributional Requirements: Division 3
Spring 2015
IND Section: 01 TBA Instructor: Heather Williams

NSCI 401(S) 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 to evaluate original research and critically examine the experimental evidence for theoretical issues in the discipline. 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 autism, depression, stress, neurogenesis, novel neuromodulators, retrograde messengers, synaptic plasticity, and learning and memory.
Class Format: seminar and tutorial meetings **Requirements/Evaluation:** evaluation will be based on oral presentations, several short papers, and a term paper
Prerequisites: open only to seniors in the Neuroscience program **Enrollment Limit:** 18 **Expected Class Size:** 14
Dept. Notes: required of all senior students in the Neuroscience program
Extra Info: not available for the Gaudino option
Distributional Requirements: Division 3 **Other Attributes:** NSCI Required Courses
Spring 2015
SEM Section: 01 M 07:00 09:40 Instructor: Lauren Williamson

NSCI 493(F) Senior Thesis: Neuroscience
Neuroscience 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.
Class Format: independent study
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 3
Fall 2014
HON Section: 01 TBA Instructor: Heather Williams

NSCI 494(S) Senior Thesis: Neuroscience
Neuroscience 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.
Class Format: independent study
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 3
Spring 2015
HON Section: 01 TBA Instructor: Heather Williams

PERFORMANCE STUDIES

Advisory Committee: Associate Professor: KAGAYA *(Coordinator)*. Professors: DARROW**, D. EDWARDS*, EPPEL**, HOPPIN**, OCKMAN, W. A. SHEPPARD. Associate Professors: L. JOHNSON, MLADENOVIC. Assistant Professors: BURTON,, SANGARE. Lecturers: BROTHERS, JAFFE.

The Performance Studies Program provides an opportunity to inhabit an intellectual place where the making of artistic and cultural meaning intersects with critical reflection on those processes. The program has as its primary goal the bringing together of those students and faculty engaged in the creative arts, i.e., studio art, creative writing, dance, film and video, music, and theater with those departments that reflect in part on those activities, e.g., Anthropology and Sociology, Art History, Classics, Comparative Literature, English, History, Music, Philosophy, Psychology, Legal Studies, Religion and Theatre. Central concepts and interactions to Performance Studies are: action, the body, presence, ritual, representation, race, ethnicity, gender, sexuality, politics, history and transcultural experience.

Performance Studies strongly suggests that interested students take the introductory course (LATS 230) and two of several recommended upper–level courses (AFR 305, AFR 400, ARTH 408, ARTH 461, LATS 375, WNY 310, or WNY 311).

Currently, the Program's status is as a program without a concentration. However, students can petition and obtain a Performance Studies Contract Mayor. Students are encouraged to do five things: 1) take the introductory course, which in 2009–10 is (LATS 230) Approaching Performance Studies; 2) take two advanced courses which utilizes critical theory in relation to performance, such as (AFR 305) The Hip–Hop Generation; LATS (LATS 330) The Aesthetics of Resistance; (LATS 375) Performance and Its Traces; (WNY 310) Art, Space and the City; (WNY 311) Imagining New York City; (AFR 400) Race, Gender, Space; (ARTH 408) Contemporary Performance Art History: Space, Time, Action; (ARTH 461) Writing About Bodies; 3) try different artistic media, both in the curriculum and beyond; 4) produce projects that are a combination of art and performance with critical thinking about that process; and 5) prepare a portfolio of their work.

As a senior year project, the Performance Studies Program strongly recommends the assembling of a senior portfolio. Preparation of the portfolio should normally begin in the second semester of the junior year. It will be done under the supervision of a member of the advisory faculty and will be submitted in the spring of the senior year. What we suggest is that portfolios should draw on at least four projects or productions. They should show critical self–reflection on the creative processes, a comparison of the artistic media employed and also demonstrate performance criticism on the work of others.

PERF Interdepartmental Electives

ARTH 461/INTR 461/WGSS 461 Writing about Bodies
JAPN 276/COMP 278 Premodern Japanese Literature and Performance
THEA 104/COMP 104 Critical Approaches to Theatre and Performance
THEA 204 Acting II
THEA 236 Political Theatre Making
THEA 250/ENGL 253/WGSS 250/COMP 247 Gender, Sexuality and the Modern Stage

PHILOSOPHY (Div. II)

Chair, Professor MELISSA BARRY

Professors: CRUZ***, DUDLEY*, GERRARD*, SAWICKI, WHITE. Associate Professors: BARRY, MCPARTLAND, MLADENOVIC. Lecturer: J. PEDRONI. Visiting Assistant Professor: SHADDOCK.

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 to philosophical issues, and will provide them with a basis for evaluating and contributing to contemporary debates.

The Philosophy major consists of nine semester courses: four required courses and five electives. The required courses are: any 100–level philosophy course, Philosophy 201 (History of Ancient Greek Philosophy), Philosophy 202 (History of Modern Philosophy), and Philosophy 401 (Senior Seminar). The five electives are structured by a distribution requirement. Students must take at least one course in each of three areas: Contemporary Metaphysics and Epistemology [M&E], Contemporary Value Theory [V], and History [H]. We recommend that prospective majors take a 100–level course and Philosophy 201 or 202 by the end of their sophomore year. Courses taught in other departments at Williams or at other institutions will not count toward the distribution requirement (Williams–Exeter tutorials may count, however, with the approval of the Department Chair). Up to two cross–listed courses taught in other departments may count as electives toward the major. No more than one 100–level course may count toward the major.

The degree with honors in Philosophy is awarded to the student who has demonstrated outstanding achievement in a program of study that extends beyond the requirements of the major. The extension beyond major requirements may take the form either of independent work culminating in a senior essay or thesis (the independent–study route) or of additional course work (the directed–study route). Candidates must have GPAs of 3.6 or higher in their courses in philosophy at the end of the junior and senior years. Juniors interested in pursuing honors should so inform the Department Chair no later than mid–April. The independent–study route to honors requires the completion and defense of either a senior essay produced in the fall semester plus winter study period (maximum 40 pages) or a year–long senior thesis (maximum 75 pages). Plans for either essay or thesis (including a brief proposal and bibliography, worked out in consultation with an advisor) must be submitted to the department in April of the junior year. The directed–study route to honors requires 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 (15 pages or longer) written for philosophy courses they have taken. Students should register for a directed study over their senior year winter study and work with an advisor on the paper revisions. A recommendation for graduation with honors will be made on the basis of the thoroughness, independence, and originality of the student's work.

STUDY AWAY

You can find general study away guidelines for Philosophy here.

PHIL 109T Skepticism and Relativism (W)

Intellectually, we are ready skeptics and relativists. We doubt, we point out that no one can be certain in what she believes, and we are suspicious of declarations of transcendent reason or truth (unless they are our own). Emboldened by our confidence in skeptical arguments, we claim that knowledge is inevitably limited, that it depends on one's perspective, and that everything one believes is relative to context or culture. No domain of inquiry is immune to this destructive skepticism and confident relativism. Science is only "true" for some people, agnosticism is the only alternative to foolish superstition, and moral relativism and, consequently, nihilism are obvious. But is the best conclusion we can come to with respect to our intellectual endeavors that skepticism always carries the day and that nothing at all is true? In this tutorial, we will investigate the nature of skepticism and the varieties of relativism it encourages. Our readings will come primarily from philosophy, but will be supplemented with material from anthropology, physics, psychology, and linguistics. We will look at relativism with respect to reason and truth in general as well as with respect to science, religion, and morality. Along the way, we will need to come to grips with the following surprising fact. With few exceptions, thoroughgoing skepticism and relativism have not been the prevailing views of the greatest minds in the history of philosophy. Were they simply too unsophisticated and confused to understand what is for us the irresistible power of skepticism and relativism? Or might it be that our skepticism and relativism are the result of our own laziness and failure? Of course, this question cannot really be answered, nor is there any value in trying to answer it, and any "answer" will only be "true" for you. Right?

Class Format: tutorial **Requirements/Evaluation:** participants will present substantial written work in the tutorial every other week, and will be responsible for commenting on their tutorial partner's work on off weeks

Prerequisites: none; this tutorial is an appropriate first course in PHIL **Enrollment Limit:** 8 **Expected Class Size:** 8 **Enrollment Preferences:** sophomores and first–year students

Extra Info: may not be taken on a pass/fail basis

Distributional Requirements: Division 2 Writing Intensive

Not Offered Academic Year 2014–2015

TUT Instructor: Joseph Cruz

PHIL 112(F,S) Philosophy and Human Nature (W)

What, if anything, makes us human? Are we fundamentally rational or spiritual? Natural or social? Free or determined? Can we change what and how we are? Are we basically self–interested or other directed? What relevance does knowing our nature have to how we understand and arrange our ethical and political life? Our happiness? How we educate our children? Discipline and punishment? Do men and women share one nature? Is there a fundamental purpose to human life? Can philosophers help us answer any of these questions today? Or have philosophical accounts of nature been surpassed by those found in the natural and social sciences? In this course we critically examine influential philosophical accounts of human nature found in the works of figures such as Plato, Aristotle, Confucius, Hume, Marx, Nietzsche, Freud, Rawls, Nozick and Foucault. Readings from the natural and social sciences will also be included.

Class Format: discussion **Requirements/Evaluation:** frequent short papers (some graded, some p/f), class participation

Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first–years and sophomores

Distributional Requirements: Division 2 Writing Intensive

Fall 2014

SEM Section: 01 TR 09:55 11:10 Instructor: Jana Sawicki

Spring 2015

SEM Section: 01 MR 02:35 03:50 Instructor: Jana Sawicki

PHIL 114(F,S) Freedom and Society (W)

Freedom is one of our fundamental values. It is emphasized in our founding documents, and it occupies a central place in our contemporary political discourse. But do we ask: What is freedom? and Why do we value it? In the first unit of this course, we will raise these questions by considering the relationship between freedom and society in general. We will read Thomas Hobbes, John Locke, and Jean–Jacques Rousseau. We will then turn to some specific social forms. In the second unit, we will read Adam Smith and Karl Marx on capitalist labor, and Simone de Beauvoir on gender. Our question will be whether these specific social forms enable or prevent our freedom.

Class Format: seminar **Requirements/Evaluation:** weekly reading response papers; take–home midterm and final exams

Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first– and second–year students

Distributional Requirements: Division 2 Writing Intensive

Fall 2014

SEM Section: 01 TR 08:30 09:45 Instructor: Justin Shaddock

Spring 2015

SEM Section: 01 TF 01:10 02:25 Instructor: Justin Shaddock

PHIL 115(F,S) Personal Identity (W)

Through lectures, discussions, close readings and assigned writings, we will consider some of the variety of philosophical questions about the nature of persons, and personal identity through time. Persons are subjects of experiences, have thoughts and feelings, motivation and agency; a person is thought of as continuous over time, and as related to, recognized and respected by other persons. Thus, the concept of person plays a significant role in most branches of philosophy: metaphysics, epistemology, moral and political philosophy, and of course in the philosophy of mind. Conceptions of the person are equally important for scientific research programs (especially in psychology), for Law, and for the arts (especially mimetic arts). Questions about persons are thus of central importance for a myriad of our theories and practices, and for the ways in which we live our lives. The aim of this course is to explore and evaluate a number of rival conceptions of persons and personal identity over time. Some of the questions which we will discuss are: What is a person? How do I know that I am one? What constitutes my knowledge of myself as a person, and does that knowledge differ in any significant respect from my knowledge of physical objects and other people? What makes me the particular person that I am, and how is my identity as this individual person preserved over time?

While addressing these questions through lectures and class discussions, the course will place special emphasis on developing students' intellectual skills in the following domains: close, analytical reading; recognizing, reconstructing and evaluating claims and reasons that support them; producing original ideas and arguments; writing clear, polished, well–argued papers.

Class Format: seminar **Requirements/Evaluation:** class attendance, preparedness and participation; small group meetings; weekly short writing assignments

Prerequisites: none; open to first year students **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first–years and sophomores

Extra Info: not available for the Gaudino option

Distributional Requirements: Division 2 Writing Intensive

Fall 2014

SEM Section: 01 MR 01:10 02:25 Instructor: Bojana Mladenovic

Spring 2015

SEM Section: 01 MR 01:10 02:25 Instructor: Bojana Mladenovic

PHIL 116 Perception and Reality (W)

An introduction to philosophy through two of its central themes, the nature of the mind and the limits of knowledge. Topics include skepticism, the mind/body problem, reason, knowledge of the external world, and subjectivity. Our discussions will range over historical and contemporary works, and will draw from both Western and Eastern philosophical traditions. Throughout we will pay special attention to whether and to what degree science sheds light on these issues.

Class Format: seminar **Requirements/Evaluation:** active participation; five (4–6 page) essays

Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first–years and sophomores

Distributional Requirements: Division 2 Writing Intensive

Not Offered Academic Year 2014–2015

SEM Instructor: Joseph Cruz

PHIL 117 Arguing about God (W)

"Faith is a fine invention," according to Emily Dickinson's poem, "when gentlemen can see; but microscopes are prudent in an emergency." This introduction to philosophy will see how far the microscopes of reason and logic can carry us in traditional arguments about the existence and nature of God. We will closely analyze classical arguments by Augustine, Avicenna, Aquinas, Anselm, Maimonides, Descartes, and others.

Pascal's wager is a different approach: it argues that even though proof of the existence of God is unavailable, you will maximize your expected utility by believing. We will examine the wager in its original home of Pascal's Pensees, and look at William James' related article, "The Will to Believe". The millennia old problem of whether human suffering is compatible with God's perfection is called "the problem of evil". We will examine this issue in Hume's Dialogues Concerning Natural Religion, classic sources
and contemporary articles. Students should be aware that, in the classic tradition, this class resembles a logic course.
Class Format: seminar **Requirements/Evaluation:** frequent short papers
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first–years and sophomores
Distributional Requirements: Division 2 Writing Intensive
Not Offered Academic Year 2014–2015
SEM Instructor: Steven Gerrard

PHIL 121(F,S) Truth, Goodness, and Beauty (W)
In our everyday lives, we routinely assume that our clocks can tell us the truth about what time it is, that committing murder is wrong, and that there are people, landscapes, and works of art that are beautiful. But we are also aware that people can and often do disagree about what is true, what is good or right, and what is beautiful. Should the fact of such disagreement lead us to conclude that truth, goodness, and beauty are in some basic sense relative to human beings, perhaps as individuals, perhaps as members of societies or cultures? Some philosophers defend such conclusions, but others argue that truth, goodness, and beauty are "objective," in some important sense, despite the fact that people disagree about them. This introductory course addresses these and related issues.
Class Format: seminar **Requirements/Evaluation:** attendance, frequent short papers totaling about 30 pages, class participation
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first–year students and potential Philosophy majors
Distributional Requirements: Division 2 Writing Intensive
Fall 2014
SEM Section: 01 MWF 12:00 12:50 Instructor: Alan White
Spring 2015
SEM Section: 01 MWF 10:00 10:50 Instructor: Alan White

PHIL 122 Philosophical Approaches to Contemporary Moral Issues (W)
In this course we will examine a number of prominent and controversial social issues, using our study of them both as an opportunity to better understand the moral dimensions of those issues in and of themselves, and to consider the ways in which selected classical and contemporary moral theories characterize and address those moral dimensions. Topics will depend to some extent on student interest, but are likely to include concerns that fall under such headings as euthanasia, famine relief, abortion, capital punishment, terrorism and torture, food ethics, environmental ethics, and the like. Writing assignments will employ a "target essay" approach that involves writing groups in which students share their work with each other. For each issue we cover in class, one student in each group will write a five to seven page "target essay" on an assigned topic; all of the remaining members of each group will then read that essay and write a two page response to it. Depending on the number of students in the class, each person will write either one or two target essays, as well as four or five response essays throughout the course of the term. In addition, students will be required to substantially revise and expand one target essay in light of the peer response papers and written comments from the instructor, and to submit it as a final paper for the course.
Class Format: lecture/discussion **Requirements/Evaluation:** attendance and participation, four or five short response papers (h/p/f, 2 pages each), one or two target essays (graded, 5–7 pages each), and one revised final essay (7–10 pages)
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first years and sophomores
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JLST Theories of Justice/Law
Not Offered Academic Year 2014–2015
LEC Instructor: Julie Pedroni

PHIL 123(F,S) Objectivity in Ethics (W)
It is often claimed that morality is subjective or just a matter of opinion. In this course we'll examine several influential attempts to provide a rational foundation for morality, along with Nietzsche's wholesale rejection of these efforts. Readings will include work by Plato, Hobbes, Kant, Mill, Nietzsche, and contemporary authors.
Class Format: seminar **Requirements/Evaluation:** participation in discussion; short response papers; four 5–page papers
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first–years and sophomores
Distributional Requirements: Division 2 Writing Intensive
Fall 2014
SEM Section: 01 TR 11:20 12:35 Instructor: Melissa Barry
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Melissa Barry

PHIL 126 Paradoxes (W)
There are three grains of sand on my desk. This is unfortunate, but at least there isn't a heap of sand on my desk. That would be really worrisome. On the other hand, there *is* a heap of sand in my backyard. I don't know how exactly how many grains of sand are in this heap, but let's say 100,000. My daughter removes one grain of sand. I don't know why, she just does. It seems like there is still a heap of sand in my backyard. In fact, it seems like you can't change a heap of sand into something that isn't a heap of sand by removing one grain of sand. Right? But now we have a problem. By repeated application of the same reasoning, it seems that even after she removes 99,997 grains of sand—I don't know what she wants with all this sand, but I'm starting to worry about that girl—there is still a heap of sand in my backyard. But three grains isn't enough for a heap. So there is not a heap in my backyard. Now I'm confused. Where did my reasoning go wrong?
What we have here is an example of the *sorites* paradox. It is a paradox, because I started with seemingly true statements and used valid reasoning to arrive at contradictory conclusions. We can learn a lot about logic, language, epistemology and metaphysics by thinking through and attempting to resolve paradoxes. In this class, we'll work together to think through some ancient and contemporary paradoxes. We'll also work on writing lucid prose that displays precisely the logical structure of arguments, engages in focused critique of these arguments, and forcefully presents arguments of our own. Other topics could include: Zeno's paradoxes of motion and plurality, the liar's paradox, the surprise exam paradox, paradoxes of material constitution, Newcomb's *Problem* , and the Prisoner's *Dilemma.*
Class Format: seminar **Requirements/Evaluation:** several short writing assignments and a longer final paper
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first– and second–year students
Distributional Requirements: Division 2 Writing Intensive
Not Offered Academic Year 2014–2015
SEM Instructor: Keith McPartland

PHIL 201(F) History of Ancient Greek Philosophy Crosslistings: PHIL 201/CLAS 203
Very few people believe that everything is water, that we knew everything before birth, that philosophers ought to rule the state, or that some people are natural slaves. Why then should we spend our time studying people who in addition to having these surprising beliefs have been dead for 2500 years? First of all, Greek thinkers, especially Plato and Aristotle, radically shaped the trajectory of western thought in every area of philosophy. No one can have an adequate understanding of western intellectual history without some familiarity with the Greeks, and we might think that an understanding of our intellectual history can deepen our understanding of our own situation. More importantly, many of the thinkers that we will read in this class are simply excellent philosophers, and it is worthwhile for anyone interested in philosophical problems to read treatments of these problems by excellent philosophers. We will begin the course by looking briefly at some of the Presocratic philosophers active in the Mediterranean world of the seventh through fifth centuries BCE, and some of the sophists active in the fifth century. We will then turn to several of Plato's dialogues, examining Plato's portrayal of Socrates and his development of a new and profoundly powerful philosophical conception. We will then read some of Aristotle's works on metaphysics, epistemology and ethics, considering some of the ways Aristotle's thought responds to that of predecessors.
Class Format: lecture/discussion **Requirements/Evaluation:** short papers, possibly supplemented by one or more exams
Prerequisites: none; open to first–year students **Enrollment Limit:** none **Expected Class Size:** 20–40
Dept. Notes: Required course for Philosophy majors
Distribution Notes: meets Division 1 requirement if registration is under CLAS; meets Division 2 requirement if registration is under PHIL
Distributional Requirements: Division 2
Fall 2014
LEC Section: 01 MWF 09:00 09:50 Instructor: Keith McPartland

PHIL 202(S) History of Modern Philosophy
This course provides an introduction to Modern Philosophy of the 17th and 18th Centuries, with a focus on metaphysics and epistemology.
Topics: What can we know through our senses? Can we know anything through reason alone? What is the nature of the mind? What is the nature of bodies? Are bodies independent of minds? Do bodies interact with minds? Do bodies interact with other bodies? What are space and time? What can we know about God? Authors: Descartes, Locke, Berkeley, Hume, Leibniz, and Kant.
Class Format: lecture **Requirements/Evaluation:** weekly papers plus midterm and final exams
Prerequisites: none **Enrollment Limit:** none **Expected Class Size:** 30
Dept. Notes: Required course for Philosophy majors
Distributional Requirements: Division 2 **Other Attributes:** PHIL History Courses
Spring 2015
LEC Section: 01 MWF 12:00 12:50 Instructor: Justin Shaddock

PHIL 203(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.
Class Format: lecture/discussion **Requirements/Evaluation:** a midterm, a final, frequent homework and problem sets
Prerequisites: none **Enrollment Limit:** none **Expected Class Size:** 50–80
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Other Attributes: PHIL Contemp Metaphysics & Epistemology Courses
Spring 2015
LEC Section: 01 MWF 09:00 09:50 Instructor: Keith McPartland

PHIL 205 Continental Philosophy: Reading the Critics of Reason
Nineteenth– and twentieth–century European philosophy gave rise to an astounding number of brilliant thinkers (including Kierkegaard, Nietzsche, Heidegger, Arendt, Lacan, Adorno, Gadamer, Habermos, Irigaray, Deleuze, and Derrida), who in turn initiated an equally astounding number of important philosophical movements (including existentialism, structuralism, critical theory, hermeneutics, French feminism, and post–

structuralism). Fortunately, this bewildering diversity comprises a recognizable tradition in virtue of a common theme: the relentless critique of the conceptions and projects of reason inherited from the Enlightenment, Kant, and Hegel. Unfortunately, because many of these critiques are written in ways that attempt to undermine and transform our notions of rationality, they can be maddeningly difficult to read.
This course will introduce students to continental philosophy through guided readings of these challenging texts aimed at developing students interpretive skills.
Class Format: lecture/discussion **Requirements/Evaluation:** several short papers, a final 8– to 10–page paper, regular attendance and participation
Prerequisites: none; PHIL 102 recommended **Enrollment Limit:** 15 **Expected Class Size:** 10–15
Distributional Requirements:
Division 2
Not Offered Academic Year 2014–2015

PHIL 207 Contemporary Philosophy of Mind (W)
The philosophy of mind has been one of the liveliest and most active areas of philosophical inquiry over the last century, and it has taken a place at the center of the field. Part of the explanation for this is the rise of compelling scientific accounts of who and what we are. The question of whether the mind can be fully understood within a physicalist, materialist framework has taken on an exciting urgency. In this course we will investigate the mind/body problem, mental representation, the conceptual and nonconceptual content of mental states, and the nature of consciousness. Throughout we will attend to the relevant empirical literature.
Class Format: seminar **Requirements/Evaluation:** weekly two page papers on focused topics and two 8– to 10–page papers
Prerequisites: at least one prior 100– or 200–level PHIL course **Enrollment Limit:** 19 **Expected Class Size:** 14 **Enrollment Preferences:** preference given to prospective majors in Philosophy and concentrators in Cognitive Science
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL Contemp Metaphysics & Epistemology Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Joseph Cruz

PHIL 208 Philosophy of Education: DuBois versus Washington
At the beginning of the last century Booker T. Washington and W.E.B. DuBois engaged in a great debate about the nature of education. Their dispute raised some of the deepest questions in philosophy: consequentialism versus deontology, the goals of happiness versus dignity, long term versus short term goals, and more. We will begin with Washington's classic article "Industrial Education for the Negro" and DuBois' classic "The Talented Tenth". We will continue with J. S. Mill's *Utilitarianism* and Kant's *Grounding for the Metaphysics of Morals*, considering these books as works in the philosophy of education. We will read the great 20th century philosopher who saw education as the foundation of democracy: John Dewey. We will also study contemporary philosophers who have written on education, such as Martha Nussbaum and Cornel West.
Class Format: seminar **Requirements/Evaluation:** short papers, longer final paper
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** preference first to Philosophy and Africana Studies majors, next to sophomores, then to first years
Distributional Requirements: Division 2 *Not Offered Academic Year 2014–2015*
SEM Instructor: Steven Gerrard

PHIL 209 Philosophy of Science
It is a generally held belief, in our time 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 science, advanced by logical empiricists, which assumes the objectivity and the rationality of science. We will then discuss philosophies of science which 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 cognitive credentials of science and proper approach to the study of science, which came to be known as "the science wars."
Class Format: seminar with a short lecture component in each class **Requirements/Evaluation:** class attendance, preparedness and participation; three short assignments; three 5 pages long papers, the last of which will be the final paper, due a week after the end of classes
Prerequisites: one PHIL course, or declared major in a natural science, or consent of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 10–15 **Enrollment Preferences:** Philosophy majors and prospective majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 **Other Attributes:** COGS Related Courses
HSCI Interdepartmental Electives
PHIL Contemp Metaphysics & Epistemology Courses
SCST Elective Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Bojana Mladenovic

PHIL 212 Ethics and Reproductive Technologies (W) Crosslistings: PHIL 212/WGSS 212
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 will 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.
Class Format: discussion **Requirements/Evaluation:** active participation in class discussions, four to five short reflection papers, and two longer papers (5–10 pages)
Prerequisites: none, but introductory–level course in PHIL and/or WGSS highly recommended **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Women's, Gender and Sexuality Studies majors
Dept. Notes: meets Contemporary Value Theory requirement only if registration is under PHIL
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: INST Global Health Studies Electives
PHIL Contemporary Value Theory Courses
PHLH Bioethics + Interpretations of Health
Not Offered Academic Year 2014–2015
LEC Instructor: Julie Pedroni

PHIL 213T(S) Biomedical Ethics (W)
Much like the construction of medical knowledge itself, it is from specific cases that general principles of biomedical ethics arise and are systematized into a theoretical framework, and it is to cases they must return, if they are to be both useful and comprehensible to those making decisions within the biomedical context. In this tutorial we will exploit this characteristic of biomedical ethics by using a case–based approach to examining core concepts of the field. The first portion of the course will be devoted to developing and understanding four moral principles which have come to be accepted as canonical: respect for autonomy, beneficence, nonmaleficence, and justice. The remainder of the course will consider key concepts at the core of medical ethics and central issues for the field, such as privacy and confidentiality, the distinction between killing and "letting die," therapy vs. research, and enhancement vs. therapy. To this end, each week we will (1) read philosophical material focused on one principle or concept, and (2) consider in detail one bioethics case in which the principle or concept has special application or relevance. In some weeks, students will be asked to choose from a small set which case they would like to address; in others the case will be assigned.
Class Format: tutorial; students will meet with the professor in pairs for approximately one hour per week, writing and presenting 5– to 7–page essays every other week, and commenting orally on partners' essays in alternate weeks **Requirements/Evaluation:** evaluation will be based on written work, on oral presentations of that work, and on oral critiques
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** declared and prospective Philosophy majors and students committed to taking the tutorial
Distribution Notes: meets Value Theory requirement only if registration is under PHIL
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: INST Global Health Studies Electives
PHIL Contemporary Value Theory Courses
PHLH Bioethics + Interpretations of Health
Spring 2015
TUT Section: T1 TBA Instructor: Julie Pedroni

PHIL 217 Philosophy of Animal Life (W)
This course will investigate the nature of non–human animals and our relationship to them. Throughout we will aim to fuse a rigorous scientific perspective with more humanistic themes and moral inquiry. Topics will include animal minds and cognition, empathy and evolution, the history of domestication, animal rights, cross–cultural views on animals, arguments against and for vegetarianism and veganism, and pets and happiness.
Class Format: seminar **Requirements/Evaluation:** five 5– to 7–page essays
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** students with at least one previous philosophy course
Dept. Notes: meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL Contemp Metaphysics & Epistemology Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Joseph Cruz

PHIL 222(F) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science Crosslistings: COGS 222/PHIL 222/PSYC 222
This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence.
Class Format: lecture/discussion **Requirements/Evaluation:** midterm and final exams, and self–paced weekly exercises
Prerequisites: PSYC 101 or any introduction to PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** first– and second–year students
Dept. Notes: meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL
Distributional Requirements: Division 2 **Other Attributes:** PHIL Contemp Metaphysics & Epistemology Courses

PSYC 200–level Group A Courses
Fall 2014
LEC Section: 01 TR 11:20 12:35 Instructor: Joseph Cruz

PHIL 223(F) Philosophy of Sport
Sports: many of us (at Williams, in the US, throughout most of the world) play them, yet more of us watch them, and we invest not only our time but enormous amounts of money in them (we build sports arenas, not cathedrals; in 2013, in 40 of the 50 United States, the highest–paid public official was a football or basketball coach). Why do sports matter so much to us? Should they? The topics we consider in responding thoughtfully to these questions will include sports and health, sports and education, ethical issues in sports (including issues of class, gender, and race), and sports and beauty.
Class Format: lecture/discussion **Requirements/Evaluation:** short writing assignments for most classes
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 30 **Enrollment Preferences:** seniors, then juniors, then sophomores
Distributional Requirements: Division 2
Fall 2014
LEC Section: 01 MR 02:35 03:50 Instructor: Alan White

PHIL 224 Contemporary Political Philosophy Crosslistings: PHIL 224/LEAD 221
Roughly the first half of this seminar will be devoted to a critical examination of the survey of contemporary Anglo–American political philosophy presented by Will Kymlicka in the second (2002) edition of *Contemporary Political Philosophy. An Introduction*. Central topics for consideration will be the following positions (to each of which Kymlicka devotes a chapter): utilitarianism, liberal equality, libertarianism, Marxism, communitarianism, citizenship theory, multiculturalism, and feminism. Topics for consideration thereafter will be determined by specific student interests; the topics will be selected from those included in the second (2012) edition of *A Companion to Contemporary Political Philosophy*, edited by Robert E. Goodin, Philip Petit, and Thomas Pogge. FRANCIS provides access to an electronic version of this book; interested students should consult it to see the topics treated in its forty–five chapters.
Class Format: seminar **Requirements/Evaluation:** class participation, including presentations; short writing assignments during the semester, and a term paper at the end of the semester
Prerequisites: a course in Philosophy, a course in Political Science, or permission of the instructor **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** majors and potential majors in Philosophy and Political Science
Distributional Requirements: Division 2 **Other Attributes:** JLST Interdepartmental Electives
PHIL Contemporary Value Theory Courses
Fall 2014
SEM Section: 01 Cancelled

PHIL 225 Classics in Western Feminist Thought (W) Crosslistings: PHIL 225/WGSS 225
This course provides an introduction to feminist thought through readings of seminal feminist texts from the Enlightenment to the present. Special attention will be given to feminist revisions (including those by woman of color) of traditional and contemporary emancipatory theories such as liberalism, Marxism, psychoanalysis, poststructuralism, and queer theory as well as transnational feminism. Authors read may include the following: Mary Wollstonecraft, John Stuart Mill, Elizabeth Cady Stanton, Alexandra Kollantai, Sojourner Truth, Harriet Jacobs, Emma Goldman, Charlotte Perkins Gilman, Adrienne Rich, Marilyn Frye, Gloria Anzaldua, Audre Lorde, Catherine MacKinnon, Judith Butler, Iris Young, Nancy Fraser, Gayatri Spivak, and Chandra Mohanty. We conclude the course with an exploration of the wide range of feminist analyses of issues concerning prostitution and pornography.
Class Format: discussion **Requirements/Evaluation:** several 2–page essays, one 4–page essay, one 6–page essay (including a draft) and participation in in–class exercises including short oral presentations
Prerequisites: WGSS 101, or PHIL 101, or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 10
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives
WGSS Theory Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Jana Sawicki

PHIL 227(S) Death and Dying (W)
In this course we will examine traditional philosophical approaches to understanding death and related concepts, with a special focus on the ethical concerns surrounding death and care for the dying. We will begin with questions about how to define death, as well as reflections on its meaning and function in human life. We will move on to examine ethical issues of truth–telling with terminally ill patients and their families, decisions to withhold or withdraw life–sustaining treatments, the care of seriously ill newborns, physician–assisted suicide, euthanasia, and posthumous interests. In addition to key concepts of death, dying, and terminal illness, we will develop and refine notions of medical futility, paternalism and autonomy, particularly within the context of advance directives and surrogate decision making.
Class Format: lecture/discussion **Requirements/Evaluation:** class attendance and participation, periodic short essays (3 or 4 total, 2–3 pages each), two mid–length papers (5–7 pages each); possible experiential learning component
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 10–15
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL Contemporary Value Theory Courses
PHLH Bioethics + Interpretations of Health
Spring 2015
LEC Section: 01 TF 02:35 03:50 Instructor: Julie Pedroni

PHIL 228 Feminist Bioethics (D) (W) Crosslistings: PHIL 228/WGSS 228
In this course we'll explore the ways in which feminist approaches to moral thinking have influenced both the methodology and the content of contemporary bioethics. The first portion of the course will address the emergence of the "Ethics of Care," critically assessing its origins in feminist theory, its development within the context of the caring professions, and its potential as a general approach to bioethical reasoning. The second portion of the course will use feminist philosophy to inform our understanding of the ways in which gender structures the individual's interactions with the health care system. To do this we'll explore topics that might traditionally be considered "women's issues" in health care, such as medicine and body image (e.g., cosmetic surgery, eating disorders), reproductive and genetic technologies, and research on women and their health care needs. In addition we'll also look at feminist analyses of topics that traditionally have not been regarded as "gendered," such as resource allocation and end of life issues. As a course offered under the Exploring Diversity Initiative, this class is designed to improve students' ability to recognize both the existence and the effects of gender disparities within the health care context, and in particular, how power and privilege within and beyond medicine contribute to gender inequalities in health and medical treatment. Moreover, students will theorize about ways of conceptualizing and of reforming health care interactions in order to reduce or eliminate those gender inequalities.
Class Format: lecture/discussion **Requirements/Evaluation:** active participation in class discussions, two mid–length papers (7–10 pp. each), one oral presentation, and periodic short writing assignments (four or five, app. 2 pp. each)
Prerequisites: none, although previous coursework in WGSS is desirable **Enrollment Limit:** 19 **Expected Class Size:** 8–10 **Enrollment Preferences:** Women's, Gender and Sexuality Studies and Philosophy majors
Dept. Notes: meets Contemporary Value Theory requirement only if registration is under PHIL
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives
INST Global Health Studies Electives
PHIL Contemporary Value Theory Courses
PHLH Bioethics + Interpretations of Health
Not Offered Academic Year 2014–2015
LEC Instructor: Julie Pedroni

PHIL 229(F) 19th Century Philosophy
This course provides an introduction to 19th Century Philosophy, with a focus on the distinctive theme of criticism. We consider Hegel's criticisms of our natural conceptions of freedom and religion; Marx's criticisms of capitalism and its ideology; Kierkegaard's criticisms of aesthetic, ethical, and rational lives; Nietzsche's criticism of Christianity and its morality; and Freud's criticisms of civilization and religion. By comparing and evaluating these powerful and influential criticisms, we will be able to assess the tradition of philosophy in the 19th Century.
Class Format: lecture **Requirements/Evaluation:** five papers of five to six pages
Prerequisites: none **Enrollment Limit:** none **Expected Class Size:** 20 **Enrollment Preferences:** none
Distributional Requirements: Division 2 **Other Attributes:** PHIL History Courses
Fall 2014
LEC Section: 01 MWF 10:00 10:50 Instructor: Justin Shaddock

PHIL 231 Ancient Political Thought Crosslistings: PSCI 231/PHIL 231
The core activity of this seminar is the careful reading and sustained discussion of selected works by Plato and Aristotle, but we will also engage such other thinkers as Epictetus and Augustine, and, from a political and theoretical point of view, selections from the Hebrew Bible and New Testament. Among the questions that we will address: What is justice? How can it be known and pursued? How is political power generated and exercised? What are the social and ethical prerequisites—and consequences—of democracy? Must the freedom or fulfillment of some people require the subordination of others? Does freedom require leading (or avoiding) a political life? What distinguishes that kind of life from others? What does it mean to be "philosophical" or to think "theoretically" about politics? Although we will attempt to engage the readings on their own terms, we will also ask how the vast differences between the ancient world and our own undercut or enhance the texts' ability to illuminate the dilemmas of political life for us.
Class Format: lecture/discussion **Requirements/Evaluation:** three 6– to 8–page papers
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 18 **Enrollment Preferences:** Political Science majors
Distributional Requirements: Division 2 **Other Attributes:** PSCI Political Theory Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Nimu Njoya

PHIL 232(S) Modern Political Thought Crosslistings: PSCI 232/PHIL 232
This course invites you to contemplate some of the core questions taken up by major political thinkers from the 16th through the 20th century, through close readings of a number of pivotal texts. Beginning with the revival of classical republicanism during the Renaissance and the advent of new scientific outlooks on politics in the early modern period, we will proceed to key texts in the liberal and social–contract traditions, Enlightenment and counter–Enlightenment republican thought, liberal Utilitarian perspectives, classical Marxism, and finally to the work of Hannah Arendt, one of the most significant interpreters and critics of modern political theory in the 20th century. The thinkers we will read in this course include Niccolo Machiavelli, Thomas Hobbes, John Locke, David Hume, Jean–Jacques Rousseau, Immanuel Kant, Mary Wollstonecraft, John Stuart Mill, Karl Marx, and Arendt. These thinkers have much to tell us about the political ideals and concerns that seemed exciting or pressing in the past. But their texts may also reorient and energize our thinking

about politics today. Read with an open mind and a critical spirit, they can challenge our settled preconceptions about good and evil, provoke reexamination of our role as citizens, demand that we justify our institutions afresh, and even inspire us to describe a better, more just future. Through classroom dialogue and personal reflection, we will carefully ponder partial answers to immense, enduring questions: What is justice? What is freedom? Who should rule? With what limits and justifications? What form of government best serves the people? Who are the people, anyway? And on what grounds can we justify confidence in our answers to such questions?
Class Format: lecture/discussion **Requirements/Evaluation:** three 6– to 8–page papers and participation
Prerequisites: none; open to all **Enrollment Limit:** 25 **Expected Class Size:** 21 **Enrollment Preferences:** Political Science majors
Distributional Requirements: Division 2 **Other Attributes:** PSCI Political Theory Courses
Spring 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Laura Ephraim

PHIL 235T(F) Morality and Partiality: Loyalty, Friendship, Patriotism (W)
The aim of this tutorial is to critically examine the nature, importance, and ethical value of personal attachments and loyalties. Loyalty is frequently expected by family, friends and lovers, and demanded by institutions, religious and political communities, as well as by the state. A person incapable of loyalty is often characterized as fickle, cold, self–serving and sometimes even pathological. However, the status of loyalty as a virtue has always been suspect: it has been argued that it is incompatible with impartiality, fairness and equality, and claimed that it is always exclusionary. So, some relationships with other people—such as friendships, familial ties, love, patriotism—seem to be ethically desirable, central to the quality of our lives, and yet prima facie in tension with the widely held belief that morality requires impartiality and equal treatment of all human beings. Are we ever justified in having more concern, and doing more, for our friends, family, community or nation? Does morality require that we always subordinate our personal relationships to universal principles? Is patriotism incompatible with cosmopolitanism, and if so, which of the two should we value? If loyalty is a virtue, what are the proper limits of its cultivation and expression?
Class Format: tutorial; tutorial pairs will meet with the instructor for one hour a week **Requirements/Evaluation:** tutorial attendance and participation; bi–weekly tutorial papers, each about 5 pages long (totaling 6 per student); bi–weekly oral responses to the paper of the tutorial partner
Prerequisites: none; open to first year students **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** preference to Philosophy majors and then to sophomores
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL Contemporary Value Theory Courses
Fall 2014
TUT Section: T1 TBA Instructor: Bojana Mladenovic

PHIL 236 Contemporary Ethical Theory (W)
Is sacrificing an individual's welfare for the sake of the community ever justified, or does each individual have an inviolable status that must be respected? Should moral considerations always take priority over personal projects and intimate relationships, or are there some spheres in which we should be free to pursue our goals without concern for morality? We will explore these and related questions by systematically comparing the two dominant ethical theories of the 20th century, consequentialism and deontology. While both find their roots in earlier thinkers — consequentialism in Mill and Sidgwick, deontology in Kant — our focus will be on contemporary developments of these views. We'll conclude by examining contractualism, which attempts to transcend the divide between consequentialist and deontological views. Readings include works by Bentham, Mill, Nozick, Railton, Brink, Williams, Wolf, Taurek, Rawls, Smart, Scheffler, Nagel, Kant, Kamm, Quinn, Kagan, Ross, and Scanlon.
Class Format: seminar **Requirements/Evaluation:** short response papers; an 8– to 10–page midterm paper; a 10– to 12–page final paper
Prerequisites: at least one PHIL course or permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 10–15 **Enrollment Preferences:** Philosophy majors
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: ENVP SC–B Group Electives
JLST Theories of Justice/Law
PHIL Contemporary Value Theory Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Melissa Barry

PHIL 238T Just War Theory, Terrorism, and Weapons of Mass Destruction (W) Crosslistings: PHIL 238/PSCI 237
What is generally known as Just War Theory (JWT), first clearly formulated by Augustine and then developing both theistic and non–theistic variants, is currently challenged by terrorism, torture, and weapons of mass destruction. Participants in this tutorial will review prominent current forms of JWT, examing how each deals—or can be adapted to deal—with these challenges. Participants will aim to discover, or perhaps in part to develop, the currently best available theory concerning the political ethics of torture, terrorism, counterterrorism, and the production and uses of weapons of mass destruction.
Class Format: tutorial **Requirements/Evaluation:** tutorial papers and responses to partners' tutorial papers, in alternating weeks; participation in tutorial discussions
Prerequisites: any PHIL course, PSCI 203, or permission of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Philosophy and Political Science majors and potential majors; first preference to those who were bumped from this course in Fall 2012
Dept. Notes: meets Value Theory requirement only if registration is under PHIL
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JLST Enactment/Applications in Institutions
PHIL Contemporary Value Theory Courses
Not Offered Academic Year 2014–2015
TUT Instructor: Alan White

PHIL 241 Contemporary Metaphysics (W)
In this course, we will examine a number of issues in contemporary metaphysics. Possible topics include: realism and anti–realism, the problem of universals, the nature of necessity, causation, material constitution, the nature of time, personal identity, and freedom of the will. While we will be concerned to place our discussions of these issues in historical context, almost all of the reading for the class will consist in articles written by contemporary philosophers working in what is sometimes called the "analytic" tradition.
Class Format: lecture and discussion **Requirements/Evaluation:** two long papers (at least one of which will be re–written), short response papers, and active participation in class
Prerequisites: one PHIL course; familiarity with formal logic helpful but not required **Enrollment Limit:** 15 **Expected Class Size:** 10–15
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL Contemp Metaphysics & Epistemology Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Keith McPartland

PHIL 271T Woman as "Other" (D) (W) Crosslistings: PHIL 271/WGSS 271
At mid–century, Simone de Beauvoir, existential philosopher and perhaps the greatest feminist theorist of the twentieth century, described woman as "living in a world where men compel her to assume the status of the Other." At the same time, Beauvoir asserts: "One is not born a woman, one becomes one." How, given their objectification, can women become subjects for themselves? Is authenticity even possible? Must the relation between self and other inevitably be one of objectification and domination? Is reciprocity and mutuality in self–other relations possible? In our efforts to deepen our understanding of these important philosophical questions, questions that have been at the center of social and political thought at least since Hegel introduced the dialectic of master and slave, we will engage in close readings of writings by Beauvoir (including autobiography and biography), as well as philosophers responding to her—Frantz Fanon, Luce Irigary and Judith Butler. This course has been designated EDI because it explores identity formation under conditions of inequality.
Class Format: tutorial; students will work in pairs **Requirements/Evaluation:** each student will write/present orally a 5–page essay every other week; those not presenting essays will prepare oral critiques of partners' essays; evaluation based on written work, oral presentations of essays and critiques
Prerequisites: one course in either PHIL or WGSS **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** current and prospective Philosophy and Women's, Gender and Sexuality Studies majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives
PHIL History Courses
WGSS Theory Courses
Not Offered Academic Year 2014–2015
TUT Instructor: Jana Sawicki

PHIL 272T(F) Free Will and Responsibility (W)
In moral and legal decisions we hold people responsible for their deliberate actions. This practice seems justified as long as people are free to make the choices that they do. But which criteria must a decision meet in order to qualify as free? Clearly, a free decision must not be the result of external coercion. But must the decision also be free from any outside influence at all? If so then freedom may seem impossible, for we are all deeply influenced by external factors ranging from the general laws of nature to specific features of our genetic endowment and social environment including religion, political ideology, and advertising. These affect not only our particular choices but also, more fundamentally, who we are and what we value. Since it is undeniable that we are pervasively influenced by such forces, the real question is whether, and how, free choice is possible amidst all of these influences. In this course we will examine the best–known recent philosophical attempts to make sense of the nature of free will and responsibility. Since these issues have a direct bearing on which theory of legal punishment we should accept, we will also examine influential theories of punishment. Our focus will be on works by contemporary authors. Emphasis will be placed on developing skills in reading, interpretation and oral argument as well as critical reasoning and writing.
Class Format: tutorial; students meet with the instructor in pairs for roughly an hour each week **Requirements/Evaluation:** each student will write a 5– to 6–page paper every other week and comment on his or her tutorial partner's paper in alternate weeks
Prerequisites: at least one philosophy course, or permission of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** current and prospective Philosophy majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JLST Theories of Justice/Law
PHIL Contemp Metaphysics & Epistemology Courses
Fall 2014
TUT Section: T1 TBA Instructor: Melissa Barry

PHIL 274T Messing with People: The Ethics of Human Experimentation (W)
The Tuskegee Syphilis Study and Stanley Milgram's Obedience experiments are infamous. Yet, other lesser known experiments are equally important landmarks in research ethics, as well, such as the Willowbrook experiment, in which residents of a state home for mentally impaired children were intentionally infected with a virus that causes hepatitis, and the Kennedy–Krieger Lead Abatement study, which tested the efficacy of

a new lead paint removal procedure by housing young children in partially decontaminated homes and testing those children for lead exposure. In this sophomore tutorial we'll closely examine a series of contemporary and historical cases of human experimentation (roughly, one case per week) with an eye toward elucidating the moral norms that ought to govern human subjects research. A number of conceptual themes will emerge throughout the course of the term, including notions of exploitation and coercion, privacy and confidentiality, and the balance between public interests and individual rights. Specific issues will include the ethics of placebo research, deception in research, studies of illicit/illegal behavior, genetic research, experimentation with children, pregnant women and fetuses, and persons with diminished mental capacity, among other topics.
Class Format: tutorial; students will meet with the professor in pairs for approximately 75 minutes per week, writing and presenting 5– to 7–page essays every other week, and commenting orally on their partners' essays in alternate weeks **Requirements/Evaluation:** evaluations will be based on written work, on oral presentations of that work, and on oral critiques
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** prospective Philosophy majors and students committed to taking the tutorial
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL Contemporary Value Theory Courses
PHLH Bioethics + Interpretations of Health
Not Offered Academic Year 2014–2015
TUT Instructor: Julie Pedroni

PHIL 280 Frege, Russell, and the Early Wittgenstein
The last line of Ludwig Wittgenstein's *Tractatus* famously reads: "Whereof one cannot speak, thereof one must be silent." Are there things that cannot be put into words? What are the limits of language? What is the nature of language? How do logic and language relate? We will examine these (and other questions) in the context of the great philosophical revolution at the beginning of the last century: the linguistic turn and the birth of analytic philosophy. We will see how a focus on language affects our understanding of many traditional philosophical questions, ranging from epistemology and metaphysics to aesthetics and ethics. Our texts will include Gottlob Frege, *The Foundations of Arithmetic*, Bertrand Russell, *Principles of Mathematics*, and Ludwig Wittgenstein, *Tractatus Logico–Philosophicus*.
While you're debating whether to take this class, consider the following puzzle. There is a village where the barber shaves (a) all those and (b) only those who do not shave themselves. Now, ask yourself: who shaves the barber? You will see that if the barber does not shave himself, then by condition (a) he does shave himself. And, if the barber does shave himself, then by condition (b) he does not shave himself. Thus, the barber shaves himself if and only if he does not shave himself. See if you can figure out why this is sometimes called a paradox, and then ask yourself what this has to do with our opening questions.
Class Format: seminar **Requirements/Evaluation:** two short papers (5 pages) and one longer final paper (12–15 pages)
Prerequisites: PHIL 102 **Expected Class Size:** 12–15 **Enrollment Preferences:** Philosophy majors, and then to seniors and juniors of any major
Distributional Requirements: Division 2 *Not Offered Academic Year 2014–2015*
SEM Instructor: Steven Gerrard

PHIL 281T(S) Philosophy of Religion (W) Crosslistings: PHIL 281/REL 302
Our goal in this course will be to try to determine how far reason can justify belief in God. We will spend at least half of the semester examining the best–known philosophical arguments for and against the existence of God (including the ontological argument, the cosmological argument, the teleological argument, the argument from religious experience, the argument from evil, and the argument from religious disagreement). For each one, we will first look at historically important formulations of the argument and then turn to contemporary reformulations. Our aim will be to identify and then evaluate the strongest version of each argument. After working through these arguments, we will reflect more generally on the proper roles of reason and faith in justifying religious belief. In the final section of the course, we will examine the relationship between god and morality. Authors will include Plato, Anselm, Aquinas, Pascal, Paley, Hume, Kant, Kierkegaard, Freud, Marx, and several contemporary philosophers.
Class Format: tutorial; students meet with instructor in pairs for an hour each week; emphasis will be placed on developing skills in reading, interpretation and oral argument as well as critical reasoning and writing **Requirements/Evaluation:** each student will write a 5– to 6–page paper every other week and comment on his or her tutorial partner's paper in alternate weeks
Prerequisites: one PHIL course or permission of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** current and prospective Philosophy majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL History Courses
REL Body of Theory Courses
Spring 2015
TUT Section: T1 TBA Instructor: Melissa Barry

PHIL 288 Embodiment and Consciousness: A Cross–Cultural Exploration Crosslistings: REL 288/PHIL 288
This course examines some of the central questions raised by the study of the consciousness: the place of intentionality, the role of emotions, the relation with the body, the nature of subjectivity, the scope of reflexivity, the nature of perceptual presence, etc. In confronting these difficult questions, we do not proceed purely theoretically but consider the contributions of various observation–based traditions, from Buddhist psychology and meditative practices to phenomenology to neurosciences. We begin by examining some of the central concepts of Buddhist psychology, its treatment of the mind as a selfless stream of consciousness, its examination of the variety of mental factors and its accounts of the relation between cognition and affects. We also introduce the practice of meditation as a way to observe the mind and raise questions concerning the place of its study in the mind–sciences. We pursue this reflection by examining the views of James, Husserl, Sartre and Merleau–Ponty, particularly as they concern the methods for the study of the mind and the relation between consciousness, reflexivity and the body. In this way, we develop a rich array of analytical tools and observational practices to further our understanding of the mind. But we also question the value of these tools based on first person approaches by relating them to the third person studies of the mind. In this way, we come to appreciate the importance of considering the biology on which mental processes are based and the light that this approach throws on the nature of consciousness. We conclude by considering the relation between first and third person studies of the mind, focusing on the concept of the embodied mind as a fruitful bridge between these different traditions.
Class Format: seminar **Requirements/Evaluation:** regular practice of meditation, a class presentation, a short essay (6–pages); a long final research paper (15 pages)
Prerequisites: some background in either Psychology, Cognitive Sciences, Philosophy or permission of instructor **Enrollment Limit:** 18 **Expected Class Size:** 18 **Enrollment Preferences:** Religion and Philosophy majors
Distributional Requirements: Division 2 **Other Attributes:** COGS Interdepartmental Electives
PHIL Contemp Metaphysics & Epistemology Courses
REL Contemporary Critical Inquiry Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Georges Dreyfus

PHIL 289T Socrates (W) Crosslistings: PHIL 289/CLAS 289
Socrates was executed in 399 BCE on the charges of impiety and corruption of the youth of Athens. Apparently he corrupted the youth by engaging with them in philosophy. In this class, we will attempt to carry on the noble tradition of corruption by philosophy. We will read works by three of Socrates' contemporaries: Aristophanes, Xenophon, and especially Plato. Through an examination of these works, we will try to get some feeling for what Socrates' controversial positions and his arguments for these positions may have been. While he never wrote any philosophical works of his own, Socrates is one of the most influential thinkers in the western tradition. His thought influenced the thought of subsequent generations of philosophers. In fact, Socrates seems to have been thought of as a kind of intellectual saint in the Hellenistic world. The stoics and skeptics both claimed a Socratic imprimatur for their own thought. Stoicism and skepticism, however, are wildly divergent schools of thought. How could proponents of each be claiming to follow in the footsteps of Socrates? We will read some representative works from each of these schools of thought to see how each approaches Socrates. If time permits, we may also look at how the figure of Socrates has been thought about in the works of more modern thinkers.
Class Format: tutorial **Requirements/Evaluation:** five tutorial papers and a final paper
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** first– and second–year students; some preference will be given to prospective Philosophy and Classics majors
Dept. Notes: meets History requirement only if registration is under PHIL
Distribution Notes: meets Division 1 requirement if registration is under CLAS; meets Division 2 requirement if registration is under PHIL
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL History Courses
Not Offered Academic Year 2014–2015
TUT Instructor: Keith McPartland

PHIL 291T(S) Violence: Its Trajectory and Its Causes (W)
This tutorial examines Steven Pinker's *The Better Angels of our Nature. Why Violence Has Declined* (2011). We focus first on the controversial theses that—despite two world wars and the Holocaust—the twentieth century was not the most violent so far, and that, over the entire course of history, human beings have become decreasingly violent. We then turn to the book's explanations of the factors it identifies as leading us to be violent—our "inner demons" and as curbing our violence—our "better angels."
Class Format: tutorial **Requirements/Evaluation:** tutorial papers and responses to partner's tutorial papers, in alternating weeks; participation in tutorial discussions
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Philosophy majors and potential majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JLST Interdepartmental Electives
PHIL Contemporary Value Theory Courses
Spring 2015
TUT Section: T1 TBA Instructor: Alan White

PHIL 294T Philosophy and Narrative Fiction (W) Crosslistings: PHIL 294/COMP 294
What is it for a novel, a story, a play or a film to be a *philosophical* narrative? It is not enough for it merely to be *about* a character who happens to be a philosopher; nor is it just that philosophical positions are reviewed in the narrative, as in Gaarder's *Sophie's World*. Milan Kundera tried to answer this question by saying that a good philosophical novel does not serve philosophy but, on the contrary, tries to "get hold of a domain that (...) philosophy had kept for itself. There are metaphysical problems, problems of human existence, that philosophy has never known how to grasp in all their concreteness and that only the novel can seize." If Kundera is right, fictional narratives (such as novels) sometimes do the philosophical work that philosophy cannot do for itself. What kind of work is that, and how is it accomplished? Why can't argumentative prose—philosophers' preferred form of expression—clearly *say*, and moreover *prove*, what literature, theatre and film illustrate, show and display? One possible answer which we will examine is that, while many philosophers recognize that there are intimate connections between what we believe, feel and do, philosophical argumentation by its very nature appeals to belief alone; narrative art, by contrast, can simultaneously engage our reason, emotions, imagination and will, thus resulting not only in deepening our understanding, but also in transformation of the self.
To properly address a number of interrelated questions concerning philosophy *in* literature and film, and philosophical problems *of* meaning, interpretation and evaluation of narrative fiction, we will discuss both narrative works of art and theoretical approaches to their analysis. We will consider the ways in which narrative fiction presents and engages its audience in philosophical reflections on personal identity, nature of the self, interpersonal relationships, memory, time, human existence, freedom, and the meaning in life.
The works to be discussed and analyzed in the tutorial meetings will be by some of the following writers and directors: Kafka, Dostoyevsky, Sartre, de Beauvoir, Camus, Thomas Mann, Borges, Kundera, Ecco, Bergman, Tarkovsky, Resnais, Kurosawa, Bunuel and Kubrick. The theoretical aspect of the course will involve close readings of selected articles in contemporary philosophy of language, mind and action; in contemporary philosophy of literature and philosophy of film; and in contemporary narratology.
Class Format: tutorial **Requirements/Evaluation:** all students will attend Monday evening film screenings and discussions; tutorial pairs will meet with instructor for 1 hr a week; each student will write a 5–pg paper every 2nd week, and comment on the tutorial partner's paper on alternate weeks

Prerequisites: none; open to all **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** students who demonstrate strong commitment to the course; prospective majors in PHIL, COMP or LIT and to students especially interested in film
Dept. Notes: meets Value Theory requirement only if registration is under PHIL
Distribution Notes: meets Division 2 requirement if registration is under PHIL; meets Division 1 requirement if registration is under COMP
Extra Info: no final paper; in addition, there will be weekly Monday evening film screenings, followed by class discussion; attendance of the screenings is mandatory
may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL Contemporary Value Theory Courses
Not Offered Academic Year 2014–2015
TUT Instructor: Bojana Mladenovic

PHIL 301 Textual Meaning and Interpretation (W)
Early philosophy of language focused on meaning of assertions, denials and descriptions. However, this approach is too narrow, since people use language to do a myriad of things: to ask, demand, promise, praise, blame, threaten, command, insinuate, evoke, express feelings, and sometimes just to play. The philosophical study of what we do in language, and how we understand one another, is called pragmatics; within the analytic tradition, the main philosophical contributions to the study of pragmatics in language came from Peirce, Wittgenstein, Austen, Grice and Searle. Other philosophers and literary theorists have used some of their ideas recently to throw light on the nature of textual meaning and the interpretation of literary texts. We shall first explore the salient features of the pragmatic approaches to language, paying special attention to Austin's notion of illocutionary force and Grice's notion of non–natural meaning. We will then examine how these notions may be exploited in the consideration of various long–standing issues in the theory of literary interpretation. We will discuss the importance of specific genre conventions and broader contextual matters to the interpretation of literary texts (along the lines suggested by Quentin Skinner); the possibility of using intention to rule out mistaken and arrive at acceptable interpretations, if not a single correct interpretation (a possibility denied by such relativists as Stanley Fish); the use and meaning of metaphors; and the host of questions surrounding the intentional fallacy (the alleged result of invoking authorial intention to determine textual meaning).
Class Format: seminar **Requirements/Evaluation:** class participation, 10 short weekly response papers, and 2 longer (5–7 page) papers
Prerequisites: PHIL 102 or 103; open to all students **Enrollment Limit:** 19 **Expected Class Size:** 5–12 **Enrollment Preferences:** Philosophy majors
Distribution Notes: meets Division 2 requirement if registration is under PHIL; meets Division 1 requirement if registration is under LING
Distributional Requirements: Division 2 Writing Intensive
Not Offered Academic Year 2014–2015
SEM Instructor: Bojana Mladenovic

PHIL 305 Existentialism and Phenomenology (W)
According to Jean–Paul Sartre, the only philosopher to ever refer to himself as an "existentialist," existence precedes essence. What is essential to human being is not any fixed set of characteristics, but rather what a human being becomes and how it defines and creates itself under conditions it does not choose. In this course we address key themes and figures from two of the most influential movements in twentieth century European philosophy, namely, existentialism and phenomenology, a philosophical approach to which existentialism is indebted. We will discuss major works (philosophical, literary, visual) by such figures as Edmund Husserl, Martin Heidegger, Jean–Paul Sartre, Simone de Beauvoir, Albert Camus, Maurice Merleau–Ponty, and Richard Wright, Ingmar Bergman and Jean–Luc Godard. We will raise questions concerning the task of philosophy, the structure and meaning constituting function of consciousness, the relationship between self and other, the mind–body relationship, freedom, authenticity, and absurdity.
Class Format: seminar **Requirements/Evaluation:** short critical response papers, occasional short class presentations based on outlines of the text, and three 5– to 6–page papers; students will be required to re–write one of the three papers in lieu of a final exam
Prerequisites: PHIL 101 or 102 or 240 or 271T or 304T or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 10–15 **Enrollment Preferences:** majors and those considering a major in philosophy
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives
PHIL History Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Jana Sawicki

PHIL 306(F) The Good Life in Greek and Roman Ethics (W) Crosslistings: PHIL 306/CLAS 306
Most thoughtful human beings spend a good deal of time musing about how we ought to live and about what counts as a good life for a human being. The philosophers of ancient Greece and Rome were among the first thinkers to develop rigorous arguments in response to such musings. Much of the moral philosophy produced in Greece and Rome remains as relevant today as when it was written. In this course, we will examine some central texts in ancient Greek and Roman moral philosophy. We will begin by reading some of Plato's early dialogues and his Republic. We will then turn to Aristotle's Nicomachean Ethics. We will then examine writings in the Stoic and Epicurean traditions, as well as Cicero's *On the Ends of Good and Evil.* As we proceed through the course, we will look at the way in which each thinker characterizes happiness, virtue and the relation between the two. We will also pay close attention to the way in which each of these thinkers takes the practice of philosophy to play a key role in our realization of the good human life.
This course is part of the Williams College program at the Berkshire County Jail and House of Corrections and will be held at the jail. Transportation will be provided by the college. The class will be composed equally of Williams students and inmates, and one goal of the course will be to encourage students from different backgrounds to think together about issues of common human concern.
Class Format: seminar **Requirements/Evaluation:** several short response pieces. A final paper of 10–15 pages **Enrollment Limit:** 9 **Expected Class Size:** 9 **Enrollment Preferences:** juniors & seniors & students who can demonstrate an interest in the subject matter of the class; there will not be any preference purely on the basis of major; final selection for the course will be made on the basis of an interview with the instructor
Distribution Notes: meets Division 1 requirement if registration is under CLAS; meets Division 2 requirement if registration is under PHIL
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL History Courses
Fall 2014
SEM Section: 01 M 07:00 09:40 Instructor: Keith McPartland

PHIL 308 Wittgenstein's "Philosophical Investigations"
Bertrand Russell claimed that Ludwig Wittgenstein was "perhaps the most perfect example I have ever known of genius as traditionally conceived—passionate, profound, intense, and dominating." Wittgenstein's two masterpieces, the *Tractatus Logico–Philosophicus* and the *Philosophical Investigations*, stand like opposing poles around which schools of twentieth–century analytic philosophy revolve. The Wittgenstein of the *Tractatus* is known as the "earlier Wittgenstein," the Wittgenstein of the *Investigations* is known as the "later Wittgenstein." This course is an intensive, line–by–line study of the *Investigations*—one of the greatest (and thus, one of the most controversial) books in the history of philosophy. Aside from its overwhelming influence on 20th and 21st century philosophy and intellectual culture, any book which contains the remark, " if a lion could talk, we could not understand him," deserves serious attention.
Class Format: seminar **Requirements/Evaluation:** one short midterm paper (5–7 pages) and one longer final paper (12–15 pages)
Prerequisites: PHIL 102 **Enrollment Limit:** 19 **Expected Class Size:** 12
Distributional Requirements: Division 2 *Not Offered Academic Year 2014–2015*
SEM Instructor: Steven Gerrard

PHIL 310T(S) Wittgenstein's Later Philosophy (W)
Ludwig Wittgenstein (1889–1951) is probably the greatest philosopher of the 20th century. His later work, best known through posthumously published *Philosophical Investigations*, continues to influence contemporary thinking about language, mind, action, knowledge, ethics, religion, aesthetics, culture, and of course, philosophy itself. Understanding later Wittgenstein is thus vital for engaging in contemporary philosophy, but neither the interpretation nor the evaluation of his thought is straightforward or easy. Later Wittgenstein is a controversial, polarizing figure; but serious reading of his work is invariably intellectually enriching and fertile. This tutorial aims to provide students with the skills necessary for careful, serious and thorough reading of Wittgenstein's later philosophy. In the first part of the course, we will read Wittgenstein's *Philosophical Investigations*, one of the greatest books ever written. In the second part of the course, we will read *On Certainty*, and selections from other of Wittgenstein's posthumously published works: *Zettel, Philosophical Grammar, Remarks on the Philosophy of Psychology, Culture and Value, Lectures and Conversations on Aesthetics, Psychology and Religious Belief,* and *The Big Typescript*.
Throughout the course, we will consult and discuss the important secondary literature on Wittgenstein, and analyze different philosophical presuppositions and goals that motivate particular readings. The central topics of the course will be: meaning, rule following, human languages; private experiences and other minds; intention and action; knowledge and skepticism; and especially, the methods and nature of philosophy.
Class Format: tutorial **Requirements/Evaluation:** tutorial attendance and participation; bi–weekly tutorial papers, each about 5 pages long (totaling 6 per student); bi–weekly oral responses to the paper of the tutorial partner
Prerequisites: two philosophy courses **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** preference will be given to Philosophy majors, intended majors, and to students who can demonstrate both a strong interest in latter Wittgenstein and capacity for careful, close reading of texts
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL History Courses
Spring 2015
TUT Section: T1 TBA Instructor: Bojana Mladenovic

PHIL 312(S) Philosophical Implications of Modern Physics (Q) Crosslistings: PHYS 312/PHIL 312
Some of the discoveries made by physicists over the last century seem to show that our common sense views are deeply at odds with our most sophisticated and best confirmed scientific theories. The course will present the essential ideas of relativity theory and quantum theory and explore their implications for philosophy. We will ask, for example, what these theories tell us about the nature of space, time, probability and causality.
Class Format: lecture **Requirements/Evaluation:** attendance, participation, problem sets, exams, six 1– to 2–page papers and a 12– to 15–page term paper
Prerequisites: MATH 140, high–school physics, and either a 200–level course in philosophy or a 100–level course in physics **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** Philosophy majors and Physics majors
Extra Info: meets the Division 2 requirement if registration is under PHIL; Division 3 requirement if registration under PHYS
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: PHIL Contemp Metaphysics & Epistemology Courses
Spring 2015
LEC Section: 01 TR 11:20 12:35 Instructor: William Wootters and Keith McPartland

PHIL 315 Kant's Critique of Pure Reason
Kant's *Critique of Pure Reason* is perhaps the most significant text in the history of philosophy. It puts an end to the Early Modern traditions of Rationalism and Empiricism, and it stands at the beginning of both the Analytic and Continental traditions in contemporary philosophy. Love it or hate it, you cannot ignore it. In this course, we will study the most important and influential chapters of the *Critique* with the help of some secondary literature.

Class Format: seminar **Requirements/Evaluation:** students will be required to participate actively in discussion and write a number of papers
Prerequisites: PHIL 202 **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** preference to Philosophy majors
Distributional Requirements: Division 2 **Other Attributes:** PHIL History Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Justin Shaddock

PHIL 320 Recent Continental Feminist Theory (D) Crosslistings: PHIL 320/WGSS 321
This course explores developments in recent feminist thought influenced by philosophical currents in France and Germany (poststructuralism and critical theory.) Depending upon the year in which the course is offered, we explore topics such as self and society, sexual difference, embodiment, critiques of reason, the psyche, new materialist theories, queer feminism, and transnational feminism. We will read from works by authors such as the following; Sandra Bartky, Iris Young, Judith Butler, Elizabeth Grosz, Luce Irigaray, Jessica Benjamin, Gayle Rubin, Rosi Braidotti, Eve Sedgwick, Lynne Huffer, Sara Ahmed, Jasbir Puar, and Wendy Brown. Fiction and film may also be included.
Class Format: seminar **Requirements/Evaluation:** some of the following: frequent short essays, two or three 4– to 5–page essays, class presentations, or a final project in lieu of one of the papers; students in the class will be consulted about alternatives to this plan
Prerequisites: WGSS 101, and a second course in WGSS, or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 8–10 **Enrollment Preferences:** Women's, Gender and Sexuality Studies majors and Philosophy majors
Dept. Notes: meets Contemporary Value Theory requirement only if registration is under PHIL
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: PHIL Contemporary Value Theory Courses
WGSS Theory Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Jana Sawicki

PHIL 321T Critical Theory: The Enlightenment and its Critics (D) (W) Crosslistings: PHIL 321/WGSS 322
"Dare to know! Have courage to use your own reason–that is the motto of Enlightenment." Thus the 18th century German philosopher Immanuel Kant exhorts his contemporaries to muster the courage to cultivate their capacity for reason. Modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy, open scientific inquiry and social and political progress depend upon it. Yet in 19th and 20th centuries we find the promise of Enlightenment tempered by the rise of nationalism and the persistence of racism, sexism, genocide, terrorism, and religious extremism as well as the emergence of wars of mass destruction, environmental degradation, and the potential for manipulation of populations by consumerist mass media. Can the promise of Enlightenment be redeemed?
In this tutorial we begin with short readings by Kant, Hegel and Marx, key sources for critical social theory in the 20th century. Possible other figures read may include: Max Horkheimer, Theodor Adorno, Herbert Marcuse, Walter Benjamin, Jurgen Habermas, Nancy Fraser, Amy Allen, Noelle McAfee, Judith Butler, Elizabeth Grosz, Michel Foucault, Jean Baudrillard, and Gilles Deleuze, Georgio Agamben, Frantz Fanon, Edward Said and Achille Mbembe, as well as current critiques of neoliberal capitalism.
Although we will not directly address diversity issues except insofar as cultural, racial, class, sexual and other differences are bound up within power or domination relations, insofar as the course examines social and political power, oppression and domination, and the possibility or viability of the idea of human emancipation it meets the EDI requirement. This tutorial will be adapted for WGSS students seeking to meet a theory requirement.
Class Format: tutorial, students will work in pairs and meet for 75 minutes each week with the professor **Requirements/Evaluation:** each student will write and present a 5– to 6–page paper every other week and a commentary on his or her partner's essay on alternate weeks;
Prerequisites: demonstrated background in modern philosophy, critical theory, political theory, or continental philosophy **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** current and prospective Philosophy majors and students with a sufficient background in political or critical theory
Extra Info: evaluations are based on written work as well as level of preparation and intellectual engagement in tutorial meetings
may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: PHIL History Courses
WGSS Theory Courses
Not Offered Academic Year 2014–2015
TUT Instructor: Jana Sawicki

PHIL 322T Hume's "Treatise of Human Nature" (W)
Hume's *A Treatise of Human Nature,* one of the greatest books in the history of philosophy, still exerts a considerable influence on contemporary epistemology, metaphysics, philosophy of science, philosophy of action, ethics and moral psychology. Unfortunately, the relevance of Hume's ideas and arguments for particular philosophical disciplines has too often led to a piece–meal reading of his work: the three books of *Treatise* ("Of the Understanding," "Of the Passions" and "Of Morals") are typically considered in isolation from one another. Epistemologists don't seem to think that Hume's account of human psychology, morality and taste can in any way illuminate his treatment of skepticism and natural belief, while moral philosophers often neglect Hume's conclusions about the limits of our knowledge in analyzing his conception of motivation, action, obligation and virtue. In contrast with this interpretive tendency, this tutorial will focus on Hume's" science of human nature"—his overall philosophical project in *Treatise*—and cultivate the discussion of different philosophical issues and arguments in light of this general aim of the work as a whole.
We will start by situating Hume's project within the historical tradition in which he thought and against which *Treatise* was directed. For clarification and discussion of the points made in *Treatise*, we will read parts of Hume's later works, especially the two *Enquiries*. Our reading of Hume will be supplemented by historical and interpretive essays on his work. Throughout the course, our focus will be on three broad issues: Hume's conception of theoretical rationality, his conception of practical rationality, and his views about the role and relevance of non–rational (on some readings, irrational) elements in a good life of a wise person.
Class Format: tutorial; one two–hours long seminar meeting in the first week of classes; in subsequent weeks, tutorial pairs will meet with the instructor for 75 minutes a week **Requirements/Evaluation:** each student will write a 5–page paper every second week, and comment on the tutorial partner's paper on alternate weeks; in the last week of classes, all students will write a paper and comment on the tutorial partner's paper
Prerequisites: PHIL 202 and two other PHIL courses; or permission of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Philosophy majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL History Courses
Not Offered Academic Year 2014–2015
TUT Instructor: Bojana Mladenovic

PHIL 327T(F) Foucault (D) (W) Crosslistings: PHIL 327/WGSS 327
This course begins with a brief introduction to some of Foucault's early writings but focuses on a close reading of a selection of middle and late texts that have become central to debates about the significance of his work such as: *Discipline and Punish, The History of Sexuality* (vols. 1–3), and selected interviews and course lectures. We examine debates in the Foucault literature about freedom, power, ethics, and the nature of critical theory. This course has been designated EDI because it engages questions concerning power, social differences and social and political freedom.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on written work (six 5– to 6–page papers), oral presentations of that work, and on oral critiques
Prerequisites: at least two courses in PHIL or WGSS, or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 8–10 **Enrollment Preferences:** current or prospective Philosophy and Women's, Gender and Sexuality Studies majors
Dept. Notes: meets History requirement only if registration is under PHIL
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives
PHIL History Courses
WGSS Theory Courses
Fall 2014
TUT Section: T1 TBA Instructor: Jana Sawicki

PHIL 330 Plato (W) Crosslistings: PHIL 330/CLAS 330
Plato is one of the most important and influential thinkers in the history of the western tradition. His depiction of the trial and death of Socrates is one of the classics of western literature, and his views on ethics and politics continue to occupy a central place in our discussions 2400 years after they were written. It is, in fact, quite difficult to get through any course of study in the liberal arts without some familiarity with Plato. Nevertheless, comparatively few people realize that the views we commonly think of as "Platonic" represent only one strand in Plato's thought. For example, we commonly attribute to Plato a theory of the Forms on the basis of his claims in the so–called "middle dialogues" (mainly Republic, Phaedo, and Symposium). However, in his philosophically more sophisticated and notoriously difficult later dialogues (such as the Parmenides, Philebus, Sophist and Statesman), Plato engages in radical criticism and revision of his earlier views. In this course, we will spend the first third of the semester attempting to understand the metaphysics and epistemology in Plato's middle dialogues. We will spend the balance of the semester coming to grips with Plato's arguments in the later dialogues. We will read several complete dialogues in translation, and will also read a wide variety of secondary source material.
Class Format: lecture/discussion; this class will be a roughly equal mixture of lectures, student presentations, and seminar discussion **Requirements/Evaluation:** students will be expected to prepare a seminar presentation, to write several focused short analytical pieces, and to write a 15– to 20–page term paper in multiple drafts
Prerequisites: PHIL 101, PHIL 102 or permission of instructor; a prior course in logic will be extremely helpful, but is not necessary **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** upper–level Philosophy and Classics majors
Distribution Notes: meets Division 2 requirement if registration is under PHIL; meets Division 1 requirement if registration is under CLAS
Distributional Requirements: Division 2 Writing Intensive
Not Offered Academic Year 2014–2015
LEC Instructor: Keith McPartland

PHIL 331T 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.
Class Format: tutorial **Requirements/Evaluation:** each student will write a 5– to 6–page paper every other week (6 in all) and comment on his or her tutorial partner's paper in alternate weeks
Prerequisites: at least one upper–level PHIL course or permission of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 6 **Enrollment Preferences:** current and prospective Philosophy majors
Extra Info: may not be taken on a pass/fail basis

Distributional Requirements: Division 2 Writing Intensive
Other Attributes: COGS Interdepartmental Electives
PHIL Contemp Metaphysics & Epistemology Courses
TEAC Related Courses
Not Offered Academic Year 2014–2015
TUT Instructor: Joseph Cruz

PHIL 332 Aristotle's Metaphysics (W) Crosslistings: PHIL 332/CLAS 332
In this course we will study Aristotle's *Metaphysics* concentrating of books *gamma–theta*. Aristotle sets out to study being *qua* being, or what is insofar as it is. The thoughts that Aristotle expresses in these books were instrumental in setting an intellectual agenda that dominated western thought through the Middle Ages and provided the backdrop against which the modern philosophical tradition arose. Furthermore, many of the issues that Aristotle takes up in these books remain of central importance in contemporary philosophy. Our main goal in this course is to work our way through Aristotle's text which can be extremely daunting, and to reconstruct his central positions and his arguments for these positions. We will also read selections from the vast secondary literature on Aristotle's *Metaphysics*.
Class Format: seminar **Requirements/Evaluation:** discussion leadership, weekly short papers, term paper
Prerequisites: PHIL 201, CLAS 203 **Enrollment Limit:** 12 **Expected Class Size:** 8–10 **Enrollment Preferences:** Philosophy and Classics majors
Distribution Notes: meets Division 2 requirement if registration is under PHIL; meets Division 1 requirement if registration is under CLAS
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL History Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Keith McPartland

PHIL 334 Greek and Roman Ethics (W) Crosslistings: PHIL 334/CLAS 334
Most thoughtful human beings spend a good deal of time musing about how we ought to live. The philosophers of ancient Greece and Rome were among the first thinkers to develop rigorous arguments in response to such musings. While ancient scientific theories and the philosophical systems constructed in accordance with these theories might be of interest only to scholars of the ancient world, the moral philosophy produced in Greece and Rome remains as relevant today as it was when it was written. In this course, we will closely examine some central texts in ancient moral philosophy. We will begin by reading several of Plato's early dialogues and the entirety of his *Republic*. We will then turn to Aristotle's *Nicomachean Ethics*, as well as selections from his *Eudemian Ethics, Magna Moralia and Politics*. Finally we will examine some central texts in the Stoic and Epicurean traditions, as well as some of Cicero's contributions to moral philosophy. We will pay special attention to how different thinkers conceive of the nature of happiness, the nature of virtue, and the relation between the two. We will also spend a good deal of time thinking about the moral psychology of the thinkers we read.
Class Format: seminar **Requirements/Evaluation:** several short response pieces, two 10–page papers which will involve substantial revision in light of instructor feedback, active participation in seminar meetings
Prerequisites: PHIL 221 or permission of instructor **Enrollment Limit:** 15 **Expected Class Size:** 10–15 **Enrollment Preferences:** Philosophy and Classics majors
Distribution Notes: meets Division 2 requirement if registration is under PHIL; meets Division 1 requirement if registration is under CLAS
Distributional Requirements: Division 2 Writing Intensive
Not Offered Academic Year 2014–2015
SEM Instructor: Keith McPartland

PHIL 335 Contemporary Metaethics (W)
We often speak as if moral judgments can be true or false, well–reasoned or not. But how should objectivity in this domain be understood? Is moral objectivity like scientific objectivity, assuming we have a clear sense of what that involves? If not, should that concern us? Are there other models for understanding moral objectivity besides science? While answers to such questions are implicit in historically important accounts of morality, these issues became the topic of explicit, sustained debate in the twentieth century. Our focus will be on the most recent and sophisticated work in this area. We will examine several different approaches in depth, including realism, constructivism, expressivism, and skepticism. Readings will include works by Moore, Stevenson, Harman, Mackie, Railton, Boyd, Blackburn, Williams, McDowell, Korsgaard, and Nagel.
Class Format: seminar **Requirements/Evaluation:** short response papers, midterm paper, final paper, attendance and participation
Prerequisites: two courses in PHIL (including one of the following: a 100–level course, PHIL 201, or PHIL 202) **Enrollment Limit:** 19 **Expected Class Size:** 5–15 **Enrollment Preferences:** Philosophy majors and those considering the Philosophy major
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL Contemporary Value Theory Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Melissa Barry

PHIL 337T(F) Justice in Health Care (W)
Justice is a notoriously complex and elusive philosophical concept, the conditions of which are even more difficult to articulate within real world institutions and contexts than in the abstract. In this course we'll explore justice as a fundamental moral principle and as a desideratum of the US health care system. The first portion of the course will be devoted to considering general theories of justice as well as alternative conceptions of justice within the health care context. This will provide the background for subsequent examination of specific topics, which may include, among others: justice in health care financing and reform, which may itself include an analysis of the Affordable Care Act; justice in health care rationing, with particular attention to the relationship between rationing criteria and gender, "race," disability, and age; justice in the procurement and allocation of organs for transplantation; AIDS and personal responsibility for illness; and justice in medical research, including "double standards" for research conducted in less developed countries.
Class Format: tutorial **Requirements/Evaluation:** evaluations will be based on written work, oral presentations of that work, and on oral critiques
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Philosophy majors, students in the International Studies Global Health Track or Public Health Program, and students committed to taking the tutorial
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: INST Global Health Studies Electives
PHIL Contemporary Value Theory Courses
PHLH Bioethics + Interpretations of Health
Fall 2014
TUT Section: T1 TBA Instructor: Julie Pedroni

PHIL 339(F) Mind and World
We will consider a series of debates in 20th Century Analytic Philosophy concerning the relationship between the mind and the world. Questions include: Does the world decide the truth and falsity of all our beliefs? Or are some of our beliefs true in virtue of their meanings alone? Do our beliefs have their meanings one–by–one? Or can meaning be allocated only to entire sets of beliefs? Could the world be made up of sensory properties only? Or, must sensible properties be organized spatiotemporally? Must they inhere in substances? How do our thoughts refer to objects? How does our experience justify our beliefs?
Class Format: seminar **Requirements/Evaluation:** five papers of six to eight pages
Prerequisites: none **Enrollment Limit:** none **Expected Class Size:** 10 **Enrollment Preferences:** none
Distributional Requirements: Division 2 **Other Attributes:** PHIL Contemp Metaphysics & Epistemology Courses
Fall 2014
SEM Section: 01 TF 02:35 03:50 Instructor: Justin Shaddock

PHIL 360 The Political Thought of Frantz Fanon (W) Crosslistings: AFR 360/PSCI 370/PHIL 360/LEAD 360
Martinican psychiatrist, philosopher, and revolutionary Frantz Fanon was among the leading critical theorists and Africana thinkers of the twentieth century. Fanon ushered in the decolonial turn in critical theory, a move calling on those both within and outside of Europe to challenge the coloniality of the age and to forge a new vision of politics in the postcolonial period. This course is an advanced seminar devoted to a comprehensive examination of Fanon's political thought. We will begin with an analysis of primary texts by Fanon and end by considering how Fanon has been interpreted by his contemporaries as well as activists and critical theorists writing today.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based upon attendance and participation, weekly online reading response papers, a class presentation, two 7–page essays, and one 20–page final research paper
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** Africana Studies concentrators
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Neil Roberts

PHIL 373(S) Antigone (W) Crosslistings: PSCI 373/PHIL 373/WGSS 373
Two and a half millennia of commentary and reinterpretation of Sophocles' Antigone have placed her at the center of debates in philosophy, law, ethics and politics. As a young woman who publicly defies the law in order to bury a brother who died fighting against his own city, Antigone becomes the target and the inaugurator of critical debates about agency and fate, individuality and membership, traditional versus civic religion, speech and silence, gender and the public–private distinction in political thought. Does Sophocles' character open up critical inquiry into some of the most important categories of ethical and political thought, as many commentators have claimed, or does the tragedy of Antigone instead reinforce traditional notions of filial duty, kinship ties, gendered citizenship, the place of women, and the nature of authority? Who was Antigone then, and who could she become today as the production and reception of the play move into more global and experimental territory?
Class Format: seminar and four weeks of tutorial **Requirements/Evaluation:** two 5–page tutorial papers, two 2–page commentaries on tutorial partner's paper, 6 short critical response essays for seminar meetings, and regular attendance and participation
Prerequisites: demonstrated background in political theory, philosophy, feminist and gender theory, and/or critical theory **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** demonstrated background in political theory, philosophy, feminist and gender theory, and/or critical theory
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PSCI Political Theory Courses
WGSS Theory Courses
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Nimu Njoya and Jana Sawicki

PHIL 378 Pragmatist Currents in Contemporary Epistemology and Philosophy of Science (W)
American Pragmatism left a deep legacy in contemporary epistemology and the philosophy of science, but it is—more often than not—a legacy difficult to disentangle from other intellectual influences. Consequently, many philosophers deeply influenced by pragmatism do not recognize the fact, while, on the other hand, some self–proclaimed pragmatists of our days can hardly be seen as continuing the tradition to which they pledge allegiance. This seminar will try to establish, with as much accuracy as the subject allows, what are the central tenets of American Pragmatism, how they have shaped contemporary epistemology and the philosophy of science, and finally, to what extent are pragmatist approaches to human knowledge philosophically sound and fruitful.
The seminar will fall into two unequal parts. The first, shorter part will focus on the writings of the three classics of American pragmatism—Charles S. Peirce, William James and John Dewey—and analyze their reaction against traditional epistemology, as well as the positive philosophical ideas that they had to offer. The second, longer part of the seminar will try to isolate and follow some of the pragmatist currents which run through epistemology and philosophy of science in the 20th and 21st centuries. We will read, among others, selected papers by Carnap, Hempel, Quine, Goodman, Kuhn, Elgin, Hacking, Misak, Putnam, Rorty, and Haack.
Class Format: seminar **Requirements/Evaluation:** class attendance and participation; 6 short assignments (about 2 pages long); class presentation; and 2 longer papers (about 5 pgs. each)
Prerequisites: three courses in PHIL, two of which must be from this list: PHIL 102, 103, 109, 131, 202, 207, 209, 210, 280, 330, 331, 379, 380; or the consent of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 6–9 **Enrollment Preferences:** preference to Philosophy majors
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL Contemp Metaphysics & Epistemology Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Bojana Mladenovic

PHIL 379 American Pragmatism Crosslistings: PHIL 379/AMST 379
Along with jazz, pragmatism stands as the greatest uniquely American contribution to world culture. As the music wails in the background, we will study the classic pragmatists: William James, C. S. Peirce, and John Dewey. We will continue with the contemporary inheritors of the tradition: Cornel West, Richard Rorty, and Hilary Putnam. Although it has influenced both analytic and continental philosophy, pragmatism is a powerful third philosophical movement. Always asking what practical difference would it make, our authors investigate the central questions and disputes of philosophy, from epistemology and metaphysics to ethics and religion. Rather than seeing philosophy as an esoteric discipline, the pragmatic philosophers (with the possible exception of Peirce) see philosophy as integral to our culture and see themselves as public intellectuals.
Class Format: seminar **Requirements/Evaluation:** final paper, several short assignments
Prerequisites: at least two PHIL courses **Enrollment Limit:** 25 **Expected Class Size:** 12–15 **Enrollment Preferences:** first to Philosophy and American Studies majors, and then to seniors and juniors of any major
Distributional Requirements: Division 2 **Other Attributes:** AMST Critical and Cultural Theory Electives
PHIL History Courses
TEAC Related Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Steven Gerrard

PHIL 380 Relativism (W)
'Relativism' is a term often used in philosophy for a great number of very different views. The aim of the course is to survey, analyze and discuss many varieties of relativism—semantic, epistemic, ontological and moral—from Plato's *Theaetetus* to contemporary social constructivism. We will pay special attention to the structure of arguments for and against relativism, as well as to the moral motivations and perceived consequences of its endorsement or rejection. We will thus be led to discuss some of the concepts common to epistemology, metaphysics and ethics: reason, justification, objectivity, understanding, reality and truth. Some of the questions we will consider are: Are moral standards relative to cultural frameworks? Are there incompatible but equally true ways of describing the world? Is rationality—the notion of a good reason to believe something—relative to cultural norms? Is relativism a form of skepticism? Is it forced on people who endorse cultural pluralism as their political ideal as the only tenable philosophical position.
Our readings will include the relevant works of Plato, Sextus Empiricus, Bayle, Locke, Berkeley, Carnap, Quine, Davidson, Goodman, Elgin, Hacking, Krausz, Foot, Williams, Harman and Thomson.
Class Format: seminar **Requirements/Evaluation:** each student will write 10 weekly short papers (1000 words each); give a class presentation and lead the ensuing discussion; and write a final paper (7–10 pages)
Prerequisites: PHIL 101 and 102, and at least one 200–level PHIL course **Enrollment Limit:** 19 **Expected Class Size:** 7–10
Distributional Requirements: Division 2 Writing Intensive
Not Offered Academic Year 2014–2015
SEM Instructor: Bojana Mladenovic

PHIL 388T Consciousness (W)
The nature of consciousness remains a fundamental mystery of the universe. Our internal, felt experience—what chocolate tastes like to oneself, what it is like to see the color red, or, more broadly, what it is like to have a first person, waking perspective at all—resists explanation in any terms other than the conscious experience itself in spite of centuries of intense effort by philosophers and, more recently, by scientists. As a result, some prominent researchers propose that the existence of consciousness requires a revision of basic physics, while others (seemingly desperately) deny that consciousness exists at all. Those positions remain extreme, but the challenge that consciousness poses is dramatic. It is at the same time the most intimately known fact of our humanity and science's most elusive puzzle.
In this tutorial we will read the contemporary literature on consciousness. We will concentrate both on making precise the philosophical problem of consciousness and on understanding the role of the relevant neuroscientific and cognitive research. Tutorial partners will have an opportunity to spend the end of the semester working on a special topic of their choosing including, for instance, consciousness and freewill. Pain and anesthesia, consciousness and artificial intelligence, or disorders of consciousness.
Class Format: tutorial; expect several short lectures by the instructor over the course of the semester where all the tutorial members convene **Requirements/Evaluation:** participants will present substantial written work in the tutorial every other week, and will be responsible for commenting on their tutorial partner's work on off weeks
Prerequisites: PHIL 102 and at least one upper–level course in PHIL **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** majors in Philosophy, or concentrators in Neuroscience or Cognitive Science; open to sophomores with permission of the instructor; every effort will be made to pair students according to similar or complimentary background
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: COGS Interdepartmental Electives
Not Offered Academic Year 2014–2015
TUT Instructor: Joseph Cruz

PHIL 389 The Structural–Systematic Philosophy
The structural–systematic philosophy (SSP) is a theory that, if completed, would qualify as a philosophical theory of everything. Central aspects of this theory are presented in *Structure and Being (SB*; by Lorenz Puntel, translated by and in collaboration with Alan White, 2008), *Being and God (BG*; by Lorenz Puntel, translated by and in collaboration with Alan White, 2011), and *Toward a Philosophical Theory of Everything (TAPTOE*; by Alan White, 2014). We begin by reading and discussing *TAPTOE*. Thereafter, topics for further investigation will be determined in significant part by student interests. Some might want to examine specific sections of *SB* and/or *BG*, others might want to develop objections to the SSP from other philosophical perspectives, considering what (if anything) is said about those other perspectives in *SB, BG, and/or TAPTOE.*
One unique opportunity is provided by the fact that the Metaphysical Society of America (MSA) will meet at Williams in April 2014. Several of the essays presented at that meeting will be devoted to question(s) of being. We will be able to read those essays in advance, comparing them with each other and with the theory of being sketched in *TAPTOE.* Interested students would then have the option of attending the MSA sessions devoted to those essays.
Class Format: seminar **Requirements/Evaluation:** attendance, participation, regular short papers and/or presentations, 10– to 15–page term paper
Prerequisites: any PHIL course or permission of instructor **Enrollment Limit:** 15 **Expected Class Size:** 5–10 **Enrollment Preferences:** Philosophy majors and potential majors, then by seniority (Seniors, then Juniors, then Sophomores, then First–Years)
Distributional Requirements: Division 2 **Other Attributes:** PHIL Contemp Metaphysics & Epistemology Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Alan White

PHIL 391T The Ethics of Hume and Kant (W)
David Hume and Immanuel Kant are indisputably among the most influential figures in the western philosophical tradition. Interestingly, each regarded his work in epistemology and metaphysics as a mere prelude to his work in moral philosophy. In both domains, Kant took himself to be responding directly to Hume, whom he credited with awakening him from his dogmatic slumber. In this tutorial we shall study their core works in moral philosophy, in which they develop conceptions of practical rationality, motivation, freedom, and morality. For Hume, we'll read Books II and III of *A Treatise of Human Nature*, the *Second Enquiry*, and several essays, including "Of the Standard of Taste." For Kant, we'll read *Groundwork of the Metaphysics of Morals* and *Critique of Practical Reason*, along with related essays. Rich and intriguing in their own right, these texts are particularly rewarding when read together, as they articulate profoundly different views of the nature of human reason, agency, and sociality. It is no exaggeration to say that Hume and Kant have set the stage for much current work on these issues in contemporary ethics. One happy consequence of the enduring quality of their work is an abundance of superb secondary literature, which we'll draw upon to supplement our study of the primary texts.
Class Format: tutorial **Requirements/Evaluation:** students meet with instructor in pairs for 1 hour each week; each student will write a 5– to 6–page paper every other week (6 in all) and comment on their tutorial partner's paper in alternate weeks
Prerequisites: a 100–level PHIL course, PHIL 202, or permission of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** current and prospective Philosophy majors
Extra Info: emphasis will be placed on developing skills in reading, interpretation and oral argument, as well as critical reasoning and writing
may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL History Courses
Not Offered Academic Year 2014–2015
TUT Instructor: Melissa Barry

PHIL 393T Nietzsche and His Legacy (W)
The late 20th Century philosopher Richard Rorty characterized the present age as "post–Nietzschean." Indeed Nietzsche's influence has been pervasive. German philosopher Martin Heidegger thought he represented the culminating point of Western metaphysics; French Nietzscheans such as Foucault, Derrida and Deleuze as well as French feminist Luce Irigaray appropriate Nietzschean themes and concepts in their critical engagements with the Western philosophical tradition; and Anglo–American moral philosophers such as Bernard Williams, Alisdair MacIntyre, and Phillippa Foot (as well as Rorty) respond to and engage his critique of traditional morality. In this tutorial we read key writings from early, middle and late periods by this controversial 19th century philosopher in order to address some (certainly only some) of the current debates in critical and ethical theory that have been fueled by Nietzsche's work. Key ideas and concepts such as the death of god, the use and abuse of history, the eternal recurrence, will to power, and master and slave morality will be addressed. Nietzsche texts will include selections from: *Untimely Meditations, The Gay Science, Beyond Good and Evil, Thus Spoke Zarathustra, The Genealogy of Morals, Twilight of the Idols,* and *Ecce Homo.*
Class Format: tutorial, students will work in pairs **Requirements/Evaluation:** each student will write and present a 5–6–page paper every other week and a commentary on his or her partner's essay on alternate weeks; evaluations are based on written work as well as level of intellectual engagement in tutorial meetings
Prerequisites: two courses in PHIL, preferably either Ancient and/or Modern surveys, or background in Critical Theory, or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** current and prospective philosophy majors
Dept. Notes: meets History requirement only if registration is under PHIL

Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL History Courses
Not Offered Academic Year 2014–2015
TUT Instructor: Jana Sawicki

PHIL 401(F) Senior Seminar: Skepticism (W)
In this course we will investigate and evaluate some of the most important historical and contemporary skeptical arguments.
Class Format: seminar **Requirements/Evaluation:** weekly essays (2–3 pages) and one final paper (12–15 pages)
Prerequisites: required and only open to Philosophy senior majors **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** enrollment is limited to senior Philosophy majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Writing Intensive
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: Joseph Cruz

PHIL 491(F) Senior Essay: Philosophy
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).
Class Format: independent study
Distributional Requirements: Division 2
Fall 2014
HON Section: 01 TBA Instructor: Melissa Barry

PHIL 493(F) Senior Thesis: Philosophy
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).
Class Format: independent study
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 2
Fall 2014
HON Section: 01 TBA Instructor: Melissa Barry

PHIL 494(S) Senior Thesis: Philosophy
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).
Class Format: independent study
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 2
Spring 2015
HON Section: 01 TBA Instructor: Melissa Barry

PHIL 497(F) Independent Study: Philosophy
Philosophy independent study.
Class Format: independent study
Distributional Requirements: Division 2
Fall 2014
IND Section: 01 TBA Instructor: Melissa Barry

PHIL 498(S) Independent Study: Philosophy
Philosophy independent study.
Class Format: independent study
Distributional Requirements: Division 2
Spring 2015
IND Section: 01 TBA Instructor: Melissa Barry

PHYSICAL EDUCATION, ATHLETICS, AND RECREATION

Chair and Director, LISA MELENDY (on leave 2014–2015)
Acting Chair and Director, BUD FISCHER

Assistant Professors: A. BARRALE, W. BARRALE, J. CHUKS, M. CREIGHTON, E. DESANTY, R. FARLEY, P. FARWELL, M. GILLIS, J. HILLMAN, D. GREENBERG, K. HERMAN, S. HONECKER, W. KANGAS, C. KELSEY, A. KELTON, S. KUSTER, J. LEMIEUX, K. LEVINE, Z. LEVY, S. LEWIS, M. MAKER, K. MALONEY, P. MANNING, C. MASON, G. MCCORMACK, L. MELENDY, C. MILES, M. PINARD, M. RUSSO, K. SMESKO, A. SWAIN, P. WELLS. Instructors: D. ACKERSON, K. CALLAHAN–KOCH. Sports Medicine: S. KRZYZANOWICZ, R. LANOUE, L. WILK, Y. WILKINSON. Dance: S. BURTON, E. DANKMEYER, J. PARKER

The instructional Physical Education Program at Williams is an integral part of the student's total educational experience. As a part of the liberal arts concept, the program develops the mind–body relationship, which is dependent upon the proper integration of physical and intellectual capacities. The main objective of the physical education program is to develop in each student an appreciation of physical fitness and wellness, and to expose them to a variety of activities that are suitable for lifetime participation.

Four credits of Physical Education represent one of the requirements for the College degree. There are five physical education units during the year. In the fall 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. Two different activities must be completed in the fulfillment of the requirement.

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. For more information visit http://athletics.williams.edu/physical–education/

Aqua Fitness
Badminton
Basketball
Bicycling
Boot Camp
Bowling
Canoeing
Core and Conditioning
Dance (African, Ballet, Modern)
Diving
Erg Fitness
Figure Skating
Golf
Hiking
Ice Climbing
Kayaking
Lifetime Sports
Mountain Biking
Muscle Fitness
Outdoor Living Skills
Pickle ball
Rape Aggression Defense (RAD)
Rock Climbing
Rowing
Running

Skiing (alpine and cross country)
Snowboarding
Soccer
Spinning
Squash
Street Hockey
Swim for Fitness
Swimming
Telemarking
Tennis
Trail Crew
Volleyball
Weight Training
Wellness
Wilderness Leadership
Yoga
Zumba

PHYSICS (Div. III)

Chair: Professor KEVIN JONES

Professors: AALBERTS, S. BOLTON*, K. JONES, MAJUMDER**, STRAIT, WOOTTERS. Associate Professor: STRAUCH, TUCKER–SMITH*. Assistant Professors: DORET, LOPES. Laboratory Supervisor: FORKEY. Assistant Laboratory Instructor: AMBURG.

What is light? How does a laser work? What is a black hole? What are the fundamental building blocks of the universe? Physics majors and Astrophysics majors study these and related questions to understand the physical world around us, from the very small to the very large. A physics student practices the experimental methods used to learn about this world and explores the mathematical techniques and theories developed to explain these physical phenomena. A Physics major 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 critical thinking, problem–solving, and 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.

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 Introduction to Mechanics. This is designed as a first course in physics. It is suitable for students who either have not had physics before or have had some physics but are not comfortable solving "word problems" that require calculus.

2) Physics 141 Mechanics and Waves. 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 130, 140, and 150 or 151). 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 Mechanics and Waves
or Physics 131 Introduction to Mechanics
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 Mechanics and Thermodynamics

Required Mathematics Course

Mathematics 150 or 151 *(formerly 105 or 106)* Multivariable Calculus

Students entering with Advanced Placement in mathematics may obtain credit toward the major for the equivalent Mathematics 150 or 151 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 140 *(formerly 104)* may be counted if taken at Williams
2) Mathematics 209 may substitute for Physics 210.
3) Astronomy 111 may count in place of Physics 141 if a student places out of 141 (see "advanced placement" above).
4) An additional Astronomy or Astrophysics course above the introductory level that is acceptable for the astrophysics major may be counted.
5) Two approved Division III courses above the introductory level may be substituted for one Physics course. Approval is on an individual basis at the discretion of the department chair.
6) Honors work is in addition to completion of the basic major so Physics 493 and 494 do not count towards the ten courses in the major.

Preparation for Advanced Study

Students who may wish to do graduate work in physics, astrophysics, or engineering should elect courses in both physics and mathematics beyond the minimum major requirements. The first–year graduate school curriculum in physics usually includes courses in quantum mechanics, electromagnetic theory, and classical mechanics that presuppose intermediate level study of these subjects as an undergraduate. Therefore, students planning graduate work in physics should elect all of the following courses:

Physics 402T Applications of Quantum Mechanics
Physics 405T Electromagnetic Theory
Physics 411T Classical Mechanics

Advising

Both majors and non–majors are encouraged to consult with the department chair or course instructors about course selections or other matters.

THE DEGREE WITH HONORS IN PHYSICS

The degree with honors in Physics will be awarded on the basis of a senior thesis presenting the results of a substantial experimental or theoretical investigation carried out under the direction of a faculty member in the department. There is no rigid grade point average required for admission to the program or for the awarding of the degree with honors, but it is normally expected that honors students will maintain at least a B average in physics and mathematics. Students will normally apply for admission to the program early in the spring of their junior year and during senior year these students will normally elect Physics 493, W31, and 494 in addition to the usual requirements for the major. At the end of winter study, the department will decide whether the student will be admitted to honors candidacy. Both a written thesis and a colloquium presentation of the results are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill them with unusually high distinction.

Honors candidates will also be required to participate in departmental colloquium talks.

STUDY ABROAD

The physics community is international in scope and a career in physics (or a related field) can provide many opportunities for travel and contact with individuals from outside the United States. The physics major at Williams is a carefully structured four–year program designed to prepare students who are so inclined for graduate study at leading research institutions. While it is possible to complete the major requirements in three years, such a major will not usually not lead to further study in the field. With careful early planning on the part of a student, and close consultation with the department chair, it is possible to complete a strong major and still study abroad provided the foreign institution can provide courses which reasonably substitute or supplement those in the Williams major program. You can find general study away guidelines for Physics here.

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.

PHYS 107 Newton, Einstein, and Beyond (Q)
This course follows a quest to understand the nature of space, time, matter, and energy. We will focus on two scientific theories that revolutionized our understanding of the physical world, Newtonian mechanics (developed in the late 17th century) and Einstein's special relativity (developed in the early 20th century). As we explore these theories, we will pay special attention to the very different stories they tell about space and time. We will conclude the semester by touching upon recent developments in cosmology, where observations have led to dramatic surprises about the make–up of our universe, and particle physics, where the Large Hadron Collider experiment is poised to extend our understanding of nature to higher energies and shorter distances. This course is intended for students whose primary interests lie outside of the natural sciences and mathematics. The mathematics used will be algebra and trigonometry.
Class Format: every student will have three meetings every week; some weeks the three meetings will be lectures (MWF 10–10:50), other weeks there will be two lectures (WF 10–10:50), and one conference section **Requirements/Evaluation:** evaluation will be based on weekly problem sets, quizzes, two midterms, and a final exam, all with a significant quantitative component (see the description of the QFR requirement)
Prerequisites: none **Enrollment Limit:** 100 **Expected Class Size:** 70 **Enrollment Preferences:** students based on seniority
Dept. Notes: every student will have three meetings every week; some weeks the three meetings will be lectures (MWF 10:00–10:50), other weeks there will be two lectures (WF 10:00–10:50) and one conference section
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: SCST Related Courses
Not Offered Academic Year 2014–2015
LEC Instructor: David Tucker–Smith

PHYS 108(S) Energy Science and Technology (Q) Crosslistings: PHYS 108/ENVI 108
Energy use has skyrocketed in the United States and elsewhere in the world, causing significant economic and political shifts, as well as concerns for the environment. This course will address the physics and technology of energy generation, consumption, and conservation. It will cover a wide range of energy sources, including fossil fuels, hydropower, solar energy, wind energy, and nuclear energy. We will discuss energy use in transportation, manufacturing, building heating, and building lighting. Students will learn to compare the efficiencies and environmental impacts of various energy sources and uses.
Class Format: lecture twice a week **Requirements/Evaluation:** evaluation will be based on weekly assignments, two hour tests, and a final project; all of these will be substantially quantitative
Prerequisites: high school physics, high school chemistry, and mathematics at the level of MATH 130 (formerly 103) **Enrollment Limit:** 40 **Expected Class Size:** 40
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: ENVI Natural World Electives
Spring 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Jefferson Strait

PHYS 109(S) 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.
Class Format: lecture/lab/discussion; each student will attend the Friday lecture plus one conference section weekly **Requirements/Evaluation:** evaluation will be based on class participation, problem sets, in–class exams, oral presentations, and a final exam, all with a quantitative component
Prerequisites: none **Enrollment Limit:** 40 **Expected Class Size:** 40
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Spring 2015
LEC Section: 01 TF 01:10 02:25 Instructor: Protik Majumder
CON Section: 02 T 02:35 03:50 Instructor: Protik Majumder

PHYS 131(F) Introduction to Mechanics (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 physics of rotations and vibrations will also be discussed. We finally turn to the basic properties of waves, such as interference and refraction, as exemplified with sound and light waves. We also study optics of lenses and mirrors. This course is intended for students who have not studied physics before, or who have had some physics, but are not comfortable solving "word problems" that require calculus.
Class Format: lecture, three hours per week; laboratory, three hours every other week **Requirements/Evaluation:** evaluation will be based on exams, labs, and weekly problem sets, all of which have a substantial quantitative component
Prerequisites: MATH 130; students who scored 4 or 5 on the AP Physics B exam or on the AP Physics C (mechanics) exam, or 6 or 7 on the IB Physics HL exam may not take this course and are encouraged to take PHYS 141 instead **Enrollment Limit:** 24/lab **Expected Class Size:** 60
Dept. Notes: PHYS 131 can lead to either PHYS 132 (for students wanting a one–year survey of physics) or PHYS 142 (for students considering a Physics or Astrophysics major)
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Fall 2014
LEC Section: 01 MWF 11:00 11:50 Instructor: William Wootters
LAB Section: 02 M 01:00 04:00 Instructor: William Wootters
LAB Section: 03 T 01:00 04:00 Instructor: William Wootters
LAB Section: 04 W 01:00 04:00 Instructor: William Wootters
LAB Section: 05 R 01:00 04:00 Instructor: William Wootters

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 part 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 part 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.
Class Format: lecture, three hours per week; laboratory, three hours every other week **Requirements/Evaluation:** evaluation will be based on weekly problem sets, labs, quizzes and exams
Prerequisites: PHYS 131 or 141 or permission of instructor, and MATH 130 (formerly 103) **Enrollment Limit:** 22 per lab **Expected Class Size:** 60
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Spring 2015
LEC Section: 01 MWF 11:00 11:50 Instructor: Charlie Doret
LAB Section: 02 M 01:00 04:00 Instructor: Charlie Doret
LAB Section: 03 T 01:00 04:00 Instructor: Charlie Doret
LAB Section: 04 W 01:00 04:00 Instructor: Charlie Doret

PHYS 141(F) Mechanics and Waves (Q)
This course covers the same topics as PHYS 131, but with a higher level of mathematical sophistication. 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.
Class Format: lecture, three hours per week; laboratory, three hours every other week; conference section, one hour every other week **Requirements/Evaluation:** evaluation will be based on weekly problem sets, labs, 2 one–hour tests, and a final exam, all of which have a substantial quantitative component

Prerequisites: high school physics and MATH 130 or equivalent placement **Enrollment Limit:** 22 per lab **Expected Class Size:** 50
Dept. Notes: PHYS 141 can lead to either PHYS 132 (for students wanting a one–year survey of physics) or PHYS 142 (for students considering a Physics or Astrophysics major)
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Fall 2014
LEC Section: 01 MWF 11:00 11:50 Instructor: Kevin Jones
LAB Section: 02 M 01:00 04:00 Instructor: Kevin Jones
LAB Section: 03 T 01:00 04:00 Instructor: Kevin Jones
LAB Section: 04 W 01:00 04:00 Instructor: Kevin Jones

PHYS 142(S) Foundations of Modern Physics (Q)
Newtonian Mechanics, spectacular as it is in describing planetary motion and a wide range of other phenomena, only hints at the richness of behaviors seen in the universe. Special relativity has extended physics into the realm of high speeds and high energies and requires us to rethink our basic notions of space and time. Quantum mechanics successfully describes atoms, molecules, and solids while at the same time calling into question our notions of what can be predicted by a physical theory. Statistical physics reveals new behaviors that emerge when many particles are present in a system. This course will survey some of these important ideas, and can serve either as a terminal course for those seeking to complete a year of physics or can serve as the basis for more advanced study of these topics.
Class Format: lecture, three hours per week; laboratory, three hours per week; **Requirements/Evaluation:** evaluation will be based on weekly homework, labs, two hour tests, and a final exam, all of which have a substantial quantitative component
Prerequisites: PHYS 141 and MATH 130 (formerly 103), or equivalent; students may not take both PHYS 142 and PHYS 151; PHYS 131 may substitute for PHYS 141 with the permission of instructor **Enrollment Limit:** 22 per lab **Expected Class Size:** 30
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Spring 2015
LEC Section: 01 MWF 11:00 11:50 Instructor: Frederick Strauch
LAB Section: 02 R 01:00 04:00 Instructor: Protik Majumder
LAB Section: 03 W 01:00 04:00 Instructor: Protik Majumder

PHYS 151(F) Seminar in Modern Physics (Q)
Newtonian Mechanics, spectacular as it is in describing planetary motion and a wide range of other phenomena, only hints at the richness of behaviors seen in the universe. Special relativity has extended physics into the realm of high speeds and high energies and requires us to rethink our basic notions of space and time. Quantum mechanics successfully describes atoms, molecules, and solids while at the same time calling into question our notions of what can be predicted by a physical theory. Statistical physics reveals new behaviors that emerge when many particles are present in a system. This course covers the same basic material as PHYS 142 but in a small seminar format for students with strong prior preparation in physics.
Class Format: lecture/discussion, three hours per week; laboratory, every other week **Requirements/Evaluation:** evaluation will be based on class participation, labs, weekly problem sets, an oral presentation, two hour–exams and a final exam, all of which have a substantial quantitative component
Prerequisites: placement by the department (see "advanced placement" section in the description about the department). Students may take either PHYS 142 or PHYS 151 but not both **Enrollment Limit:** 18 **Expected Class Size:** 18
Extra Info: this is a small seminar designed for first–year students who have placed out of PHYS 141
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Fall 2014
LEC Section: 01 MWF 11:00 11:50 Instructor: Frederick Strauch
LAB Section: 02 W 01:00 04:00 Instructor: Frederick Strauch

PHYS 201(F) Electricity and Magnetism (Q)
In this course, we study electromagnetic phenomena and their mathematical description. Topics include electrostatics, magnetic fields, and electromagnetic induction, DC and AC circuits, and the electromagnetic properties of matter. We also introduce Maxwell's equations, which express the essence of the theory in remarkably succinct form.
Class Format: lecture, three hours per week; laboratory, three hours per week **Requirements/Evaluation:** evaluation will be based on problem sets, labs, two hour tests, and a final exam, all of which have a substantial quantitative component
Prerequisites: PHYS 142 OR 151; MATH 150 or 151 **Enrollment Limit:** none **Expected Class Size:** 25
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: MTSC Related Courses
Fall 2014
LEC Section: 01 MWF 10:00 10:50 Instructor: Jefferson Strait
LAB Section: 02 T 01:00 04:00 Instructor: Jefferson Strait
LAB Section: 03 W 01:00 04:00 Instructor: Jefferson Strait

PHYS 202(S) Vibrations, Waves and Optics (Q)
Waves and oscillations characterize many different physical systems, including vibrating strings, springs, water waves, sound waves, electromagnetic waves, and gravitational waves. Quantum mechanics even describes particles with wave functions. Despite these diverse settings waves exhibit several common characteristics, so that the understanding of a few simple systems can provide insight into a wide array of phenomena. In this course we begin with the study of oscillations of simple systems with only a few degrees of freedom. We then move on to study transverse and longitudinal waves in continuous media in order to gain a general description of wave behavior. The rest of the course focuses on electromagnetic waves and in particular on optical examples of wave phenomena. In addition to well known optical effects such as interference and diffraction, we will study a number of modern applications of optics such as short pulse lasers and optical communications. Throughout the course mathematical methods useful for higher–level physics will be introduced.
Class Format: lecture, three hours per week; laboratory, three hours per week **Requirements/Evaluation:** evaluation will be based on problem sets, labs, two one–hour tests, and a final exam, all of which have a substantial quantitative component
Prerequisites: PHYS 201; co–requisite: PHYS/MATH 210 or permission of instructor **Enrollment Limit:** none **Expected Class Size:** 20
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: MTSC Related Courses
Spring 2015
LEC Section: 01 MWF 10:00 10:50 Instructor: Ward Lopes
LAB Section: 02 T 01:00 04:00 Instructor: Jefferson Strait
LAB Section: 03 W 01:00 04:00 Instructor: Jefferson Strait

PHYS 210(S) Mathematical Methods for Scientists (Q) Crosslistings: PHYS 210/MATH 210
This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. A series of optional sessions in Mathematica will be offered for students who are not already familiar with this computational tool.
Class Format: lecture, three hours per week **Requirements/Evaluation:** evaluation will be based on weekly problem sets and several in–class exams, all of which have a substantial quantitative component
Prerequisites: MATH 150 or 151 and familiarity with Newtonian mechanics at the level of PHYS 131 **Enrollment Limit:** none **Expected Class Size:** 20
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: MTSC Related Courses
Spring 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Frederick Strauch

PHYS 231T Facts of Life (Q)
The cancer death rate scales like (age)⁶ so it was thought that a proliferating cancer cell must have acquired 6 mutations. The probability of having had N sexual partners scales like N^{2.4.} Body Mass Index = Mass / Length². The heart rate is proportional to the organism's mass^{0.75}. The number of policemen scales like population^{1.15}. Power–law relationships often describe emergent phenomena of self–organizing systems.
In this course we will learn how to obtain data and plot it in an informative way, including estimates of the errors of fits. We will learn how to describe phenomena with differential equations and to find analytic and numerical solutions. With those tools we will study the human experience: births, body size, sex, death rates (by cause, by age, by gender), metrics of cities, distributions of common names, population growth rates, per capita use of energy, the spread of disease, etc. Projects will involve applying the methods to new phenomena.
Class Format: tutorial, plus one lecture per week **Requirements/Evaluation:** weekly problem sets, projects
Prerequisites: MATH 150 (formerly 105) **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** maturity, curiosity, diversity
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015
TUT Instructor: Daniel 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 Schroedinger 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 and introduce the Heisenberg formalism. We then go on to apply this knowledge to several important problems within the realm of atomic and nuclear physics concentrating on applications involving angular momentum and spins.
Class Format: lecture, three hours per week; laboratory, three hours per week **Requirements/Evaluation:** evaluation will be based on weekly problem sets, labs, a midterm exam, and final exam, all of which have a substantial quantitative component
Prerequisites: PHYS 202 and PHYS 210 **Enrollment Limit:** none **Expected Class Size:** 15
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: MTSC Related Courses
Fall 2014

LEC Section: 01 MWF 09:00 09:50 Instructor: Ward Lopes
LAB Section: 02 W 01:00 04:00 Instructor: Ward Lopes
LAB Section: 03 R 01:00 04:00 Instructor: Ward Lopes

PHYS 302(S) Stat Mechanics & Thermodynamics (Q)
Macroscopic objects are made up of huge numbers of fundamental particles interacting in simple ways—obeying the Schrödinger equation, Newton's and Coulomb's Laws—–and these objects can be described by macroscopic properties like temperature, pressure, magnetization, heat capacity, conductivity, etc. In this course we will develop the tools of statistical physics, which will allow us to predict the cooperative phenomena that emerge in large ensembles of interacting particles. We will apply those tools to a wide variety of physical questions, including the behavior of gasses, polymers, heat engines, magnets, and electrons in solids.
Class Format: lecture/discussion, three hours per week; laboratory, three hours per week **Requirements/Evaluation:** evaluation will be based on weekly problem sets, exams, and labs, all of which have a substantial quantitative component
Prerequisites: required: PHYS 201, PHYS 210; recommended: PHYS 202, PHYS 301 **Enrollment Limit:** 24 **Expected Class Size:** 15
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Related Courses
MTSC Related Courses
Spring 2015
LEC Section: 01 MWF 10:00 10:50 Instructor: Daniel Aalberts
LAB Section: 02 M 01:10 03:50 Instructor: Daniel Aalberts
LAB Section: 03 T 01:10 03:50 Instructor: Daniel Aalberts

PHYS 308 Energy Science and Technology, Advanced Section (Q)
Energy use has skyrocketed in the United States and elsewhere in the world, causing significant economic and political shifts, as well as concerns for the environment. This course will address the physics and technology of energy generation, consumption, and conservation. It will cover a wide range of energy sources, including fossil fuels, hydropower, solar energy, wind energy, and nuclear energy. We will discuss energy use in transportation, manufacturing, building heating, and building lighting. Students will learn to compare the efficiencies and environmental impacts of various energy sources and uses.
PHYS 308 is an advanced section of PHYS 108 "Energy Science and Technology" and is intended for students who have substantial background in college–level physics. It will include all of the material in PHYS 108, supplemented with more advanced readings and more challenging assignments.
Class Format: lecture once a week plus weekly confernce section **Requirements/Evaluation:** weekly assignments, two hour tests, and a final project; all of these will be substantially quantitative
Prerequisites: PHYS 201 and MATH 150 or 151 (formerly 105 or 106) **Enrollment Limit:** 20 **Expected Class Size:** 10
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015
LEC

PHYS 312(S) Philosophical Implications of Modern Physics (Q) Crosslistings: PHYS 312/PHIL 312
Some of the discoveries made by physicists over the last century seem to show that our common sense views are deeply at odds with our most sophisticated and best confirmed scientific theories. The course will present the essential ideas of relativity theory and quantum theory and explore their implications for philosophy. We will ask, for example, what these theories tell us about the nature of space, time, probability and causality.
Class Format: lecture **Requirements/Evaluation:** attendance, participation, problem sets, exams, six 1– to 2–page papers and a 12– to 15–page term paper
Prerequisites: MATH 140, high–school physics, and either a 200–level course in philosophy or a 100–level course in physics **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** Philosophy majors and Physics majors
Extra Info: meets the Division 2 requirement if registration is under PHIL; Division 3 requirement if registration under PHYS
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: PHIL Contemp Metaphysics & Epistemology Courses
Spring 2015
LEC Section: 01 TR 11:20 12:35 Instructor: William Wootters and Keith McPartland

PHYS 314T Controlling Quanta: Atoms, Electrons, and Photons (Q)
This course will explore modern developments in the control of individual quantum systems. Topics covered will include basic physical theories of atoms coupled to photons, underlying mathematical tools (including Lie algebras and groups), and computational methods to simulate and analyze quantum systems. Applications to quantum computing, teleportation, and experimental metaphysics (Bell's inequality) will also be discussed.
Class Format: tutorial **Requirements/Evaluation:** tutorial preparation and participation, weekly problem sets/papers, and a final project
Prerequisites: PHYS 210 or MATH 250 (formerly 211) **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Sophomore and junior Physics majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015
TUT Instructor: Frederick Strauch

PHYS 315T(F) Computational Biology (Q) Crosslistings: PHYS 315/CSCI 315
This course will provide an overview of Computational Biology, the application of computational, mathematical, statistical, and physical problem–solving techniques to interpret the rapidly expanding amount of biological data. Topics covered will include database searching, DNA sequence alignment, clustering, RNA structure prediction, protein structural alignment, methods of analyzing gene expression, networks, and genome assembly using techniques such as string matching, dynamic programming, hidden Markov models, and expectation–maximization.
Class Format: lab three hours per week plus weekly tutorial meeting **Requirements/Evaluation:** evaluation will be based on weekly programming assignments, problem sets, a few quizzes and a final project
Prerequisites: programming experience (e.g., CSCI 136), mathematics (PHYS 210 or MATH 150), and physical science (PHYS 142 or 151, or CHEM 151 or 153 or 155), or permission of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 8 **Enrollment Preferences:** based on seniority
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Recommended Courses
Fall 2014
TUT Section: T1 TBA Instructor: Daniel Aalberts
LAB Section: T2 M 01:10 03:50 Instructor: Daniel Aalberts

PHYS 316(S) Protecting Information: Applications of Abstract Algebra and Quantum Physics (Q) Crosslistings: MATH 316/PHYS 316
Living in the information age, we find ourselves depending more and more on codes that protect messages against either noise or eavesdropping. This course examines 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. We also study the standard AES system as well as an increasingly popular cryptographic strategy based on elliptic curves. Looking ahead by a decade or more, we show how a quantum computer could crack the RSA scheme in short order, and how quantum cryptographic devices will achieve security through the inherent unpredictability of quantum events.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on homework sets and exams
Prerequisites: PHYS/MATH 210 or MATH 250 (possibly concurrent) or permission of the instructors; **Enrollment Limit:** 50 **Expected Class Size:** 35 **Enrollment Preferences:** discretion of the instructors
Dept. Notes: students not satisfying the course prerequisites but who have completed MATH 200 or MATH 209 are particularly encouraged to ask to be admitted
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Spring 2015
LEC Section: 01 MWF 09:00 09:50 Instructor: Susan Loepp and William Wootters

PHYS 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Q) Crosslistings: BIOL 319/MATH 319/CHEM 319/PHYS 319/CSCI 319
What can computational biology teach us about cancer? In this capstone experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet–lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever–growing gene and protein data–sets can provide key insights into human disease. In this course, we will take advantage of one well–studied system, the highly conserved Ras–related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, phylogenetics, and recombinant DNA techniques to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through–put approaches to investigate genes involved in the MAPK signal transduction pathway in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation–state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data–mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry will be used to study networks of interacting proteins in colon tumor cells.
Class Format: two afternoons of lab, with one hour of lecture, per week **Requirements/Evaluation:** lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal
Prerequisites: BIOL 202; or; students who have not taken BIOL 202 but have taken BIOL 101/AP Biology and CSCI 315 or PHYS 315 or CSCI 106, may enroll with permission of instructor; No prior computer programming experience is required **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** seniors, then juniors/sophomores
Dept. Notes: does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Core Courses
BIMO Interdepartmental Electives
Fall 2014
LEC Section: 01 W 12:25 01:10 Instructor: Lois Banta
LAB Section: 02 WR 01:15 04:00 Instructor: Lois Banta

PHYS 321 Introduction to Particle Physics (Q)
The Standard Model of particle physics incorporates special relativity, quantum mechanics, and almost all that we know about elementary particles and their interactions. This course introduces some of the main ideas and phenomena associated with the Standard Model. After a review of relativistic kinematics, we will learn about symmetries in particle physics, Feynman diagrams, and selected applications of quantum electrodynamics, the weak interactions, and quantum chromodynamics. We will conclude with a discussion of spontaneous symmetry breaking and the Higgs mechanism.

Class Format: lecture **Requirements/Evaluation:** weekly problem sets, two midterm exams, and a final exam
Prerequisites: PHYS 301, which may be taken concurrently **Enrollment Limit:** none **Expected Class Size:** 15
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015
LEC Instructor: David Tucker–Smith

PHYS 402T(S) Applications of Quantum Mechanics (Q)
This course will explore a number of important topics in the application of quantum mechanics to physical systems, including perturbation theory, the variational principle and the semiclassical interaction of atoms and radiation. The course will finish up with three weeks on quantum optics including an experimental project on non–classical interference phenomena. Applications and examples will be taken mostly from atomic physics with some discussion of solid state systems.
Class Format: tutorial, 1 and 1/4 hours per week; lecture, one hour per week **Requirements/Evaluation:** evaluation will be based on weekly problem sets, tutorial participation, presentations, and a final exam, all of which have a substantial quantitative component
Prerequisites: PHYS 301 **Enrollment Limit:** 10 per sec **Expected Class Size:** 16
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Spring 2015
TUT Section: T1 F 01:10 02:25 Instructor: Kevin Jones
TUT Section: T2 F 01:10 02:25 Instructor: Kevin Jones

PHYS 405T Electromagnetic Theory (Q)
We will review Maxwell's equations and use them to study a range of topics—electric fields and matter, magnetic materials, light, radiation—exploring phenomena and seeking to gain an intuitive understanding. We will also learn some useful approximation techniques and some beautiful mathematical tools.
The class will meet as a whole once per week for an hour lecture on new material and to discuss questions on the readings. Each week a second tutorial meeting with the instructor will be scheduled; here, students will take turns working problems on the chalkboard. Written solutions to problems will be due a few days after the tutorial meeting.
Class Format: tutorial, 1 and 1/4 hours per week; lecture, one hour per week **Requirements/Evaluation:** 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: PHYS 202 and PHYS 210 or MATH 210 **Enrollment Limit:** 10/section **Expected Class Size:** 25
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: MTSC Related Courses
Not Offered Academic Year 2014–2015
TUT Instructor: Michael Seifert

PHYS 411T(F) Classical Mechanics (Q)
The course will explore advanced topics in classical mechanics, including the calculus of variations, the Lagrangian and Hamiltonian formulations of mechanics, phase space, non–linear dynamics and chaos, central–force motion, non–inertial reference frames (including implications for physics on a rotating Earth), and rigid–body rotations. Numerical and perturbative techniques will be developed and used extensively. We will also examine the ways in which classical mechanics informs other fields of physics. 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.
Class Format: tutorial, 1 and 1/4 hours per week; lecture, one hour per week **Requirements/Evaluation:** evaluation will be based on weekly problem sets, tutorial participation, presentations,a final project, and a final exam, all of which have a substantial quantitative component
Prerequisites: PHYS 202 and PHYS 210 or MATH 210 **Enrollment Limit:** 10/section **Expected Class Size:** 25
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: MTSC Related Courses
Fall 2014
TUT Section: T1 F 01:10 02:25 Instructor: Charlie Doret
TUT Section: T2 F 01:10 02:25 Instructor: Charlie Doret
TUT Section: T3 F 01:10 02:25 Instructor: Charlie Doret

PHYS 418 Gravity (Q)
This course is an introduction to the currently accepted theory of gravity, Einstein's general relativity. We begin with a review of special relativity, emphasizing geometrical aspects of Minkowski spacetime. Working from the equivalence principle, we then motivate gravity as spacetime curvature, and study in detail the Schwarzschild geometry around a spherically symmetric mass. After this application, we use tensors to develop Einstein's equation, which describes how energy density curves spacetime. With this equation in hand we study the Friedmann–Robertson–Walker geometries for an expanding universe, and finally, we linearize Einstein's equation to develop the theory of gravitational waves.
Class Format: lecture, three hours per week **Requirements/Evaluation:** evaluation will be based on weekly problem sets, a midterm exam, and a final exam, all with a substantial quantitative component
Prerequisites: PHYS 301 or PHYS 405 or PHYS 411; students with strong math backgrounds are invited to consult with the instructor about a possible waiving of the prerequisites **Enrollment Limit:** none **Expected Class Size:** 19
Extra Info: not available for the Gaudino option
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Not Offered Academic Year 2014–2015
LEC Instructor: David Tucker–Smith

PHYS 493(F) Senior Research: Physics
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*.
Class Format: independent study
Prerequisites: permission of the department; senior course
Distributional Requirements: Division 3
Fall 2014
HON Section: 01 TBA Instructor: Kevin Jones

PHYS 494(S) Senior Research: Physics
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*.
Class Format: independent study
Prerequisites: permission of the department; senior course
Distributional Requirements: Division 3
Spring 2015
HON Section: 01 TBA Instructor: Kevin Jones

PHYS 497(F) Independent Study: Physics
Physics independent study.
Class Format: independent study
Distributional Requirements: Division 3
Fall 2014
IND Section: 01 TBA Instructor: Kevin Jones

PHYS 498(S) Independent Study: Physics
Physics independent study.
Class Format: independent study
Distributional Requirements: Division 3
Spring 2015
IND Section: 01 TBA Instructor: Kevin Jones

PHYS 499(F,S) Physics and Astronomy Colloquium **Crosslistings:** PHYS 499/ASTR 499
Physics and Astronomy researchers from around the country come to explain their research. Students of Physics and Astronomy at any level are welcome. This is not a for–credit course. Registration is not necessary to attend.
Class Format: colloquium **Requirements/Evaluation:** not a for–credit course
Prerequisites: none **Enrollment Limit:** none
Extra Info: registration not necessary to attend
Distributional Requirements:
Non–divisional
Fall 2014
LEC Section: 01 F 02:35 03:50 Instructor: Kevin Jones
Spring 2015
LEC Section: 01 F 02:35 03:50 Instructor: Kevin Jones

POLITICAL ECONOMY (Div. II)

Chair, Professor LARA SHORE–SHEPPARD

Advisory Committee: Professors: BAKIJA, CRANE, GENTRY, JOHNSON, MAHON, PAUL, SHORE–SHEPPARD. Associate Professor: LALUMIA.

The Political Economy major is designed to give students a grasp of the ways in which political and economic forces interact in shaping 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. Three of the required Political Economy courses undertake a conscious merging of the approaches in the two fields. These courses are designed by, and usually are taught jointly by, political scientists and economists. Political Economy 250 examines major theoretical texts in political economy and analyzes economic liberalism and critiques of economic liberalism in the context of current policy issues. Political Economy 401 examines contemporary issues in political economy in their domestic, comparative and international contexts. Political Economy 402 asks students to research and make proposals in policy areas of current importance. Background for the two senior courses is acquired through courses in international, domestic and comparative economics, 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 and thus a requirement for the major.

MAJOR

The Political Economy major requires students to complete eleven (11) courses: four introductory courses in both Economics and Political Science; four courses specific to the Political Economy Program; and three electives. In order to balance students' educations, majors may not take all three of their electives in the same department or academic discipline. In light of the public policy orientation of the program, all majors are also required to complete one course with a substantial experiential education component which is related to the making or effect of public policy. This requirement must be fulfilled prior to taking POEC 402. It can be fulfilled through a regular semester–length course (which might also serve as an elective in the major), a winter study course, a study abroad academic internship, a winter study internship, or a summer internship. The focus of the internship must be the making or effect of public policy. Approval of the chair is required to use an internship to fulfill this requirement.

Four Introductory Courses

ECON 110 Principles of Microeconomics
ECON 120 Principles of Macroeconomics
PSCI 201 Power, Politics, and Democracy in America
or PSCI 203 Introduction to Political Theory
PSCI 202 World Politics: An Introduction to International Relations
or PSCI 204 Introduction to Comparative Politics: State, Nation, and Democracy

Four Political Economy Program Courses

POEC 250/ECON 299/PSCI 238 Economic Liberalism and Its Critics
POEC 253 Empirical Methods in Political Economy
or ECON 255 Econometrics
POEC 401 Contemporary Problems in Political Economy
POEC 402 Political Economy of Public Policy Issues

Three Elective Courses

(*NOTE: students may not take all three of their electives in the same department.)*
Please see the online catalog for up–to–date information on which courses are being offered in the current year.
One Comparative Political Economy/General Public Policy course:
ECON 204/ENVI 234 Economics of Developing Countries
or ECON/ENVI 213 Introduction to Environmental and Natural Resources Economics
or ECON 217/ASST 220/INST 217 Economics of East Asia
or ECON 222 Economics of the Arts and Culture
or ECON 225T Global Financial Crisis and African Economic Development
or ECON/ENVI 228T Water as a Scarce Resource
or ECON 235 Urban Centers and Urban Systems
or ECON 240T Colonialism and Underdevelopment in South Asia
or ECON 361/ECON 524 Political Economy and Economic Development
or ECON 363 Money and Banking
or ECON 378 Long–Run Perspectives on Economic Growth
or ECON 380/ECON 519 Population Economics
or ECON 381 Global Health Policy Challenges
or ECON/ENVI 386/ECON 518 Environmental Policy and Natural Resource Management
or ECON/ENVI 388/ECON 517 Urbanization and Development
or ECON 390T Financial Crises: Causes and Cures
or ECON 453 Research in Labor Economics
or ECON 455 Research in Economic History
or ECON 469 Topics in Urban Economics
or ECON 470 The Indian Economy: Development and Social Justice
or ECON 501 Development Economics I
or ECON 504 Public Economics
or ECON 505 Developing Country Macroeconomics
or ECON 510 Finance and Development
or ECON 511 Institutions and Governance
or ECON 514 Tax Policy in Emerging Markets
or ECON 523 Program Evaluation for International Development

or ECON 532T Inclusive Growth: The Role of Social Safety Nets
or ECON 534T Long Term Fiscal Challenges
or ENVI/PSCI 283 Dirty Politics: Regulating Hazardous Chemicals and Waste
or ENVI/HSCI/SCST 309/PSCI 301 Environmental Policy
or PSCI 224 Neo–Liberalism: What Is It and Why Does It Matter?
or PSCI 241 Meritocracy
or PSCI 243/AFR 256 Politics of Africa
or PSCI 247 Political Power in Contemporary China
or PSCI 253/AFR 253 Comparative Race and Ethnic Politics
or PSCI 254 Democracy in Comparative and Theoretical Perspective
or PSCI 268 Israeli Politics
or PSCI 340 Why States Fail: Political Violence at the End of the 20th Century
or PSCI 341 Modern Midas? Resource Abundance and Development
or PSCI 350T Comparative Political Economy
or PSCI 351 The New Left and Neoliberalism in Latin America
or PSCI 354/ASST 245/HIST 318 Nationalism in East Asia

One U.S. Political Economy and Public Policy course:
ECON 203/WGSS 205 Gender and Economics
or ECON 205 Public Economics
or ECON 220 American Economic History
or ECON 229 Law and Economics

or ECON 230 Economics of Health and Health Care
or ECON 351 Tax Policy
or ECON 374T Poverty and Public Policy
or ECON 383 Cities, Regions and the Economy
or ECON 456 Income Distribution
or ECON 457 Public Economics Research Seminar
or ECON 468 Your Money or Your Life: Health Disparities in the United States
or ENVI 307/PSCI 317 Environmental Law
or PSCI 208T Wealth in America
or PSCI/WGSS 209 Poverty in America: Dangerous Politics
or PSCI 216 American Constitutionalism I: Structures of Power
or PSCI 217 American Constitutionalism II: Rights and Liberties
or PSCI/LEAD 218 The American Presidency
or PSCI 308 In Search of the American State
or PSCI/LEAD 311 Congress
or PSCI/LEAD 314 Leadership in American Political Development
or PSCI 315 Parties in American Politics

One International Political Economy course:
ECON 215/INST 315 International Trade, Globalization, and Its Effects
or ECON 219 Global Economic History
or ECON 358 International Trade and Economic Policy
or ECON 360 International Monetary Economics
or ECON 393 International Macroeconomics
or ECON 514 Tax Policy in Emerging Markets
or ECON 515 Developing Country Macroeconomics II
or ECON 516 International Trade and Development
or ECON 535T International Financial Institutions
or ENVI/PSCI 328 Global Environmental Politics
or MAST/ENVI 351/PSCI 319 Marine Policy
or PSCI 223 International Law
or PSCI 228 International Organization
or PSCI 229 Global Political Economy
or PSCI 265 The International Politics of East Asia
or PSCI 323 Oil and International Security
or PSCI 324 International Legitimation
or PSCI 327/ENVI 329 Global Politics of Development and Underdevelopment
or WGSS 211/ECON 211 Gender in the Global Economy

Credit for Coursework Done Elsewhere

The four Political Economy Program courses must be completed at Williams without exception. The three electives and the introductory courses in Political Science may be completed during a study abroad. The general policy of the Program is to grant credit for one course per semester abroad and in extraordinary circumstances, credit for three courses for an entire year abroad. Students who score a 5 on the AP exam in Microeconomics, Macroeconomics, U.S. Government and Politics and/or Comparative Government and Politics may receive credit for the cognate introductory course(s) in the major. Credit for A levels and IB exams in Economics is given consistent with the current policy of the Economics Department. No substitute higher–level coursework is required for majors receiving credit in this way, although it is certainly encouraged.

Recommended Progression Through the Required Major Courses

Students considering a major in Political Economy are encouraged to begin with ECON 110 and 120 and PSCI 201 or 203 in their first year as these courses are the prerequisites or co–requisites for POEC 250. Students would then take POEC 250, POEC 253 (or ECON 255), and PSCI 202 or 204 during the sophomore and junior years, keeping in mind that both POEC 250 and POEC 253 are offered only in the fall. Although POEC 253 is not officially a prerequisite for POEC 401, it is strongly recommended that students complete POEC 253 (or ECON 255) prior to taking POEC 401.

THE DEGREE WITH HONORS IN POLITICAL ECONOMY

Due to the special demands of this interdisciplinary major, the only route to honors in Political Economy is the thesis. Seniors may pursue the honors thesis course (Political Economy 493–W31) during the fall semester and winter study period. The third course contributing to such an honors program would normally be an elective in Political Science or Economics taken during the junior year. This course, which may be one of the required electives, must be closely related, indeed must prepare the ground for the honors thesis.

Juniors in the Political Economy major with at least a 3.5 GPA in the program may apply for the honors thesis program by means of a written proposal submitted to the chair by the end of the first week after spring vacation. Written guidelines for such proposals are available in the chair's office and 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 must be solicited by the student prior to submission of the proposal.

Final decisions about admission to the honors program will be made in late May after 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.

STUDY ABROAD

Despite the fact that Political Economy requires more courses than the typical major, many Political Economy majors go abroad. Since POEC 250 and POEC 253 are offered in the fall, students considering spending only one semester abroad often find spring to be the better choice. Nonetheless, many students study away for the fall or the whole year. Political Economy majors have often been overrepresented in Williams at Oxford. Students planning to be abroad in the fall should take POEC 250 in their sophomore year if at all possible. Similarly, planning ahead to find the best way to satisfy the empirical methods requirement (POEC 253 or ECON 255) before the fall of the senior year is strongly encouraged. The easiest major credits to obtain abroad are the electives in Political Science and Economics. You can find general study away guidelines for Political Economy here.

POEC 250(F) Economic Liberalism and Its Critics **Crosslistings:** POEC 250/ECON 299/PSCI 238
Economic liberalism holds that society is better off if people enjoy economic freedom. Its critics point to what they believe this position ignores or what it wrongly assumes, and hence, how it would make bad policy. This course explores the relationship between politics and economics by surveying influential works of political economy. Its first part examines major thinkers in relation to the historical development of capitalism in Western Europe and the United States: the classical liberalism of Adam Smith, Karl Marx's revolutionary socialism, and the reformist ideas of John Stuart Mill and John Maynard Keynes. The second part considers mid–20th–century writers who revise and critique economic liberalism from a variety of perspectives, including Friedrich Hayek, Milton Friedman, Ronald Coase, Arthur Okun, and Albert O. Hirschman. The third part surveys significant recent contributions relevant to the themes of the course, with applications to current public policy issues, including topics such as: power relations and autonomy in the workplace; asymmetric information and social insurance; economic inequality and distributive justice; equality of opportunity; the economics of health care; positional goods and the moral foundations of capitalism; intergenerational equity and climate change; economic nationalism and new trade theory; behavioral economics; finance and financial crises; and rent–seeking. The combination of the historical focus of the early part of the course with discussion of modern policy issues and debates in the latter part of the course permits you to appreciate the ongoing dialogue between classical and contemporary views of political economy.
Class Format: lecture/discussion **Requirements/Evaluation:** eight 2–page papers and a final exam
Prerequisites: ECON 110 and 120 or equivalent; PSCI 201 or 203 (may be taken concurrently with POEC 250) or a score of 5 on the AP exam in U.S. Government and Politics; (or permission of instructor); open to non–majors **Enrollment Limit:** 35 **Expected Class Size:** 35 **Enrollment Preferences:** Political Economy majors and sophomores intending a Political Economy major
Dept. Notes: formerly POEC 301
Distributional Requirements: Division 2 **Other Attributes:** AMST Critical and Cultural Theory Electives
POEC Required Courses
Fall 2014
LEC Section: 01 MR 02:35 03:50 Instructor: Jon Bakija and James Mahon

POEC 253(F) Empirical Methods in Political Economy (Q)
This course introduces students to common empirical tools used in policy analysis and implementation. The broad aim is to train students to be discriminating consumers of public policy–relevant research. The emphasis in the course is on intuitive understanding of the central concepts. Through hands–on work with data and critical assessment of existing empirical social scientific research, students will develop the ability to choose and employ the appropriate tool for a particular research problem, and to understand the limitations of the techniques. Topics to be covered include basic principles of probability; random variables and distributions; statistical estimation, inference and hypothesis testing; and modeling using multiple regression, with a particular focus on understanding whether and how relationships between variables can be determined to be causal—an essential requirement for effective policy formation. Throughout the course, the focus will be on public policy applications relevant to the fields of political science, sociology, and public health, as well as to economics.

Class Format: lecture/discussion **Requirements/Evaluation:** problem sets, group projects, and three exams
Prerequisites: MATH 130 or its equivalent; one course in ECON; not open to students who have taken ECON 255 **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** Political Economy majors, Environmental Policy majors and sophomores
Dept. Notes: does not satisfy the econometrics requirement for the Economics major; POEC 253 cannot be substituted for ECON 255, or count as an elective towards the Economics major
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Other Attributes: ENVP PE Theory/Methods Courses
PHLH Statistics Courses
POEC Required Courses
Fall 2014
LEC Section: 01 TR 08:30 09:45 Instructor: Lara Shore–Sheppard

POEC 397(F) Independent Study: Political Economy
Open to juniors or seniors majoring in Political Economy, with approval of a faculty supervisor and the chair.
Class Format: independent study
Distributional Requirements: Division 2
Fall 2014
IND Section: 01 TBA Instructor: Lara Shore–Sheppard

POEC 398(S) Independent Study: Political Economy
Open to juniors or seniors majoring in Political Economy, with approval of a faculty supervisor and the chair.
Class Format: independent study
Distributional Requirements: Division 2
Spring 2015
IND Section: 01 TBA Instructor: Lara Shore–Sheppard

POEC 401(F) Contemporary Problems in Political Economy
This course examines contemporary problems in political economy at and across diverse spatial scales. Using both Economics and Political Science methods of analysis, students study the exercise of power and the accumulation of wealth in the world today as well as central public policy debates around those processes. We begin with a discussion of the philosophical foundations of economic policymaking. Then we move through three course sections organized around contemporary problems at three distinct scales: the United States political economy, comparative political economy with an emphasis on the advanced capitalist countries, and the global political economy. We end by taking issues usually studied at a single scale and exploring their innate interconnections through an integrated political–economic and public policy analysis of immigration. The goal of this course is both to build upon theoretical debates encountered in POEC 250 as well as to prepare students for the public policy analysis they will do in POEC 402.
Class Format: seminar **Requirements/Evaluation:** two 8– to 10–page papers; one 12– to 15–page paper, rewrite; three short data analysis projects; in–class group presentations; class participation
Prerequisites: ECON 110 and 120; PSCI 201 or 203, or equivalent; PSCI 202 or 204, or equivalent; open to non–majors **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** Political Economy majors
Dept. Notes: required in the Political Economy major
Distributional Requirements: Division 2 **Other Attributes:** INST Economic Development Studies Electives
Fall 2014
SEM Section: 01 TR 11:20 12:35 Instructor: Darel Paul and David Zimmerman

POEC 402(S) Political Economy of Public Policy Issues
In this course, students form groups that conduct a political and economic analysis of a public policy issue of their choosing. They do extensive reading, conduct interviews in Washington, D.C. (during spring recess), write a major report on their findings and recommendations, and present and defend their findings in a public talk.
Students visit Washington, D.C. Sunday night through Wednesday of the first week of spring vacation to conduct interviews relating to their group projects. This is a course requirement.
Class Format: seminar with student presentations **Requirements/Evaluation:** group policy projects including 80–100 page paper and 2–hour presentation
Prerequisites: POEC 253 or ECON 255, POEC 250, POEC 401; open only to Political Economy majors
Dept. Notes: required in the Political Economy major
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 **Other Attributes:** EXPE Experiential Education Courses
Spring 2015
SEM Section: 01 MR 02:35 03:50 Instructor: William Gentry and Cathy Johnson

POEC 493(F) Honors Thesis: Political Economy
Political Economy independent study.
Class Format: independent study
Distributional Requirements: Division 2
Fall 2014
HON Section: 01 TBA Instructor: Lara Shore–Sheppard

POLITICAL SCIENCE (Div. II)

Chair, Professor GEORGE T. CRANE

Professors: CRANE, C. JOHNSON, MACDONALD, MAHON, MARCUS, MCALLISTER*, PAUL, M. REINHARDT, SHANKS. Associate Professors: MELLOW***, MUNEMO. Assistant Professors: CROWE, EPHRAIM, KELANIC, NJOYA, C.W. SMITH. Visiting Assistant Professor: M. BABIK.. Gaius Charles Bolin Fellow: CONTRERAS. Adjunct Professor: JAMES.

Politics is most fundamentally about forging and maintaining community, about how we manage to craft a common destiny guided by shared values. Communities need a way to reconcile conflicts of interest among their members and to determine their group interest; they need to allocate power and to determine its just uses. Power may be used wisely or foolishly, rightly or cruelly, but it is always there; it cannot be wished away. Political science attends to the ways that social power is grasped, maintained, challenged, or justified. The contests over power and the values that it should be used to further give politics its drama and pathos. The effort to understand politics aims not only to describe and explain, but also to improve political life.

The Political Science major is structured to allow students either to participate in the established ways of studying politics or to develop their own focus. To this end, the department offers two routes to completing the major, each requiring nine courses. We invite students either to organize their major through the subfields that structure the discipline of political science (American politics, international relations, political theory, and comparative politics), or to develop individual concentrations reflecting their particular interests, regardless of subfields.

MAJOR

SUBFIELD CONCENTRATION ROUTE: Upon declaring a major, students choose one subfield: American politics, international relations, political theory, or comparative politics. The subfield concentration draws at least four (4) of the nine courses from one subfield including the appropriate core course from 201–204, two electives of the student's choice at the 200 or 300 level and the senior seminar (or an individual project) in the student's subfield. Students selecting political theory as their subfield concentration must take Political Science 231 or Political Science 232 as one of their four subfield courses, in addition to taking Political Science 203 and prior to taking Political Science 430. With permission of the department chair, students may take a senior seminar in a different subfield, providing they take a third elective in the subfield of concentration. In addition, students must take courses in two subfields outside the subfield of concentration to satisfy the breadth requirement (all methods courses also count toward the breadth requirement). The faculty advisor must approve the student plan. All students must take at least one 300–level course and one research course to complete the major. (Most senior seminars are also research courses but, especially in political theory, not all are.) In addition, no more than two 100–level courses can count toward the major.

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. All students must take at least one 300–level course and one research course to complete the major. (Most senior seminars are also research courses but, especially in political theory, not all are.) In addition, no more than two 100–level courses can count toward the major.

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. The registering faculty member will ask for preferences for a permanent faculty advisor and will assist undecided students in finding an advisor. In all cases, students will be paired at the beginning of junior year with an advisor who will continue with them through graduation.

COURSE NUMBERING

The course numbering used by the Political Science Department reflects the format and specialization of a course The 100–level courses are designed to address political topics from multiple subfield perspectives; many are seminars designed for first–year students. The 200–level courses are divided between our core courses and our electives. The core

courses, numbered from 201–204, serve as introductions both to the substance of politics and the subfields organizing the study of politics. The introductory subfield course must be completed before the senior year. The 200–level elective courses delve into political processes, problems and philosophies. 100–level and 200–level courses have no prerequisites. 300–level courses are more specialized and have prerequisites. 400–level courses are senior seminars offered for students in the major; senior seminars also are open to juniors and to non–majors if space permits. In general, the main subfield of non–core courses can be read from the middle digit of the course number: 0 or 1 for American politics; 2 or 6 for international relations; 3 or 7 for political theory; 4 or 5 for comparative politics; and 8 for non–subfield electives.

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 off–campus. Generally, only one course taken per semester abroad in a program approved by the College may be counted toward the requirements for a degree in Political Science. You can find general study away guidelines for Political Science here.

PREPARATION FOR GRADUATE STUDY

The Department recommends that students contemplating graduate school, especially if they plan to study fields outside political theory, take a course in research and quantitative methods, such as PSCI 300 or, if it is not taught, ECON/POEC 253.

THE DEGREE WITH HONORS 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, (3) have a record of academic excellence in Political Science. The last includes not only the student's cumulative GPA in Political Science, generally 3.5 or above, but also demonstrated research and writing skills, evidenced by one or two examples of graded work submitted along with the thesis proposal. Along with the successful completion of a high–quality thesis, the degree with honors in Political Science requires enrollment in the year–long senior thesis seminar, in addition to the other nine (9) courses of the regular major requirements.

ADVANCED STUDY IN AMERICAN POLITICS

The Department of Political Science provides the opportunity for an unusually gifted student to engage in an entire year's advanced research in American politics under singularly favorable conditions. Supported by income derived from an endowment fund, the student, designated the Sentinels of the Republic Scholar (after the name of the fund), receives a substantial research stipend to cover costs associated with the proposed project.

This unique research course (Political Science 481–W33–482) is designed to encourage the pursuit of excellence among the most talented Williams students of Political Science. Admission to it is awarded to the most distinguished candidate on the basis of demonstrated capacity for outstanding work and of the project's promise for creative contributions to the understanding of American politics, political institutions and thought.

PSCI 100 Asia and the World Crosslistings: PSCI 100/INST 101/ASST 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. This course will explore both the historical background and current dynamics of political and economic issues in these three countries, drawing on themes of imperialism, nationalism, and globalization. It is an introductory class and, therefore, no prior coursework in political science or Asian studies is necessary.
Class Format: predominately lecture **Requirements/Evaluation:** two short papers and a final exam
Prerequisites: first–year or sophomore standing **Enrollment Limit:** 35 **Expected Class Size:** 35
Distributional Requirements: Division 2 **Other Attributes:** INST East Asian Studies Electives
PSCI Comparative Politics Courses
PSCI International Relations Courses
Not Offered Academic Year 2014–2015
LEC Instructor: George Crane

PSCI 110 The Politics of Place in America (W)
What does it mean when someone says they're a Midwesterner? A New Englander? A Texan? Is there importance attached to being an urban resident versus a suburbanite? What about a rural resident? What's the significance of living in a border town? This course explores the politics of place. The country's politics have always been keyed, in important ways, to geography: representation in national government is defined in terms of geographic areas; resources from the national government are distributed unequally around the country; state and local governments, which have an influential role in our political system, vary tremendously from one place to the next; and the country's history has been marked by the violence of geographic conflicts as well as the acquisition of new territory. Much of its social and economic life can also be understood in terms of geography. Patterns of settlement, immigration, slavery, agriculture, education, religion, and cultural production have left and continue to leave different patterns of sediment throughout the country; these patterns and their interactions form the bedrock of American politics. We will spend the semester thinking about the significance of place in politics by exploring the ways that culture, economy, and political institutions vary throughout the country. Topics covered will include urbanization and urban politics, the development of the suburbs, regional differences, and the effects of globalization on local differences.
Class Format: seminar **Requirements/Evaluation:** class participation, weekly 1–page reading responses, two 5–page papers, one 15–page research paper
Prerequisites: open only to first year students **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first year students
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PSCI American Politics Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Nicole Mellow

PSCI 120(S) America and the World Crosslistings: PSCI 120/LEAD 120/INST 101
The object of this course is to introduce students to international relations and American foreign policy through a study of the problems and dynamics of America's contemporary situation. Several general themes emerge over the semester. What are the major forces driving American foreign policy; that is, what causes change and continuity in the American approach? How have American statesmen thought about these issues? What are the dynamics of particular foreign policy problems? And, most importantly, what policies should the United States pursue? To get a handle on these issues we will study American foreign policy traditions, American strategy during and after the Cold War, terrorism, the contemporary Middle East, and other topics of current interest.
Class Format: lecture **Requirements/Evaluation:** papers, participation, and exam
Prerequisites: none **Enrollment Limit:** 35 **Expected Class Size:** 30 **Enrollment Preferences:** first–years and sophomores
Distributional Requirements: Division 2
Spring 2015
LEC Section: 01 MWF 08:30 09:45 Instructor: Milan Babik

PSCI 125(F) Leadership, Power and Legitimacy: An Introduction to Leadership Studies Crosslistings: LEAD 125/PSCI 125
Leadership has long been a central concept in the study of politics. Philosophers from Plato to Machiavelli have struggled with the question of what qualities and methods are necessary for effective leadership. Social scientists throughout the twentieth century have struggled to refine and advance hypotheses about leadership in the areas of economics, psychology, and sociology, among others. Nevertheless, despite all of this impressive intellectual effort, the study of leadership remains a contested field of study precisely because universal answers to the major questions in leadership studies have proven to be elusive. This course is designed to introduce students to many of the central issues and debates in the area of leadership studies.
Class Format: lecture/discussion **Requirements/Evaluation:** class participation and several brief (1 page) response papers, a short mid–term paper, and a longer final paper
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** first–year students and sophomores
Dept. Notes: subfield open in Political Science major
Distributional Requirements: Division 2
Fall 2014
LEC Section: 01 TF 01:10 02:25 Instructor: Chip Chandler

PSCI 132(S) Contemporary Africana Social and Political Philosophy (D) Crosslistings: AFR 132/PSCI 132/AMST 132
This introductory seminar investigates the relationship between three major schools of thought in contemporary Africana social and political philosophy, namely the African, Afro–American, and Afro–Caribbean intellectual traditions. We will discuss a range of thinkers including Aimé Césaire, Angela Y. Davis, Edouard Glissant, Lewis R. Gordon, Kwame Gyekye, Paget Henry, bell hooks, Charles W. Mills, Nkiru Nzegwu, Lucius Outlaw, Oyèrónke Oyewùmi, Tommie Shelby, and Sylvia Wynter. A primary goal of the course is to provide students with the intellectual resources to decipher problems central to philosophical discourse and to allow students an opportunity to apply what they learn to critical issues in current geopolitics. This seminar is part of the Exploring Diversity Initiative, and as such we shall investigate—via the authors mentioned—comparative philosophical analyses, critical theorization, and the plurality of global thinking in contemporary social and political philosophy.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on attendance and participation, two 5– to 7–page essays, and one 10–page final paper
Prerequisites: none; open to all **Enrollment Limit:** 15 **Expected Class Size:** 12 **Enrollment Preferences:** first– and second–year students
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives
Spring 2015
SEM Section: 01 MW 11:00 12:15 Instructor: Neil Roberts

PSCI 201(F,S) Power, Politics, and Democracy in America
Begun as an experiment over 200 years ago, the United States has grown into a polity that is simultaneously praised and condemned, critiqued and mythologized, modeled by others and remodeled itself. This course introduces students to the dynamics and tensions that have animated the American political order and that have nurtured these conflicting assessments. Topics include the founding of the American system and the primary documents (the Declaration of Independence, the Constitution, and the Federalist Papers), the primary institutions of national government then and now (Congress, the Presidency, and the Supreme Court) and the politics of policy–making in the United States. We study structures, processes, key events, and primary actors that have shaped American political development. In investigating these topics, we explore questions

such as these: How is power allocated? What produces political change? Is there is a trade–off between democratic accountability and effective governance? How are tensions between liberty and equality resolved? Do the institutions produce good policies, and how do we define what is good?
Class Format: lecture/discussion **Requirements/Evaluation:** depending on the section, some combination of response papers, short–to–medium papers, exams, and class participation
Prerequisites: none; this is an introductory course, open to all, including first–year students **Enrollment Limit:** 35 **Expected Class Size:** 35 **Enrollment Preferences:** first–year students and sophomores
Distributional Requirements: Division 2 **Other Attributes:** ENVP PTL–A Group Electives
POEC Required Courses
PSCI American Politics Courses
Fall 2014
LEC Section: 01 MR 01:10 02:25 Instructor: Justin Crowe
LEC Section: 02 TR 09:55 11:10 Instructor: Nicole Mellow
Spring 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Candis Smith

PSCI 202(F,S) World Politics: An Introduction to International Relations
Whereas the field of comparative politics looks at what goes on inside various countries, international relations considers the actions of sovereign states toward one another and the patterns and institutions that they create. 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 the theories and 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.
Class Format: lecture **Requirements/Evaluation:** some combination of short papers, midterm exam/paper, final exam, and class participation
Prerequisites: this is an introductory course, open to first–year students and sophomores; juniors and seniors may enroll only with permission of instructor and under special circumstances **Enrollment Limit:** 35 **Expected Class Size:** 35 **Enrollment Preferences:** first–year students and sophomores intending to major in Political Science
Distributional Requirements: Division 2 **Other Attributes:** POEC Required Courses
PSCI International Relations Courses
Fall 2014
LEC Section: 01 MW 11:00 12:15 Instructor: Rosemary Kelanic
LEC Section: 02 TR 09:55 11:10 Instructor: Milan Babik
LEC Section: 03 TR 11:20 12:35 Instructor: Milan Babik
Spring 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Darel Paul

PSCI 203(F,S) Introduction to Political Theory
Is politics war by other means? Is it merely a practical way to meet our needs? Or is it, rather, the activity through which citizens pursue justice and the good life? And what is justice? How can it be established and secured? What are the powers and obligations of citizenship? Who should rule? Who decides? On what basis? Political theory addresses questions such as these as it investigates the fundamental problems of how we can, do, and ought to live together. The questions have sparked controversy since the origins of political thinking; the answers remain controversial now. This course addresses the controversies, focusing on major works of ancient, modern, and contemporary theory by such authors as Plato, Aristotle, Machiavelli, Hobbes, Rousseau, Hegel, Mill, Marx, Nietzsche, Arendt, Rawls, and Foucault. Themes may include authority, obligation, power, war, violence, freedom, justice, equality, democracy, liberalism, capitalism, community, and pluralism, though the emphasis will vary from semester to semester.
Class Format: lecture/discussion **Requirements/Evaluation:** two or three papers; some sections also have a final exam
Prerequisites: none; this is an introductory course, open to all, including first–year students **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** first– and second–year students
Distributional Requirements: Division 2 **Other Attributes:** LEAD Ethical Issues of Leadership
POEC Required Courses
PSCI Political Theory Courses
Fall 2014
LEC Section: 01 TR 08:30 09:45 Instructor: Mark Reinhardt
LEC Section: 02 TR 09:55 11:10 Instructor: Mark Reinhardt
Spring 2015
LEC Section: 01 MWF 11:00 12:15 Instructor: Nimu Njoya
LEC Section: 02 TR 09:55 11:10 Instructor: Laura Ephraim

PSCI 204(F,S) Introduction to Comparative Politics: Nationalism, Ideology, and State Power
While the field of international relations focuses on the actions of sovereign states towards one another, the comparative study of politics looks mainly at what goes on inside countries, the domestic dynamics of political power and institutions. It asks, for example, where sovereign states come from, why political life differs so much from one country to another, and how political regimes, structures and institutions change, sometimes suddenly. Thus comparative politics is often about what citizens of countries with stable and relatively effective governments take for granted (and why they may take it for granted).
In this course, we will examine several broad historical–political themes: the rise of modern state structures; the emergence of capitalism; the articulation of national identities; the spread of liberalism and democracy; and the roots of terrorism, and the effects of war and religion on politics. Worthwhile answers will require us to look at them theoretically, historically, comparatively, and through contemporary developments.
Class Format: lecture/discussion **Requirements/Evaluation:** (fall) five 2–page essays, a 5–page paper, and a short final; (spring) two 5–page papers and a final exam
Prerequisites: none **Enrollment Limit:** 35 **Expected Class Size:** 30 **Enrollment Preferences:** first–year students and sophomores
Distributional Requirements: Division 2 **Other Attributes:** POEC Required Courses
PSCI Comparative Politics Courses
Fall 2014
LEC Section: 01 MR 01:10 02:25 Instructor: James Mahon
Spring 2015
LEC Section: 01 MW 11:00 12:15 Instructor: George Crane

PSCI 205(S) Political Leadership Crosslistings: LEAD 250/PSCI 205
This course will examine the leadership strategies of American political leaders with an emphasis on the importance of communication strategies for public sector leaders. We will study these issues by examining local, state and federal political leaders and by answering key questions specific to the political realm. We will read and watch significant speeches of American political leaders, be visited by guests with deep knowledge and insight into the world of politics and read a variety of writings by academics and practitioners on the subject. We will explore questions such as "What characteristics mark successful communication and how do leaders craft a unique and effective communications style?" and "What strategic considerations are there for female political leaders and do they have different challenges in communicating?"
The first series of classes will focus on communication taking a look at some of America's best political orators, the special requirements of crisis communication and the changes that new media has brought to the practice of politics and government. We will then explore the tenets of political strategy—both in campaigns and governing. This segment of the course will take a look at the tools used in crafting a strategy and how to put together a winning coalition. The final classes in the course will explore the unique challenges and opportunities facing select sub–groups of political leaders: women, celebrity candidates and officeholders and high–achieving young political leaders—operatives and elected officials.
Class Format: seminar **Requirements/Evaluation:** three short papers and a final research paper
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** Leadership Studies concentrators and Political Science majors
Distributional Requirements: Division 2 **Other Attributes:** LEAD American Domestic Leadership
LEAD Facets or Domains of Leadership
Spring 2015
SEM Section: 01 M 07:00 09:40 Instructor: Jane Swift

PSCI 206T Dangerous Leadership in American Politics (W) Crosslistings: PSCI 206/LEAD 206
Leadership in American politics today is typically celebrated. A common assumption is that those who do it well—whether in the presidency, the parties, social movements, organizations, or local communities—are just and legitimate agents of democratic change, and those most celebrated are those who have helped the country make progress toward its ideals. Yet to rest on this is too simple as it is, in part, an artifact of historical construction. Assessing leadership in the moment is complicated because leaders press against the bounds of political convention—as do ideologues, malcontents, and lunatics. Indeed, a central concern of the founders was that democracy would invite demagogues who would bring the nation to ruin. Complicating things further, the nature of democratic competition is such that those vying for power have incentive to portray the opposition's leadership as dangerous. How do we distinguish desirable leadership from dangerous leadership? Can they be the same thing? Many who today are recognized as great leaders were, in their historical moment, branded dangerous. Others, whose ambitions and initiatives arguably undermined progress toward American ideals, were not recognized as dangerous at the time. In this tutorial, we will explore the concept of dangerous leadership in American history, from inside as well as outside of government. What constitutes dangerous leadership, and what makes a leader dangerous? Is it the person or the context? Who decides? How do we distinguish truly dangerous leadership from the perception of dangerous leadership? Does dangerous describe the means or the ends of leadership? Does it matter? Is leadership that privileges desirable ends, such as justice or security, at the expense of democratic means acceptable? Is democratic leadership in service of "dangerous" goals acceptable, and what are these goals?
Class Format: tutorial **Requirements/Evaluation:** six 5–page essays; six 2–page response papers; and one final 5–page rewritten essay
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Political Science majors and Leadership Studies concentrators
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: LEAD Facets or Domains of Leadership
Not Offered Academic Year 2014–2015
TUT Instructor: Nicole Mellow

PSCI 207(F) Political Elections
The National and state elections taking place this fall, 2014, will be "interesting". Historically, mid–term elections, elections without the dominant consideration of who will be the President, generate less attention and less involvement of the public. But, while midterm elections often seem to have less at stake, in 2014 much is at stake. The 21st century in the United States has had a very turbulent beginning and the American public is very divided over how best to respond to the many challenges that confront the United States. 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, of which there are many, and long enduring issues that have long generated conflict at the national level. We will consider in detail the 2014 national mid–term elections both for Federal office (Senate and House) and for state offices (governors and state legislators).
Class Format: lecture **Requirements/Evaluation:** a midterm, a final, and a research paper

Prerequisites: none **Enrollment Limit:** 35 **Expected Class Size:** 20–24 **Enrollment Preferences:** Political Science majors
Distributional Requirements: Division 2 **Other Attributes:** PSCI American Politics Courses
Fall 2014
LEC Section: 01 TR 08:30 09:45 Instructor: George Marcus

PSCI 208T Wealth in America (W)
The pursuit of wealth is an important feature of American political identity, captured by the ideas of the American dream and the Protestant work ethic. The accumulation of wealth has been lauded as both a worthy individual activity and a vital component of the nation's public interest. Yet inequality in wealth may conflict with the political equality necessary for democratic governance and public trust, leading to concerns that we are sacrificing community, fairness, and opportunity for the benefit of a small portion of the population. This tutorial focuses on questions about the public value of wealth and its accumulation, which have become more pressing now that the richest one percent of Americans own 34 percent of privately held wealth. Some readings will be historical, particularly those focusing on American political thought and the politics of the Gilded Age, such as Andrew Carnegie's "Gospel of Wealth". Most of the readings, such as Graetz and Shapiro's *Death by a Thousand Cuts* and Pierson and Hacker's *Winner–Take–All* Politics, will focus on contemporary political debates about the accumulation, concentration, and redistribution of wealth, prompted by concerns about high—and increasing—inequality in both income and wealth.
Class Format: tutorial **Requirements/Evaluation:** five essays (5 pages each), five critiques (2 pages each), and one final paper
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** sophomores with an interest in social sciences and junior political science and political economy majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: POEC U.S. Political Economy + Public Policy Course
PSCI American Politics Courses
Fall 2014
TUT Section: T1 Cancelled

PSCI 209(S) Poverty in America Crosslistings: PSCI 209/WGSS 209
Although some protest that the U.S. is heading toward European–style socialism, social welfare programs in the U.S. differ in important ways from those in other wealthy and democratic nations. This course focuses on the adoption and development of policies to address poverty and inequality in the U.S. The issues we will explore include: What is poverty, and how do Americans perceive its dangers to individuals as well as the political community? What economic, historical, and sociological theories have been advanced to explain poverty? Why has the U.S. adopted some approaches to reduce poverty but not others? What enduring political conflicts have shaped the U.S. welfare state?
Class Format: lecture/discussion **Requirements/Evaluation:** class participation, two or three short papers, and a final paper
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** Political Science, Political Economy, and Women's, Gender and Sexuality Studies majors and concentrators in Public Health
Distributional Requirements: Division 2 **Other Attributes:** PHLH Decision–Making by Institutions + Individuals
POEC U.S. Political Economy + Public Policy Course
PSCI American Politics Courses
Spring 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Cathy Johnson

PSCI 210 Culture and Incarceration Crosslistings: PSCI 210/AFR 210/AMST 210/WGSS 210/INTR 210
This seminar examines incarceration, immigration detention centers, and the death penalty from historical and contemporary perspectives.
Students will study and examine interdisciplinary texts as well primary sources (legislature and criminal codes and writings by the incarcerated). The emphasis will be on the study of social attitudes concerning ethnic groups, gender/sexuality and class as they pertain to a "penal culture" in the United States.
Class Format: seminar **Requirements/Evaluation:** attendance and active participation (10%); collective/group presentations (30%); four 5–page double spaced e–papers (60%)
Prerequisites: none **Enrollment Limit:** 15 **Enrollment Preferences:** juniors and seniors, or sophomores with permission of instructor
Distributional Requirements: Division 2 **Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora
JLST Enactment/Applications in Institutions
Not Offered Academic Year 2014–2015
SEM Instructor: Joy James

PSCI 211 Public Opinion and Political Behavior (Q)
The focus of this course is the role of public opinion in democratic regimes. The influence of public opinion on public affairs and popular governments is a relatively new phenomenon in the history of governments (largely subsequent to the American and French revolutions). We can see from recent events the impact of public opinion: In the early 1990s the American public quickly became interested in drought and starvation in Somalia pressing the American government to intervene, if briefly and unsuccessfully. Some have claimed that American journalists successfully provoked the American public to go to war (the Spanish–American War, creating the slogan, "Remember the Maine"), and to withdraw from war (Viet Nam). More recently, public support to commence the Iraq war was generated in the United States while at the same time democratic publics in other nations strongly opposed the war. We see political leaders make use of the" bully pulpit" to rally support for their agendas, efforts that sometimes succeed and other times fail. We shall explore public opinion in American politics. There are many interesting questions awaiting us this semester. How do events and crises influence public opinion? Which psychological, sociological, and political factors impact public opinion formation? When and under what circumstances do pressure groups influence public opinion? Do mass beliefs alter individual voters' choices? When and how do political leaders influence public opinion and when does public opinion influence political leaders?
We will have direct access to the holdings of the Roper Center, using iPOLL, which enables direct exploration of the thousands of polls on American public opinion from 1937 to today.
Class Format: lecture/discussion **Requirements/Evaluation:** 8– to 12–page research paper, a midterm and final examination
Prerequisites: none **Enrollment Limit:** 14 **Expected Class Size:** 14
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Other Attributes: PSCI American Politics Courses
PSCI Research Courses
Not Offered Academic Year 2014–2015
LEC Instructor: George Marcus

PSCI 212 Hip–Hop and Political Theory Crosslistings: AFR 207/PSCI 212
This course is an introduction into the theoretical underpinnings of the genesis and evolution of hip–hop, a late modern phenomenon whose forms are routinely referred to as a movement, a culture, a music, and a politics. Since its emergence in the South Bronx during the late 1970s, what constitutes the organizing definitions and philosophical bulwarks of hip–hop are often underexplored. The course illuminates such submerged, neglected, and contested bodies of knowledge by focusing on eight concepts: justice, rights, recognition, freedom, equality, democracy, love, and judgment. Through these principles, students are able to address how we frame questions of race, ethnicity, gender, sexuality, class, authenticity, the public sphere, incarceration, and globalization. Our meetings consider the popular and the underground, the originally forged and the remixed, the utility of nomenclature bifurcating conscious and radical hip–hop on the one hand and alternative modes following the logic of neoconservatism and neoliberalism on the other, examining throughout the interplay among language, aesthetics, and form. We investigate as well whether hip–hop in the United States and around the world is intrinsically a political, anti–political, or neutral force in the realm of politics. Written texts, lyrical thought, breaking, film, music videos, and guest lectures by rappers, R&B singers, DJs, academics, and graffiti artists are interwoven in assignments and in–class discussions. Through these mediums and select experiential education opportunities outside the classroom, students have an opportunity to render evaluations on the political theory of hip–hop between past and future.
Class Format: lecture **Requirements/Evaluation:** attendance and participation, two 5– to 7–page essays, and choice of a final 10–page paper or final project; students opting for a final project must receive instructor approval and convey the contours of a core course concept
Prerequisites: none; open to all **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** none
Extra Info: through one of the following mediums:video interviews with visiting artists and scholars, a PowerPoint presentation, original song, mixtape, or combined multimedia presentation
may not be taken on a pass/fail basis
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Neil Roberts

PSCI 213 Black Politics in the United States Crosslistings: PSCI 213/AFR 216/AMST 213
Historically, African Americans have been treated as group members rather than as individuals by mainstream society; consequently, a very unique set of political attitudes and behaviors have developed among Blacks in the United States. This course explores the political history of African Americans as well as the relationship between African Americans and the American political system. Political elites as well as individual citizens and grassroots movements have influenced Black politics. In turn, we will focus on how national, state, and local governments have affected African American communities through the implementation of policies¿some of which have been discriminatory while others have been aimed to ameliorate racial disparities. We will also analyze how Black Americans have responded through the political system. Since this course (nor any course) has the capacity to explore the vast history of Black politics, we will focus primarily on contemporary, African American politics between 1960 and the Obama era. Class time will be divided between lectures and class discussions.
Class Format: seminar; class time will be divided between lectures and class discussions **Requirements/Evaluation:** two 6– to 8–page response papers, a take–home final exam, reading evaluations and class participation
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** sophomores and juniors
Distributional Requirements: Division 2 **Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
SEM Instructor: Candis Smith

PSCI 214(F) Governing Diversity: US Minorities in American Politics
Racial and ethnic minorities are projected to make up the majority of the American population by 2043. Additionally, women and members of LGBT communities are becoming more prominent in American politics. What do these changes mean for American politics? Are demographics (political) destiny? This course will examine the ways minority groups influence and are influenced by American politics. First this course explores how identity and politics are linked. Then, students will examine the ways in which various groups participate in politics via social movements, political parties, and as office–seeking individuals. Finally, this course will review how public policies influence ethnoracial minorities, women, and LGBT citizens (e.g. discrimination, affirmative action, immigration, language policy), and their reactions to those policies.
Class Format: lecture/discussion **Requirements/Evaluation:** class participation, two or three short papers, one final paper
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** Political Science majors, 1st year students and sophomores
Distributional Requirements: Division 2
Fall 2014
LEC Section: 01 MR 01:10 02:25 Instructor: Candis Smith

PSCI 215(S) The Use and Abuse of Statistics in Politics (Q)

Mark Twain popularized an old adage that suggests that statistics can be categorized as a type of lie. Statistics is the study of data collection, assessment, interpretation and presentation. Statistics can be used to inform the public and policy makers about citizens' and denizens' beliefs, preferences, and behaviors. Statistics can and have also been used to bolster weak arguments, to develop counterproductive public policies, and to provide rationale for the benign neglect of citizens on the margins of society. The ultimate goal of this course is to assist students to become aware of inaccurate representations of data. We will begin the course by exploring basic concepts like the meaning of statistically significant, causation versus correlation, question order and wording, and race of interviewer effects. Then we will examine real examples of how good and bad science, alike, has real implications for society.
Class Format: seminar **Requirements/Evaluation:** class participation, two or three short papers, final examination or presentation
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** Political Science majors, first year students and sophomores
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Spring 2015
SEM Section: 01 TF 02:35 03:50 Instructor: Candis Smith

PSCI 216(F) American Constitutionalism I: Structures of Power
How has the American Constitution been debated and understood over time? What is the relationship between constitutional and political change? This course examines the historical development of American constitutional law and politics from the Founding to the present. Our focus is on structures of power — the limits on congressional lawmaking, growth of presidential authority, establishment of judicial review, conflicts among the three branches of the federal government, and boundaries between the federal and state and local governments. The specific disputes under these rubrics range from secession to impeachment, gun control to child labor, waging war to spurring commerce; the historical periods to be covered include the Marshall and Taney Court years, the Civil War and Reconstruction, the Progressive Era, the New Deal, the Warren Court, and the conservative ascendancy of the late twentieth century. Readings are drawn from Supreme Court opinions, presidential addresses, congressional debates and statutes, political party platforms, key tracts of American political thought, and secondary scholarship on constitutional development. Throughout the semester, our goal will be less to remember elaborate doctrinal rules and multi–part constitutional "tests" than to understand the changing nature of, and changing relationship between, constitutional power and constitutional meaning in American history.
Class Format: lecture/discussion **Requirements/Evaluation:** three 5– to 7–page essays, a final exam, and class participation
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** Political Science majors
Distributional Requirements: Division 2 **Other Attributes:** ENVP PTL–A Group Electives
JLST Enactment/Applications in Institutions
POEC U.S. Political Economy + Public Policy Course
PSCI American Politics Courses
Fall 2014
LEC Section: 01 MWF 11:00 12:15 Instructor: Justin Crowe

PSCI 217(S) American Constitutionalism II: Rights and Liberties
How has the American Constitution been debated and understood over time? What is the relationship between constitutional and political change? This course examines the historical development of American constitutional law and politics from the Founding to the present. Our focus is on rights and liberties — freedom of speech and religion, property, criminal process, autonomy and privacy, and equality. The specific disputes under these rubrics range from abortion to affirmative action, hate speech to capital punishment, school prayer to same–sex marriage; the historical periods to be covered include the early republic, the ante–bellum era, the Civil War and Reconstruction, World Wars I and II, the Warren Court, and contemporary America. Readings are drawn from Supreme Court opinions, presidential addresses, congressional debates and statutes, political party platforms, key tracts of American political thought, and secondary scholarship on constitutional development. Throughout the semester, our goal will be less to remember elaborate doctrinal rules and multi–part constitutional "tests" than to understand the changing nature of, and changing relationship between, constitutional rights and constitutional meaning in American history.
Class Format: lecture/discussion **Requirements/Evaluation:** three 5– to 7–page essays, a final exam, and class participation
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** Political Science majors
Distributional Requirements: Division 2 **Other Attributes:** JLST Enactment/Applications in Institutions
POEC U.S. Political Economy + Public Policy Course
PSCI American Politics Courses
Spring 2015
LEC Section: 01 MWF 08:30 09:45 Instructor: Justin Crowe

PSCI 218 The American Presidency Crosslistings: PSCI 218/LEAD 218
To study the presidency is to study human nature and personality, constitution and institution, strategy and contingency. This course will examine the problems and paradoxes that attend the exercise of the most powerful political office in the world's oldest democracy: Can an executive office be constructed with sufficient energy to govern and also be democratically accountable? How much do we attribute the shaping of politics to the agency of the individual in the office and to what extent are politics the result of structural, cultural, and institutional factors? Are the politics of the presidency different in foreign and domestic policy? How are national security concerns balanced with domestic priorities such as the protection of civil liberties? How is the office and purpose of the presidency affected by an economic order predicated on private capital? Exploration of these questions will lead us to examine topics such as presidential selection, the bases of presidential power, character and leadership issues, congressional–executive relations, the media, and emergency powers. Attention will focus largely on the modern presidency, though older historical examples will also be used to help us gain perspective on these problems.
Class Format: lecture/discussion **Requirements/Evaluation:** one exam, two short to medium length papers, small group projects, and class participation
Prerequisites: none **Enrollment Limit:** 35 **Expected Class Size:** 35 **Enrollment Preferences:** Political Science majors and Leadership studies concentrators
Distributional Requirements: Division 2 **Other Attributes:** LEAD American Domestic Leadership
LEAD Facets or Domains of Leadership
POEC U.S. Political Economy + Public Policy Course
PSCI American Politics Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Nicole Mellow

PSCI 219T(F) Women in National Politics (W) Crosslistings: INTR 219/PSCI 219/WGSS 219
This tutorial focuses on the writings and memoirs of women who have shaped national political and electoral/campaign culture in the 20th and early 21st centuries. Women studied include: Fannie Lou Hamer, Barbara Jordan, Shirley Chisholm, Lani Guinier, Madeleine Albright, Hillary Clinton, Condoleeza Rice, Sarah Palin, Nancy Pelosi.
Class Format: tutorial **Requirements/Evaluation:** brief analytical papers and response papers for each week's readings
Prerequisites: none **Enrollment Limit:** 10 **Enrollment Preferences:** juniors and seniors, sophomores with permission of instructor
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Fall 2014
TUT Section: T1 TBA Instructor: Joy James

PSCI 220(F) Afghanistan Post–Mortem Crosslistings: ANTH 208/ASST 208/PSCI 220/INST 208
The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Over the next decade, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not defeat. This course examines the history of American involvement in Afghanistan, beginning in the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development, through the Soviet occupation and U.S. support for Islamist political parties in the 1980s, and continuing with the most recent abortive U.S. efforts at nation–building and social and political reform.
Class Format: seminar **Requirements/Evaluation:** grading will be determined by class participation, two short essays, and a 15–page research paper
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15–20 **Enrollment Preferences:** Anthropology and Sociology majors, international studies concentrators, Political Science and Asian Studies majors will get preference
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Fall 2014
SEM Section: 01 MR 01:10 02:25 Instructor: David Edwards

PSCI 222(S) Wilson and Wilsonianism in U.S. Foreign Policy
This course focuses on President Woodrow Wilson and his legacy in American foreign policy. Participants will gain a detailed understanding of Wilson's diplomacy, historical and intellectual context, and influence on subsequent American statecraft up to the present. Specific policies such as the Mexican intervention, World War I entry, and the League of Nations will be discussed against the broader background of Wilson's views on politics, religion, liberty, historical progress, and America's manifest destiny. As the course unfolds, two questions will receive increasing attention: Does Wilson's influence extend to contemporary U.S. foreign policy? Do his ideas constitute a solid foundation for future American statecraft?
Class Format: seminar **Requirements/Evaluation:** midterm exam, final exam, 5 response papers (2 pages each), one research paper (20 pages), and an in–class presentation
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** Political Science majors; seniors; juniors
Distributional Requirements: Division 2 **Other Attributes:** PSCI International Relations Courses
Spring 2015
SEM Section: 01 MW 11:00 12:15 Instructor: Milan Babik

PSCI 223 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 the Holocaust and decolonization, and current dilemmas in its practice. Students will study primary materials (treaties, order, memos and cases). This is not a law–school course, but an academic course in liberal arts.
Class Format: lecture **Requirements/Evaluation:** two midterm exams, one 7–page paper, and one final exam
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 30 **Enrollment Preferences:** Political Science majors
Distributional Requirements: Division 2 **Other Attributes:** JLST Enactment/Applications in Institutions
MAST Interdepartmental Electives
POEC International Political Economy Courses
PSCI International Relations Courses

Not Offered Academic Year 2014–2015
LEC Instructor: Cheryl Shanks

PSCI 224(F) Neo–liberalism: What Is It and Why Does It Matter?
We live in the era of neo–liberalism. But what does this mean? This course will focus on neo–liberalism in comparative perspective, looking mainly at the US and Europe. It will consider how neo–liberalism is defined, the role of states in making and maintaining neo–liberalism, the centrality of markets to neo–liberal conceptions, and the kinds of politics that produced and are produced by neo–liberalism. Economically, the course will look at the institutional configuration of neo–liberalism, changes in economies, growing inequality, the financial crises, and prevalence of debt. Politically, the course will address changes in the role of government, what governments do and do not do, the growing influence of financial interests, the role of identities in mobilizing support for and legitimating governments, and the impact of these developments on the status of citizenship and democracy.
Class Format: seminar **Requirements/Evaluation:** three papers—one 3–page, one 5–page, and one 10–page paper
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** Political Science majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 **Other Attributes:** POEC Comparative POEC/Public Policy Courses
PSCI Comparative Politics Courses
PSCI International Relations Courses
Fall 2014
SEM Section: 01 MR 02:35 03:50 Instructor: Michael MacDonald

PSCI 225(F) International Security
This course examines when, why, and how military threats and military force are used to obtain political objectives. We will discuss the many methods through which states and non–state actors attempt to convince their opponents to meet political demands, including military coercion, economic coercion, forced migrations, terrorism, guerrilla warfare, nuclear blackmail and all–out conventional warfare. We will also explore how the organizational attributes of these actors—for example, leadership structures, military cultures, and bureaucratic politics— may affect their decisions to use force and the effectiveness with which they do so. The course focuses on the period from the end of World War II until the present.
Class Format: lecture **Requirements/Evaluation:** class participation, two 4– to 5–page papers, and a final exam
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** Political Science majors
Distributional Requirements: Division 2 **Other Attributes:** INST Borders, Exiles + Diaspora Studies Electives
LEAD American Foreign Policy Leadership
PSCI International Relations Courses
Fall 2014
LEC Section: 01 MWF 08:30 09:45 Instructor: Rosemary Kelanic

PSCI 226(S) Silent Warfare: Surveillance and Intelligence in American Foreign Policy **Crosslistings:** PSCI 226/LEAD 226
This course will deal with the complexities of the American intelligence community, its activities, and its recent controversies. An important purpose of the course is to demystify intelligence activity and place it in its proper perspective as an important and necessary aspect of American foreign policy. Another purpose of the course will be to familiarize students with the role that intelligence and surveillance plays in the decision–making process in American foreign and national security policy. We will also examine historical and current controversies over the role of intelligence and surveillance.
Class Format: lecture **Requirements/Evaluation:** one exam, two short papers (5–6 pages), and a longer research paper (12–15 pages)
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** Political science majors and leadership studies concentrators (american foreign policy track)
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 **Other Attributes:** PSCI International Relations Courses
Spring 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Douglas MacDonald

PSCI 227(S) War and the Nation–State
As Charles Tilly famously argued, "War made the state, and the state made war". This course explores the phenomenon of war in its broader socio–economic context during the years between the emergence of the modern nation–state in the late 18th century and the end of World War II. It examines the ways in which warfare influenced state development, and in turn, how state development changed the nature and conduct of war itself. The co–evolution of nation–states and modern warfare is studied in the context of four broad social transformations: the rise of nationalism, democratization, industrialization, and military bureaucratization. We will also discuss the causes, conduct, and consequences of the major wars of this period, including the Napoleonic Wars, the Wars of German Unification, and the cataclysmic showdowns of the twentieth century: World War I and World War II.
Class Format: lecture **Requirements/Evaluation:** class participation, midterm exam, final exam
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 25 **Enrollment Preferences:** Political Science majors
Distributional Requirements: Division 2 **Other Attributes:** PSCI International Relations Courses
Spring 2015
LEC Section: 01 TR 08:30 09:45 Instructor: Rosemary Kelanic

PSCI 228 International Organization
Tens of thousands of international organizations populate our world. IGOs, whose members are governments of sovereigns, range from the Nordic Association for Reindeer Research to the UN and NATO; NGOs, whose members are private groups and individuals, include the International Seaweed Association as well as the International Committee of the Red Cross. We will examine where they come from, what they do, and to whom they matter, and will examine their agency, efficiency, and accountability. We cover the history, structures and functions of international organizations using case studies.
Class Format: lecture **Requirements/Evaluation:** three short papers, a midterm exam, one longer paper on an assigned topic
Prerequisites: none, open to first–year students **Enrollment Limit:** 30 **Expected Class Size:** 30 **Enrollment Preferences:** Political Science Majors
Distributional Requirements: Division 2 **Other Attributes:** PHLH Decision–Making by Institutions + Individuals
POEC International Political Economy Courses
PSCI International Relations Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Cheryl Shanks

PSCI 229 Global Political Economy
This course offers a broad introduction to contemporary global capitalism, emphasizing the inherent and inseparable intertwining of politics and economics, power and wealth, the state and the market. It begins with an overview of the history of thought in international political economy up to current theory. The core of the course is a broad analysis of global trade, global finance, and development, with special attention to subjects such as free trade, the WTO, foreign aid, money, and financial crisis. We conclude the course with a close look at the contemporary global political economy in crisis, its politics, and the future of global capitalism.
Class Format: lecture/discussion **Requirements/Evaluation:** three 3–5 page papers, final exam, class discussion
Prerequisites: none **Enrollment Limit:** 35 **Expected Class Size:** 30 **Enrollment Preferences:** Political Science and Political Economy majors
Distributional Requirements: Division 2 **Other Attributes:** ENVI Environmental Policy
INST Economic Development Studies Electives
MAST Interdepartmental Electives
POEC International Political Economy Courses
PSCI International Relations Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Darel Paul

PSCI 231 Ancient Political Thought **Crosslistings:** PSCI 231/PHIL 231
The core activity of this seminar is the careful reading and sustained discussion of selected works by Plato and Aristotle, but we will also engage such other thinkers as Epictetus and Augustine, and, from a political and theoretical point of view, selections from the Hebrew Bible and New Testament. Among the questions that we will address: What is justice? How can it be known and pursued? How is political power generated and exercised? What are the social and ethical prerequisites—and consequences—of democracy? Must the freedom or fulfillment of some people require the subordination of others? Does freedom require leading (or avoiding) a political life? What distinguishes that kind of life from others? What does it mean to be "philosophical" or to think "theoretically" about politics? Although we will attempt to engage the readings on their own terms, we will also ask how the vast differences between the ancient world and our own undercut or enhance the texts' ability to illuminate the dilemmas of political life for us.
Class Format: lecture/discussion **Requirements/Evaluation:** three 6– to 8–page papers
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 18 **Enrollment Preferences:** Political Science majors
Distributional Requirements: Division 2 **Other Attributes:** PSCI Political Theory Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Nimu Njoya

PSCI 232(S) Modern Political Thought **Crosslistings:** PSCI 232/PHIL 232
This course invites you to contemplate some of the core questions taken up by major political thinkers from the 16th through the 20th century, through close readings of a number of pivotal texts. Beginning with the revival of classical republicanism during the Renaissance and the advent of new scientific outlooks on politics in the early modern period, we will proceed to key texts in the liberal and social–contract traditions, Enlightenment and counter–Enlightenment republican thought, liberal Utilitarian perspectives, classical Marxism, and finally to the work of Hannah Arendt, one of the most significant interpreters and critics of modern political theory in the 20th century. The thinkers we will read in this course include Niccolo Machiavelli, Thomas Hobbes, John Locke, David Hume, Jean–Jacques Rousseau, Immanuel Kant, Mary Wollstonecraft, John Stuart Mill, Karl Marx, and Arendt. These thinkers have much to tell us about the political ideals and concerns that seemed exciting or pressing in the past. But their texts may also reorient and energize our thinking about politics today. Read with an open mind and a critical spirit, they can challenge our settled preconceptions about good and evil, provoke reexamination of our role as citizens, demand that we justify our institutions afresh, and even inspire us to describe a better, more just future. Through classroom dialogue and personal reflection, we will carefully ponder partial answers to immense, enduring questions: What is justice? What is freedom? Who should rule? With what limits and justifications? What form of government best serves the people? Who are the people, anyway? And on what grounds can we justify confidence in our answers to such questions?
Class Format: lecture/discussion **Requirements/Evaluation:** three 6– to 8–page papers and participation
Prerequisites: none; open to all **Enrollment Limit:** 25 **Expected Class Size:** 21 **Enrollment Preferences:** Political Science majors
Distributional Requirements: Division 2 **Other Attributes:** PSCI Political Theory Courses
Spring 2015

LEC Section: 01 MR 01:10 02:25 Instructor: Laura Ephraim

PSCI 233(S) Rastafari: Dread, Politics, Agency Crosslistings: AFR 299/PSCI 233/REL 261
The emergence of Rastafari in the twentieth century marked a distinct phase in the theory and practice of political agency. From its heretical roots in Jamaica, Garveyism, Ethiopianism, and Pan–Africanism, Rastafari has evolved from a Caribbean theological movement to an international political actor. This course investigates the political theory of Rastafari in order to develop intellectual resources for theorizing the concept of agency in contemporary Africana thought and political theory. We will analyze texts and audio–visual works on the political economy of late colonial Jamaica, core Rastafari thinking, political theology, the role of reggae music, the notion of agency, and the influence of Rastafari on global politics.
Class Format: lecture **Requirements/Evaluation:** attendance and participation, weekly reading e–response papers, two short essays, and a group lyrics and politics final project
Prerequisites: none; open to all **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** preference will be given to Africana Studies concentrators and majors in Political Science and Religion
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives
REL Africa + African Diaspora Tradition Courses
Spring 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Neil Roberts

PSCI 235(F) Environmental Political Theory Crosslistings: PSCI 235/ENVI 235
What is the relationship between politics and nature? Today, this question has been given special urgency by the reality of environmental degradation and the efforts of social movements that seek a more sustainable future. But the nature–politics relationship is also a longstanding source of controversy and insight within the history of political thought. In this class, we will consider the efforts of both canonical and contemporary political theorists to fashion political principles suited to organizing the comportment of human communities towards non–human nature. The texts we read will prompt us to question common presuppositions about human nature and the material settings of political life. They will also challenge us to reconsider the actors, spaces, and knowledge that constitute politics. By putting contemporary scholarly and activist visions of environmental justice and sustainability into dialogue with works by Aristotle, Hobbes, Rousseau, and others, we will become more familiar with the theoretical roots of contemporary debates about the environment and better equipped to notice elisions in both past and present conceptions of nature and politics. The course will primarily be driven by discussion, often introduced by 15–20 minute lectures.
Class Format: lecture/discussion **Requirements/Evaluation:** three papers of 5–7 pages each and class participation
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** first year and sophomore students; then PSCI and ENVI majors/concentrators
Extra Info: please note that this is an introductory–level course with no prerequisites. First year students and those with no background in political theory are welcome, as are more experienced students
Distributional Requirements: Division 2 **Other Attributes:** ENVI Humanities, Arts + Social Science Electives
ENVP PTL–A Group Electives
ENVP SC–B Group Electives
PSCI Political Theory Courses
Fall 2014
LEC Section: 01 MW 08:30 09:45 Instructor: Laura Ephraim

PSCI 236 Sex, Gender, and Political Theory Crosslistings: PSCI 236/WGSS 236
This course offers a feminist reading of some of the most important concepts and theoretical concerns in the study of politics: freedom, justice, equality, obligation, alienation and objectification. Each of these terms will be evaluated from the perspective of its potential to address social inequities of sex, gender, race and class. Is welfare a problem for freedom theory? In what way might a pregnancy be experienced as a form of alienation, and how does this pose a challenge for theories of justice? Is it possible to treat another person as equal and at the same time an object of one's sexual desire? We will identify the analytical tools and strategies that feminist theorists have employed in order to bring these and other concerns into political theory scholarship, reconstructing traditional ideas of politics and public life in the process. Theorists whose work we will read include Susan Moller Okin, Nancy Hirschmann, Martha Nussbaum, Iris Marion Young, Drucilla Cornell, Gayatri Spivak, Dorothy Roberts, Judith Butler, Linda Zerilli and Catherine Mackinnon.
Class Format: lecture/discussion **Requirements/Evaluation:** one oral presentation and three papers (3 pages, 7 pages and 8–10 pages)
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 21 **Enrollment Preferences:** Political Science and concentrators in Political Theory
Distributional Requirements: Division 2 **Other Attributes:** AMST Critical and Cultural Theory Electives
PSCI Political Theory Courses
WGST Feminist Theory Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Nimu Njoya

PSCI 237T Just War Theory, Terrorism, and Weapons of Mass Destruction (W) Crosslistings: PHIL 238/PSCI 237
What is generally known as Just War Theory (JWT), first clearly formulated by Augustine and then developing both theistic and non–theistic variants, is currently challenged by terrorism, torture, and weapons of mass destruction. Participants in this tutorial will review prominent current forms of JWT, examing how each deals—or can be adapted to deal—with these challenges. Participants will aim to discover, or perhaps in part to develop, the currently best available theory concerning the political ethics of torture, terrorism, counterterrorism, and the production and uses of weapons of mass destruction.
Class Format: tutorial **Requirements/Evaluation:** tutorial papers and responses to partners' tutorial papers, in alternating weeks; participation in tutorial discussions
Prerequisites: any PHIL course, PSCI 203, or permission of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Philosophy and Political Science majors and potential majors; first preference to those who were bumped from this course in Fall 2012
Dept. Notes: meets Value Theory requirement only if registration is under PHIL
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JLST Enactment/Applications in Institutions
PHIL Contemporary Value Theory Courses
Not Offered Academic Year 2014–2015
TUT Instructor: Alan White

PSCI 238(F) Economic Liberalism and Its Critics Crosslistings: POEC 250/ECON 299/PSCI 238
Economic liberalism holds that society is better off if people enjoy economic freedom. Its critics point to what they believe this position ignores or what it wrongly assumes, and hence, how it would make bad policy. This course explores the relationship between politics and economics by surveying influential works of political economy. Its first part examines major thinkers in relation to the historical development of capitalism in Western Europe and the United States: the classical liberalism of Adam Smith, Karl Marx's revolutionary socialism, and the reformist ideas of John Stuart Mill and John Maynard Keynes. The second part considers mid–20th–century writers who revise and critique economic liberalism from a variety of perspectives, including Friedrich Hayek, Milton Friedman, Ronald Coase, Arthur Okun, and Albert O. Hirschman. The third part surveys significant recent contributions relevant to the themes of the course, with applications to current public policy issues, including topics such as: power relations and autonomy in the workplace; asymmetric information and social insurance; economic inequality and distributive justice; equality of opportunity; the economics of health care; positional goods and the moral foundations of capitalism; intergenerational equity and climate change; economic nationalism and new trade theory; behavioral economics; finance and financial crises; and rent–seeking. The combination of the historical focus of the early part of the course with discussion of modern policy issues and debates in the latter part of the course permits you to appreciate the ongoing dialogue between classical and contemporary views of political economy.
Class Format: lecture/discussion **Requirements/Evaluation:** eight 2–page papers and a final exam
Prerequisites: ECON 110 and 120 or equivalent; PSCI 201 or 203 (may be taken concurrently with POEC 250) or a score of 5 on the AP exam in U.S. Government and Politics; (or permission of instructor); open to non–majors **Enrollment Limit:** 35 **Expected Class Size:** 35 **Enrollment Preferences:** Political Economy majors and sophomores intending a Political Economy major
Dept. Notes: formerly POEC 301
Distributional Requirements: Division 2 **Other Attributes:** AMST Critical and Cultural Theory Electives
POEC Required Courses
Fall 2014
LEC Section: 01 MR 02:35 03:50 Instructor: Jon Bakija and James Mahon

PSCI 239 Science, Gender and Power Crosslistings: PSCI 239/WGSS 238
This course considers debates in feminism about the relationship between science, gender and power in politics. On the one hand, shifting ideas about gender have influenced the development of the sciences through history: for example, some feminists argue that science has historically been premised upon a view of women as objects, not subjects, of knowledge. On the other hand, shifting ideas about science have strongly influenced the development of feminist theory and practice: for example, debates about reproductive rights are often couched in terms of a conflict between reliable scientific knowledge of embryos, STDs, etc. and an unscientific, patriarchal worldview. Do science and technology serve to transform or reinforce power imbalances based on gender, race, and sexuality? Should feminist theory embrace objectivity and model itself upon scientific procedures of knowledge production? Or should feminists reject objectivity as a myth told by the powerful about their own knowledge–claims and develop an alternative approach to knowledge? What is "objectivity" anyway, and how has this norm changed through history? What kinds of alternatives to objectivity exist, and should they, too, count as "science"? Rather than treating science as a monolith, we will endeavor to understand the implications of various sciences—as practiced and envisioned in various, historically specific situations—for gender and politics. Readings may include texts by Rene Descartes, Andreas Vesalius, Londa Schiebinger, Anne Fausto–Sterling, Helen Longino, Nancy Harstock, Sandra Harding, bell hooks, Donna Haraway, Mary Hawkesworth, and Octavia Butler.
Class Format: seminar **Requirements/Evaluation:** three 5– to 7–page papers and class participation
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 21 **Enrollment Preferences:** Political Science majors and Women's, Gender and Sexuality Studies majors
Distributional Requirements: Division 2 **Other Attributes:** PSCI Political Theory Courses
WGSS Theory Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Laura Ephraim

PSCI 240 Theories of Comparative Politics
This course will deal with the debate between Karl Marx and Max Weber that organizes much of the contemporary study of comparative politics. The course is divided into four sections. First, it begins with a close reading of Marx and Weber and a comparison of their modes of political analysis. It will engage the debate between them about the source and nature of power. What is it, and where does it come from? Is it primarily "material" in content or largely "ideal"? What does each think about the origins of capitalism, and what is at stake theoretically in their respective interpretations? Second, the course will consider how Marx and Weber have influenced 20th century thinking about the relationship between capitalism and modernity. Is modernity intimately linked with capitalism, as Marx would argue, or is it separate from it, as Weber would have it? To get at this question, we will read Karl Polanyi and Barrington Moore in this section. Third, the course will address Marxist and Weberian treatments of states. What are they? Where do states come from? Do they originate in consent? In war? Are they autonomous from or captured by social forces? In this section, we will read Charles Tilly, Theda Skocpol, Alfred Stephan, and Karl Schmitter. Finally, the course will consider what comparative politics has to say about the nature and origins of collective political identities (national, ethnic, cultural). What are they and where do they come from? Are they artifacts of the economy, as Marxists suggest, or do they come from states and religions, as Weber has it?

Class Format: lecture/discussion **Requirements/Evaluation:** three papers
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Political Science majors
Distributional Requirements: Division 2 **Other Attributes:** PSCI Comparative Politics Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Michael MacDonald

PSCI 241(S) Meritocracy Crosslistings: PSCI 241/SOC 241
Although far less than 1% of American college and graduate school students attend an Ivy League university, 40% of the top decision makers in the second Obama administration did. Is this fact a positive sign that the United States is governed by its most talented and capable members who have risen through hard work and equality of opportunity? Or a negative one pointing to the power of a corrupt and self–selecting elite? This course explores the theme of meritocracy— rule by the intellectually talented—in comparative perspective. We will look at both old and new arguments regarding the proper role and definition of merit in political society as well as take the measure of meritocracy in present–day China, France, and the United States. The course concludes with a focus on the current debate over American meritocracy and inequality and will include one or more of the following authors: Joseph Kett (*Merit), Charles Murray (Coming Apart*), Tyler Cowen (*Average is Over*), and Christopher Hayes (*Twilight of the Elites*).
Class Format: seminar **Requirements/Evaluation:** class participation, two or three short papers, and a final paper
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** Political Science and Sociology majors, first–years and sophomores intending a Political Science or Sociology major
Distributional Requirements: Division 2 **Other Attributes:** POEC Comparative POEC/Public Policy Courses
PSCI American Politics Courses
PSCI Comparative Politics Courses
Spring 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Darel Paul

PSCI 243(S) Politics of Africa Crosslistings: PSCI 243/AFR 256
This course provides a broad introduction to the politics of contemporary Africa, emphasizing along the way the diversity of African politics. It seeks to challenge the widespread image of African politics as universally and inexplicably lawless, violent, and anarchic.This course begins by examining the colonization of Africa, nationalist movements, and patterns of rule in the first 30 years of independence. From there, the course analyzes the causes, achievements and limitations of the recent waves of political and economic liberalization across Africa. With an understanding of politics in African countries, we consider how this shapes patterns of economic development. Finally, the course examines China's growing expansion into Africa. We ask whether this is neocolonialism, or a beneficial relationship for African countries.
Class Format: lecture/discussion **Requirements/Evaluation:** class discussion, four short papers and final exam
Prerequisites: none **Enrollment Limit:** 35 **Expected Class Size:** 30 **Enrollment Preferences:** sophomores, Political Science majors and Africana Studies concentrators
Distributional Requirements: Division 2 **Other Attributes:** INST African Studies Electives
POEC Comparative POEC/Public Policy Courses
PSCI Comparative Politics Courses
Spring 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Ngonidzashe Munemo

PSCI 247 Political Power in Contemporary China
The People's Republic of China presents us with two grand political narratives: socialism and democracy. In the Maoist era, a distinctive understanding of socialism, which claimed to be a more genuine democracy, brought hope and, ultimately, tragedy to hundreds of millions of people. In the post–Mao era, Chinese politics has been driven by the need to redefine socialism in the wake of the world–historic calamities of the Great Leap Forward and the Cultural Revolution and, more recently, the end of the Cold War. The state cannot simply give up the socialist myth because without it the rationale for Communist Party hegemony evaporates. But China's rulers cannot avoid political reform, both ideological and institutional, because to do so heightens the legitimacy crisis born of Maoist failures. Within this context has emerged the contemporary Chinese democracy movement which, in all of its complexity, looks to both socialist discourse and Western practice to create a new politics that checks tyrannical abuses of state power and engenders a civil society. What is Chinese democracy now? What are its prospects and what is its relationship to the ideas of socialism?
Class Format: lecture/discussion **Requirements/Evaluation:** two short papers and a final exam
Prerequisites: none **Enrollment Limit:** 35 **Expected Class Size:** 35 **Enrollment Preferences:** Political Science and Asian Studies majors
Distributional Requirements: Division 2 **Other Attributes:** ASST Interdepartmental Electives
INST East Asian Studies Electives
POEC Comparative POEC/Public Policy Courses
PSCI Comparative Politics Courses
Not Offered Academic Year 2014–2015
LEC Instructor: George Crane

PSCI 248T(S) The USA in Comparative Perspective (W)
Politics in the USA is often considered unique and incomparable, and US political science separates the study of American politics from comparative politics. This course overcomes this divide, considering politics and society in the United States comparatively, from a variety of viewpoints and by authors foreign and American, historical and contemporary. Important topics include: the colonial experience and independence; race relations and the African diaspora; nationalism and national identity; war and state–building; American exceptionalism, religion, and foreign policy; the role of political and economic institutions; and the origins and shape of the welfare state. (As the list suggests, the most common comparisons are with Latin America and Western Europe, but several of our authors look beyond these regions.) Along the way, we also read short descriptive accounts by foreign observers, from Tocqueville to José Martí, Max Weber, and Sayyid Qutb.
Class Format: tutorial; a lecture in the first week; then ten weeks of tutorial; then a discussion class in the final week **Requirements/Evaluation:** five 5– to 6–page papers, five 1– to 2–page responses, and one 1–page essay for the final class
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** sophomores
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
PSCI American Politics Courses
PSCI Comparative Politics Courses
Spring 2015
TUT Section: T1 TBA Instructor: James Mahon

PSCI 249(F) From Beetroot to Zero Grazing: Comparative Response to AIDS in Africa Crosslistings: PSCI 249/INST 249
As AIDS in African countries grew from a few cases in the mid–1980s to more generalized levels by the mid–1990s, government policy varied widely. Consider that while Kenyan medical officials denied the existence of AIDS (insisting that the four deaths reported in the press were due to skin cancer), in Senegal, President Diouf openly acknowledged AIDS and launched a national prevention and control program. South African President Mbeki and his health minister questioned whether HIV causes AIDS and suggested a garlic, beetroot, and lemon concoction as treatment, while in Uganda, President Yoweri Museveni developed a successful home–grown 'Zero Grazing' campaign. Why did some African governments respond early and aggressively to AIDS, while others did essentially the opposite? What has worked and what hasn't in the fight against AIDS in African countries? Has political liberalization improved the responsiveness of African governments to AIDS? In this course we aim to better understand how politics and social factors shaped African countries' responses to AIDS.
Class Format: lecture **Requirements/Evaluation:** active participation in class discussions, 4 short papers (4–5 pages), and a final project
Prerequisites: at least one PSCI course or Introduction to Public and Global Health (ANTH 105, INTR150, PHLH150) **Enrollment Limit:** 30 **Expected Class Size:** 20 **Enrollment Preferences:** Political Science majors, Public Health concentrators and International Studies concentrators, in that order
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 **Other Attributes:** INST African Studies Electives
INST Global Health Studies Electives
PHLH Decision–Making by Institutions + Individuals
Fall 2014
LEC Section: 01 TF 01:10 02:25 Instructor: Ngonidzashe Munemo

PSCI 253 Comparative Race and Ethnic Politics Crosslistings: PSCI 253/AFR 253
Since its founding, the United States has had to balance the American creed of equality for all, on one hand, with racial inequality, on the other hand. Is this challenge something exclusive to the United States? This course will provide students the opportunity to compare and contrast how race and ethnicity are constructed across the globe as well as how race and politics interact in various countries. We will examine the phenomena of race and ethnicity in the political development of several countries including the U.S., South Africa, France, Australia and Brazil. We will ask: What is the difference between race and ethnicity? What role do countries and their institutions play in developing racial ideologies and racial hierarchies? Is there such thing as a racial democracy? Is there a difference between the U.S's "race problem," Latin America's "shade problem" and Europe's "immigrant problem"? By the end of the class, students will have a broad knowledge of the similarities and differences of racial and ethnic issues across the globe.
Class Format: seminar; class time will be divided between lectures and class discussions **Requirements/Evaluation:** two 6– to 8–page response papers, a take–home final exam, reading evaluations and class participation
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** sophomores and juniors
Distributional Requirements: Division 2 **Other Attributes:** ASAM Related Courses
POEC Comparative POEC/Public Policy Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Candis Smith

PSCI 254(F) Democracy in Comparative and Theoretical Perspective
This course deals with what democracy means and how it is achieved. It begins by weighing competing definitions of democracy focusing on two kinds of questions. Is "democracy" a procedure or a substance and what is the relationship between democratic government and market economies? After addressing general theoretical issues, the course will consider what is meant by democracy in the United States, Latin America, South Africa, and the Arab world.
Class Format: seminar/lecture **Requirements/Evaluation:** one 3–page paper, one 5– to 7–page paper, and one 10–page project
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** Political Science majors
Distributional Requirements: Division 2 **Other Attributes:** POEC Comparative POEC/Public Policy Courses
PSCI Comparative Politics Courses
Fall 2014

SEM Section: 01 MWF 11:00 12:15 Instructor: Michael MacDonald

PSCI 262 America and the Cold War Crosslistings: PSCI 262/LEAD 262
This course examines the rise and fall of the Cold War, focusing on four central issues. First, why did America and the Soviet Union become bitter rivals shortly after the defeat of Nazi Germany? Second, was one side 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 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 examines how scholarly interpretations of the Cold War continue to influence how policymakers approach contemporary issues in American foreign policy.
Class Format: lecture/discussion **Requirements/Evaluation:** one medium length paper, an in–class midterm and final exam, and a series of short assignments
Prerequisites: none; PSCI 202 is recommended but not required **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Political Science majors and Leadership Studies concentrators
Distributional Requirements: Division 2 **Other Attributes:** LEAD American Foreign Policy Leadership
PSCI International Relations Courses
Not Offered Academic Year 2014–2015
LEC Instructor: James McAllister

PSCI 263 America and the Vietnam War (W) Crosslistings: PSCI 263/LEAD 242
Every American president from Franklin Roosevelt to John F. Kennedy sought to avoid a commitment of ground forces to Vietnam. Lyndon Johnson also feared the consequences of a massive American commitment, but he eventually sent over half a million men to Vietnam. Richard Nixon hoped to conclude a peace with honor when he assumed the presidency, but the war lasted for another four years with many additional casualties. This course examines the complex political processes that led successive American presidents to get involved in a conflict that all of them desperately wanted to avoid. We will examine both the international and domestic context of the war, as well as pay close attention to both South and North Vietnamese perspectives on the war. In addition, we will examine the long–standing arguments among both historians and political scientists over how to explain and interpret the longest and most controversial war in American history.
Class Format: seminar **Requirements/Evaluation:** two 7–page papers, one 8– to 10 page paper, and active class participation
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** sophomore and junior Political Science majors and Leadership Studies concentrators
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: LEAD American Foreign Policy Leadership
PSCI International Relations Courses

PSCI 264 Politics of Global Tourism
A decade ago, tourism passed oil to become the world's most valuable export. This arguably frivolous activity accounts for more than 10% of global GNP, and employs an enormous number of people. Tourism accounts for most of the revenue that the poorest countries receive; meanwhile, presidents and prime ministers of nuclear–capable countries beg on TV for visitors. Where are the politics in this vast, complicated industry and why is no one paying attention? This class explores various types of tourism, asking what happens in a tourist encounter, who benefits, who loses, and what changes. We will examine cases—Antigua vs. Auschwitz, Angkor Wat vs. Alaska—to help us understand the process from the points of view of the tourists, the toured–upon, and the governments and international organizations that oversee this industry. Our readings range from academic anthropology, economics, political science, and sociology (MacCannell, Veblen) to magazine accounts (Kincaid, Krakauer).
Class Format: lecture/discussion **Requirements/Evaluation:** two essays, one major presentation with accompanying write–up, active and constructive class participation
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 30 **Enrollment Preferences:** Political Science majors
Distributional Requirements: Division 2 **Other Attributes:** PSCI International Relations Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Cheryl Shanks

PSCI 265 The International Politics of East Asia
This course examines the political, economic, and cultural determinants of conflict and cooperation in East Asia. Throughout the semester, we will examine three distinct but inter–related aspects of international relations in East Asia: Security, economy, and culture by using some core concepts and theoretical arguments widely accepted in the study of international relations. We will engage some of the central questions and issues in the current debate on East Asia. Do East Asian countries seek for security and prosperity in a way fundamentally different from the Western system? Is there a single best way to maintain regional order and cooperation across regions? Will a strong China inevitably claim its traditional place under the Sun? Will Japan continue to live as a nation with enormous economic power but no military means? What is the choice for South Korea between security alliance with the United States and national reconciliation with the North? Will North Korea survive? What should be done to dissuade the totalitarian regime in North Korea from acquiring nuclear capabilities and lead it to different paths toward national survival? By the end of the semester, you will gain both a general perspective and substantive knowledge on East Asia.
Class Format: lecture/discussion **Requirements/Evaluation:** midterm exam, team debate, take–home final exam, class participation and other assignments
Prerequisites: none **Enrollment Limit:** 35 **Expected Class Size:** 30 **Enrollment Preferences:** Political Science and Asian Studies majors
Distributional Requirements: Division 2 **Other Attributes:** ASST Interdepartmental Electives
POEC International Political Economy Courses
PSCI International Relations Courses
Not Offered Academic Year 2014–2015
LEC Instructor: George Crane

PSCI 266(S) The United States and Latin America
This course examines the most important political and diplomatic divide in the Western Hemisphere. The first half is a historical survey of US–Latin American foreign relations from the early Spanish American independence movements through the end of the Cold War, with some emphasis on the latter. We consider how this history confirms or undermines influential views about US foreign relations and about international relations generally. We also compare historical US foreign policy toward the hemisphere to current policy globally. The second half covers the most important current issues in hemispheric relations: the rise of lefist governments in Latin America, economic integration, the war on drugs, immigration, and border security. At the end we reconsider current US policies, in view of the economic and political evolution of Latin America, in historical perspective.
Class Format: lecture/discussion, with more lecture in the first half, more discussion and several in–class debates in the second **Requirements/Evaluation:** a map quiz; a 5–page midterm paper; one 4–page policy paper; and either a second policy paper and the regular final exam, or a medium–length (10–page) research paper and an abbreviated final exam
Prerequisites: none **Enrollment Limit:** 35 **Expected Class Size:** 35 **Enrollment Preferences:** Political Science majors
Distributional Requirements: Division 2 **Other Attributes:** INST Latin American Studies Electives
LATS Countries of Origin + Transnationalism Elect
LEAD American Foreign Policy Leadership
PSCI International Relations Courses
Spring 2015
LEC Section: 01 MR 01:10 02:25 Instructor: James Mahon

PSCI 268(S) Israeli Politics
This is an introductory course on Israeli politics, government, and society. Approaching questions historically, it will begin by discussing the evolution of Zionism in the period before the foundation of the Israeli state and the founding of the state. Then, the course will turn to domestic politics, including the immigration of Jews into Israel, the development of Israeli political parties, the growth of the Ultra–Orthodox population, and state policies to the West Bank. Next, the course will consider Israel's foreign policies, including its relations with other Middle Eastern countries and the United States, and the interaction between its domestic politics and its foreign policies. The course will conclude by addressing the politics of the Palestinian issue and the feasibility of proposals to resolve the controversy.
Class Format: lecture **Requirements/Evaluation:** three papers — one 3–page, one 5–page, and one 10–page paper
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** Political Science majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 **Other Attributes:** POEC Comparative POEC/Public Policy Courses
PSCI Comparative Politics Courses
Spring 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Michael MacDonald

PSCI 271(S) Religion and the State Crosslistings: REL 214/PSCI 271
The First Amendment of the U.S. Constitution begins: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof." What does "religion" mean in this formulation? Should "religion" be singled–out for exclusion from government? Are "religious" reasons ever legitimate reasons for laws, policies or popular political action? Should "religious" organizations be exempt from otherwise generally applicable laws? Is "religion" good or necessary for democratic societies? In this course we will respond to these and related questions through an investigation of "religion" as a concept in political theory. Particular attention will be given to the modern liberal tradition and its critics. Coverage will range from modern classics to innovative contemporary arguments. Classics may include John Locke's *A Letter Concerning Toleration*, selections from Jean–Jacques Rousseau's *The Social Contract*, James Madison's *Memorial and Remonstrance Against Religious Assessments*, Immanuel Kant's *Religion Within the Boundaries of Mere Reason*, John Stewart Mill's *Three Essays On Religion*, and John Dewey's *A Common Faith*. More recent arguments may come from John Rawls, Alasdair MacIntyre, Nicholas Wolterstorff, Martha Nussbaum, Jeffrey Stout, Winnifred Sullivan, Brian Leiter and Andrew Koppelman.
Class Format: seminar **Requirements/Evaluation:** class participation, two short papers, a midterm take–home exam, and a final take–home exam
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 25 **Enrollment Preferences:** Religion majors, those interested in being Religion majors, and Political Science majors concentrating on Political Theory
Distributional Requirements: Division 2 **Other Attributes:** JLST Interdepartmental Electives
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Jeffrey Israel

PSCI 273(F) Politics without Humans? Crosslistings: PSCI 273/ENVI 273
Are human beings the only beings who belong in politics? And is political involvement a unique or defining aspect of what it means to be human? Such questions are increasingly complex as the boundaries of "the human" become blurred by the rise of artificial intelligence, robotics, and brain implants: shifting attitudes towards both animal and human bodies; and the automation of economic and military decisions (buy! sell! attack! retreat!) that used to be the prerogative of human actors. How do visions of politics without humans and humans without politics impact our thinking about longstanding questions of freedom, power, and right? Can and should the link between humans and politics survive in an age in which "posthuman" or "transhuman" entities become central characters in the drama of politics? This class will consider these questions through readings, films and artifacts that bring political theory into conversation with science fiction, popular literature on the so–called "singularity" (the merger of humans with computers), science and technology studies, evolutionary anthropology, "new materialist" philosophy, and feminist theory.
Class Format: lecture/seminar **Requirements/Evaluation:** class participation, three 6– to 8–page papers
Prerequisites: none **Enrollment Limit:** 35 **Expected Class Size:** 15

Extra Info: please note that this is an introductory–level course with no prerequisites. First year students and those with no background in political theory are welcome, as are more experienced students
Distributional Requirements: Division 2 **Other Attributes:** ENVI Environmental Policy
ENVP PTL–A Group Electives
ENVP SC–B Group Electives
PSCI Political Theory Courses
Fall 2014
LEC Section: 01 MW 11:00 12:15 Instructor: Laura Ephraim

PSCI 283 Dirty Politics: Regulating Hazardous Chemicals and Wastes Crosslistings: ENVI 283/PSCI 283
Since consumers were first introduced to the promise of "better living through chemistry," society has had to wrestle with the impacts, often far removed in place and time, resulting from a rapid proliferation of hazardous chemicals and wastes. Policy responses, be they at the local, national or global scale, are often limited to reactionary efforts to counter releases into the environment, are constrained by the prevalent use of the technologies in question, and further bring to the fore key challenges of environmental justice and risk management.
How then are we to regulate DDT without adversely affecting our fight against mosquito–borne malaria? How might we preserve the ozone layer while still maintaining the benefits of food preservation through refrigeration? How can we reap the benefits of the electronic age without condoning the steady flow of electronic waste affecting workers' health and environments in developing countries? Emphasis will be placed on understanding the politics that bring about, and allow us to address, these problems. We will be examining in particular novel policy responses, including Europe¿s precautionary safe¿use law, citizen¿science initiatives and consumer¿driven certification schemes.
Class Format: seminar **Requirements/Evaluation:** class presentations, weekly writing assignments, participation in negotiation simulations, one 12– to 18–page research paper and class participation
Prerequisites: ENVI 101 or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** environmental policy majors, environmental science majors, environmental studies concentrators, and political science majors
Dept. Notes: satisfies the "Environmental Policy" requirement for the Environmental Policy major and the environmental studies concentration
Distributional Requirements: Division 2 **Other Attributes:** ENVI Environmental Policy
ENVP PE–A Group Electives
ENVP PTL–A Group Electives
ENVP SC–A Group Electives
PHLH Environmental Health
POEC Comparative POEC/Public Policy Courses
PSCI Research Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Pia Kohler

PSCI 285(S) The Revolutionary Generation: Galaxy of Leaders Crosslistings: LEAD 285/PSCI 285/HIST 354
The American Revolution produced a galaxy of brilliant politicians and statesmen of extraordinary courage, intellect, creativity, and character. They succeeded in drafting an unparalleled Constitution and establishing enduring democratic political institutions while nevertheless failing to grapple with the wrenching issue of slavery and the rights of women. In this course, we will explore the lives, ideas, and political leadership of these men, most of whom belonged to the social elite of their day: Washington, Madison, Jefferson, Adams,and Hamilton. We will study in depth their superb writings, such as the correspondence between Madison and Jefferson and between Adams and Jefferson, and Madison's and Hamilton's Federalist essays. We will also read recent interpretations of the founding generation by Gordon Wood, Joseph Ellis, Bernard Bailyn, and others.
Class Format: seminar **Requirements/Evaluation:** two papers, two class presentations
Prerequisites: none; courses in Leadership Studies or Political Theory or early American History are very helpful for admission to this seminar **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** students with a background in American History or Political Science
Distributional Requirements: Division 2 **Other Attributes:** HIST Group F Electives – U.S. + Canada
HIST Group G Electives – Premodern
LEAD American Domestic Leadership
LEAD Facets or Domains of Leadership
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Susan Dunn

PSCI 301(S) Environmental Politics and Policy (W) Crosslistings: ENVI 309/HSCI 309/SCST 309/PSCI 301
This course will provide an overview of environmental policy¿making, with an emphasis on the ways in which policies are developed and implemented at the local, state and national level. Special attention will be paid to the variety of actors that shape environmental outcomes, including legislators, administrators, the science community, civil society and the private sector. Following an examination of different models of environmental policy¿making, this course will focus on several case studies, including on the management of public lands, air and water pollution, climate change and endangered species protection.
Class Format: seminar **Requirements/Evaluation:** evaluation is based on several shorter writing assignments, a semester–long research project, and participation
Prerequisites: ENVI 101 or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Environmental Policy & Environmental Science majors & Environmental Studies concentrators; but other students interested in public policy are welcome
Dept. Notes: requirement for the Environmental Policy major and the Environmental Studies concentration
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: ENVI Environmental Policy
ENVP PTL Theory/Method Courses
ENVP PE–A Group Electives
ENVP PTL–A Group Electives
ENVP SC–A Group Electives
POEC Comparative POEC/Public Policy Courses
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Brian McCammack

PSCI 308 In Search of the American State (W)
Ronald Reagan's pronouncement in 1981 that "government is not a solution to our problem, government is the problem" has defined American politics for nearly three decades. Skepticism of government has deep roots and strong resonance throughout American political history, yet in many ways the American state has grown steadily larger and stronger. This course explores this conundrum by examining the American state, and its growth, in various arenas. We will assess traditional theories about the weak American state in light of arguments about the state as: regulator of family and "private" life, adjudicator of relations between racial and ethnic groups, manager of economic inequalities, insurer of security, and arbiter of the acceptable uses of violence and surveillance.
Class Format: seminar **Requirements/Evaluation:** several short papers on class readings and a longer, 15– to 20–page paper with oral presentation
Prerequisites: at least one class in American politics **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** Political Science majors
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: POEC U.S. Political Economy + Public Policy Course
PSCI American Politics Courses
PSCI Research Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Nicole Mellow

PSCI 309 Problems and Progress in American Democracy
"I confess," French aristocrat Alexis de Tocqueville wrote in the introduction to his Democracy in America, "that in America I saw more than America. I sought the image of democracy itself, with its inclinations, its character, its prejudices, and its passions, in order to learn what we have to fear or hope from its progress." What would Tocqueville see if he returned to America today, almost 200 years later? What types of institutions, dynamics, and processes animate American political life in the twenty–first century? With Tocqueville as a guide to thinking about political ethnography, this course investigates six central elements of political life—religion, education, civic engagement, difference, representation, and crime and punishment—that simultaneously pose problems for and represent sites of progress in American democracy. For each subject, we will ask several key questions. How has that particular aspect of political life changed in the recent past? How might it change in the near future? Does it conform to how American politics is designed to work? To how we want American politics to work? Using a diverse set of readings drawn from empirical political science, contemporary democratic theory, American political thought, historical documents, political punditry (from the left and the right), and current events, our focus, like Tocqueville before us, is on teasing out both the lived experience—the character and challenges—of American democracy and examining any disconnect between that experience and the ideals that undergird it. Among the many specific questions we will consider are the extent to which America is a religious nation, whether recent changes in higher education have affected the health of democratic politics, the effects of technology on civic engagement, and the place of the jury system in securing democratic justice. Throughout the semester, we will not only approach these questions from the joint perspectives of theory and practice but also seek to enrich our understanding by exploring American democracy as it happens all around us with several exercises in the community at large.
Class Format: discussion **Requirements/Evaluation:** two experiential projects with accompanying write–ups of at least 5 and 7 pages, six 2–3 page ethnographic reflections, and class participation
Prerequisites: a previous course in American politics or Political Theory or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 19
Distributional Requirements: Division 2 **Other Attributes:** EXPE Experiential Education Courses
LEAD American Domestic Leadership
PSCI American Politics Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Justin Crowe

PSCI 310(S) Political Psychology Crosslistings: PSCI 310/PSYC 345
Political psychology studies human nature so as to understand politics. For example, many political philosophers begin their political programs by asserting some foundational claims about "human nature" which in turn led them to their justification for their vision of politics. For example, the enlightenment thinkers held that science and technology would strengthen rationality and thereby making democracy more viable. On the other hand, those who defend authoritarian regimes often do so by proclaiming that the general public is incapable of rationality and of self–rule and should therefor accept rule by their betters. Many of these arguments turn on how rational people are and on their capacity for and willingness to pursue justice for all people. We explore what psychology tells us about people as political citizens and as leaders. The course pays special attention to the powerful, but surprising, roles that emotions play in all aspects of politics. Central to politics is the general issue of judgment, and its more important variants, moral and political judgment. If we are to trust ourselves to rule ourselves, how well will we secure justice and liberty for one and all among us? Political psychology is one of the very oldest disciplines (it can be dated at least back to the early classic Greeks, among them Socrates, Plato, and Aristotle). The issue of citizen competence for self and collective rule, then as now, was at the center of their attention. So, it shall be in this course.
Class Format: lecture/discussion **Requirements/Evaluation:** a midterm, a term paper, and a final exam
Prerequisites: a PSCI elective at the 200 or 300 level OR PSYC 101, 212, 221, 232, 242, 251, or 300–level course **Enrollment Limit:** 25 **Expected Class Size:** 13

Distributional Requirements: Division 2 **Other Attributes:** PSCI American Politics Courses
Spring 2015
LEC Section: 01 TR 08:30 09:45 Instructor: George Marcus

PSCI 311(F) Congress (W) Crosslistings: PSCI 311/LEAD 311
In an organization comprised of equals, how and why do some senators and representatives acquire more power and authority than others?
How does Congress, often considered to be the most powerful assembly in the world, organize itself so that it can act as an institution and not just a platform for 535 individuals? Why does Congress not act, especially when the U.S. confronts so many pressing problems, and how do legislators justify inaction? In what ways does this institution promote–or hinder–the legitimacy, responsiveness, and responsibility expected of a democratic
governing institution?
Class Format: seminar **Requirements/Evaluation:** class participation, several short papers, research paper
Prerequisites: PSCI 201 or permission of instructor **Enrollment Limit:** 14 **Expected Class Size:** 14
Extra Info: American Politics Subfield; Research Skills Course
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: LEAD Facets or Domains of Leadership
POEC U.S. Political Economy + Public Policy Course
PSCI American Politics Courses
PSCI Research Courses
Fall 2014
SEM Section: 01 TF 01:10 02:25 Instructor: Cathy Johnson

PSCI 312T(S) American Political Thought (W) Crosslistings: PSCI 312/LEAD 312
From democracy to liberty, equality to community, foundational *ideas* — about what makes for good government, about what constitutes the good society, about what is necessary to lead a good life — define the American political tradition and consume the American political imagination. Designed not only to uncover these (sometimes melodious, sometimes cacophonous) values but also to place current ideological debates about them in a broader developmental context, this tutorial will offer a topical tour of American political thinking from the birth of nationalism in the colonial period to the remaking of conservatism and liberalism in the early twenty–first century. Utilizing primary source material ranging from presidential speeches to party platforms, newspaper editorials to novels, we will seek to interrogate — reconciling where possible, distinguishing where necessary, interpreting in all instances — the disparate visions and assessments of the American political experience offered by politicians, artists, intellectuals, activists, and ordinary citizens over the course of more than two centuries. Our focus, then, is nothing less than the story of America — as told by those who lived it.
Class Format: tutorial **Requirements/Evaluation:** five 5– to 7–page essays, five 2– to 3–page critiques, and a revised and extended 10– to 12–page final essay
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Political Science majors and prospective majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PSCI American Politics Courses
PSCI Political Theory Courses
Spring 2015
TUT Section: T1 TR 08:30 09:45 Instructor: Justin Crowe

PSCI 313(S) Race, Culture, Incarceration (D) (W) Crosslistings: INTR 322/PSCI 313/AFR 322/AMST 322
This course explores racially–fashioned policing and incarceration from the Reconstruction era convict prison lease system to contemporary mass incarceration and "stop and frisk" policies of urban areas in the United States. Also explored will be political imprisonment in the Untied States.
Class Format: seminar **Requirements/Evaluation:** brief analytical papers and group presentations.
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AFR Interdepartmental Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives
LGST Interdepartmental Electives
Spring 2015
SEM Section: 01 TBA Instructor: Joy James

PSCI 314(F) Leadership in American Political Development (W) Crosslistings: PSCI 314/LEAD 314
From the Founding to the present, the American political order has undergone incredible, cataclysmic and thoroughgoing transformations, yet it has also proven to be remarkably enduring. How can this be? Where do we find continuities and where upheavals? What accounts for the continuities, and what for the changes? What sorts of transformations have been possible, and who or what has made them possible? Finally, what are the costs of change (and of continuity)—and who pays them? The goal of this course is to assess American political change, or lack of, and to gain a sense of the role that individual leaders have played in driving change. We will examine when and how individual agency and leadership has mattered vis–à–vis broader historical and contextual factors, including economic developments, demographic change, and constitutional and institutional parameters. After examining general models of change and of leadership, we will consider specific case studies, such as civil rights for African–Americans, gender equality, labor demands, and social conservatism. We will consider some of the complicated legacies of change. Finally, we will look at arguments that America has been "exceptional"—or, unlike other countries—as well as critiques of these arguments, to help us gain an understanding of future prospects for political transformation.
Class Format: research seminar **Requirements/Evaluation:** several short essays, weekly writing assignments, and a longer research paper with presentation
Prerequisites: previous course in American politics or American history **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** Political Science majors and Leadership Studies concentrators
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: LEAD Facets or Domains of Leadership
POEC U.S. Political Economy + Public Policy Course
PSCI American Politics Courses
PSCI Research Courses
Fall 2014
SEM Section: 01 MR 02:35 03:50 Instructor: Nicole Mellow

PSCI 315 Parties in American Politics (W)
Political parties have played a central role in extending democracy and organizing power in the United States, yet their worth is a continuing subject of debate. In one ideal formulation, parties not only link citizens to their government, they also provide the coherency and unity needed to govern in a political system in which power is widely dispersed. But there is also an American tradition of antipathy toward parties. They have been criticized by some for inflaming divisions among the people and for grid–locking the government. For others, political parties fail to offer citizens meaningful choices; the Republican and Democratic parties are likened to a choice between "tweedledee and tweedledum." This course will investigate this debate over parties by examining their nature and role in American political life, both past and present. How have the parties changed over time? Throughout the course, we will explore such questions as: What constitutes a party? How have the parties changed over time? For whom do they function? Why a two–party system, and what role do third parties play? Is partisanship good or bad for democracy? For governance? We will seek answers to these questions both in seminar discussion and through substantial independent research projects.
Class Format: seminar **Requirements/Evaluation:** weekly writing assignments, two 5–page papers, one 15–20 page paper, class presentation, and class participation
Prerequisites: PSCI course at the 200 or 300 level or permission of instructor **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** Political Science majors
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: POEC U.S. Political Economy + Public Policy Course
PSCI American Politics Courses
PSCI Research Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Nicole Mellow

PSCI 316 Policy Making Process (W)
Politics as usual. It's a phenomenon we all love to hate. But what does it mean? When government policy is decided by politics, does that mean the policy is necessarily bad? Can we get rid of politics in policy making, or improve on it somehow? What would "politics as unusual" look like anyway? This class examines the policy making process with particular emphasis on the United States: How do issues get defined as problems worthy of government attention? What kinds of alternatives are considered as solutions to these problems? Why do we end up with some policies but not others? Do certain kinds of processes yield better policies than others? How should we decide what constitutes a good policy?
Class Format: seminar **Requirements/Evaluation:** several short papers, research paper, class participation
Prerequisites: one course in PSCI or permission of instructor **Enrollment Limit:** 14 **Expected Class Size:** 11 **Enrollment Preferences:** students majoring in Political Science, Political Economy, and to students with an interest in public policy
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: POEC U.S. Political Economy + Public Policy Course
PSCI American Politics Courses
PSCI Research Courses

PSCI 317(F) Environmental Law Crosslistings: ENVI 307/PSCI 317
We rely on environmental laws to make human communities healthier and protect the natural world, while allowing for sustainable economic growth. Yet, despite 40 years of increasingly varied and complex legislation, balancing human needs and environmental quality has never been harder than it is today.
Environmental Studies 307 analyzes the transformation of environmental law from fringe enterprise to fundamental feature of modern political, economic and social life. ENVI 307 also addresses the role of community activism in environmental law, from local battles over proposed industrial facilities to national campaigns for improved corporate citizenship.
By the completion of the semester, students will understand both the successes and failures of modern environmental law and how these laws are being reinvented, through innovations like pollution credit trading and "green product" certification, to confront globalization, climate change and other emerging threats.
Class Format: seminar **Requirements/Evaluation:** based on several short writing assignments, a term research project, and active participation in class.

Prerequisites: ENVI 101 or permission of instructor **Enrollment Limit:** 25 **Expected Class Size:** 25
Dept. Notes: required course for students wishing to complete the major in Environmental Policy; satisfies the "Environmental Policy" requirement for the Environmental Studies concentration
Distributional Requirements: Division 2 **Other Attributes:** AMST Space and Place Electives
ENVI Environmental Policy
ENVP Core Courses
JLST Enactment/Applications in Institutions
MAST Interdepartmental Electives
POEC U.S. Political Economy + Public Policy Course
SCST Elective Courses
Fall 2014
LEC Section: 01 M 07:00 09:40 Instructor: David Cassuto

PSCI 318T(F) Declining Significance of Race and Racism in U.S. Politics? (W) Crosslistings: PSCI 318/AFR 318/SOC 318
Historically, America has faced a dilemma. On one hand, the United States was founded on the principles of liberty and equality, and consequently the American ethos is largely characterized by individualism and egalitarianism. On the other hand, the U.S. has faced and continues to be challenged with matching its expectations and ideals of itself with reality, as there are on–going inequalities based on race, gender, religion, and sexuality. Nonetheless, one would have difficulty in arguing that American society has not improved at all, especially over the past half–century. The U.S. government — via Congress, the Supreme Court, and Executive Orders of various Presidents — has improved the well–being and status of racial minorities. Further, the overwhelming majority of American citizens eschew racist language and attacks on racial and ethnic minorities. Some would argue that the election of the United States — first Black president is a clear indication that the country is approaching — if not already realizing — its post–racial, American Dream. But, scholars who have tried to measure the significance, impact, and effect of race on American politics are currently engaged in a highly contested debate on the extent to which racism has declined in this society. In this tutorial, we will explore a variety of debates concerning the role of race in American society and American Politics. Have racial attitudes improved over the past 60 years or has the language of racial animus simply changed over that time? Are racial minorities failing to live up the opportunities provided to them by the U.S. Constitution and various other laws or are there structural barriers that are too high for them to overcome? Is the election of minority leaders in majority white districts a sign that racial attitudes have an insignificant influence on candidate evaluation and elections or have minority candidates deracialized their campaigns in a way that may ultimately disserve minority groups? These are just a few of the questions we will consider. Students will be exposed to texts on at least two sides of various debates.
Class Format: tutorial **Requirements/Evaluation:** five 5–page essays, five 2–page response papers; one final 5–page reflection essay
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** seniors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: ASAM Related Courses
Fall 2014
TUT Section: T1 TBA Instructor: Candis Smith

PSCI 319(F,S) Marine Policy Crosslistings: MAST 351/ENVI 351/PSCI 319
This seminar utilizes the interdisciplinary background of the other Williams–Mystic courses to examine national and international contemporary issues in our relationship with ocean and coastal resources. This seminar takes a topical approach to the study of marine law and policy, examining fisheries, harbor development, coastal zone management, admiralty law, law of the sea, marine pollution, and shipping.
Class Format: lecture, discussions, guest lectures by active professionals, and includes coastal and near–shore field trips, and 10 days offshore **Requirements/Evaluation:** an independent research paper, a presentation, and a final exam
Dept. Notes: this course satisfies the Environmental Policy requirement for the Environmental Policy major and the Environmental studies concentration
Extra Info: offered only at Mystic Seaport
Distributional Requirements: Division 2 **Other Attributes:** ENVI Environmental Policy
ENVP PTL Theory/Method Courses
ENVP PE–A Group Electives
ENVP PTL–A Group Electives
ENVP SC–A Group Electives
EXPE Experiential Education Courses
POEC International Political Economy Courses
Fall 2014
LEC Section: 01 TBA Instructor: Catherine Hall
Spring 2015
LEC Section: 01 TBA Instructor: Catherine Hall

PSCI 323(S) Oil and International Security (W)
This course examines how oil has shaped great power politics from the early twentieth century to the present. It discusses the role oil played in the conduct of both World Wars, international security competition in the twentieth century, and American grand strategy from 1945–2001. It then considers contemporary oil–related issues such as the potential for great power rivalry in the Middle East and the Caspian Basin, the (in)significance of the ongoing U.S. oil and gas boom for American foreign policy, and the possibility that Russia and other energy exporters could use the "oil weapon" as an instrument of political blackmail. These and other topics are examined through numerous theoretical lenses, including theories of resource conflict, economic interdependence, and political coercion.
Class Format: seminar **Requirements/Evaluation:** class participation, oral presentation, 2 or 3 short writing exercises (3–5 pages), and a 15–page research paper
Prerequisites: at least one course in international relations, preferably PSCI 202, or permission of the instructor **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** junior and senior Political Science majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: POEC International Political Economy Courses
PSCI International Relations Courses
PSCI Research Courses
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Rosemary Kelanic

PSCI 324(F) International Legitimation (W)
In theory, self–determination means that it is those who are ruled who decide who rules them and how. In practice, not only do pervasive international, foreign and universal standards influence what type of government people believe to be acceptable and desirable, but international actors also rule directly on the legitimacy of a regime's policy or on the regime itself. Individual countries have always sought to change others, and following wars, countries have often collectively enforced peace terms. It is multilateral institutions ruling in peacetime that is relatively new. This research seminar investigates organized international, multilateral attempts to mold a delinquent country's domestic politics by enforcing extranational standards. We investigate three types of cases: UN Security Council threats and condemnations, international criminal prosecutions, and international election monitoring. All students read common secondary materials and engage in research design workshops; each will write (and rewrite) an independent research paper grounded in primary sources.
Class Format: seminar **Requirements/Evaluation:** four short component papers (one 2–page, one 5–page, one 1–page and one 3–page), each subject to revision, and one integrated research paper
Prerequisites: PSCI 202 **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** senior majors, junior majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: POEC International Political Economy Courses
PSCI Research Courses
Fall 2014
SEM Section: 01 TR 11:20 12:35 Instructor: Cheryl Shanks

PSCI 325(S) IR Theory: From Traditional to Critical Approaches
This course surveys key texts of 20th century international relations theory while simultaneously cultivating a critical awareness of their limits. A detailed analysis of Realism is followed by a close study of several alternative approaches which have come to challenge the Realist paradigm since the early 1980s under the rubric of critical international theory. Examples include the Frankfurt School, historical sociology, feminism, and postmodern deconstruction. What makes for persuasive international relations theory? Are more contemporary critical approaches more effective than traditional perspectives? Guided by questions such as these, the course generates a nuanced understanding of the purposes, methods, and broader assumptions animating international relations theory.
Class Format: seminar **Requirements/Evaluation:** midterm exam, final exam, 5 response papers (2 pages each), one research paper (20 pages), and an in–class presentation
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** Political Science Majors; seniors; juniors
Distributional Requirements: Division 2 **Other Attributes:** PSCI International Relations Courses
Spring 2015
SEM Section: 01 M 07:00 09:40 Instructor: Milan Babik

PSCI 328 Global Environmental Politics Crosslistings: ENVI 328/PSCI 328
This seminar draws on the last four decades of international efforts to regulate the environmental commons. The process of negotiating and implementing international environmental treaties will be a core focus of the course, yet emphasis will also be placed on emerging non–state means of addressing global environmental challenges. A variety of challenges faced in global environmental policymaking (compliance, participation by civil society and industry, incorporation of science, efficiency.) will be examined through the study of several international regimes, including on climate change, endangered species, biodiversity, biosafety and chemicals management.
Class Format: seminar **Requirements/Evaluation:** a research paper to be constructed in stages over the course of the semester and presented in class, and several shorter writing assignments; active participation in class discussions; participation in a negotiation simulation
Prerequisites: ENVI 101 or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** Environmental Policy majors, Environmental Science majors, Environmental Studies concentrators and Political Science majors
Dept. Notes: satisfies the "Environmental Policy" requirement for the Environmental Policy major and the Environmental Studies concentration
Distributional Requirements: Division 2 **Other Attributes:** ENVI Environmental Policy
ENVP PTL Theory/Method Courses
ENVP PE–A Group Electives
ENVP PTL–A Group Electives
ENVP SC–A Group Electives

POEC International Political Economy Courses
PSCI Research Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Pia Kohler

PSCI 330 Existentialism and Politics
If the classical imperative was to "know thyself," then the modern one is simply to "be yourself." The call to authenticity can be heard not only in popular culture, but also in many of the new social movements such as feminism, ethnic consciousness movements, and anti–colonial movements. Is there an essential way of being that underpins distinct ethnic, national, or gender identities? And what exactly constitutes this "self" that one is asked, quite simply, to be? Course readings critically examine the idea of authenticity, casting it in light of philosophical debates on existence, the nature of being, the idea of the self, and the role of individual experience in generating identities and subjectivities. We will begin with Kierkegaard's account of the singularity of one's own existence and the dimensions of individuality that cannot be captured by traditional ethics and philosophical categories. We will then move on to discuss other conceptions of being–with–oneself and with others, reading such thinkers as Friedrich Nietzsche, Martin Heidegger, Jean–Paul Sartre, Albert Camus, Frantz Fanon, Albert Memmi and Simone de Beauvoir. These thinkers prompt us to think not only about our existence, but also about the political, social, and economic relations that condition our being and becoming.
Class Format: lecture/discussion **Requirements/Evaluation:** regular class participation, several short (1 page) response memos, one paper (6 pages) and one longer final essay (12–15 pages)
Prerequisites: at least one course in political theory or philosophy or permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** Political Science majors and concentrators in Political Theory
Distributional Requirements: Division 2 **Other Attributes:** PSCI Political Theory Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Nimu Njoya

PSCI 331 Knowledge and Politics
Is there a form of knowledge proper to politics? What are the risks and promise of turning to the sciences to supply or guarantee that knowledge (as we do, in different ways, when we call the study of politics "Political Science" or when we call for "science–based policies")? In this class, we will engage several recent works at the intersection of political theory and science studies that reopen the question of science's proper relationship to politics. These works challenge critical theory's traditional assumption that scientific knowledge is, at best, impotent and, at worst, imperious in the context of politics. Yet in defining a more productive role for the sciences in politics, they do not take for granted that science is what its traditional advocates often took it to be: objective, dispassionate... in short, a–political. Works we will consider may include William Connolly's *Neuropolitics*, Isabelle Stengers *The Invention of Modern Science*, Karen Barad's *Meeting the Universe Halfway*, Bruno Latour's *Politics of Nature*, Mark Brown's *Science in Democracy*, and Joseph Rouse's *Knowledge and Power*.
Class Format: seminar **Requirements/Evaluation:** weekly response papers; 15–page term paper; class participation
Prerequisites: prior course in Political Theory, Critical Theory or Philosophy, or permission of instructor **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** Political Theory concentrators, then Political Science majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 **Other Attributes:** ENVI Humanities, Arts + Social Science Electives
ENVP PTL–A Group Electives
PSCI Political Theory Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Laura Ephraim

PSCI 333(F) The Sublime in Politics and Political Thought
This course examines discourses on terror, wonder and awe from the Enlightenment to the present, using the idea of the sublime to rethink important events like the French Revolution and the recent War on Terror. The sublime has meant different things to a great number of thinkers in the Western philosophical tradition, going back to a treatise attributed to Longinus, a 1st century Greek rhetoretician. Longinus was concerned with the power of great poets to "elevate" their audiences, transporting them beyond the limits of their comprehension through mixtures of terror, wonder and awe. How did this old text focusing on experiences beyond the rational come to hold such fascination for philosophers and political thinkers during the Age of Enlightenment? What is the relationship between current events in politics and public culture and the recent revival of scholarly interest in the sublime? Beyond revolution and war, course readings will explore the limits of human comprehension and apprehension in environmental politics, debates over fetal rights, and the fear of confronting people different from ourselves. Though we will regularly take up examples drawn from the worlds of art, literature, politics, and the mass media, our central focus will be on the careful reading of philosophical and critical texts, including Kant's *Critique of Judgment* and writings from among the following authors: Edmund Burke, Friedrich Schiller, G.F.W. Hegel, Slavoj Zizek, Hannah Arendt, Bonnie Mann, Christine Battersby, and Jean–François Lyotard.
Class Format: seminar **Requirements/Evaluation:** regular class participation, three papers (3 pages, 7 pages and 8–10 pages)
Prerequisites: at least one course in political theory or philosophy or permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** Political Science majors and concentrators in Political Theory
Distributional Requirements: Division 2 **Other Attributes:** ENVP PTL–A Group Electives
PSCI Political Theory Courses
Fall 2014
SEM Section: 01 TF 01:10 02:25 Instructor: Nimu Njoya

PSCI 334 Theorizing Global Justice
While economic exchanges, cultural convergence, and technological innovations have brought people in different parts of the world closer together than ever before, globalization has also amplified differences in material wealth and social inequalities. Ill health, inadequate sanitation, and lack of access to safe drinking water are increasingly common. Yet, more than ever before, the means exist in affluent regions of the world to alleviate the worst forms of suffering and enhance the well–being of the poorest people. How are we to understand this contradiction as a matter of justice? What is the relationship between justice and equality, and what do we owe one another in a deeply divided world? Course readings will engage your thinking on the central debates in moral philosophy, normative approaches to international political economy, and grassroots efforts to secure justice for women and other severely disadvantaged groups. Key theorists include John Rawls, Onora O'Neill, Thomas Pogge, Paul Farmer, Amartya Sen, Martha Nussbaum, Manfred Steger, Saskia Sassen, Susan George, Vandana Shiva, Majid Rahnema and Gustavo Esteva.
Class Format: discussion **Requirements/Evaluation:** oral presentation and three papers (3 pages, 7 pages and 8–10 pages)
Prerequisites: at least one course in political theory or philosophy or permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 14 **Enrollment Preferences:** Political Science majors and concentrators in Political Theory
Distributional Requirements: Division 2 **Other Attributes:** ENVP SC–B Group Electives
JLST Theories of Justice/Law
LGST Interdepartmental Electives
PSCI Political Theory Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Nimu Njoya

PSCI 335 Public Sphere/Public Space (W) Crosslistings: AMST 302/PSCI 335
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.
Class Format: discussion **Requirements/Evaluation:** 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 Class Size:** 18
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives
AMST Space and Place Electives
ENVP SC–B Group Electives
PSCI Political Theory Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Mark Reinhardt

PSCI 336T(S) Freud and Psychoanalysis (W) Crosslistings: PSCI 336/COMP 336
By any measure, Sigmund Freud was one of the most influential intellectuals of the 20th century. Although he was not explicitly preoccupied with articulating political principles and only rarely addressed questions of governance or policy, his assumptions, theories, and therapeutic techniques have fundamental implications for the basic questions of political theory—questions about, for instance, the sources of conflict and group cohesion, what ways of living are desirable and attainable, and the place of reason, desire, emotion, affect, and motive in the interpretation and explanation of human interaction. This tutorial offers an in–depth exploration of Freud's key writings and concepts, from his early work on sexuality and dreams through his final writings. While we will read some of the texts that most directly address conventional political topics, Freud generally has more to say to students of politics when he is formulating his fundamental views of the psyche (of the nature and role of the unconscious, of drives, etc.), and the syllabus will reflect that view. Over the course of the semester, we will consider some scholarly commentaries on specific texts as well as critical assessments of the psychoanalytic project; as time allows, we may also engage such key later psychoanalytical thinkers as Klein, Winnicott, Lacan, and Kristeva. The preponderance of the tutorial, however, will be given over to the students' own careful reading, interpretation, and evaluation of Freud's most important writings.
Class Format: tutorial **Requirements/Evaluation:** grades are based on five or six 5– to 7–page papers, five or six 1.5 page responses, and class participation
Prerequisites: at least one course in political theory, literary theory, or philosophy or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** PSCI majors
Extra Info: may not be taken on a pass/fail basis
meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under PSCI
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PSCI Political Theory Courses
Spring 2015
TUT Section: T1 TBA Instructor: Mark Reinhardt

PSCI 337 Visual Politics (W) Crosslistings: PSCI 337/ARTH 337

Even casual observers know that appearances matter politically and that the saturation of politics by visual technologies, media, and images has reached unprecedented levels. Yet the visual dimensions of political life are, at best, peripheral topics in contemporary political science and political theory. This seminar explores how our understanding of politics and political theory might change if visuality were made central to our inquiries. Treating the visual as a site of power and struggle, order and change, we will examine not only how political institutions and conflicts shape what images people see and how they make sense of them but also how the political field itself is visually constructed. Through these explorations, which will consider a wide variety of visual examples, we will also take up fundamental theoretical questions about the place of the senses in political life. Readings may include relevant excerpts from ancient and modern theorists, but our primary focus will be contemporary and will bring political theory into conversation with such fields as art history and criticism, film studies, psychoanalysis, affect theory, and cognitive science. Possible authors include Arendt, Azoulay, Bal, Barthes, Benjamin, Bruno, Buck–Morss, Butler, Clark, Connolly, Crimp, Deleuze, Elkins, Fanon, Foucault, Hobbes, Lacan, Merleau–Ponty, Mitchell, Mulvey, Noë, Plato, Rancière, Rogin, Scott, Sliwinski, Sontag.
Class Format: seminar **Requirements/Evaluation:** regular, engaged class participation and three 7– to 8–page papers
Prerequisites: at least one prior course in political theory, cultural theory, visual studies, or art history; or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** Political Science and Art History majors
Distribution Notes: meets Division 2 requirement if registration is under PSCI; meets Division 1 requirement if registration is under ARTH
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PSCI Political Theory Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Mark Reinhardt

PSCI 338T(F) Garveyism (W) Crosslistings: AFR 338/PSCI 338/LEAD 338
This course explores the life, work, political thought, and activism associated with the Jamaican Pan–Africanist Marcus Mosiah Garvey and the transnational movement—Garveyism—that Garvey ushered into the modern world. We will investigate the founding of Garveyism on the island of Jamaica, the evolution of Garveyism during the early twentieth century across the Americas and in Africa, Garveyism in Europe in the mid–twentieth century, and the contemporary branches of the Garvey movement in our own late modern times. The implications of Garvey's conflict with W. E. B. Du Bois and the subsequent cleavages in political thought and allegiances among their respective adherents will be addressed, along with various other core issues including: the relationship between race, nation, and empire; transnationalism; the meaning of power; notions of leadership; the limitations of understanding Garveyism by the phrase "Back–to–Africa"; the moral philosophy of respect, reparation, and redemption; prophetic political theory; Pan–Africanism; the impact of Garveyism on political theological movements such as the Nation of Islam and Rastafari; women in the Garvey movement; and Garveyite strategies for forging models of political solidarity in dark times.
Class Format: tutorial **Requirements/Evaluation:** attendance, five 5–page essays, five 2–page critiques, and one 1–page essay for the final class
Prerequisites: none; open to all **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Africana Studies concentrators
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Fall 2014
TUT Section: T1 TBA Instructor: Neil Roberts

PSCI 339 Politics and Aesthetics (W)
In recent years, political theorists have grown increasingly preoccupied with questions of what since the Romantic era has been called "aesthetics." In a moment of global economic crisis, amidst continuing problems of war, violence, poverty, and injustice, this concern may seem puzzling, even fundamentally misplaced. Yet just as Plato, for instance, famously connected questions of the good and the true to those of the beautiful (so that it is anachronistic to impute to him a separation between political and aesthetic domains), some notable recent theorists claim that investigating aesthetic matters can enable us to gain a better understanding of political perceptions, ideals, aspirations, struggles, and possibilities. Among the main questions we will ask in this seminar is whether or not that claim is persuasive. Along the way, we will we will pay sustained attention to such matters as the role of emotion, affect, and the senses in political life, the nature of aesthetic judgment, its relationship to both political judgment and structures of power, and the similarities and differences between making art and acting politically. We will also, of course, examine what it means to call something "aesthetic," and we will think about the limits of the aesthetic as a category of analysis. Though we will regularly take up examples drawn from the worlds of art, politics, and the mass media, our central focus will be on the careful reading of philosophical and critical texts, including Kant's *Critique of Judgment* and writings from among the following authors: Adorno, Arendt, Bal, Benjamin, Bourdieu, Burke, Cavell, Danto, Deleuze, Dickie, Felski, Freud, Hegel, Heidegger, Hume, Mill, Nietzsche, Ramachandran, Rancière, Schiller.
Class Format: seminar **Requirements/Evaluation:** regular class participation, several short (1 page) response memos, one paper (6 pages) and one longer final essay (12–15 pages)
Prerequisites: open to juniors and seniors with at least one course in political theory or philosophy, or permission of instructor **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** Political Science majors
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives
PSCI Research Courses
PSCI Political Theory Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Mark Reinhardt

PSCI 340 Why States Fail: Political Violence at the End of the 20th Century
This course considers the origins of political violence and state failure at the end of the 20th century. It seeks to address why there was a resurgence of political violence at the dawn of the 21st century. Toward that end, we begin by considering competing explanations of political violence (ethnicity, democratization, natural–resource endowments, and predatory elites). We then move on to the empirical section of the course in which we cover case studies of state failure in parts of Eastern Europe, Africa and the Middle East.
Class Format: seminar/discussion **Requirements/Evaluation:** seminar participation, two oral presentations and a research paper
Prerequisites: one of the following: PSCI 201, 202, 203, 204, 229, 243, 250, 254 or the permission of instructor **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** Political Science majors
Distributional Requirements: Division 2 **Other Attributes:** POEC Comparative POEC/Public Policy Courses
PSCI Comparative Politics Courses
PSCI Research Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Ngonidzashe Munemo

PSCI 341(S) Modern Midas? Resource Abundance and Development (W)
Many academics, international nongovernmental organizations, international financial institutions, and the media assert that natural resource endowments—oil, gas, and diamonds—are like the touch of Midas. Yet consider that while mineral abundance promises to give countries a platform for prosperity, equity, and political stability, it often produces poor economic performance, poor populations, weak authoritarian states, and widespread conflict. Is there a resource curse, or is it possible for mineral rich countries to escape the modern counterparts of Midas? In this research seminar we revisit the debate on the relationship between mineral wealth and development, focusing on the factors and conditions that lead some resource rich countries to fail and others to succeed.
Class Format: seminar **Requirements/Evaluation:** active participation in discussions, four short theory reviews (1–2 pages), two case study discussions (4–5 pages), literature review (10 pages), and a research proposal (15 pages)
Prerequisites: any of the introduction courses (PSCI 201, 202, 203, or 204) plus at least one PSCI or POEC course **Enrollment Limit:** 14 **Expected Class Size:** 12 **Enrollment Preferences:** senior and junior majors in Political Science followed by senior and junior majors in Political Economy
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: INST Economic Development Studies Electives
POEC Comparative POEC/Public Policy Courses
PSCI Research Courses
Spring 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Ngonidzashe Munemo

PSCI 342(F) Intolerance and Justice
Intolerance and justice are linked in that each defines what can and should be done to others, and what we expect in return. One of the goals of the Enlightenment was to find a solution to the problem of intolerance and the violence that was and is its frequent companion. One core expectation was that progress would result from expanding knowledge. Progress would enable reason to replace dogmatism and faith (especially fighting faiths), progress in understanding the new economics of trade and the politics of liberality would produce commonwealths, producing more cosmopolitan societies marked by justice, enduring peace and prosperity. Moreover, democracy would spread thereby integrating more nations into the democratic camp. And, the lives of the many would improve. That vision has lost its promise. The 20th century, for all its economic and technological improvements, was also witness to terrible intolerance, attacks on civilians in war, ethnic purging has continued even after the holocaust. Intolerance led to wars between states, to violence within states (such as Darfur, Sri Lanka, Bosnia to name but three). Hence, the three questions posed by this course: 1) What are the most important factors that continue to produce intolerance; 2) Are the factors that produce and strengthen justice and tolerance; and 3) What can be done to increase a society's tolerance and justice, both in the United States and abroad? This course makes use of historical, political, and literary sources.
Class Format: seminar **Requirements/Evaluation:** midterm examination, medium length research paper, and final examination **Enrollment Limit:** 16 **Expected Class Size:** 10 **Enrollment Preferences:** preference to Political Science majors
Extra Info: American Politics, Political Theory and Comparative Politics
Distributional Requirements: Division 2 **Other Attributes:** PSCI American Politics Courses
PSCI Comparative Politics Courses
PSCI Political Theory Courses
Fall 2014
SEM Section: 01 TF 02:35 03:50 Instructor: George Marcus

PSCI 344T The Political Theory of Liberal Economics (W)
This course deals with the economic and political writings of four important economists—Adam Smith, John Maynard Keynes, Freidrich Hayek, and Milton Friedman. Although all are remembered primarily as economists, they also engaged in writing political theory. This course will examine the political assumptions and implications of their economic thought and where they agree and disagree, particularly the role they assign to the state in constructing and sustaining markets. How do they conceive of the origin of markets? What role does the state play in making, supervising, and maintaining markets? Do the economists conceive of the state in similar terms and, especially, do the more libertarian economists really proceed as if markets are self–generated and spontaneous? What is it that economic theorists have the state doing? What is their implicit theory of the state?
Class Format: tutorial **Requirements/Evaluation:** grades are based on five to six papers and participation **Enrollment Limit:** 10 **Expected Class Size:** 10
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Writing Intensive
Not Offered Academic Year 2014–2015

TUT Instructor: Michael MacDonald

PSCI 345(S) 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 readings, since no prior work in Chinese philosophy or history is assumed. Then the class will read significant portions of the following canonical works: *The Analects, Mencius, the Daodejing, Zhuangzi, and Han Feizi.*
Class Format: discussion/lecture **Requirements/Evaluation:** two five page papers and one fifteen page paper
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 15
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: ASST Interdepartmental Electives
INST East Asian Studies Electives
LEAD Facets or Domains of Leadership
PSCI Comparative Politics Courses
PSCI Political Theory Courses
Spring 2015
LEC Section: 01 MR 02:35 03:50 Instructor: George Crane

PSCI 346(S) Race in Latin American Politics (W) Crosslistings: PSCI 346/LATS 345
This course examines the political practice of racial identity in Latin America. It will consider how constructions of race and ethnicity in Latin America and the Caribbean shape notions of group identity and membership, and how notions of group identity affect political attitudes, participation, and mobilization. The course will also look at the effect of racial identity on candidate evaluation and voting preferences in a number of Latin American nations and across the Latino electorate in the United States.
Class Format: seminar **Requirements/Evaluation:** three 1–page paper evaluations; three 3–page reflective essays; a 12–page research proposal
Prerequisites: none **Enrollment Limit:** 14 **Expected Class Size:** 12 **Enrollment Preferences:** if overenrolled, preference will be based on seniority
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: INST Latin American Studies Electives
LATS Comparative Race + Ethnic Studies Electives
PSCI Comparative Politics Courses
PSCI Research Courses
Spring 2015
SEM Section: 01 M 07:00 09:40 Instructor: Danilo Contreras

PSCI 349T Cuba and the United States (D) (W)
With the passing of the Castro brothers' regime on the horizon, we examine the long and deeply felt history of dependence and conflict between Cuba and its colossal neighbor to the north. It begins with the political economy of the colony, then covers the Cuba– US relationship from José Martí and 1898 through the Cold War to the present, emphasizing the revolutionary period. Tutorial topics include the significance of Martí, sovereignty and the Platt Amendment, as well as various aspects of the communist regime: mobilizational politics; cultural expression; race and national identity; policies on gender and sexual orientation; social programs; political institutions; and the evolution of the Cuban exile community in the US. Materials include journalism, official publications, biographies, travel accounts, polemics, policy statements of the US government, and a wide range of academic works.
Class Format: tutorial; a lecture in the first week; then ten weeks of tutorial; then a discussion class in the final week **Requirements/Evaluation:** five 5– to 6–page papers, five 1– to 2–page responses, and one 1–page essay for the final class
Prerequisites: any course on Latin America or permission of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Political Science majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
INST Latin American Studies Electives
LATS Countries of Origin + Transnationalism Elect
PSCI Comparative Politics Courses
Not Offered Academic Year 2014–2015
TUT Instructor: James Mahon

PSCI 350 Comparative Political Economy (W)
This tutorial provides an introduction to comparative political economy by focusing on an enduring puzzle: the spread of capitalism led to both transitions to democracy and dictatorship/authoritarianism. How is it that the expansion of markets led to the birth of democracy in some countries, but dictatorships in others? What, if any, is the relationship between economic development and the organization of power (regime type)? Does economic development lead to the spread of democracy? Or is economic crisis the key to understanding the conditions under which dictatorships fall? To answer these questions we read works by Moore, Lipset, Schumpeter, Przeworski, Rueschemeyer et al., Haggard & Kaufman, among others.
Class Format: tutorial **Requirements/Evaluation:** five 5– to 6–page lead essays, five 1– to 2–page response papers, one 10– to 12–page revised lead essay
Prerequisites: one of the following: PSCI 201, 202, 203, 204, 229, 250, 254, 256, 333 or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Political Science and Political Economy majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: POEC Comparative POEC/Public Policy Courses
PSCI Comparative Politics Courses

PSCI 351 The New Left and Neoliberalism in Latin America (W)
Recent years have seen a resurgence of the political left in Latin America. This course seeks to understand the origins of this new left, the ideas and character of its protagonists, the neoliberal philosophy it opposes, and the arena of democratic politics it inhabits today. We first read polemics from both sides, before stepping back to consider Latin American political economy, including the twentieth–century left, from a more historical and analytical perspective. With this preparation, we then look more closely at major contemporary figures and movements in Venezuela, Bolivia, Ecuador, Brazil, and other countries. After considering explanations of the rise of the left and assessments of its performance in power, we end our common readings by asking what it might mean today to be on the left in Latin America — or anywhere — both in policy and political terms.
Class Format: lecture and discussion, plus one or two debates and two seminar classes **Requirements/Evaluation:** three short essays, a one–page reflection paper, and a 12–page research proposal
Prerequisites: a course on Latin America and a course in Economics, or permission of the instructor **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** Political Science majors
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: INST Latin American Studies Electives
POEC Comparative POEC/Public Policy Courses
PSCI Comparative Politics Courses
PSCI Research Courses
Not Offered Academic Year 2014–2015
LEC Instructor: James Mahon

PSCI 354 Nationalism in East Asia Crosslistings: PSCI 354/ASST 245/HIST 318
Nationalism is a major political issue in contemporary East Asia. From anti–Japanese demonstrations in China, to tensions on the Korea peninsula, to competitive elections in Taiwan, to debates in Japan about the possibility of a woman ascending the Chrysanthemum Throne, national identity is hotly debated and politically mobilized all across the region. This course begins with an examination of the general phenomena of nationalism and national identity. It then considers how nationalism is manifest in the contemporary politics and foreign relations of China, Japan, South Korea, North Korea and Taiwan.
Class Format: lecture/discussion **Requirements/Evaluation:** two 5–page papers, class participation, final exam
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Political Science and Asian Studies majors
Dept. Notes: formerly PSCI 245
Distributional Requirements: Division 2 **Other Attributes:** HIST Group B Electives – Asia
INST East Asian Studies Electives
POEC Comparative POEC/Public Policy Courses
PSCI Comparative Politics Courses
Not Offered Academic Year 2014–2015
LEC Instructor: George Crane

PSCI 355T(S) Realism (W)
Realism in politics is both an approach to international relations and a political sensibility. As a sensibility, it values limits, questions good intentions, and worries about grand ambitions. It takes the basic contours of human behavior as given and beyond the control of actors to alter, perhaps giving rise to a kind of passivity in response. The realist sensibility tends to doubt the efficacy of human action, to believe that attempts to improve the terms of human interaction not only are doomed to fail but also are likely to make things worse. Realists are not necessarily conservative—a few are radical—but they have learned much from conservatives. By temperament, they are not confident of the capacities of human agencies.
Realism also is a distinct approach to the conduct and the study of international relations. Realists have basic tenets—states are primary actors and operate to increase their relative power in a world in which anarchy puts a premium on self–help—that guide their thinking about international relations, but the readings on realism in international relations will highlight the underlying politics of realists. We will consider the realist emphasis on power, the status of morality, the relationship between power and morality, what critics of realists have to say about the realist treatment of these issues, and how realism in international relations connects with realism as a political sensibility. We will read works by Carr, Greene, Kissinger, Lenin, Machiavelli, Mearsheimer, Orwell, and Waltz.
Class Format: tutorial **Requirements/Evaluation:** five 7–page papers, alternating weeks with tutorial partner
Prerequisites: none; PSCI 202 or 203 is recommended **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Political Science majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive

Other Attributes: PSCI International Relations Courses
Spring 2015
TUT Section: T1 TBA Instructor: Michael MacDonald

PSCI 356(F) Creating China? Transnational Public Intellectuals and Chinese Identity Crosslistings: INST 356/PSCI 356/ASST 356
China is often thought of as being isolated from the outside world. It is imagined as existing in historic seclusion, and, following the establishment of the People's Republic, as pursuing a path of autarky. Such separation has then only been somewhat modified by the set of economic reforms that Deng Xiaoping first instituted in the late 1970s. In this seminar we will seek to turn such conventional wisdom on its head through examining the role that transnational actors have played in shaping the course of modern Chinese politics. However, the course's primary focus will not be upon the past, but rather the present. More specifically, it will concentrate on the recent rise of a new class of Chinese transnational public intellectuals who have recently risen to prominence within the PRC. It will also seek to identify the influence such individuals are having upon not only their fields of expertise, but also upon broader Chinese debates about collective identity and the country's place in a rapidly changing international system. Coming to terms with such issues will provide those who enroll in the seminar with a deeper, more nuanced, understanding of China's rise and this trend's implications for the rest of the world. We will accomplish this task through a combination of surveying the existing literature on China and transnational politics, considering new theoretical perspectives on both, and developing individual research projects that will explore aspects of the political dynamics that are at the core of the seminar.
Class Format: seminar **Requirements/Evaluation:** class participation, 2 short papers (3–4 pages), and a research paper (20–25 pages)
Prerequisites: not open to first–years **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** International Studies concentrators, Political Science majors, and Asian Studies majors
Distributional Requirements: Division 2 **Other Attributes:** INST East Asian Studies Electives
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: Allen Carlson

PSCI 362T The Wilsonian Tradition in American Foreign Policy (W) Crosslistings: PSCI 362/LEAD 362
During and after the First World War, President Woodrow Wilson developed an approach to international relations that challenged the dominant assumptions of Realism. Instead of a world order marked by alliances, arms races, and wars, Wilson offered a vision of a peaceful world and the rule of international law. While America ultimately rejected the League of Nations, the Wilsonian tradition has continued to exert a powerful influence on scholars and policymakers. This tutorial will intensively examine Wilson's efforts to recast the nature of the international system, the American rejection of his vision after the First World War, and the reshaping of Wilsonianism after the Second World War. We will spend equal time in the tutorial on both the theoretical and historical dimensions of Wilsonianism.
Class Format: tutorial **Requirements/Evaluation:** 4 papers of 7–8 pages and response papers
Prerequisites: PSCI 120, 202, or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Political Science majors and Leadership Studies Concentrators (Kaplan track)
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: LEAD American Foreign Policy Leadership
PSCI International Relations Courses
Not Offered Academic Year 2014–2015
TUT Instructor: James McAllister

PSCI 365(S) U.S. Grand Strategy Crosslistings: PSCI 365/LEAD 365
This course examines how U.S. leaders have conceived of their nation's place in the world and sought to use power to achieve national objectives. We will consider military affairs, economics, and diplomacy, but the class is mostly concerned with ideas. How have leaders from James Madison to George W. Bush thought about U.S. vulnerabilities, resources, and goals, and how have those ideas influenced foreign policy decisions? How did key leaders balance competing objectives and navigate difficult international circumstances? Which leaders were successful in managing U.S. statecraft, and which were not? Which leaders developed coherent grand strategies? What lessons might we derive for our own times from studying this history? The course will sweep across American history but will not attempt to be exhaustive in any way. Rather, it will focus on certain moments that highlight changing grand strategic thought. We will carefully consider, for example, the drafting of the U.S. Constitution, continental expansion in the Manifest Destiny period, the Civil War, overseas expansion in the late nineteenth century, the presidency of Woodrow Wilson, the Second World War, the Cold War, and the "War on Terror."
Possible texts include Hamilton, Madison, and Jay, *The Federalist Papers*; Alfred Thayer Mahan, *The Influence of Sea Power Upon History*; George Kennan, *American Diplomacy*; Richard Immerman, *Empire for Liberty*; Henry Kissinger, *Diplomacy*; James McPherson, *Tried by War: Abraham Lincoln as Commander in Chief*; and a collection of primary sources.
Class Format: seminar **Requirements/Evaluation:** attendance and active participation in class; two short essays and one longer research paper (approximately 15 pages)
Prerequisites: PSCI 120 or PSCI 202 or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** PSCI majors and Leadership Studies concentrators
Distributional Requirements: Division 2 **Other Attributes:** PSCI International Relations Courses
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Douglas MacDonald

PSCI 370 The Political Thought of Frantz Fanon (W) Crosslistings: AFR 360/PSCI 370/PHIL 360/LEAD 360
Martinican psychiatrist, philosopher, and revolutionary Frantz Fanon was among the leading critical theorists and Africana thinkers of the twentieth century. Fanon ushered in the decolonial turn in critical theory, a move calling on those both within and outside of Europe to challenge the coloniality of the age and to forge a new vision of politics in the postcolonial period. This course is an advanced seminar devoted to a comprehensive examination of Fanon's political thought. We will begin with an analysis of primary texts by Fanon and end by considering how Fanon has been interpreted by his contemporaries as well as activists and critical theorists writing today.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based upon attendance and participation, weekly online reading response papers, a class presentation, two 7–page essays, and one 20–page final research paper
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** Africana Studies concentrators
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Neil Roberts

PSCI 371 Women Activists and Social Movements Crosslistings: INTR 371/AFR 371/PSCI 371/WGSS 370
This seminar examines the role of women in "liberation movements," it focuses on their contributions to civil and human rights, democratic culture, and theories of political and social change. Students will examine multi–disciplinary texts, such as academic historical narratives, memoirs, political analyses, in critical and comparative readings of mid–late 20th century struggles. Women studied include: Mamie Till Mobley, Anne Moody, Ella Baker, Gloria Steinem, Angela Davis, Bettina Aptheker, Assata Shakur, Yuri Kochiyama, Denise Oliver, Domitilia Chungara.
Class Format: seminar **Requirements/Evaluation:** attendance and participation in discussions (10%); collective/group report (30%); 15–pg double spaced research paper (60%) **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** juniors and seniors, or sophomores with permission of instructor
Materials/Lab Fee: none
Distributional Requirements: Division 2 *Not Offered Academic Year 2014–2015*
SEM

PSCI 373(S) Antigone (W) Crosslistings: PSCI 373/PHIL 373/WGSS 373
Two and a half millennia of commentary and reinterpretation of Sophocles' Antigone have placed her at the center of debates in philosophy, law, ethics and politics. As a young woman who publicly defies the law in order to bury a brother who died fighting against his own city, Antigone becomes the target and the inaugurator of critical debates about agency and fate, individuality and membership, traditional versus civic religion, speech and silence, gender and the public–private distinction in political thought. Does Sophocles' character open up critical inquiry into some of the most important categories of ethical and political thought, as many commentators have claimed, or does the tragedy of Antigone instead reinforce traditional notions of filial duty, kinship ties, gendered citizenship, the place of women, and the nature of authority? Who was Antigone then, and who could she become today as the production and reception of the play move into more global and experimental territory?
Class Format: seminar and four weeks of tutorial **Requirements/Evaluation:** two 5–page tutorial papers, two 2–page commentaries on tutorial partner's paper, 6 short critical response essays for seminar meetings, and regular attendance and participation
Prerequisites: demonstrated background in political theory, philosophy, feminist and gender theory, and/or critical theory **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** demonstrated background in political theory, philosophy, feminist and gender theory, and/or critical theory
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PSCI Political Theory Courses
WGSS Theory Courses
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Nimu Njoya and Jana Sawicki

PSCI 375 Modern Jewish Political Theory (W) Crosslistings: REL 330/PSCI 375/JWST 492
By the late 19th century, Jews across Europe were faced with an urgent political problem. Amidst bourgeoning national self–consciousness throughout the continent, despite the liberatory promises of the Enlightenment, Jews remained a vulnerable, segregated, and stigmatized minority population. Jews had to decide where to pin their hopes. Should they ally themselves with the liberals or the communists? Should they embrace nationalism or cosmopolitanism? Should they, perhaps, abandon Europe altogether and re–constitute themselves elsewhere? If so, should they focus their efforts on relocation to the historical land of Israel? Or could they go anywhere? Wherever they might go, should they aspire to build a modern Jewish nation–state, a semi–autonomous Jewish community, or some other arrangement? Should this coincide with the cultivation of a distinctively Jewish modern language? If so, should it be Hebrew or Yiddish? In this course we will assess various answers to these questions proffered by Jewish political thinkers in the modern period. We will pay particular attention to the construction of "Jews" and "Judaism" in these arguments. And we will ask persistently: what constitutes a "Jewish justification" for a political claim in modern Jewish political theory? Coverage will include: Jewish liberalism, political Zionism, Yiddishist autonomism, messianic quietism, and other views. We will read mostly primary sources, including texts by: Hermann Cohen, Theodore Herzl, Chaim Zhitlowsky, Franz Rosenzweig, Leo Strauss, Hannah Arendt, and many others.
Class Format: seminar **Requirements/Evaluation:** six short (1–2 pages) response papers; two 6– to 8–page papers, each analyzing a different view in depth;
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 18 **Enrollment Preferences:** Religion majors, Jewish Studies concentrators, and Political Science students on the "Theory" track
Extra Info: a final 18– to 20–page paper that incorporates the two previously submitted 6–8 page papers, but also compares the two views and adjudicates between them
may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Not Offered Academic Year 2014–2015
SEM Instructor: Jeffrey Israel

PSCI 397(F) Independent Study: Political Science

Political Science independent study.
Class Format: independent study
Prerequisites: open to junior majors with permission of the department chair
Distributional Requirements: Division 2
Fall 2014
IND Section: 01 TBA Instructor: George Crane

PSCI 398(S) Independent Study: Political Science
Political Science independent study.
Class Format: independent study
Prerequisites: open to junior majors with permission of the department chair
Distributional Requirements: Division 2
Spring 2015
IND Section: 01 TBA Instructor: George Crane

PSCI 410 Senior Seminar in American Politics: Civic Education in America
Despite the fact that, according to a recent poll by the National Constitution Center, 8 in 10 Americans believe that democratic government requires an informed and active citizenry, fewer than 4 in 10 can name the three branches of the federal government. Whether or not we regard this particular encyclopedic fact as especially important, few disagree with the idea that, when it comes to politics and citizenship, Americans are an ill–informed people. But what exactly would we want Americans to know more about? And how exactly might we get them to learn it? Taking these questions as its starting points, this senior seminar will tackle the state of civic education in America — its promise and its pitfalls, its past iterations and its practice in contemporary times. In the first half of the semester, we will look closely at a series of debates about the goals, substance, and effect of civic education, including whether (and why) we should want it, what exactly it can and should look like (perhaps looking to civic education in other nations for meaningful points of comparison), and what sorts of effects it may have on citizens individually and the polity at large. In the second half of the semester, we will seek to put what we have learned into action, with students selecting a particular subject (an institution, a value, a process) and developing a civic education curriculum around it for introduction at several distinct grade levels in local schools. Embodying the idea that you never know something as thoroughly and meaningfully as you might until you have taught it, this seminar will seek simultaneously to deepen our own civic knowledge and practices and to cultivate more meaningful knowledge and practices in others.
Class Format: seminar **Requirements/Evaluation:** one or two short essays, class participation, and a multi–part experiential project culminating in a class presentation and a 15– to 20–page paper
Prerequisites: senior standing in Political Science or permission of the instructor **Enrollment Limit:** 15 **Expected Class Size:** 13 **Enrollment Preferences:** senior (and then junior) Political Science majors concentrating in American Politics
Distributional Requirements: Division 2 **Other Attributes:** EXPE Experiential Education Courses
PSCI American Politics Courses
TEAC Related Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Justin Crowe

PSCI 410 Senior Seminar in American Politics: The Politics of Belonging
In his acceptance speech on November 7, 2012, President Obama stated that he believes "we can keep the promise of our founders, the idea that if you're willing to work hard, it doesn't matter who you are or where you come from or what you look like or where you love. It doesn't matter whether you're black or white or Hispanic or Asian or Native American or young or old or rich or poor, able, disabled, gay or straight, you can make it here in America if you're willing to try." Although many people have described America as inclusive, political debates about belonging have often been contentious, hard–fought, and discouraging for those sharing President Obama's views. This seminar will focus on the politics of belonging in America. What does it mean to be an American? If the U.S. is a nation of immigrants, why is immigration reform so difficult to achieve? Are legal citizenship and formal political rights sufficient for belonging? Or does full inclusion rest on the ability to exercise civil and social rights as well? Does income inequality threaten the political equality necessary for a strong democracy? As we examine the debates over inclusion, we will consider different views about the relationship among political, civil, and social rights as well as different interpretations of American identity, politics, and democracy.
Class Format: seminar **Requirements/Evaluation:** class participation, short weekly writing assignments, two short papers, a research paper, and oral presentation
Prerequisites: at least one course in American politics **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** senior Political Science majors
Distributional Requirements: Division 2 **Other Attributes:** PSCI American Politics Courses
PSCI Research Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Cathy Johnson

PSCI 410(S) Senior Seminar in American Politics: Interpretations of American Politics
Current assessments of the state of American politics vary widely. Though recent polls show that as many as 60 percent of Americans think that the country is headed down the wrong–track, it is not clear what that means. Critics on the left worry that the United States is on an imperial quest, extorting resources from the global many for the advantage of an elite few. Critics on the right worry that the U.S. has abandoned the traditions that made it strong and has entered a period of moral decay. What are we to make of these different assessments? What do left and right see when they survey the nation, and why is what they see so different? Any diagnosis of contemporary maladies is premised on a vision of what a healthy functioning republic looks like. Our task in the seminar is to uncover and interrogate those visions. We will do this by exploring different interpretations of American politics, each with its own story of narrative tensions and possible resolutions. We will then use our investigation of how different authors, and different traditions, understand the nation to help us assess contemporary politics and come to our own conclusions about what animates it.
Class Format: seminar **Requirements/Evaluation:** brief weekly writing assignments; two short essays; a 15–page research paper; and oral presentation
Prerequisites: at least one class in American politics **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** senior Political Science majors
Distributional Requirements: Division 2 **Other Attributes:** PSCI American Politics Courses
Spring 2015
SEM Section: 01 TF 02:35 03:50 Instructor: George Marcus

PSCI 411(F) Advanced Study in American Politics
A year of independent study under the direction of the Political Science faculty, to be awarded to the most distinguished candidate based upon competitive admissions. The candidate, designated the *Sentinels of the Republic Scholar*, receives a research stipend to cover costs associated with the proposed project. The Sentinels Scholar may submit her/his essay for consideration for honors in Political Science.
Admission is awarded on the basis of demonstrated capacity for distinguished work and on the proposal's promise for creative contributions to the understanding of topics on the federal system of government. Anyone with a prospective proposal should contact the department chair for guidance.
Class Format: independent study
Extra Info: this is part of a full–year independent study (481–482)
Distributional Requirements: Division 2
Fall 2014
IND Section: 01 TBA Instructor: George Crane

PSCI 412(S) Advanced Study in American Politics
A year of independent study under the direction of the Political Science faculty, to be awarded to the most distinguished candidate based upon competitive admissions. The candidate, designated the *Sentinels of the Republic Scholar*, receives a research stipend to cover costs associated with the proposed project. The Sentinels Scholar may submit her/his essay for consideration for honors in Political Science.
Admission is awarded on the basis of demonstrated capacity for distinguished work and on the proposal's promise for creative contributions to the understanding of topics on the federal system of government. Anyone with a prospective proposal should contact the department chair for guidance.
Class Format: independent study
Extra Info: this is part of a full–year independent study (481–482)
Distributional Requirements: Division 2
Spring 2015
IND Section: 01 TBA Instructor: George Crane

PSCI 420 Senior Seminar: The Vietnam War and the Vietnam Era, 1961–75 Crosslistings: PSCI 420/LEAD 458
This upper–level course has three major objectives. First, it will familiarize students with the basic political, military and diplomatic facts of the Vietnam War. Second, it will acquaint them more generally with broader aspects of the years 1954–75, especially the great political and cultural changes that took place within the United States beginning around 1965. Lastly, each student will have the opportunity to research and write about some aspect of one of these two topics in some detail. In so doing, students will learn some new research techniques that use up–to–date software, and may take advantage of the enormous opportunities now available for on–line research.
Class Format: seminar **Requirements/Evaluation:** class participation and a 20– to 25–page research paper
Prerequisites: none **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** senior Political Science majors and Leadership Studies concentrators
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 **Other Attributes:** PSCI International Relations Courses
Not Offered Academic Year 2014–2015
SEM Instructor: David Kaiser

PSCI 420 The Great Transformation: America and Europe in the 20th Century Crosslistings: PSCI 420/LEAD 420
At the beginning of the 20th century, Europe was at the center of world politics and the main player in the balance of power while America was a peripheral player in the international system. American involvement in European affairs was strictly limited. By the end of the 20th century, the states of Western Europe would become greatly integrated and the threat of war was virtually abolished. No longer an isolationist power, America would become intimately involved in every facet of European and world politics. This course examines this great and fundamental transformation of the international system. We will examine American involvement in both of the world wars, the defense of Europe during the Cold War, decolonization, and the uneven but steady development of European unity and integration in the second half of the 20th century.
Class Format: seminar **Requirements/Evaluation:** short response papers and a lengthy research paper
Prerequisites: PSCI 120 or 202 **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** International relations concentrators and concentrators in Leadership studies (Kaplan track)
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 **Other Attributes:** PSCI International Relations Courses
PSCI Research Courses

Not Offered Academic Year 2014–2015
SEM Instructor: James McAllister

PSCI 420(F) Senior Seminar in Human Rights in International Politics and Law (W) Crosslistings: PSCI 420/JLST 402
The idea that all humans have rights simply because they are human–independent of anything they might do or achieve–has transformed local and international politics, probably permanently. This concept's place in international politics, its strengths and limitations, depend on how people use it. Beginning with the 18th–century's transatlantic movement to abolish slavery, we will examine international movements and institutions that have affected what human rights mean, to whom, and where. Readings draw on philosophy, history, sociology, and international relations, but as a political science class we emphasize politics. Who benefits from the idea of universal human rights? Who loses? How does this idea about individual value liberate and entrap? Does this idea ultimately reinforce American hegemony, or plant the seeds of a non–American order?
Class Format: seminar **Requirements/Evaluation:** five essays (lead and critique), active and constructive participation in class
Prerequisites: PSCI 202, senior standing, permission of instructor **Enrollment Limit:** 18 **Expected Class Size:** 18 **Enrollment Preferences:** Political Science majors; seniors
Dept. Notes: formerly PSCI 269
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JLST Enactment/Applications in Institutions
PSCI International Relations Courses
Fall 2014
LEC Section: 01 TF 02:35 03:50 Instructor: Cheryl Shanks

PSCI 420(F) Senior Seminar in International Relations: The Liberal Project in International Relations
The most powerful actors in the international system are liberal ones, and a liberal project around open trade and investment, international organizations and democratic states dominates the global agenda. This course is an investigation into this liberal international relations project, engaging both theory and practice. We will discuss signature liberal theorists both classic and current (e.g. Immanuel Kant, John Stuart Mill, John Rawls, Anne–Marie Slaughter) as well as their critics (e.g. Karl Marx, Carl Schmitt, Hans Morgenthau). We will also attend to empirical evaluations of signature liberal efforts around peace promotion, economic growth and development, and democratic governance as well as discuss the successes and failures of transnational liberalism as a global social movement.
Class Format: seminar **Requirements/Evaluation:** student presentations, two/three 4–6 page papers, one 15–20 page final research paper, class participation
Prerequisites: senior Political Science major or permission of instructor **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** senior Political Science majors concentrating in International Relations
Distributional Requirements: Division 2 **Other Attributes:** PSCI International Relations Courses
PSCI Research Courses
Fall 2014
SEM Section: 02 MR 02:35 03:50 Instructor: Darel Paul

PSCI 420(S) Senior Seminar: Trials and Transitions (W)
Before the 1990s, the world saw only occasional, discrete war crimes trials after major–power cataclysms. In the last two decades, trials expanded dramatically in number, scope, and philosophy. Separate Ad Hoc Tribunals for crimes in Yugoslavia and those in Rwanda, in Sierra Leone and in Cambodia are giving way to a permanent International Criminal Court, which has begun to hand down indictments and refine its jurisdiction. At the same time, worries about residual impunity or the effect that punishment might have on societies' futures has led to the development of national and social courts to complement those at the international level. Models of transitional justice abound. This capstone seminar examines the intent, process, meaning and consequence of these new institutions, particularly in terms of national constitutions, international law, and principles of justice.
Class Format: seminar **Requirements/Evaluation:** four papers, longer final paper, class participation
Prerequisites: senior standing or permission of the instructor **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** Political Science majors concentrating in International Relations
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PSCI International Relations Courses
PSCI Research Courses
Spring 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Cheryl Shanks

PSCI 430(F) Senior Seminar: Critical Theory
This course explores two major themes emerging from the work of theorists associated with the Frankfurt School: the critique of progress, Enlightenment and modernity, and the recuperation of certain Enlightenment ideals and hopes for progress in new, aesthetic forms. The first part of the course looks at Karl Marx's critique of alienation and reification, asking how Marx's ideas are picked up and modified in the writings of Georg Lukacs, Max Horkheimer and Theodor Adorno. We will also pay attention to the influence of Freud on Herbert Marcuse's critique of civilization. The second part of the course turns to the writings of Walter Benjamin and Ernst Bloch, whose efforts to reconstruct emancipatory ideals in Marxist thought after the collapse of communist and socialist teleologies have been described as "maverick" and "utopian." Among our questions: What is the price of progress? What are the prospects for freedom in modern societies, where individuality, down to the very structure of our instincts and drives, is shaped by mass culture and social institutions? Can agency and subjectivity be recovered within a "totally administered society?" What may we hope?
Class Format: seminar **Requirements/Evaluation:** regular class participation, short (1 pg) response memos, and drafts leading up to a 15–page final essay
Prerequisites: junior or senior standing and prior coursework in political theory, cultural theory, philosophy; or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** Senior Political Science majors with concentration in Political Theory, then other Political Science majors
Distributional Requirements: Division 2 **Other Attributes:** PSCI Research Courses
PSCI Political Theory Courses
Fall 2014
SEM Section: 01 M 07:00 09:40 Instructor: Nimu Njoya

PSCI 440(F) Senior Seminar in Comparative Politics: Political Development
The role of the United States in the wars in Iraq and Afghanistan, and its adventures and misadventures in reconstituting order in those countries, have directed attention back to the dynamics, approaches, and debates in political development. This senior seminar in comparative politics critically examines the theories and problems of political development by focusing on three major topics in the sub–discipline: state formation, nationalism, and democratization. Drawing on both historical and contemporary cases, we consider the conditions that lead to strong and weak states, inclusive and exclusive nationalist mobilization, and democratic and autocratic government.
Class Format: seminar **Requirements/Evaluation:** class participation; three short papers; ten weekly responses; and an oral exam covering two of the three topics
Prerequisites: PSCI 204 or permission of instructor **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** senior Political Science majors concentrating in Comparative Politics
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2
Fall 2014
SEM Section: 01 MR 01:10 02:25 Instructor: Ngonidzashe Munemo

PSCI 493(F) Senior Thesis: Political Science
The senior major, having applied for and been accepted into the honors program during the second semester of the junior year, will devote the senior year to researching and writing a substantial and original work of scholarship, under the supervision of a faculty mentor to be assigned by the department. The final work will be submitted for evaluation by a committee made up of the faculty supervisor and two additional readers to be chosen by the department, in consultation with the supervisor. Thesis writers will not only work with their advisors but will participate in a weekly honors seminar supervised by a faculty member in political science. The seminar (which is one component of the 493–W31–494 designation and not a separate course) will provide a focused forum for the exchange of ideas among the honors students, who will regularly circulate sections of their theses–in–progress for peer review and critique. The faculty seminar leader's primary role is one of coordination and guidance.
Class Format: independent study
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 2
Fall 2014
HON Section: 01 TBA Instructor: George Crane

PSCI 494(S) Senior Thesis: Political Science
The senior major, having applied for and been accepted into the honors program during the second semester of the junior year, will devote the senior year to researching and writing a substantial and original work of scholarship, under the supervision of a faculty mentor to be assigned by the department. The final work will be submitted for evaluation by a committee made up of the faculty supervisor and two additional readers to be chosen by the department, in consultation with the supervisor. Thesis writers will not only work with their advisors but will participate in a weekly honors seminar supervised by a faculty member in political science. The seminar (which is one component of the 493–W31–494 designation and not a separate course) will provide a focused forum for the exchange of ideas among the honors students, who will regularly circulate sections of their theses–in–progress for peer review and critique. The faculty seminar leader's primary role is one of coordination and guidance.
Class Format: independent study
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 2
Spring 2015
HON Section: 01 TBA Instructor: George Crane

PSCI 495(F) Individual Project: Political Science
With the permission of the department, open to those senior Political Science majors who are not candidates for honors, yet who wish to complete their degree requirements by doing research—rather than taking the Senior Seminar–in their subfield of specialization. The course extends over one semester and the winter study period. The research results must be presented to the faculty supervisor for evaluation in the form of an extended essay.
Class Format: independent study
Prerequisites: two elective courses in the major's subfield specialization
Distributional Requirements: Division 2
Fall 2014
IND Section: 01 TBA Instructor: George Crane

PSCI 496(S) Individual Project: Political Science

With the permission of the department, open to those senior Political Science majors who are not candidates for honors, yet who wish to complete their degree requirements by doing research—rather than taking the Senior Seminar—in their subfield of specialization. The course extends over one semester and the winter study period. The research results must be presented to the faculty supervisor for evaluation in the form of an extended essay.
Class Format: independent study
Prerequisites: two elective courses in the major's subfield specialization
Distributional Requirements: Division 2
Spring 2015
IND Section: 01 TBA Instructor: George Crane

PSCI 497(F) Independent Study: Political Science
Political Science independent study.
Class Format: independent study
Prerequisites: open to senior Political Science majors with permission of the department chair
Distributional Requirements: Division 2
Fall 2014
IND Section: 01 TBA Instructor: George Crane

PSCI 498(S) Independent Study: Political Science
Political Science independent study.
Class Format: independent study
Prerequisites: open to senior Political Science majors with permission of the department chair
Distributional Requirements: Division 2
Spring 2015
IND Section: 01 TBA Instructor: George Crane

PSYCHOLOGY (Div. II*, with some exceptions as noted in course descriptions*)

Chair, Professor BETTY ZIMMERBERG

Professors: FEIN, HEATHERINGTON, KASSIN, KAVANAUGH, KIRBY, M. SANDSTROM*, SAVITSKY***, P. SOLOMON***, ZAKI**. ZIMMERBERG. Associate Professors: HANE, N. SANDSTROM*. Assistant Professors: CROSBY, KORNELL, M. MOHER**, STROUD*. Senior Lecturer: ENGEL. Visiting Assistant Professors: HARRINGTON, J. MOHER, SACHET, SOCKOL, WILLIAMSON.

MAJOR

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

1) PSYC 101 Introductory Psychology
2) PSYC 201 Experimentation and Statistics
3) Three 200–level courses, with at least one from each of the following groups.

Group A	COGS/PHIL/PSYC 222 Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science NSCI 201/BIOL 212/PSYC 212 Neuroscience PSYC 221 Cognitive Psychology
Group B	PSYC 232 Developmental Psychology PSYC 242 Social Psychology PSYC 252 Psychological Disorders PSYC 272 Psychology of Education

Either PSYC 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: Other/Interdisciplinary Psychology (courses with middle digit 6)
Area 7: Educational Psychology (courses with middle digit 7)

At least one of these courses must be from among those carrying the format designation *Empirical Lab Course.*

5) PSYC 401 Perspectives on Psychological Issues

Students who place out of Psychology 101 are still required to take nine courses to complete the major.

The department recommends that students take Psychology 201 in their sophomore year. The department requires that 201 be completed by the end of the junior year.

THE DEGREE WITH HONORS IN PSYCHOLOGY

Students who are candidates for honors need take only two 300–level courses from two different areas, but they must enroll in Psychology 493–W31–494 and write a thesis based on original empirical work. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors. Guidelines for pursuing the degree with honors are available from the department.

STUDY ABROAD

With some advance planning, studying abroad (especially for one semester) can easily be worked into the psychology major. To facilitate this, we recommend that students:
1) meet with the Study Abroad advisor as soon as they decide that they are interested in studying abroad
2) take Psychology 201 (Experimentation and Statistics) in the sophomore year
3) think ahead to the 300–level courses they are interested in taking so that they can fulfill the 200–level prerequisites before they go away or, if possible, while they are away. In our experience, study abroad programs in the following places are most likely to offer psychology courses: England, Ireland, Scotland, Spain, Australia, New Zealand, Hawaii, and Scandinavia. Students should procure the descriptions of the psychology courses they are considering taking and bring them to their meeting with the advisor.

There are some costs to studying away, particularly for the year. This limits students' opportunities to choose the particular 300–level courses they would like to take and they must sometimes settle for those that are open, those which happen to be offered, or those for which they have the prerequisites, once they return in their senior year. Many students who are keen on psychology begin doing research with professors during their junior year, and for some this leads to an honors thesis in the senior year, summer research, etc. If you are going away for the entire year and do not make such connections with a professor ahead of time (i.e., before you go), you may lose out on some of these opportunities to deepen your involvement in the major on campus. On the other hand, studying abroad can be an invaluable learning experience, so you need to think carefully, in consultation with your advisor and/or the Study Abroad advisor, about the costs and benefits of it. Very occasionally, a student who just begins taking psychology courses late in the sophomore year and wishes to go abroad for the year finds that he/she is not able to do both, or is restricted in the choice of study–abroad programs. You can find general study away guidelines for Psychology here.

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.
Class Format: lecture **Requirements/Evaluation:** two lab reports, unit quizzes, and a final exam
Prerequisites: none **Enrollment Limit:** none **Expected Class Size:** 160

Distributional Requirements: Division 2 **Other Attributes:** NSCI Required Courses
TEAC Teaching Sequence Courses
Fall 2014
LEC Section: 01 MWF 10:00 10:50 Instructor: Amie Hane and Clarence Gillig
Spring 2015
LEC Section: 01 MWF 10:00 10:50 Instructor: Steven Fein and Clarence Gillig

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 research studies in different areas of psychology (e.g., social, personality, cognitive) that illustrate basic designs and methods of analysis.
Class Format: lecture/lab **Requirements/Evaluation:** papers, exams, and problem sets
Prerequisites: PSYC 101; not open to first–year students except with permission of instructor **Enrollment Limit:** 22 **Enrollment Preferences:** Psychology majors
Extra Info: two sections; must register for the lab and lecture with the same instructor
not available for the Gaudino option
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Other Attributes: COGS Related Courses
PHLH Statistics Courses
Fall 2014
LEC Section: A1 MR 01:10 02:25 Instructor: Safa Zaki
LAB Section: A2 T 01:00 04:00 Instructor: Safa Zaki
LEC Section: B1 MR 01:10 02:25 Instructor: Jeff Moher
LAB Section: B2 W 01:00 04:00 Instructor: Jeff Moher
Spring 2015
LEC Section: A1 MR 02:35 03:50 Instructor: Kris Kirby
LAB Section: A2 W 01:00 04:00 Instructor: Kris Kirby
LEC Section: B1 TR 09:55 11:10 Instructor: Mariko Moher
LAB Section: B2 W 01:00 04:00 Instructor: Mariko Moher

PSYC 212(F) Neuroscience Crosslistings: NSCI 201/BIOL 212/PSYC 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, consciousness and clinical disorders such as schizophrenia, spinal cord inury, Parkinson's disease, and addiction. The laboratory focuses on current topics in neuroscience.
Class Format: lecture, three hours a week; laboratory, every other week **Requirements/Evaluation:** evaluation will be based on a lab practical, lab reports, two hour exams and a final exam
Prerequisites: PSYC 101 or BIOL 101; open to first–year students with permission of instructor **Enrollment Limit:** 72 **Expected Class Size:** 72 **Enrollment Preferences:** sophomores and Biology and Psychology majors
Dept. Notes: does not satisfy the distribution requirement in the Biology major
Extra Info: not available for the Gaudino option
Distributional Requirements: Division 3 **Other Attributes:** COGS Interdepartmental Electives
NSCI Required Courses
PSYC 200–level Group A Courses
Fall 2014
LEC Section: 01 TR 08:30 09:45 Instructor: Heather Williams and Lauren Williamson
LAB Section: 02 M 01:00 04:00 Instructor: Martha Marvin
LAB Section: 03 T 01:00 04:00 Instructor: Martha Marvin
LAB Section: 04 W 01:00 04:00 Instructor: Martha Marvin

PSYC 221(F,S) Cognitive Psychology
This course will survey the experimental study of the structures and processes that make up normal human cognition. Topics include perception, attention, learning, memory, categorization, language, judgment, decision making, reasoning, and problem solving.
Class Format: lecture **Requirements/Evaluation:** midterm and final exams
Prerequisites: PSYC 101 or permission of instructor **Enrollment Limit:** 50 **Expected Class Size:** 50 **Enrollment Preferences:** Psychology majors
Distributional Requirements: Division 2 **Other Attributes:** COGS Interdepartmental Electives
PSYC 200–level Group A Courses
Fall 2014
LEC Section: 01 TF 01:10 02:25 Instructor: Nate Kornell
Spring 2015
LEC Section: 01 TF 01:10 02:25 Instructor: Nate Kornell

PSYC 222(F) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science Crosslistings: COGS 222/PHIL 222/PSYC 222
This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence.
Class Format: lecture/discussion **Requirements/Evaluation:** midterm and final exams, and self–paced weekly exercises
Prerequisites: PSYC 101 or any introduction to PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** first– and second–year students
Dept. Notes: meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL
Distributional Requirements: Division 2 **Other Attributes:** PHIL Contemp Metaphysics & Epistemology Courses
PSYC 200–level Group A Courses
Fall 2014
LEC Section: 01 TR 11:20 12:35 Instructor: Joseph Cruz

PSYC 232(F,S) Developmental Psychology
An introduction to the study of human growth and development from conception through emerging adulthood. Topics for discussion include prenatal development, 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 early experience, social learning, psychoanalytic, cognitive–developmental, and ethological models.
Class Format: lecture/discussion **Requirements/Evaluation:** active class participation, 3 exams (2 midterms and final) and a 5– to 7–page paper
Prerequisites: PSYC 101 **Enrollment Limit:** 50 **Expected Class Size:** 50 **Enrollment Preferences:** sophomores and junior Psychology majors
Distributional Requirements: Division 2 **Other Attributes:** PSYC 200–level Group B Courses
TEAC Teaching Sequence Courses
Fall 2014
LEC Section: 01 TR 11:20 12:35 Instructor: Amie Hane
LEC Section: 02 MR 02:35 03:50 Instructor: Alison Sachet
Spring 2015
LEC Section: 01 TF 01:10 02:25 Instructor: Alison Sachet

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, attraction and love, intergroup conflict, and cultural psychology. Applications in the areas of advertising, law, business, and health will also be discussed.
Class Format: lecture **Requirements/Evaluation:** Fall: two hour exams, one paper and a final exam
Spring: 4 one–hour exams and two papers
Prerequisites: PSYC 101; open to first–year students **Enrollment Limit:** none **Expected Class Size:** 50
Distributional Requirements: Division 2 **Other Attributes:** PSYC 200–level Group B Courses
TEAC Teaching Sequence Courses
Fall 2014
LEC Section: 01 TR 09:55 11:10 Instructor: Steven Fein
Spring 2015
LEC Section: 01 TR 11:20 12:35 Instructor: Jennifer Crosby

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, eating disorders, addictions, alcoholism, and others. The course emphasizes an integrative approach which incorporates and analyzes theories and research from family, biological, genetic, and sociocultural perspectives.
Class Format: lecture **Requirements/Evaluation:** two hour exams and a final exam

Prerequisites: PSYC 101; open to first–year students **Enrollment Limit:** 50 **Expected Class Size:** 50 **Enrollment Preferences:** Psychology majors, then sophomores, then by seniority
Distributional Requirements: Division 2 **Other Attributes:** PSYC 200–level Group B Courses
Fall 2014
LEC Section: 01 TR 09:55 11:10 Instructor: Laurie Heatherington
Spring 2015
LEC Section: 01 MWF 12:00 12:50 Instructor: Laura Sockol

PSYC 272(S) Psychology of Education
This course introduces students to a broad range of theories and research on education. What models of teaching work best, and for what purposes? How do we measure the success of various education practices? What is the best way to describe the psychological processes by which children gain information and expertise? What accounts for individual differences in learning, and how do teachers (and schools) address these individual needs? How do social and economic factors shape teaching practices and the educational experiences of individual students? The course will draw from a wide range of literature (research, theory, and first hand accounts) to consider key questions in the psychology of education. Upon completion of the course, students should be familiar with central issues in pre–college education and know how educational research and the practice of teaching affect one another.
Class Format: lecture/discussion **Requirements/Evaluation:** two exams and a final project
Prerequisites: PSYC 101 **Enrollment Limit:** 50 **Expected Class Size:** 50 **Enrollment Preferences:** Psychology majors and those who plan to become teachers
Distributional Requirements: Division 2 **Other Attributes:** PSYC 200–level Group B Courses
TEAC Teaching Sequence Courses
Spring 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Susan Engel

PSYC 312(S) Brain, Behavior, and the Immune System **Crosslistings:** PSYC 312/NSCI 312
In all animals, the immune system is the body's defense against the outside world. Immune function is strongly influenced by environmental and behavioral experiences, and the immune system has a dynamic relationship with the brain. We will study the interactions among the brain, behavior, and the immune system in models of health and disease. Specific topics to be examined include: immune cells and their signaling molecules, immune cells within the brain, sickness behaviors, learning and memory, nervous system development, multiple sclerosis, Alzheimer's disease, and nervous system injury and repair. Students will critically review data from both human and animal studies. All students will design and conduct an empirical research project as part of a small research team.
Class Format: seminar/lab **Requirements/Evaluation:** presentations and participation in discussions, short papers, midterm, written and oral presentation of the research project
Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201) or permission of instructor **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** Psychology majors and Neuroscience concentrators
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 3 **Other Attributes:** NSCI Group B Electives
PSYC Empirical Lab Course
Spring 2015
SEM Section: 01 TR 08:30 09:45 Instructor: Lauren Williamson
LAB Section: 02 T 01:00 03:40 Instructor: Lauren Williamson

PSYC 315 Hormones and Behavior **Crosslistings:** PSYC 315/NSCI 315
In all animals, hormones are essential for the coordination of basic functions such as development and reproduction. This course studies the dynamic relationship between hormones and behavior. We will review the mechanisms by which hormones act in the nervous system. We will also investigate the complex interactions between hormones and behavior. Specific topics to be examined include: sexual differentiation; reproductive and parental behaviors; stress; aggression; and learning and memory. Students will critically review data from both human and animal studies. All students will design and conduct an empirical research project as part of a small research team.
Class Format: empirical lab course **Requirements/Evaluation:** presentations and participation in discussions, short papers, midterm, written and oral presentation of the research project
Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201) **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** Psychology majors and Neuroscience concentrators
Extra Info: not available for the Gaudino option
Distributional Requirements: Division 3 **Other Attributes:** NSCI Group B Electives
PSYC Area 1 – Behavioral Neuroscience
PSYC Empirical Lab Course
Not Offered Academic Year 2014–2015
LEC Instructor: Noah Sandstrom

PSYC 316(F) Clinical Neuroscience **Crosslistings:** PSYC 316/NSCI 316
Diagnosing and treating neurological diseases is the final frontier of medicine. Recent advances in neuroscience have had a profound impact on the understanding of diseases that affect cognition, behavior, and emotion. This course provides an in–depth analysis of the relationship between brain dysfunction and disease state. We will focus on neurodegenerative disorders including Alzheimer's disease, Parkinson's disease, and Huntington's disease. We will consider diagnosis of disease, treatment strategies, as well as social and ethical issues. The course provides students with the opportunity to present material based upon: (1) review of published literature, (2) analysis of case histories, and (3) observations of diagnosis and treatment of patients both live and on videotape. All students will design and conduct an empirical research project.
Class Format: empirical lab course **Requirements/Evaluation:** evaluation will be based on position papers, class participation, and research project report
Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201) **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** Psychology majors and Neuroscience concentrators
Distributional Requirements: Division 3 **Other Attributes:** NSCI Group B Electives
PSYC Area 1 – Behavioral Neuroscience
PSYC Empirical Lab Course
Fall 2014
LEC Section: 01 M 07:00 09:40 Instructor: Paul Solomon
LAB Section: 02 M 01:00 04:00 Instructor: Paul Solomon

PSYC 317T(S) Nature via Nurture: Topics in Developmental Psychobiology **Crosslistings:** PSYC 317/NSCI 317
Do your genes determine who you are? This course examines the relative contributions of nature (genetics) and nurture (the environment) that lead to individual differences in behavior. Modern neuroscience techniques have discovered new relationships between genes and behavior. Conversely, recent studies on the effects of social factors suggest critical environmental influences on the expression of these genetic determinants. This tutorial will explore the theoretical and empirical issues in animal models of behavioral epigenetics. Topics include child neglect, antisocial behavior, addiction, anxiety, risk–taking, empathy, and depression. Each tutorial pair will design and conduct an empirical laboratory project that will explore their own experimental question about the interaction of genes and environment in determining behavioral phenotypes.
Class Format: tutorial **Requirements/Evaluation:** Each week, students will either present an oral argument based on a 5–page position paper or respond to their partners' paper; Weekly lab meetings will be held and empirical projects presented in a final poster session
Prerequisites: PSYC 212 **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Neuroscience concentrators and Psychology majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 3 **Other Attributes:** NSCI Group B Electives
PHLH Biomedical Determinants of Health
PHLH Reproductive, Maternal and Child Health
PSYC Area 1 – Behavioral Neuroscience
PSYC Empirical Lab Course
Spring 2015
TUT Section: T1 TBA Instructor: Betty Zimmerberg
LAB Section: T2 R 01:00 04:00 Instructor: Betty Zimmerberg

PSYC 318 Image, Imaging, and Imagining: The Brain and Visual Arts **Crosslistings:** PSYC 318/INTR 223/NSCI 318
This course will study the intersections of neuroscience and art. The brain interprets the visual world and generates cognitive and emotional responses to what the eyes see. It is also responsible for creating mental images and then directing the artist's motor output. We will first examine the neural mechanisms of how we perceive what we see. We will investigate how visual artists have used or challenged perceptual cues in their work. Understanding how the brain perceives faces will be used to analyze portraiture. We will consider the influence of neurological and psychological disorders on artistic work. We will examine neuroimaging studies questioning whether the brains of visual artists are specialized differently from non–artists. Finally, we will explore how contemporary artists are using brain images in their artwork, and how "outsider" artists have portrayed brain syndromes and mental states. Students will create their own artwork in response to the course material, culminating in a class exhibit. The class will include field trips to local museums.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on a midterm, several presentations, and a final project
Prerequisites: PSYC 101, ARTH 101–102 or permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** for registration under INTR, Studio Art majors; for registration under PSYC or NSCI, Psychology majors and Neuroscience concentrators
Dept. Notes: meets NSCI Group B and PSYC Area 1 for the concentration or major only if registration is under NSCI or PSYC
Extra Info: satisfies one semester of Division III requirement
Distributional Requirements: Division 3 **Other Attributes:** NSCI Group B Electives
PSYC Area 1 – Behavioral Neuroscience
Not Offered Academic Year 2014–2015
SEM Instructor: Betty Zimmerberg

PSYC 319T Neurofiction (W)
Increasingly, neuroscience is not only a topic of interest to academics and clinicians, but also to the general public. Cover stories in the major news magazines over the past year include Alzheimer's disease, autism, depression, memory, traumatic brain injury in athletes, and schizophrenia. Television news and newspapers cover studies related to neuroscience on a daily basis. Increasingly, novels and movies focus on neuroscience topics. This tutorial will use movies and popular press fiction as a starting point for analysis and discussion of contemporary topics in neuroscience. We will use these movies and novels as "case histories" to provide a foundation for discussing contemporary and controversial topics in neuroscience. Students will begin each topic by viewing a film or reading a book that portrays a topic in neuroscience. Each film/book will serve as a launching point for in depth discussion and debate of the neuroscientific issues raised in the film/book. For example, the film *A Beautiful Mind* raises issues regarding the neurobiological basis and treatment of schizophrenia and the film Memento raises many controversial issues surrounding the neurobiology of memory.
Class Format: tutorial **Requirements/Evaluation:** students will meet in pairs with instructor for 1 hour each week; during each meeting, students will either present a 6– to 8–page position paper (5 pages in total) based on research papers from the weeks reading list or respond to their partner's paper

Prerequisites: PSYC 212 (NSCI 201) or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Psychology majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PSYC Area 1 – Behavioral Neuroscience
Not Offered Academic Year 2014–2015
TUT Instructor: Paul Solomon

PSYC 322(S) Concepts: Mind, Brain, and Culture
Every time we see something as a kind of thing, every time that we decide that an object is a cup rather than a glass, when we recognize a picture of a familiar face as a picture of ourselves, or even when we understand speech, we are employing categories. Most categorization decisions are automatic and unconscious, and therefore have the illusion of simplicity. The complexity of these decisions, however, becomes apparent when we attempt to build machines to do what humans perform so effortlessly. What are the systems in place that allow us this extraordinary ability to segment the world? Are they universal? How does conceptual knowledge differ across cultural groups? How do concepts affect our perception? 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 explore various empirical findings from cognitive psychology, cognitive neuroscience, and anthropology that address these questions.
Class Format: empirical lab course **Requirements/Evaluation:** short papers, class presentation, and research paper
Prerequisites: PSYC 221 or 222 or permission of instructor **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** Psychology majors and Cognitive Science concentrators
Distributional Requirements: Division 2 **Other Attributes:** COGS Interdepartmental Electives
PSYC Area 2 – Cognitive Psychology
PSYC Empirical Lab Course
Spring 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Safa Zaki
LAB Section: 02 W 01:00 04:00 Instructor: Safa Zaki

PSYC 324T Great Debates in Cognition
The field of cognition is filled with controversies about how the mind really works. For example, is there sufficient evidence for a system in vision that can become aware of things without actually "seeing" them? Is it necessary to assume that babies come into the world armed with innate linguistic knowledge? Are humans inherently rational? Can we make inference about the mind using neuroimaging? These debates, and others that we will consider, help fuel scientific discovery in cognition in interesting ways. In this class, we will consider some of these contemporary debates, weigh evidence on both sides, and discuss the implications for what we know about the mind.
Class Format: tutorial; students will meet in pairs with the instructor for an hour each week **Requirements/Evaluation:** evaluation will be based on weekly papers and oral arguments
Prerequisites: PSYC 221 or 222 or permission of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Psychology majors and Cognitive Science concentrators
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 **Other Attributes:** COGS Interdepartmental Electives
PSYC Area 2 – Cognitive Psychology
Not Offered Academic Year 2014–2015
TUT

PSYC 326(F) Choice and Decision Making
One aspect of "being human" is that we often make choices that we know are bad for us. In this course we survey theoretical and experimental approaches to understanding our strengths and weaknesses as decision makers. Topics include normative decision theories, biases in probability judgments, "fast and frugal" heuristics, impulsiveness and self–control, addictions and bad habits, gambling, and moral decision making.
Class Format: empirical lab course **Requirements/Evaluation:** essay papers, class and lab participation, and a research report
Prerequisites: PSYC 221 or 222 or permission of instructor; permission is typically given to students who have successfully completed ECON 110 **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** senior Psychology majors who need the course to fulfill the major
Distributional Requirements: Division 2 **Other Attributes:** COGS Interdepartmental Electives
PHLH Decision–Making by Institutions + Individuals
PSYC Area 2 – Cognitive Psychology
Fall 2014
SEM Section: 01 MR 02:35 03:50 Instructor: Kris Kirby
LAB Section: 02 W 01:00 04:00 Instructor: Kris Kirby

PSYC 327 Cognition and Education
This course will examine the cognitive processes underlying learning in educational settings. Students will come away with a richer understanding of how the mind encodes, stores, and retrieves knowledge, and how learners monitor and manage their own learning. We will examine common educational practices and how they depart from what research recommends. Although the class is primarily about cognition, we will delve into related topics such as motivation, determination, and inequality. Most of the readings will be scientific research articles on cognition and/or education.
Class Format: seminar **Requirements/Evaluation:** class participation, essays, midterm and final
Prerequisites: PSYC 201 and PSYC 221 or 222, or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 12 **Enrollment Preferences:** Psychology majors
Distributional Requirements: Division 2 **Other Attributes:** COGS Interdepartmental Electives
PSYC Area 2 – Cognitive Psychology
TEAC Teaching Sequence Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Nate Kornell

PSYC 328(S) Understanding Attention and Distraction
The human brain is constantly bombarded by sensory information. For example, as you sit in class listening to a lecture, many other people and objects are visible, competing for your limited attention resources. How does your brain manage to avoid such distractions to focus attention on relevant sensory information (such as the lecture) in order to extract the information you need to accomplish important goals (such as passing the class)? This is a problem that confronts humans in a variety of ways, ranging from finding your keys or driving your car, to using your iPhone or iPad, to doctors looking for tumors on medical images or airport security screeners looking for weapons in baggage. In this course, students will read empirical studies that use both behavioral and brain imaging techniques to investigate the capabilities, limitations, and brain substrates of attention in human behavior. Topics include attentional control, how attention interacts with overt behaviors such as eye and hand movements, practical applications of attention research including topics such as smartphone technology design and training for medical image screeners, and dysfunction of attention in clinical populations. Students will conduct original empirical research, analyze data, and present their findings to their peers at the end of the semester.
Class Format: empirical lab course **Requirements/Evaluation:** class participation, midterm, short papers, presentation and paper on empirical project
Prerequisites: PSYC 201 and PSYC 221 or 222, or permission of instructor **Enrollment Limit:** 16 **Expected Class Size:** 12 **Enrollment Preferences:** Psychology majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 **Other Attributes:** PSYC Area 2 – Cognitive Psychology
PSYC Empirical Lab Course
Spring 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Jeff Moher
LAB Section: 02 T 01:00 04:00 Instructor: Jeff Moher

PSYC 332 Cognitive Development
In this course we consider how mental abilities, such as language, memory, thinking and imagination develop during the childhood years. We begin by asking how infants, who do not have language, make sense of their world and then move on to examine the development of language, memory, reasoning, and imagination. Throughout these discussions, we consider the impact of biology (e.g. changes in the brain) and culture on cognition, as well as the similarities and differences in the cognitive abilities of normally developing children and children with developmental problems (e.g., autism). All students will design and conduct an empirical research project.
Class Format: seminar **Requirements/Evaluation:** two hour exams, thought papers, and a final 10 to 15 page paper
Prerequisites: PSYC 201 and PSYC 232 or permission of instructor **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** Psychology majors
Distributional Requirements: Division 2 **Other Attributes:** PSYC Area 3 – Developmental Psychology
TEAC Related Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Robert Kavanaugh

PSYC 333 Foundations of Cognition
This course will broadly cover various aspects of early cognitive development and will include topics such as memory, numerical cognition, language acquisition, and understanding of other social beings. We will focus on aspects of the human mind that are present early in life and explore how these early systems evolve into more mature cognition. Students will be required to critically read seminal works that shaped the field and also examine new developments in the literature. All students will focus on a specific area of interest by conducting an original empirical research project.
Class Format: empirical lab course **Requirements/Evaluation:** active participation, regular thought papers and class presentations, midterm exam, written report and oral presentation on an original empirical research project
Prerequisites: PSYC 201 and PSYC 232 **Enrollment Limit:** 16 **Expected Class Size:** 12 **Enrollment Preferences:** Preference will be given to Psychology majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 **Other Attributes:** PSYC Area 3 – Developmental Psychology
Not Offered Academic Year 2014–2015
SEM Instructor: Mariko Moher

PSYC 334T(F) Magic, Superstition, and Belief (W)
In the 2008 presidential campaign, Barack Obama played a ritual game of basketball that he hoped would ensure good results while his opponent, John McCain kept a lucky penny in his pocket throughout the election season. These are but two striking examples of the millions of people who regularly engage in ritualistic or superstitious behavior. But why? How did the mind evolve to support both logical reasoning and magical thinking? In this tutorial, we explore that question by examining how beliefs, emotions, and imagination have interlocked in the course of human development. We will discuss and debate how the capacity to imagine facilitates problem solving, why magical thinking continues in to adulthood, and how our beliefs in both natural and supernatural phenomena are related to the evolutionary forces that shaped the human mind. Students will design and conduct an empirical research project as part of the tutorial.

Class Format: tutorial with laboratory; students will meet in pairs with the instructor for one hour each week and be fully prepared to discuss the material **Requirements/Evaluation:** each week, one member of each pair will either write a 5– to 7–page paper (five papers in total), or respond in writing (one page) to the partner's paper; emphasis will be placed on constructing critical written and oral arguments
Prerequisites: PSYC 201 (or currently taking) and 232 or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Psychology majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PSYC Area 3 – Developmental Psychology
PSYC Empirical Lab Course
Fall 2014
TUT Section: T1 TBA Instructor: Robert Kavanaugh
LAB Section: T2 TBA Instructor: Robert Kavanaugh

PSYC 335(S) Early Experience and the Developing Infant (W)
The period from conception to age three is marked by impressive rapidity in development and the plasticity of the developing brain affords both fetus and infant an exquisite sensitivity to context. This course delves into the literature that highlights the dynamic interactions between the developing fetus/infant and the environment. The course readings span a range of disciplines and cover a diversity of hot topics in the study of prenatal and infant development, including empirical research drawn from the developmental, neuroscience, psychopathology, and pediatric literatures.
Class Format: empirical lab course **Requirements/Evaluation:** active class participation, regular thought papers and class presentations, and a written report and accompanying presentation of an independent research project
Prerequisites: PSYC 201, PSYC 212, and PSYC 232 or permission of instructor **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** Psychology majors and Neuroscience concentrators
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHLH Biomedical Determinants of Health
PHLH Reproductive, Maternal and Child Health
PSYC Area 3 – Developmental Psychology
PSYC Empirical Lab Course
Spring 2015
LEC Section: 01 TR 11:20 12:35 Instructor: Amie Hane
LAB Section: 02 R 01:00 04:00 Instructor: Amie Hane

PSYC 336 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.
Class Format: seminar **Requirements/Evaluation:** there will be a midterm paper and a group project that will involve several pieces of writing
Prerequisites: PSYC 232 or permission of instructor **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** Psychology majors and those who plan to become teachers
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PSYC Area 3 – Developmental Psychology
TEAC Teaching Sequence Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Susan Engel

PSYC 337 Temperament and Biobehavioral Development (W)
This class will explore individual differences in reactivity and self–regulation in infancy and childhood. Developmental, ethological, and neuroscience models will serve as the foundation for the exploration of the construct of temperament. Topics will include biobehavioral models of reactivity to stress and novelty, including research examining individual differences in neuroendocrine, electrophysiological, and emotional responding. Individual differences in self–regulation will be explored, and will focus heavily on the literature examining the development of attention and other executive control processes in infancy and early childhood. Longitudinal research that examines continuity and change in temperament from infancy through adulthood will be examined. The contributions of genetics and the contextual influences on temperament trajectories will be explored, including research demonstrating the influence of caregivers and gene–by–environment interactions.
Class Format: seminar **Requirements/Evaluation:** weekly thought papers and one final 7– to 10–page paper
Prerequisites: PSYC 201 and 232 or PSYC 212 or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 16 **Enrollment Preferences:** Psychology majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHLH Maternal and Child Health
PSYC Area 3 – Developmental Psychology
Not Offered Academic Year 2014–2015
SEM Instructor: Amie Hane

PSYC 338 Childhood in Context
The psychological lives of children are shaped not only by internal changes, but also by the ways in which adults in their community view and treat them, as well as by other situational forces (for instance poverty and social unrest). In this course students will consider how various external forces affect children's daily experience. Students will compare several psychological models of young children—some emanating from folk culture, and some from scientific paradigms. We will look at how parenting and educational practices reflect the implicit models of childhood held by members of a community, and then examine whether those practices have a substantive or lasting effect on children. We will also weigh the impact of certain non–parental features of the environment: poverty, wealth, social unrest, violence, societal well–being, and technological advances. Specific questions we will consider in the course include (but are not limited to): What are the short and long term effects of growing up in a society with a formal model of teaching and learning? In what ways is the psychological experience of poor children different than that of the middle class? Are children who grow up in rural areas different from those who grow up in cities? What is the long term impact of growing up in a culture that does or does not value play? We will draw on observational and experimental data, narrative non–fiction, and film, as well as the work of anthropologists and historians.
Class Format: seminar **Requirements/Evaluation:** three 5– to 7–page papers
Prerequisites: PSYC 232 or 272 **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Psychology majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 **Other Attributes:** PHLH Maternal and Child Health
PSYC Area 3 – Developmental Psychology
Not Offered Academic Year 2014–2015
SEM Instructor: Susan Engel

PSYC 339(S) Imagination
Imagination refers to the capacity to mentally transcend time, place, and/or circumstance to think about what might have been, plan and anticipate the future, create fictional worlds, and consider remote and close alternatives to actual experiences. This multi–faceted capacity emerges in early childhood and is fundamental to human thought throughout life. The study of imagination crosscuts traditional areas in psychology and extends into other fields as well (e.g., philosophy, literature). In this course we will examine how psychologists think about and study human imagination, covering topics such as pretend play in children, counterfactual reasoning, imagery, mental time travel, creativity, consciousness, fiction, dreaming, mental illness, and the impact of technology on concepts of self and identity. All students will design and conduct an empirical research project.
Class Format: empirical lab course **Requirements/Evaluation:** active class participation, regular thought papers and class presentations, written report and presentation of an original empirical research project
Prerequisites: PSYC 201 and PSYC 232 **Enrollment Limit:** 16 **Expected Class Size:** 12 **Enrollment Preferences:** preference will be given to Psychology majors
Distributional Requirements: Division 2 **Other Attributes:** PSYC Area 3 – Developmental Psychology
PSYC Empirical Lab Course
Spring 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Alison Sachet
LAB Section: 02 W 01:00 04:00 Instructor: Alison Sachet

PSYC 340T Interdisciplinary Approaches to Social Psychology (W)
This tutorial will examine new and emerging interdisciplinary approaches to the study of important social psychological issues. Its focus will be on the connections between social psychology and disciplines such as neuroscience, biology, cognitive psychology, political science, organizational behavior, educational psychology, and cross–cultural and multi–cultural psychology. Examples of topics to be examined include: Neuroscience and prejudice; culture and the self; education and diversity; biology and altruism; politics and attitude change. We will explore the benefits and challenges of taking interdisciplinary approaches to studying these issues.
Class Format: tutorial **Requirements/Evaluation:** tutorial papers and responses to partner's tutorial papers, in alternating weeks; participation in tutorial discussions
Prerequisites: PSYC 242 **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** preference given to Psychology majors
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PSYC Area 4 – Social Psychology
Not Offered Academic Year 2014–2015
TUT Instructor: Steven Fein

PSYC 341 Stereotypes, Prejudice, and Discrimination (D) (W) Crosslistings: PSYC 341/WGSS 339
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.
Class Format: empirical lab course **Requirements/Evaluation:** weekly brief papers, oral reports, two longer papers
Prerequisites: PSYC 201 and 242 **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** senior, then junior Psychology majors
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive

Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
ASAM Related Courses
PHLH Decision–Making by Institutions + Individuals
PSYC Area 4 – Social Psychology
PSYC Empirical Lab Course
TEAC Related Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Steven Fein

PSYC 344(S) Advanced Research in Social Psychology
This course will focus on the process of doing original, empirical social psychological research. We will concentrate on a few social psychological topics, such as stereotyping and prejudice, media influences, political biases, and sports psychology. Students will research and critically analyze and integrate the relevant literatures, and they will design and conduct original research to test hypotheses that emerge from these literatures. We will examine a variety of types of research designs, how to conduct online and in–person research, and how to analyze and understand results, including using SPSS to analyze data.
Class Format: empirical lab course **Requirements/Evaluation:** two exams, two papers, and several small assignments
Prerequisites: PSYC 201 and PSYC 242 **Enrollment Limit:** 16 **Enrollment Preferences:** Psychology majors
Materials/Lab Fee: a lab fee of up to $30 is associated with this course
Distributional Requirements: Division 2 **Other Attributes:** PSYC Area 4 – Social Psychology
PSYC Empirical Lab Course
Spring 2015
LEC Section: 01 W 01:10 03:50 Instructor: Steven Fein
LAB Section: 02 M 01:00 04:00 Instructor: Steven Fein

PSYC 345(S) Political Psychology Crosslistings: PSCI 310/PSYC 345
Political psychology studies human nature so as to understand politics. For example, many political philosophers begin their political programs by asserting some foundational claims about "human nature" which in turn led them to their justification for their vision of politics. For example, the enlightenment thinkers held that science and technology would strengthen rationality and thereby making democracy more viable. On the other hand, those who defend authoritarian regimes often do so by proclaiming that the general public is incapable of rationality and of self–rule and should therefor accept rule by their betters. Many of these arguments turn on how rational people are and on their capacity for and willingness to pursue justice for all people. We explore what psychology tells us about people as political citizens and as leaders. The course pays special attention to the powerful, but surprising, roles that emotions play in all aspects of politics. Central to politics is the general issue of judgment, and its more important variants, moral and political judgment. If we are to trust ourselves to rule ourselves, how well will we secure justice and liberty for one and all among us? Political psychology is one of the very oldest disciplines (it can be dated at least back to the early classic Greeks, among them Socrates, Plato, and Aristotle). The issue of citizen competence for self and collective rule, then as now, was at the center of their attention. So, it shall be in this course.
Class Format: lecture/discussion **Requirements/Evaluation:** a midterm, a term paper, and a final exam
Prerequisites: a PSCI elective at the 200 or 300 level OR PSYC 101, 212, 221, 232, 242, 251, or 300–level course **Enrollment Limit:** 25 **Expected Class Size:** 13
Distributional Requirements: Division 2 **Other Attributes:** PSCI American Politics Courses
Spring 2015
LEC Section: 01 TR 08:30 09:45 Instructor: George Marcus

PSYC 346(F) Environmental Psychology Crosslistings: PSYC 346/ENVI 346
This is a course in social psychology as it pertains to the natural environment. We will consider how the environment influences aspects of human psychology (e.g., the psychological implications of humans' disconnect with nature), as well as how human psychology influences the environment (e.g., why some people engage in environmentally destructive behaviors despite holding proenvironmental attitudes). At the core of this course is an attempt to examine various ways in which research and theory in social psychology can contribute insights to understanding (and encouraging) environmentally responsible behavior and sustainable practices, both here at Williams and globally. Because human choice and behavior play such an important role in environmental problems, a consideration of human psychology may therefore be an important part of the solution.
Class Format: empirical lab course **Requirements/Evaluation:** a series of papers, two essay exams, written and oral reports of research
Prerequisites: PSYC 242 recommended, PSYC 201, or a comparable course in statistics and research methodology, is also recommended. **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** Psychology majors and Environmental Studies concentrators
Distributional Requirements: Division 2 **Other Attributes:** ENVI Humanities, Arts + Social Science Electives
ENVP SC–B Group Electives
PSYC Area 4 – Social Psychology
PSYC Empirical Lab Course
Fall 2014
SEM Section: 01 TR 09:55 11:10 Instructor: Kenneth Savitsky
LAB Section: 02 T 01:00 04:00 Instructor: Kenneth Savitsky

PSYC 347(F) Psychology and Law
This course deals with applications of basic psychology to justice and the legal system. Relevant psychological theory and research address the processes and controversies that surround scientific jury selection, jury decision–making, eyewitness testimony, child witnesses in abuse cases, forensic hypnosis, lie–detector tests, police interrogations, false confessions, the insanity defense, the role of psychologists as trial consultants and expert witnesses, and the role of confirmation biases in all phases. Readings and discussions are animated by observations from real cases, demonstrations, and lab simulations.
Class Format: seminar **Requirements/Evaluation:** two hour exams and class participation
Prerequisites: PSYC 242 **Enrollment Limit:** 30 **Expected Class Size:** 30
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 **Other Attributes:** JLST Enactment/Applications in Institutions
PSYC Area 4 – Social Psychology
Fall 2014
LEC Section: 01 M 07:00 09:40 Instructor: Saul Kassin

PSYC 349 Progress and Problems in Intergroup Interaction (D)
This course will examine literature on intergroup interaction, ranging from classic work on "the contact hypothesis" to recent work that traces the physiological correlates of intergroup interaction. We will discuss the current challenges of intergroup interaction, and the ways in which good intentions can sometimes backfire in these situations. We will focus on interactions across specific group–based differences, such as race/ethnicity, sexuality, social class, and gender, and in specific settings, such as schools and workplaces. All students will design and conduct an empirical research project. The course fulfills the Exploring Diversity Initiative by focusing on how group membership, individual differences, and social power affect the experiences of both majority and minority group members in these interactions.
Class Format: seminar/empirical lab course **Requirements/Evaluation:** twice weekly response papers, periodic oral presentations, 1–2 short research papers & 1 long empirical research paper
Prerequisites: PSYC 201 and 242 or consent of instructor **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** Psychology majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: PHLH Decision–Making by Institutions + Individuals
PSYC Area 4 – Social Psychology
PSYC Empirical Lab Course
Not Offered Academic Year 2014–2015
SEM Instructor: Jennifer Crosby

PSYC 350 Child Psychopathology
This course explores the rapidly evolving field of psychological disorders in childhood and adolescence. We will examine the intertwined effects of individual characteristics (e.g., genetics, neurobiological factors), relationship processes (e.g., parenting, family functioning, peers), community settings (e.g., schools, neighborhoods), and the broader cultural context (e.g., poverty, stigma, media). Using a developmental framework, we will examine the emergence and maintenance of specific psychological disorders, as well as variations in how children cope with cataclysmic stressors (chronic illness, physical and sexual abuse). The goals of this course include (1) appreciation of the dynamic interplay between biology and experience in the unfolding of psychopathology, (2) exploration of diagnostic criteria and phenomenology of specific disorders, and (3) exposure to a wide range of research–based strategies for prevention and intervention.
Class Format: seminar **Requirements/Evaluation:** classroom participation, response papers, midterm, final paper
Prerequisites: PSYC 232 or 252 **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Psychology majors
Distributional Requirements: Division 2 **Other Attributes:** PHLH Maternal and Child Health
PSYC Area 5 – Clinical Psychology
TEAC Related Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Marlene Sandstrom

PSYC 351 Childhood Peer Relations and Clinical Issues
An exploration of the important ways peer relationships influence children's emotional, cognitive, and social development. We consider various aspects of childhood peer rejection, including emergence and maintenance of peer difficulties, short– and long–term consequences, and intervention and prevention programs. A variety of research methodologies and assessment strategies will be considered. All students will design and conduct an empirical research project based on the concepts discussed.
Class Format: empirical lab course **Requirements/Evaluation:** weekly response papers, midterm exam and a written/oral report of research
Prerequisites: PSYC 201 and either PSYC 232 or 252 **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** Psychology majors
Distributional Requirements: Division 2 **Other Attributes:** PSYC Area 5 – Clinical Psychology
PSYC Empirical Lab Course
TEAC Related Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Marlene Sandstrom

PSYC 352(F) Clinical and Community Psychology

A study of the theory, methods, and professional issues in clinical and community psychology. In addition to academic work (primary source readings and class discussions), the course aims to enable students to apply their experience in academic psychology to field settings and to use their fieldwork experience to critically evaluate theory and research. The course includes a supervised field–work placement arranged by the instructor in a local mental health or social service agency.
Class Format: seminar **Requirements/Evaluation:** field work (six hours per week), two 5–page position papers, and a 12– to 15–page final paper
Prerequisites: PSYC 252 **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** senior, then junior, Psychology majors; you MUST have permission of instructor to register for this course
Distributional Requirements: Division 2 **Other Attributes:** EXPE Experiential Education Courses
PHLH Maternal and Child Health
PSYC Area 5 – Clinical Psychology
Fall 2014
SEM Section: 01 MR 02:35 03:50 Instructor: Laurie Heatherington

PSYC 353(S) Gender & Psychopathology Crosslistings: PSYC 353/WGSS 353
This course will address a range of topics related to the intersection of gender and psychopathology. We will begin the class by discussing the meaning of "gender" and the various mechanisms by which biological sex, gender identity, gender roles and sexual orientation may relate to our understanding of the development, presentation and treatment of psychological disorders. We will also discuss historical and current controversies regarding the classification of psychological disorders concerning sexual orientation and gender identity. The rest of the course will address gender differences in specific psychological disorders and the biological, psychological and social mechanisms contributing to these differences. All students will design and conduct an empirical research project based on the readings and concepts discussed in class.
Class Format: empirical lab course **Requirements/Evaluation:** weekly response papers, midterm exam, a written report and oral presentation of the empirical research project
Prerequisites: PSYC 201 and PSYC 252 **Enrollment Limit:** 16 **Expected Class Size:** 12 **Enrollment Preferences:** preference will be given to Psychology and WGSS majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 **Other Attributes:** PSYC Area 5 – Clinical Psychology
PSYC Empirical Lab Course
Spring 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Laura Sockol
LAB Section: 02 W 01:00 04:00 Instructor: Laura Sockol

PSYC 355(S) Psychotherapy: Theory and Research
Psychotherapy is a young, barely 100–year old psychological endeavor which attempts to promote change and healing through social interaction. How can it be that talking with a psychotherapist can help people change — emotionally, cognitively, and/or behaviorally — and how exactly does it help people achieve relief from psychological disorders and problems? In this course, we will study some of the key approaches to psychotherapy by examining the theories and scientific research that surround them, and considering theory and research in juxtaposition. This will be accomplished by a close reading and critical analysis of primary source theoretical papers, the "raw data" (videotapes and transcripts) of therapy sessions, case studies, and contemporary empirical research on the outcomes and change processes of psychotherapy. Students will learn how to evaluate the efficacy claims of both standard and new therapies and how to evaluate claims about the mechanisms by which those therapies work. Current controversies in psychotherapy and psychotherapy research will be addressed and debated as well. All students will design and conduct an empirical research project based on the course material.
Class Format: empirical lab course **Requirements/Evaluation:** two short position papers, occasional one–page response and a written/oral report of research
Prerequisites: PSYC 201 and PSYC 252 **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** Psychology majors
Distributional Requirements: Division 2 **Other Attributes:** PSYC Area 5 – Clinical Psychology
PSYC Empirical Lab Course
Spring 2015
SEM Section: 01 TR 08:30 09:45 Instructor: Laurie Heatherington
LAB Section: 02 T 01:00 04:00 Instructor: Laurie Heatherington

PSYC 357 Depression
This course will provide students with a comprehensive understanding of depression. Topics will include assessment, models of etiology and course, effective approaches to prevention and intervention, and depression in specific populations. Readings will expose students to seminal works in the field as well as current methods and research findings. All students will design and conduct an empirical research project based on the readings and concepts discussed. Throughout the course, students will evaluate current research based on theory, methodological rigor, and potential impact on prevention and intervention efforts.
Class Format: empirical lab course **Requirements/Evaluation:** class participation, in–class short written responses, weekly response papers, midterm exam, an original empirical research project, a written report of the research project, and an oral presentation of the research project
Prerequisites: PSYC 201 and PSYC 252 **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** Psychology majors
Distributional Requirements: Division 2 **Other Attributes:** PSYC Area 5 – Clinical Psychology
PSYC Empirical Lab Course
Not Offered Academic Year 2014–2015
SEM Instructor: Catherine Stroud

PSYC 359(F) Anxiety Disorders: Responses to Danger, Both Real and Imagined
This is an advanced course on anxiety disorders that takes an in depth look at the theory and research on the normative psychological processes that influence responses to danger, both real and imagined. Specifically, it examines the empirical research on psychological responses to traumatic experiences, such as combat, rape, and concentration camp survival. Responses to perceived or imagined threats are also discussed as the underpinnings of such anxiety disorders as Panic Disorder, Generalized Anxiety Disorder, Social Phobia, Specific Phobia and OCD. Discussions focus on commonalities and differences in empirically supported treatments for anxiety disorders as well as controversies in the field.
Class Format: seminar **Requirements/Evaluation:** active class participation, frequent response papers, midterm examination and final term paper
Prerequisites: PSYC 252 **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Psychology majors
Distributional Requirements: Division 2 **Other Attributes:** PSYC Area 5 – Clinical Psychology
Fall 2014
SEM Section: 01 MR 01:10 02:25 Instructor: Nicole Harrington

PSYC 361 Psychology of Nonviolence
Nonviolence refers to choice behavior in interpersonal interactions in which physical and psychological injury to others is rejected as an option. In this course we will study moral and psychological theories of nonviolence, and evaluate the empirical support for their central empirical claims of psychological benefits to the practitioner, attitude change in the adversary, and positive exemplary effects on social interaction. Topics include anger and self–control, aggression, evil, conflict resolution, empathy, and forgiveness.
Class Format: discussion/seminar **Requirements/Evaluation:** class attendance and participation, discussion leadership, short essays, and a final paper
Prerequisites: any 200–level course in PSYC or permission of instructor **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** Psychology majors
Distributional Requirements: Division 2 **Other Attributes:** JLST Theories of Justice/Law
PSYC Area 6 – Other/Interdisciplinary Psychology
Not Offered Academic Year 2014–2015
SEM Instructor: Kris Kirby

PSYC 372(F) Advanced Seminar in Teaching and Learning
This advanced seminar will give students an opportunity to connect theory to practice. Each student will have a teaching placement in a local school, and participate in both peer and individual supervision. In addition, we will read a range of texts that examine different approaches to teaching, as well as theory and research on the process of education. What is the best way to teach? How do various theories of child development and teaching translate into everyday practices with students? Students will be encouraged to reflect on and modify their own teaching practices as a result of what we read as well as their supervision. Questions we will discuss include: What is the relationship between educational goals and curriculum development? What is the relation between substance (knowledge, skills, content) and the interpersonal dynamic inherent in a classroom setting? How do we assess teaching practices and the students' learning? What does it take to be an educated person?
Class Format: seminar **Requirements/Evaluation:** this course involves a field placement, weekly readings, as well as seminar discussion, supervision, and a graded journal
Prerequisites: PSYC 232 or PSYC 272 or permission of instructor **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** Psychology majors and those who plan to become teachers
Distributional Requirements: Division 2 **Other Attributes:** EXPE Experiential Education Courses
PSYC Area 7 – Educational Psychology
TEAC Teaching Sequence Courses
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: Susan Engel

PSYC 397(F) Independent Study: Psychology
Open to upperclass students with permission of the instructor and department. Students interested in doing an independent study should make prior arrangements with the appropriate professor. The student and professor then complete the independent study proposal form available at the Registrar's Office and should submit it to the department chair for approval *prior* to the beginning of the drop/add period.
Class Format: independent study
Distributional Requirements: Division 2
Fall 2014
IND Section: 01 TBA Instructor: Betty Zimmerberg

PSYC 398(S) Independent Study: Psychology
Open to upperclass students with permission of the instructor and department. Students interested in doing an independent study should make prior arrangements with the appropriate professor. The student and professor then complete the independent study proposal form available at the Registrar's Office and should submit it to the department chair for approval *prior* to the beginning of the drop/add period.
Class Format: independent study
Distributional Requirements: Division 2
Spring 2015
IND Section: 01 TBA Instructor: Betty Zimmerberg

PSYC 401(F) Perspectives on Psychological Issues

This course—the psychology department's senior seminar—considers several important contemporary topics from diverse psychological perspectives. These topics will be introduced via popular books or films, and we will analyze them more deeply with original research articles from across multiple perspectives and subdisciplines of psychology. The course will primarily be discussion based, and the students will lead these discussions.
Class Format: seminar **Requirements/Evaluation:** participation in class discussions, choosing relevant research articles, and three position papers **Enrollment Limit:** none **Expected Class Size:** 15 **Enrollment Preferences:** open to seniors only
Dept. Notes: required of all senior Psychology majors
Distributional Requirements: Division 2
Fall 2014
CON Section: 01 TR 11:20 12:35
SEM Section: 02 TR 11:20 12:35 Instructor: Susan Engel
SEM Section: 03 TR 11:20 12:35 Instructor: Nate Kornell
SEM Section: 04 TR 11:20 12:35 Instructor: Jeff Moher
SEM Section: 05 TR 11:20 12:35 Instructor: Laura Sockol
SEM Section: 06 TR 11:20 12:35 Instructor: Alison Sachet

PSYC 493(F) Senior Thesis: Psychology
Independent study and research for two semesters and a winter study period under the guidance of one or more members of the department. After exploring the literature of a relatively specialized field of psychology, the student will design and execute an original empirical research project, the results of which will be reported in a thesis. Detailed guidelines for pursuing a thesis are available from the department and on our web site.
Class Format: independent study
Prerequisites: permission of the thesis advisor
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 2
Fall 2014
HON Section: 01 TBA Instructor: Betty Zimmerberg

PSYC 494(S) Senior Thesis: Psychology
Independent study and research for two semesters and a winter study period under the guidance of one or more members of the department. After exploring the literature of a relatively specialized field of psychology, the student will design and execute an original empirical research project, the results of which will be reported in a thesis. Detailed guidelines for pursuing a thesis are available from the department and on our web site.
Class Format: independent study
Prerequisites: permission of the thesis advisor
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 2
Spring 2015
HON Section: 01 TBA Instructor: Betty Zimmerberg

PUBLIC HEALTH

Chair, Associate Professor TARA WATSON

Advisory Committee: Professors: DARROW, D. GOLLIN*, C. JOHNSON, SHANKS, SHORE–SHEPPARD, ZIMMERBERG. Associate Professors: BANTA, GEHRING,HANE, KLINGENBERG*, MUNEMO, WATSON. Assistant Professors: BLACKWOOD, HEGGESETH, KOHLER*.Lecturers: GUTSCHOW, HONDERICH, J. PEDRONI.

Public health seeks to understand, and also to protect and improve, health at the level of a community or population. Communities make decisions and allocate resources that, intentionally or not, fundamentally shape human life. For example, great reductions in sickness and early death have come from social interventions with relatively low financial cost, such as physically separating drinking water from sewage, or distributing aspirin, condoms, mosquito nets, vaccines or soap, or sharing new ideas about life's possibilities. The way a society is organized affects the way that social and scientific knowledge is distributed within it; access to that knowledge shapes health at the individual level. At its heart, the study of public health focuses on questions about relationships between science and society, and between reality and possibility: what effective public health policy is and how we can measure its effectiveness; what the relationship is, and ought to be, between research and policy; how we reconcile important moral and economic claims, or balance other values that compete with maximizing health; what counts as disease, over time and among cultures; how we think about cause and responsibility; what constitutes a healthy environment; how our fundamental beliefs determine our approaches to health decisions; and how such decisions ought to be made.

Requirements:
PHLH 201(S) Dimensions of Public Health
All students wishing to pursue the Area of Concentration should take this course early in their careers. Students may petition the advisory committee to substitute a course taken in a study–abroad program focused on global health, providing that the course is equivalent in scope. However, students who plan to take advantage of this option should have taken at least two other courses from among the electives by the end of their sophomore year, and should recognize that those who lack a foundation in the core issues of the field may find it more challenging to prepare their proposal for admission to the concentration.

Statistics
Statistical analysis is at the heart of the quantitative tools necessary to study the health of populations. One course in statistics from the list below is required of all concentrators.

Electives
Concentrators must take at least three electives, with at least two different prefixes, from the list below. Elective courses are grouped by category, but these clusters are not meant to constrain students to a single "track" within the program. Instead, each student is free to determine, with the guidance of an advisory committee member(s), a set of electives that provides an intellectually coherent exploration of his/her particular areas of interest within the field of public health. In choosing electives, students should consider the balance of breadth versus depth that will allow them to gain theoretical and methodological sophistication in one or more areas. Students may not substitute an independent study for any of these electives. Winter Study courses may not be counted towards the electives.

Experiential Component
Because many public health challenges cannot be fully appreciated until one has hands–on experience with real communities and actual populations, each concentrator must have at least one relevant field–based educational experience with a research component. This requirement may be met through participation in an approved study abroad program (see below), one of the Winter study courses marked with an asterisk, a WS99 project, or a not–for–credit summer or academic–year internship. In every case, the advisory committee must approve the project in advance. This experiential component will serve as a focal point for the student's work in the capstone course.

Capstone Course
The capstone seminar provides concentrators with the opportunity to reflect upon and synthesize their experiential learning in the context of understanding gained from a cohesive set of elective courses, and through the lens of a variety of intellectual and disciplinary frameworks. A second goal is to give concentrators experience working in a multi–disciplinary team to address a real–world, and in many cases very daunting, public health problem. Students will spend the first part of the semester writing about and sharing with their classmates their fieldwork experiences; these reflections will be framed by readings on health inequities, cultural perspectives and global practices. Through these case studies, students will gain an appreciation for the complex web of structural, societal, and policy issues that define and constrain approaches to contemporary public health crises. Readings for this portion of the course will be chosen by the faculty member to address a shared topic, to be agreed upon by the end of the previous semester between the instructor and students. In the second portion of the course, teams of students will identify a public or global health problem (akin to a Gates Global Challenge), and, drawing jointly on the methods of their respective disciplines, will develop a comprehensive proposal to address this problem. Team projects will be presented to and evaluated by a board of internal and/or external examiners, comprised of faculty members from Williams, alumni and other PH practitioners from the surrounding region. The capstone course is required of all concentrators, but may be opened to other students with relevant experience at the discretion of the instructor and the advisory committee, if space permits.

Written Proposal for the PH Portfolio
To be considered for admission to the Area of Concentration in Public Health, students must submit a written statement describing the portfolio of courses, study abroad, and experiential learning component(s) they intend to pursue. In this proposal, candidates for the concentration should describe their intellectual goals, and if relevant, how these relate to their professional goals. A fundamental purpose of the proposal requirement is to encourage the student to consider concretely how s/he will engage

with socio–cultural, behavioral, policy, and/or biomedical aspects of population health. To this end, students should address whether a methodological or disciplinary emphasis ties their chosen courses together, and how the intended experiential component will relate to this set of questions. This proposal is due by the time a student declares the concentration, typically in the spring of the sophomore year, and should be prepared in consultation with a member of the advisory committee. Concentrators are required to revisit and update their proposal prior to registration in the spring of the junior year, and to provide documentation of their internship experience both prospectively and retrospectively. The final portfolio will typically include major papers written for electives within the concentration, and may serve as a resource for students to draw on during their capstone course.

Study Abroad and Internships

Although not a requirement for the PH concentration, study abroad and/or overseas internships provide a crucial opportunity to engage with global health issues through field–based coursework and independent research projects. The Public Health program in coordination with the Study Abroad Advisor and the Office of Career Counseling will advise students on opportunities in these areas. In particular, students may want to consider one of the several Global Health options offered through SIT. One or more courses completed on an approved study abroad program can be counted toward the three elective courses, with permission of the program coordinator. You can find general study away guidelines for Public Health here.

Courses in Statistics

POEC 253 Empirical Methods in Political Economy
PSYC 201 Experimentation and Statistics
STAT 101 Elementary Statistics and Data Analysis
STAT 201 Statistics and Data Analysis
STAT 202 Statistical Modeling
STAT 372 Longitudinal Data Analysis: Modeling Change over Time
STAT 440 Categorical Data Analysis

ELECTIVES:

Global Health

WGSS 230 Gender, Sexuality, and Global HIV/AIDS

Environmental Health

ENVI 283 Dirty Politics: Regulating Hazardous Chemicals and Wastes
ENVI 208 Science and Politics in Environmental Decision Making

Nutrition and Food Security

BIOL/PHLH 137 The Biology of Food and Agriculture
BIOL 220 Field Botany
BIOL 308 Integrative Plant Biology
BIOL 422 Ecology of Sustainable Agriculture
ENVI219 Topics in Sustainable Agriculture
ENVI 320 Cultivating the Local

Demography: Population Processes

ECON 380/ECON 519 Population Economics

Decision–Making by Institutions and Individuals

ECON 205 Public Economics
ECON 230 The Economics of Health and Health Care
ECON 381 Global Health Policy Challenges
ECON 468 Your Money or Your Life: Health Disparities in the United States
ECON 504 Public Economics
PSCI 249 From Beetroot to Zero Grazing: Comparative Response to AIDS in Africa
PSCI 209/WGSS 209 Poverty in America
PSCI 228 International Organization
PSYC 326 Choice and Decision Making
PSYC 341/WGSS 339 Stereotypes, Prejudice, and Discrimination
PSYC 349 Progress and Problems in Intergroup Interaction

Biomedical Determinants of Health

BIOL 132 The Human Genome
BIOL 133 Biology of Exercise and Nutrition
BIOL 134/ENVI 134 The Tropics: Biology and Social Issues
BIOL 136 Studying Human Genetic Diversity: Individuals, Populations, and 'Races'—Dangerous Biology
BIOL 219 Dangerous Exposures: Environment, Immunity, and Infectious Disease
BIOL 313 Immunology
BIOL 315 Microbiology: Diversity, Cellular Physiology, and Interactions
CHEM 111 Fighting Disease: The Evolution and Operation of Human Medicines (deactivated)
CHEM 115 AIDS: The Disease and Search for a Cure
CHEM 341/ENVI 341 Toxicology and Cancer
CHEM 343 Medicinal Chemistry
PSYC 317/NSCI 317 Nature via Nurture: The Psychobiology of Danger
PSYC 335 Early Experience and the Developing Infant

History of Medicine

HIST 374 American Medical History
HIST 378/WGSS 378 The History of Sexuality in America
HSCI 320/HIST 293 History of Medicine

Reproductive, Maternal and Child Health

ANTH 272/WGSS 272 Sex and the Reproduction of Society
PSYC 317/NSCI 317 Nature via Nurture: The Psychobiology of Danger
PSYC 335 Early Experience and the Developing Infant
PSYC 337 Temperament and Biobehavioral Development
PSYC 338 Childhood in Context
PSYC 350 Child Psychopathology
PSYC 352 Clinical and Community Psychology
REL 248/ASST 248/ANTH 248/WGSS 249 Body Politics, Gender and Religion in South Asia

Bioethics and Interpretations of Health

PHIL 212/WGSS 212 Ethics and Reproductive Technologies
PHIL 213 Biomedical Ethics
PHIL 227 Death and Dying
PHIL 228/WGSS 228 Feminist Bioethics
PHIL 274 Messing with People: The Ethics of Human Experimentation

PHIL 337 Justice in Health Care
SOC 332 Life and Death in Modernity
SOC 371 Science, Technology and (Bio)medicalization
REL 248/ASST 248/ANTH 248/WGSS 249 Body Politics, Gender and Religion in South Asia
REL/ WGSS/ANTH/ASST 246 India's Identities: Religion, Gender, and Caste in India
COMP 232 Reading and Writing the Body
RLSP 301 Cervantes' "Don Quijote"

Mathematical Modeling
MATH 310 Modeling in Ecology

Winter Study Courses (*indicates fieldwork course)
ANSO 13 Epidemiology, Public Health and Leadership in the Health Professions
BIOL 11 Global Health: Why We Should Care
BIOL 12 Pathophysiology of Diseases of the Heart
BIOL 15 Epidemiology and Public Health
WGSS25: Creating Social Enterprises with Marginalized Ugandan Youth*
ENGL 16 Theories of Justice and Community
PHIL 12 Bioethics According to the Simpsons
PSCI 15 Infectious Diseases, Public Health Crisis and Human Development
PSCI 21 Fieldwork in Public Affairs and Private Nonprofits*
SPEC 14 Emergency Medical Technician
SPEC 19 Medical Apprenticeship* (depending on placement)
SPEC 24 Eye Care and Culture in Nicaragua*

PHLH 201(S) Dimensions of Public Health
Public health is concerned with protecting and improving health at the level of a community or population. Although individual behavior is an essential element of public health, collective, rather than individual, outcomes are the focus of public health study. In this course we will survey the field of public health, introducing students to core concepts and methods that highlight the interrelationship of individual choice and social institutions with environmental and biological factors in producing health outcomes at the population level. We will develop these concepts and methods within the context of signal cases and public health crises, covering infectious disease epidemics and prevention, sexual health, and mental health.
Class Format: lecture **Requirements/Evaluation:** based on four papers and contributions to class discussion
Prerequisites: none **Enrollment Limit:** 40 **Expected Class Size:** 40 **Enrollment Preferences:** sophomores, potential PHLH concentrators
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements:
Non–divisional
Other Attributes: PHLH Core Courses
Spring 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Amy Gehring and Cheryl Shanks

PHLH 402(S) Senior Seminar in Public Health
This course is designed to provide senior concentrators the opportunity to reflect upon and synthesize both their curricular and experiential work in the concentration. In the first part of the course, students will lead discussion on readings addressing a range of issues and disciplines in the field of public health, including health inequities, cultural perspectives and global practices. In the second half of the semester, students will be divided into three or four multi–disciplinary research teams to investigate a contemporary real–life issue in public health, locally, nationally or internationally. The teams will work independently, in contact with the instructor and other resource faculty members, to define areas of investigation and approaches to the issue, gather data and other necessary information and prepare a team report. This report, to be presented at the end of the term, will be part of each student's public health portfolio. In addition each student will write a separate 15–20 page term paper, drawing on the team project and/or the students' prior coursework and experiential education in PH; this term paper will be designed to be a writing sample appropriate for graduate school or job applications. Some amount of off–campus travel may be required either in spring break or the latter half of the semester. The capstone course is required of all concentrators, but may be opened to other students with relevant experience at the discretion of the instructor and the advisory committee, if space permits.
Class Format: seminar **Requirements/Evaluation:** active seminar participation, contribution to the team research project and 12–15 page final paper
Prerequisites: Completion of at least 4 courses counting towards the PHLH concentration **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** Senior PHLH concentrators
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements:
Non–divisional
Other Attributes: PHLH Core Courses
Spring 2015
SEM Section: 01 TF 01:10 02:25 Instructor: William Darrow

RELIGION (Div. II)

Chair, Associate Professor JASON JOSEPHSON

Professors: BUELL*, DARROW, DREYFUS. Associate Professor: JOSEPHSON. Assistant Professors: HIDALGO**, ISRAEL, SHUCK. Lecturer: GUTS-CHOW. . Croghan Bicentennial Professor: MOXNES. Mellon Fellow: YACOOB. Visiting Lecturer: ADHAMI.

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 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. Beginning with the class of 2016, the major in Religion will consist of at least nine semester courses as follows:

Required sequence courses

Religion 200 Theories and Methods in the Study of Religion
One 300–level seminar or tutorial
Religion 401 Senior seminar

Elective courses

Six electives at the 100, 200 or 300 level (with a maximum of one 100–level class to count towards major)

In addition, each major will select a specialization route in the major in conversation with and with the approval of the department. The specialization will consist of at least four courses. There are two ways to meet this requirement. A major could fulfill the requirement by concentration in one of the College's co–ordinate programs or by designating four specialization courses that can be supported by the resources of the Religion department faculty and the College. In other words, these four courses might be from among the six electives and one 300–level seminar or tutorial or might include additional coursework from other programs and departments (whether cross–listed or not).

The major will culminate in a year–long senior project. The first semester will remain a seminar (REL 401) on a topic in the study of religion set by the faculty member in consultation with incoming seniors. The spring semester will consist of participation in a research colloquium (not a course taken for credit). In this colloquium, each senior major will present their individual research projects, begun in the senior seminar, drawing on their specializations and advised by members of the faculty.

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 department will work with students in the classes of 2014–2015 to adapt these new guidelines for the major. Beginning in spring 2012, students declaring Religion as a major will identify an area of specialization and link it to their senior seminar final paper and be expected to present it in a spring colloquium during their senior year.

THE DEGREE WITH HONORS IN RELIGION

The degree with honors in Religion requires the above–mentioned nine courses and the preparation of a thesis of 75+ pages with a grade of B+ or better. A thesis may combine revised work done in other courses with new material prepared while enrolled either in Religion 493–W31 or Religion W31–494. Up to two–thirds of the work in the thesis may be such revised work, but at least one–third must represent new work. The thesis must constitute a coherent whole either by its organizing theme or by a focus on a particular religious tradition. Candidates will also be expected to present the results of their thesis orally in a public presentation. Students who wish to be candidates for honors in Religion will submit proposals and at least one paper that may be included in the thesis to the department in the spring of their junior year. Students must normally have at least a 3.5 GPA in Religion to be considered for the honors program.

The chair will serve as advisor to non–majors.

STUDY ABROAD

The Williams College Religion Department encourages potential majors to study abroad in order to enhance their education and gain international perspectives on religious studies. There are many excellent study abroad opportunities offering students a variety of possible experiences: among them cultural immersion, field work, intensive language learning, independent study, participation in another educational system. Many of our majors study in the Williams College Oxford Program, but our majors also regularly pursue a semester or year–long study in other programs. You can find general study away guidelines for Religion here.

REL 103 The Way of Power: A History of Occult Knowledge and Practices
Since antiquity, certain individuals and groups have claimed privileged access to hidden sources of knowledge, which they maintained could only be revealed to the initiated or enlightened. What is more, it was also often asserted that this knowledge conveyed various powers' from summoning good and evil spirits, transforming base metals into gold, predicting the future, achieving bodily immortality, directly witnessing the face of God or even becoming a God. How does examining these claims alter our understanding of established religions? This course will trace the historical development of these practices and beliefs–known to scholars as "esotericism"—from antiquity to the present. It will cover such topics as magic, alchemy, kabbalah, Gnosticism, hermeticism, Theosophy, tantrism, occultism, vodou, and spiritualism. Emphasizing close the reading of the primary sources, we will explore the boundaries between religion, magic and science. We will discuss esotericism as the site for the European appropriation of the "Orient," the construction of discipline of religious studies, and even the origins of modern science.
Class Format: lecture/discussion **Requirements/Evaluation:** two short writing assignments, a midterm, and a final exam
Prerequisites: none **Enrollment Limit:** none **Expected Class Size:** 40
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 *Not Offered Academic Year 2014–2015*
LEC Instructor: Denise Buell

REL 104 Religious Conflict and Cooperation
Violent conflicts throughout the world are animated by religious rhetoric, driven by religious actors, and sanctioned by religious authorities. At the same time, religious and "interfaith" organizations are often prominent participants in peace advocacy and conflict resolution. What are the varieties of religious involvement in war and peace? What can we learn about "religion" from religious conflicts and cooperative initiatives? Does the modern nation–state increase the likelihood of religious conflict? Will 21st century globalization support more or less conflict and/or cooperation? We will investigate these questions through contemporary case studies including: conflicts between Jews and Muslims in Israel/Palestine, Hindus and Buddhists in Sri Lanka, and Catholics and Protestants in Northern Ireland. We will also look at the religious militancy of Al Qaeda, the Lord¿s Resistance Army in Uganda, and other groups. And we will consider religious efforts to end these conflicts peacefully and delegitimize militant groups. In each case, we will see how competition for control over what counts as "Judaism," "Hinduism," "religion," "religious," and so forth is central to these conflicts and to the goals of those who seek to resolve them. Along with primary and secondary sources related to each case study, we will read theoretical works by Mark Juergensmeyer, Samuel Huntington, Scott Appleby, Bruce Lincoln, Peter van der Veer, Olivier Roy, Ananda Abeysekara, Talal Asad, Tomoko Masuzawa, and others.
Class Format: lecture **Requirements/Evaluation:** two short papers, an in–class mid–term exam, and a final paper or project
Prerequisites: none **Enrollment Limit:** none **Expected Class Size:** 30 **Enrollment Preferences:** first–year students and potential Religion majors
Distribution Notes: Gateway course
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 *Not Offered Academic Year 2014–2015*
LEC Instructor: Jeffrey Israel

REL 105 Religion and Culture Wars
This course will examine a series of moments of tension where religion and culture have been in the spotlight—especially in 20th century North America. Among other things, we'll consider: Native American religious autonomy, GLBTIQ issues (marriage equality, etc.), socioeconomic and identity questions with Liberation Theology, receptions of Islam in North America, all within a recent historical and current events framework.
Class Format: lecture **Requirements/Evaluation:** active participation, two 1000–1500 word response papers, and a "take–home" midterm and self–scheduled final exam
Prerequisites: none **Enrollment Limit:** none **Expected Class Size:** 30 **Enrollment Preferences:** Religion majors
Distribution Notes: Gateway course
Distributional Requirements: Division 2 *Not Offered Academic Year 2014–2015*
LEC Instructor: Glenn Shuck

REL 106(S) Is God Dead? Secularism in the Modern World
In 1966, "Time" magazine, alluding to Friedrich Nietzsche's famous proclamation, published an issue titled "Is God Dead?" Since then, however, theories that posited the increasing disappearance and/or irrelevance of religion in the modern world have been challenged by the rise of the "religious right" in the United States, as well as Islamism, Hindu nationalism, and other religious revival movements across the globe. Secularization has become a suspect and questionable theory. This course will examine the nature of secularization, secularism, and secularity in the modern world, and theories of these phenomena. In other words, what does it mean to say we live in a secular society? Is there a connection between national religiosity and a secular "separation of church and state"? Is there a necessary connection between modernity and secularism? Can people be religious and secular at the same time? What is the relation between secularism and feminism? Is secularism and secularization unique to Europe and North America? Or is it merely the outward justification of a particular Euro–American ideological/colonial project? Or are there multiple secularities? What do secularism and secularization look like in South Asia, East Asia, and the Middle East? Is a religious government, like Iran, also secular? As some theorists suggest, are we now living in a post–secular age? These are some of the questions that this course will explore as we take a global perspective that examines these issues both historically and in the contemporary. In addition to specific historical and anthropological case–studies, we will read theorists such as Peter Berger, Jose Casanova, Charles Taylor, Janet Jakobsen, Ann Pellegrini, Talal Asad, William Connolly, and others.
Class Format: seminar **Requirements/Evaluation:** active participation, two short essays (4–5 pages), in–class mid–term exam, and final project
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 10 **Enrollment Preferences:** prospective Religion majors
Distributional Requirements: Division 2
Spring 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Zaid Adhami

REL 200(F) What is Religion? Theories and Methods in the Study of Religion
As recently at the 1960s, the most influential theorists of modernity were predicting that religion would eventually vanish, while theologians lamented what they called the "Death of God." But one has only to glance at today's headlines to see that accounts of religion's demise were premature. Indeed a basic knowledge of religion is indispensable to understanding the current global moment as well as a range of fields from political science to English literature and history. To explore the meaning of religion, this course will introduce the debates around which the discipline of religious studies has been constituted. It will familiarize students with the discipline's most significant theorists (both foundational and contemporary) and trace their multidisciplinary—philosophical, sociological, anthropological, and psychological—modes of inquiry. At stake are questions such as: How does one go about studying religion? Is "religion" even a cultural universal? Or is it merely the byproduct of the European Enlightenment? What is religion's relationship to God? to science? to society? to secularism? to colonialism? to ethics? to politics? to violence? to sex? to freedom? Has religion changed fundamentally in modernity? And if so, what is its future?
Class Format: seminar **Requirements/Evaluation:** class participation, three short (2–3 pages) writing assignments, a 5–page midterm paper, and a 10– to 15–page final paper
Prerequisites: none, although a previous course on religion is recommended **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** Religion majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Fall 2014
SEM Section: 01 MW 11:00 12:15 Instructor: Jeffrey Israel

REL 201 The Hebrew Bible Crosslistings: REL 201/COMP 201/JWST 201
The Hebrew Bible is perhaps the single most influential work in the history of Western philosophy, literature, and art. But the overwhelming presence of the text in nearly every aspect of modern culture often obscures the sheer brilliance of its narrative technique as well as the complex interplay between law, history, prophecy, and poetry. This course offers a comprehensive introduction to the literary, historical, and theological aspects of the Hebrew Bible with an eye towards developing a sophisticated understanding of the text in its ancient context. Through the close reading of substantial portions of the Hebrew Scripture in translation and the application of various modern critical approaches to culture and literature, students will explore fundamental questions about the social, ritual, and philosophical history of ancient Israel, as well as the fundamental power of storytelling that has resonated across two millennia.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, short written assignments, and two to three longer papers
Prerequisites: none **Enrollment Limit:** 40 **Expected Class Size:** 40 **Enrollment Preferences:** Jewish Studies concentrators, Religion and Comparative Literature majors
Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2 **Other Attributes:** ARAB Arabic Studies Electives
JWST Gateway Courses
REL Jewish Tradition Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Edan Dekel

REL 202(S) Moses: Stranger in a Strange Land Crosslistings: REL 202/JWST 202/COMP 214
As chieftain, priest, prophet, and lawgiver all in one, Moses occupies the central place in the history of Israelite and Jewish leaders. However, he is a somewhat unlikely candidate for such an important role. He is God's chosen leader among the enslaved Israelites, but he is raised as an Egyptian prince. He is a spokesman for his people, but he is slow of speech. He is the lawgiver and first judge of his nation, yet he is quick–tempered and impatient. The story of the most revered figure in the Jewish tradition, who nevertheless remains an outsider to the very end, has fascinated commentators and inspired countless artistic and literary interpretations. This course will engage in a close study of the figure of Moses by examining the biblical narrative of his life and career from Exodus through Deuteronomy with an eye towards understanding the complex and often contradictory portrait of this self–described "stranger in a strange land." We will also examine some of the ancient legendary and folkloric accounts about Moses, as well as philosophical and allegorical treatments in Hellenistic Jewish, early Christian, and Muslim biographies. We will then proceed to investigate key modern reconfigurations and critiques of Moses in several genres, which may include renaissance visual depictions, literary works by Sigmund Freud, George Eliot, Thomas Mann, and Zora Neale Hurston, and even musical and cinematic renditions. *All readings are in translation*.

Class Format: seminar **Requirements/Evaluation:** class participation, short written assignments, and two or three longer papers
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** students who have already taken a course in biblical literature
Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2 **Other Attributes:** ARAB Arabic Studies Electives
JWST Core Electives
Spring 2015
SEM Section: 01 TR 09:55 11:10 Instructor: Edan Dekel

REL 203(S) Judaism: Before The Law (D) Crosslistings: REL 203/JWST 101
This course introduces the academic study of Judaism through a humanistic exploration of "the Law" as a concept in Jewish thought and practice. Coverage will include the Law of Moses in the Hebrew Bible, the rabbinic distinction between "Oral Law" and "Written Law," medieval philosophical justifications for the Law, modern interpretations of the Law as Moral Law, Hasidic challenges to the centrality of the Law, and twentieth–century Jewish fiction that is haunted by a felt absence of the Law. Topics may also include the nature of rabbinic authority, methods of Jewish legal interpretation and innovation, and Jewish law as it pertains specifically to women, gentiles, idolaters, food consumption, and the Land of Israel. In addition, the course will address non–Jewish depictions of Judaism as essentially legalistic. We will see how Judaism comes to be stigmatized as dead letter contrasted to living spirit, corrupt flesh contrasted to pure soul, and antagonistic particularism contrasted to benevolent universalism. We will investigate the origin and legacy of Immanuel Kant's claim that "strictly speaking Judaism is not a religion at all" but merely individuals "of a particular stock" who have established themselves under "purely political laws." We will trace this line of thought from Paul through Spinoza and Kant to contemporary thinkers like Alain Badiou. Course materials will include classical sources such as the Talmud and Midrash, modern philosophical texts by Franz Rosenzweig, Leo Strauss and Joseph Soloveitchik, Shakespeare's *The Merchant of Venice*, Kafka's *The Trial* with his parable "Before The Law," short stories by Bernard Malamud, Woody Allen's film *Crimes and Misdemeanors*, and ethnographic accounts of contemporary Jewish observance. *All readings will be in translation.*
Class Format: seminar **Requirements/Evaluation:** class participation, three short papers, and a final take–home exam
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 15 **Enrollment Preferences:** Jewish Studies concentrators, Religion majors and students who are considering these options
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: JLST Interdepartmental Electives
JLST Enactment/Applications in Institutions
JWST Gateway Courses
REL Jewish Tradition Courses
Spring 2015
SEM Section: 01 MW 11:00 12:15 Instructor: Jeffrey Israel

REL 205 Ancient Wisdom Literature Crosslistings: REL 205/CLAS 205/COMP 217/JWST 205
The Biblical books of Proverbs, Ecclesiastes, and Job are often grouped together under the Hebrew category of *hokhmah*, 'wisdom.' Although these books are very different in content, they can all be interpreted as meditations on ethical and practical philosophy. In this way, they represent the Hebrew Bible's canonical embrace of a widespread Near Eastern literary phenomenon. From the instructional literature of Egypt and Mesopotamia to Greek didactic poetry and fables, ancient Mediterranean cultures offer a wide range of texts that engage the issues of personal behavior, leadership, and justice. Starting with the central wisdom books of the Hebrew Bible and moving through relevant material from the Apocrypha, New Testament, and the Egyptian and Babylonian traditions, this course will examine the literature of wisdom throughout the ancient world with an eye toward understanding its various social, political, and philosophical contexts. We will then consider the Greek wisdom tradition in such texts as Hesiod's *Works and Days*, Aesop's fables, and fragments from the pre–Socratic philosophers. Finally, we will explore the influence of these ancient sources on later expressions of wisdom in medieval European literature, as well as more recent examples such as Benjamin Franklin's *Poor Richard's Almanack*. *All readings are in translation.*
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, short written assignments, and two longer papers
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19
Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under CLAS or COMP
Distributional Requirements: Division 2 **Other Attributes:** JWST Core Electives
REL Jewish Tradition Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Edan Dekel

REL 206 The Book of Job and Joban Literature (W) Crosslistings: REL 206/COMP 206/JWST 206
The Book of Job has often been described as the most philosophical book of the Hebrew Bible. The story of one man's struggle to understand the cause of his suffering and his relationship to God represents the finest flowering of the Near Eastern wisdom literature tradition. Through its exploration of fundamental issues concerning human suffering, fate and divinity, and the nature of philosophical self–examination, Job has served as a touchstone for the entire history of existential literature. At the same time, the sheer poetic force of the story has inspired some of the greatest artistic and literary meditations in the Western tradition. This course will engage in a close reading of the Book of Job in its full cultural, religious, and historical context with special attention to its literary, philosophical, and psychological dimensions. We will then proceed to investigate key modern works in several genres that involve Joban motifs, themes, and text both explicitly and implicitly. These texts will include Franz Kafka's *The Trial*, Archibald MacLeish's *J.B.*, Robert Frost's "Masque of Reason," Carl Jung's *Answer to Job*, and William Blake's *Illustrations to the Book of Job*. *All readings are in translation.*
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on class participation, weekly short written assignments, and two longer papers
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19
Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JWST Core Electives
REL Jewish Tradition Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Edan Dekel

REL 207(F) From Adam to Noah: Literary Imagination and the Primeval History in Genesis Crosslistings: REL 207/COMP 250/JWST 207/CLAS 207
How long did Adam and Eve live in the Garden of Eden? What was the mark of Cain? Why did Enoch not die? Who was Noah's wife? How did Giants survive the Flood? These are only a few of the fascinating questions that ancient readers and interpreters of the Book of Genesis asked and attempted to answer. The first ten chapters of Genesis present a tantalizingly brief narrative account of the earliest history of humankind. The text moves swiftly from the Creation to the Flood and its immediate aftermath, but this masterful economy of style leaves many details unexplained. This course will explore the rich and varied literary traditions associated with the primeval history in the Genesis. Through a close reading of ancient noncanonical sources such as the Book of Enoch, Jubilees, and the Life of Adam and Eve, as well as Jewish traditions represented in Josephus, Philo, and Rabbinic literature and other accounts presented in early Christian and Gnostic texts, we will investigate the ways in which the elliptical style of Genesis generated a massive body of ancient folklore, creative exegesis, and explicit literary re–imagining of the early history of humankind. We will then turn to several continuations of these variant traditions in medieval and early modern literature, with particular attention to the extensive material on the figures of Cain and Noah. *All readings are in translation.*
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on class participation and several writing assignments
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** students who have already taken a course in Biblical literature
Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP or CLAS
Extra Info: core course for COMP
Distributional Requirements: Division 2 **Other Attributes:** ARAB Arabic Studies Electives
JWST Core Electives
REL Jewish Tradition Courses
Fall 2014
LEC Section: 01 TR 09:55 11:10 Instructor: Edan Dekel

REL 208(S) Ancient Greek Religion Crosslistings: CLAS 208/REL 208
This course explores the nature and evolution of ancient Greek religion from the Bronze Age (1200s BCE) to the rise of Christianity, with a focus on ritual and cultic practices in their cultural and historical context. We will draw on the rich evidence provided by literary and documentary texts, and also take into account archaeological evidence, including works of art such as sculpture and vase painting. We will pay special attention to ritual in civic and political life, and its role in expressing and forming individual and group identity. We will also examine the intersection of religion and literature by reading works that describe or depict cultic practice, or that were composed for performance in ritual contexts. Readings include Homer's *Iliad*, Hesiod's *Theogony*, Euripides' *Bacchae*, Aristophanes' *Women at the Thesmophoria*, and selections from the *Homeric Hymns* and Pindar's *Odes*.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on several short papers, a midterm, a final research paper, and class participation
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** majors and potential majors in Classics and Religion
Distribution Notes: meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under CLAS
Distributional Requirements: Division 1
Spring 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Christopher Lovell

REL 209(F) Jewish America Crosslistings: REL 209/JWST 209
Who and what counts as "Jewish" in America? Does stand–up comedy have a distinctly Jewish pedigree? What about neoconservatism? How is it possible to answer such questions without falling into what David Hollinger has called the "booster–bigot trap"? How is it possible, that is, to avoid answers that uncritically celebrate "Jewish contributions" or perniciously suggest "Jewish influence"? This course will explore the various meanings of Jewishness in American culture as expressed by artists, rabbis, activists, intellectuals, boosters, bigots and others. We will seek to avoid the booster–bigot trap by focusing vigilantly on what is at stake wherever Jewishness is invoked, defined or ascribed. We will draw methodological support from scholars like Hollinger, Jonathan Freedman, Laura Levitt, Yuri Slezkine, Shaul Magid, Andrea Most and others. Particular attention will be given to the appearance of Jewish themes and involvement in popular culture and political action, as well as to Jewish American communal institutions, the everyday lives of Jewish Americans, and Jewish variations on American religion. Coursework will involve some historical, sociological and ethnographic readings, but will focus primarily on close analysis of films, literary fiction, stand–up comedy, political magazines, theological texts, and television shows. We may, for instance, watch films like *The Jazz Singer* (1927 and 1980), *Exodus* and *Annie Hall*; read John Updike's *Bech: A Book*, Philip Roth's *Operation Shylock* or Cynthia Ozick's *The Puttermesser Papers*; listen to the comedy of Mort Sahl, Lenny Bruce and Sarah Silverman; read from Henry Ford's *Dearborn Independent*, the *Menorah Journal* or *Commentary*; study works by Rabbis Stephen Wise, Abraham Joshua Heschel and Meir Kahane; and watch episodes of *Bridget Loves Bernie, Northern Exposure* and *Curb Your Enthusiasm*. We will also study arguments about the role and meaning of Jewishness in American secularization, "therapeutic culture," the civil rights movement, the sexual revolution, and feminism.
Class Format: seminar **Requirements/Evaluation:** class participation, two short papers, a midterm take–home exam, and a final paper interpreting an example of Jewishness in America chosen by the student
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 25 **Enrollment Preferences:** Religion majors, Jewish Studies concentrators, and students who are interested in either of these options
Distributional Requirements: Division 2
Fall 2014
SEM Section: 01 TR 11:20 12:35 Instructor: Jeffrey Israel

REL 210(F) The New Testament: Purpose, History and Method (W) Crosslistings: REL 210/CLAS 210/COMP 213
The New Testament is the most important collection of documents in the Christian religion. This course offers overviews and discussions of the origin and purpose of the writings, their influence throughout history, and the development of methods of readings of the texts. We start with the origin of the writings before they became collected into the New Testament, and ask: what forms of writings (genres) in Greco–Roman culture were available to the authors of the new scriptures, and how they were used for the purpose of shaping faith in Jesus Christ and creating communities? Why just these scriptures were included, and not others, for instance, the Gospel of Thomas, is another much discussed question. The impact of the New Testament writings upon society is a problematic history; for instance, they have been used to support negative attitudes to Jews, women and homosexuals. This raises the issue of how to read the New Testament. There are many different ways of reading the New Testament; perhaps the most common way to read it is as Scripture, important for one's religious faith. In this course, however, we will focus on scholarly and academic readings of the New Testament. But they, too, have gone through many changes, influenced by contemporary methods, e.g. historical–critical ones in the 19th and into 20th century, more recently, by literary, feminist and post–colonial readings. Through extensive readings of New Testament writings in their cultural and historical context, documentations of their use in history, and recent theories of interpretation, the aim is to gain an independent position on the New Testament as a historical and religious document.
Class Format: lecture/discussion **Requirements/Evaluation:** one class presentation; three 3–page papers, one 5– to 7–page paper, and a final paper (15 pages)
Prerequisites: none; open to all classes **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** sophomores
Distribution Notes: meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under CLAS or COMP
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: REL Christian Tradition Courses
Fall 2014
SEM Section: 01 TR 11:20 12:35 Instructor: Halvor Moxnes

REL 212 The Development of Christianity: 30–600 C.E. (W) Crosslistings: REL 212/HIST 324
This class will introduce you to the history, writings, practices, and structures of early Christians between 30–600 CE. Who were "Christians" and how did they understand and define themselves in this time period? What historical and cultural factors influenced the ways in which Christians were perceived, could imagine themselves, and lived? 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.
Class Format: lecture/discussion; in–class group work **Requirements/Evaluation:** active and informed participation, one reflection paper (1 page), two textual analysis papers (3–4 pages)—at least one to be revised (option to revise both)
(see "Extra Info" for additional requirements)
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** sophomores considering a major in Religion or History, then senior and junior majors in these departments
Extra Info: additional requirements: one historiographical analysis (5–7 pages), and a take–home final exam
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group G Electives – Premodern
JWST Elective Courses
REL Christian Tradition Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Denise Buell

REL 213(F) Divine Kingship in the Ancient Mediterranean Crosslistings: CLAS 258/ANTH 258/HIST 394/REL 213
What is the relationship between politics and religion? How do kings legitimate their rule? Why did the ancient Greeks and Romans worship their emperors as gods? This course examines the origins and development of divine kingship in the ancient Mediterranean from its earliest beginnings in Pharaonic Egypt to the reign of the Christian Roman Emperors in the fourth century CE. We will address the various symbolic strategies employed by ancient kings to project their own divinity. These include portraiture, panegyric poetry, ritual processions, royal autobiography and monumental architecture, e.g., the Great Pyramids in Egypt and the Pantheon in Rome. We will also study the reception of royal art and ideology among the king's subjects. Special attention will be paid to the role of the Roman emperor–cult in shaping social, political and religious identity in the Roman Empire.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on classroom performance, quizzes, one 8– to 10–page paper, a midterm and a final exam
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 20 **Enrollment Preferences:** majors or prospective majors in Classics, Anthropology, Art History, and History
Distribution Notes: meets Division 1 requirement if registration is under CLAS; meets Division 2 requirement if registration is under ANTH, HIST or REL
Distributional Requirements: Division 1 **Other Attributes:** HIST Group G Electives – Premodern
LEAD Facets or Domains of Leadership
Fall 2014
LEC Section: 01 TR 11:20 12:35 Instructor: Benjamin Rubin

REL 214(S) Religion and the State Crosslistings: REL 214/PSCI 271
The First Amendment of the U.S. Constitution begins: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof." What does "religion" mean in this formulation? Should "religion" be singled–out for exclusion from government? Are "religious" reasons ever legitimate reasons for laws, policies or popular political action? Should "religious" organizations be exempt from otherwise generally applicable laws? Is "religion" good or necessary for democratic societies? In this course we will respond to these and related questions through an investigation of "religion" as a concept in political theory. Particular attention will be given to the modern liberal tradition and its critics. Coverage will range from modern classics to innovative contemporary arguments. Classics may include John Locke's *A Letter Concerning Toleration*, selections from Jean–Jacques Rousseau's *The Social Contract*, James Madison's *Memorial and Remonstrance Against Religious Assessments*, Immanuel Kant's *Religion Within the Boundaries of Mere Reason*, John Stewart Mill's *Three Essays On Religion*, and John Dewey's *A Common Faith*. More recent arguments may come from John Rawls, Alasdair MacIntyre, Nicholas Wolterstorff, Martha Nussbaum, Jeffrey Stout, Winnifred Sullivan, Brian Leiter and Andrew Koppelman.
Class Format: seminar **Requirements/Evaluation:** class participation, two short papers, a midterm take–home exam, and a final take–home exam
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 25 **Enrollment Preferences:** Religion majors, those interested in being Religion majors, and Political Science majors concentrating on Political Theory
Distributional Requirements: Division 2 **Other Attributes:** JLST Interdepartmental Electives
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Jeffrey Israel

REL 216(S) Greek Art and the Gods Crosslistings: ARTH 238/CLAS 248/REL 216
In the *Iliad*, when the god Apollo is visualized, it is as a man, angry in his heart, coming down from the peaks of Olympos, bow and quiver on his shoulders, the arrows clanging as the god moves, "like the coming of night," to bring dogs, horses, and men to their deaths. By the end of the Classical period, one statue of the archer god depicted him as a boy teasing a lizard. In this course, we will examine the development of the images the Greek gods and goddesses, from their superhuman engagement in the heroic world of epic, to their sometimes sublime artistic presence, complex religious function, and transformation into metaphors in aesthetic and philosophical thought. The course will cover the basic stylistic, iconographical, narrative, and ritual aspects of the gods and goddesses in ancient Greek culture. The course will address in detail influential artistic monuments, literary forms, and social phenomena, including the sculptures of Olympia and the Parthenon; divine corporeality in poetry; the theology of mortal–immortal relations; the cultural functions of visual representations of gods, and the continued interest in the gods long after the end of antiquity. Readings assignments will include selections from Homer, Hesiod, Sappho, Aischylos, Euripides, Plato, Walter Burkert, Jean–Pierre Vernant, Nikolaus Himmelmann, Erika Simon, and Friedrich Nietzsche.
Class Format: lecture and discussion **Requirements/Evaluation:** midterm exam, final exam, final paper
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 30 **Enrollment Preferences:** preference will be given to pre–registered Art–History majors needing to fulfill the pre–1400 requirement; otherwise, the course is open to any interested student
Dept. Notes: satisfies the pre–1400 requirement
Distribution Notes: meets Division 1 requirement if registration is under ARTH and CLAS; meets Division 2 requirement if registration is under REL
Distributional Requirements: Division 1 **Other Attributes:** ARTH pre–1400 Courses
Spring 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Guy Hedreen

REL 217(F) Medieval England Crosslistings: HIST 231/REL 217
Across the entire world of the Middle Ages, no region has captured the modern pop–culture imagination as much as medieval England. From the Battle of Hastings to Magna Carta, from Braveheart to King Arthur, medieval English history and popular knowledge of the medieval past are closely linked. This course will survey the history of England from the Roman period through the reign of Richard II (AD 43—1399). We will find a great deal to detain us in these thirteen centuries, including the Anglo–Saxon settlement of England and subsequent conversion to Christianity, the Viking raids of the ninth and tenth centuries, the Norman Conquest, the growth of English common law, the murder of Thomas Beckett, Edward I's campaigns in Wales and Scotland, the Peasants' Revolt of 1381, and the beginning of the Hundred Years War. We will focus particularly on power and politics, but primary readings will add important social, cultural and religious context. Our meetings will emphasize lectures and discussion equally. No prior knowledge is expected.
Class Format: lecture/discussion **Requirements/Evaluation:** several short papers, a midterm and a final
Prerequisites: none **Enrollment Limit:** 40 **Expected Class Size:** 35 **Enrollment Preferences:** History majors
Distributional Requirements: Division 2 **Other Attributes:** HIST Group C Electives – Europe and Russia
HIST Group G Electives – Premodern
Fall 2014
LEC Section: 01 MWF 12:00 12:50 Instructor: Eric Knibbs

REL 218 Gnosis, Gnostics, Gnosticism (W) Crosslistings: REL 218/COMP 218/CLAS 218/HIST 331
What is gnosis and Gnosticism? Who were the Gnostics? Salvation by knowledge, arch–heresy, an eternal source of mystical insights and experiences, secret esoteric teachings available only to a few. All these and more have been claims made about gnosis, Gnostics, and Gnosticism. This course will introduce you to the key ancient texts and ideas associated with Gnostics as well as to the debates over and claims made about Gnosticism in modern times. We shall explore neoplatonic, Jewish, and Christian thought, as well as modern spiritualism and esotericism. We shall also ask about how ancient Gnostics relate to later religious groups such as the Knights Templar and modern Theosophists. Readings include: Nag Hammadi writings in English, Irenaeus, *Against All Heresies*; David Brakke, *The Gnostics*; Elaine Pagels, *The Gnostic Gospels*; Karen King, *What is Gnosticism*? and *The Secret Revelation of John*.
Class Format: lecture/discussion **Requirements/Evaluation:** periodic reflection papers, 2 textual analysis papers, 2 historiographical analysis papers, and a final paper that entails a revision and expansion of an earlier paper
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** students with prior coursework in biblical or other ancient literature or history
Distribution Notes: meets Division 2 requirement if registration is under REL or HIST; meets Division 1 requirement if registration is under CLAS or COMP
Distributional Requirements: Division 2 Writing Intensive
Not Offered Academic Year 2014–2015
LEC Instructor: Denise Buell

REL 220 The Reformations in Early Modern Europe Crosslistings: REL 220/HIST 330

This course tracks the major developments in Christian thought from the Reformations to the nineteenth century. We will begin by examining the background to the Reformations across Europe and across denominations of Christianity, showing how the Reformations along with their precursors indirectly helped to usher in a world that placed greater emphasis on the value of selfhood and moral autonomy, encouraged the emergence of the Enlightenment and scientific rationality, and helped to lead to the cultural and political re–alignment of nation–states.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will consist of several short papers (1500 words), a final paper (3000–3500 words), and thoughtful interaction
Prerequisites: none; open to all **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** Religion and History majors
Distributional Requirements: Division 2 **Other Attributes:** HIST Group C Electives – Europe and Russia
HIST Group G Electives – Premodern
REL Christian Tradition Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Glenn Shuck

REL 221(S) Modern Christian Thought
Christianity in the Western world has undergone numerous challenges since the early eighteenth century. Many thinkers have turned inward, developing pietistic theologies compatible with the modern world, while others have searched for an adequate expression of Christianity after the "Death of God." Another, remarkably resilient strand has actively turned against the Enlightenment in ironic ways, appropriating modern technologies, for example, while repudiating scientific discoveries that undermine their belief. This course will examine these issues, along with a careful consideration of the way gender, identity, and community have come to play a powerful role in contemporary expressions of Christian belief.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will consist of several short response papers, thoughtful interaction, a midterm, and a 10–page final paper
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15
Distributional Requirements: Division 2 **Other Attributes:** REL Christian Tradition Courses
Spring 2015
LEC Section: 01 TF 01:10 02:25 Instructor: Glenn Shuck

REL 222 Europe From Reformation to Revolution: 1500–1815 Crosslistings: HIST 226/REL 222
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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on two short papers, a midterm and a final exam
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 25–35
Distributional Requirements: Division 2 **Other Attributes:** HIST Group C Electives – Europe and Russia
HIST Group G Electives – Premodern
JWST Elective Courses
Not Offered Academic Year 2014–2015
LEC Instructor: James Wood

REL 224 U.S. Latina/o Religions (D) Crosslistings: LATS 224/AMST 224/REL 224
In this course, we will engage aspects of Latina/o religious experiences, practices, and expressions in the United States of America. Some attention will be given to historical contexts in Iberia and Latin America, as well as questions of how one studies Latina/o religions. Most of the course, however, will examine moments where religious expressions intersect with politics, popular culture, and daily life in the U.S.A. Given the plurality of Latina/o communities and religious lives in the U.S.A., we will engage certain selected religious traditions and practices by focusing on particular moments of religious expression as elucidated in specific historiographies, ethnographies, art, literature, and film. Rooting ourselves in the social, political, cultural, and historical contexts in which particular Latina/o religious formations arose, this Exploring Diversity Initiative course also examines issues of social and institutional power relations that influence particular religious formations.
Class Format: discussion **Requirements/Evaluation:** based upon class participation, short writing exercises, a 5– to 8–page take–home midterm essay, and a 10– to 15–page final review essay
Prerequisites: none **Enrollment Limit:** none **Expected Class Size:** 15
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
LATS Core Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Jacqueline Hidalgo

REL 226(F) New Religions in North America Crosslistings: REL 226/AMST 226
This course explores contemporary North America religions from a historical, sociological, and philosophical perspective. We will examine the historical and contemporary experiences of America's ever–expanding religious diversity, prominently featuring the voices of those traditionally excluded from older, Protestant–informed accounts of American religion. The focus of the course will be the exploration of the ever–expanding variety of new religions in North America, challenging students to engage the numerous cultural, philosophical, and methodological issues involved with the study of marginal religions. New religions often highlight cultural anxieties, e.g. loss of identity in contemporary secular societies, responses to new technologies, changing gender roles, globalization, etc. The study of new religions becomes, then, a closer, reflexive examination of contemporary American culture and its underlying tensions. For example, the Raëlian Movement claims to have cloned the first human. Wicca, on the other hand, offers critiques of environmental depredation and traditional gender roles. In sum, we will explore the historical roots of the current boom in new religions, detail contemporary issues, and outline the possible forms new and emerging religions may assume in the coming years. This course will also have a website dedicated to the exploration of new religions, providing links to interesting sites, basic resources, and student essays/projects.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on the basis of their writing and presentation projects, three 5– to 7–page essays, along with their thoughtful discussion of the key issues raised in the course
Prerequisites: none; open to all **Enrollment Limit:** 30 **Expected Class Size:** 15
Distributional Requirements: Division 2 **Other Attributes:** AMST Space and Place Electives
REL North American Religions Courses
Fall 2014
LEC Section: 01 TF 01:10 02:25 Instructor: Glenn Shuck

REL 227 Utopias and Americas Crosslistings: REL 227/LATS 227/AMST 227/ENVI 227
Where does the term "new world" come from? What do we mean by "utopia," "utopian," and "utopianism?" What relationships exist between the people who imagine utopias and the lands they inhabit? This course considers the relationship between utopian imaginations and the imaginations of the lands and peoples in the Western hemisphere. We will spend some time studying utopian theory, ancient proto–utopias, and utopias in Latin America, though our main focus will be on particular examples of utopianism in the U.S.A. We will attend to particular instances of utopian social dreaming that re–imagine time, space, environment, gender, family, education, and power. While the U.S.A. is the main focus of the class, students are encouraged to pursue and bring to class utopian perspectives from other parts of the Americas. Students are also strongly encouraged to take questions from class and engage utopian images not listed on this syllabus but pertinent to our classroom learning.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, short weekly writing assignments, a 5–page midterm paper, and a 10– to 15–page final research paper examining an American utopia
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 12
Distributional Requirements: Division 2 **Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
LATS Core Electives
REL North American Religions Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Jacqueline Hidalgo

REL 228T(S) North American Apocalyptic Thought (W) Crosslistings: REL 228/AMST 228
Apocalyptic thought pervades much of contemporary American culture, whether among Protestant evangelicals, new religions, novelists and filmmakers, or even scientists and environmentalists who warn of ecological catastrophe and the deadly consequences of nuclear proliferation. This course will introduce, using historical, sociological, and philosophical accounts, how North Americans have thought about and continue to think about questions of the End, both in a cultural and in a personal sense.
Class Format: tutorial; each student will write and present orally, five 1,000–word essays every other week on the readings for the week and a final 2,000– to 2,500–word essay; students not presenting will be expected to critique their colleague's work **Requirements/Evaluation:** evaluation will be based upon written work, critiques, and thoughtful participation
Prerequisites: none; open to all **Enrollment Limit:** 10 **Expected Class Size:** 10
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Space and Place Electives
REL North American Religions Courses
Spring 2015
TUT Section: T1 TBA Instructor: Glenn Shuck

REL 229(S) Reel Jesus: Reading the Christian Bible and Film in the U.S.A. (W) Crosslistings: REL 229/AMST 229
In this course we examine some of the myriad ways that Christian biblical narratives have appeared in certain movies. What are the overt and subtle ways that these films seek to interpret and employ biblical texts? Why do they draw upon the texts they do and read them as they read them? What can cinematic interpretations of biblical texts reveal to us about how these texts are used in broader U.S. culture? How does an awareness of this scriptural dimension in a work of "popular culture" affect our interpretation of both the film and the scriptural text's meanings? How do varying interpretations of biblical texts help us to understand cinematic meaning? By assuming that we can read both biblical texts and films in multiple and contradictory ways, this class can use film as the occasion for interpreting, analyzing, and debating the meanings, cultural functions, and affective responses generated by biblical narratives in film. Finally, this course asks us to analyze how movies may interpret certain biblical texts in order to crystallize and reflect certain political, economic, ethnic, racial, sexual, and social parameters of U.S. cultures. Attention to the biblical imagination of U.S. cinema and the cinematic imagination of biblical texts will necessitate interdisciplinary study of text and representation and a concern with the implications of ways in which we read texts and films. While this course will read selected biblical and extra–canonical texts, including selections from canonical and non–canonical gospels, the letters of Paul, and the book of Revelation, our foci will be on the way that movies (and the people who make them and watch them) seek to make meaning out of and with reference to these biblical texts.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation based on participation, short writing exercises (including three 1–pg film analyses and three 1–pg text analyses), one 3–pg analytical essay that will also be revised, a 6–pg synthetic midterm essay, and a final 10–pg review essay
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 12
Distributional Requirements: Division 2 Writing Intensive

Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Spring 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Jacqueline Hidalgo

REL 230(S) Reading Reading: An Introduction to the Qur'an and Islam (W) Crosslistings: REL 230/COMP 260/ARAB 230
One of the two most consequential texts in human history, the Qur'an is more conscious of itself as text and the work of interpretation that is part of the life of a text. Because it is God's most important sign (and also because it is relatively short) millions have memorized it and the art of Qur'anic recitation is one of the supreme Islamic performing arts. Nevertheless it is primarily as a text that the Qur'an exists in itself and in the minds of Muslims. The text of the Qur'an will thus be the focus of this course, reading it extensively, intensively and repeatedly throughout the semester. We will attend to the structure and variety of styles and topics in the text and to the Qur'an's understanding of itself in relation to other forms of literary expression. We will place the form and content in the context of seventh century c.e. Arab society and attend to the life of the Prophet (PBUH) that provides one crucial framework to the text. Through the lens of *tafsir*, Qur'anic commentary, we will also use the text to give an initial survey of some of the main theological, philosophical, mystical and legal developments in the Islamic tradition. Finally we will explore some of the aspects of the place of the text in the life of Muslims, including the development of calligraphy and recitation.
Class Format: lecture/discussion **Requirements/Evaluation:** three essays (6–8 pages) based on class materials (at least one will have a revision process); students able to read the Arabic text may substitute work in a collateral reading group of the Qur'an in Arabic for one of the essays
Prerequisites: none; open to all **Enrollment Limit:** 19 **Expected Class Size:** 10
Distribution Notes: meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: ARAB Arabic Studies Electives
INST Middle Eastern Studies Electives
REL Islamic Tradition Courses
Spring 2015
LEC Section: 01 MR 01:10 02:25 Instructor: William Darrow

REL 231 The Origins of Islam: God, Empire and Apocalypse Crosslistings: REL 231/HIST 209/ARAB 231
Both Muslim and non–Muslim historians usually see the rise of Islam in the seventh century C.E. as a total break with the past. This course will challenge that assumption by placing the rise of Islam in the context of the history of late antiquity (c. 250–700 C.E.). The first portion of the course will examine the impact of Judeo–Christian monotheism in the ancient world, the rise of confessional empires, articulation of new ideas about holiness and its relation to sexuality and the transformations undergone by Judaism, Christianity, Zoroastrianism and Manichaeism. We shall examine the conversation of these traditions with classical paganism and philosophy, the internal struggle within traditions to define rules of interpretation, the impact of ascetic, iconoclastic and apocalyptic ideas and, finally, polemics among the traditions. We will then examine the career of Muhammad (PBUH) in the context of Arabia, the spread of the Islamic empire into Christian and Iranian worlds, the impact of apocalyptic expectations, the fixation of religious decision making within the tradition, the process of conversion, the encounter with the Late Antique heritage and religious diversity within the commonwealth of Islam. The course will end with the end of the Abbasid Caliphate in 1258. **Requirements/Evaluation:** one 5–page paper, self–scheduled final, and a final research project
Prerequisites: none; open to all **Enrollment Limit:** 30 **Expected Class Size:** 20
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 **Other Attributes:** ARAB Arabic Studies Electives
HIST Group E Electives – Middle East
HIST Group G Electives – Premodern
INST Middle Eastern Studies Electives
REL Islamic Tradition Courses
Not Offered Academic Year 2014–2015
LEC

REL 232(F) The Texting of the Divine: Language and Imagination in Islamic Thought (W) Crosslistings: REL 232/ARAB 232
This course will be an introduction to Islamic intellectual history with a focus on the themes of God's speech, the relation of reason and revelation, and the vision of a good and just society. The course will begin with a survey of the legacy of Neoplatonic thought in the early Islamic period and the interreligious polemic of Christians, Jews, Zoroastrians, philosophers and Muslims. Out of this arose two separated movements in Islam: theology (kalam) and philosophy. In the first portion of the course we will trace the rise of the Mu'tazila movement, their views on 'divine speech' and the Asharite and Maturidi response. We will then turn to the key figures of the classical Islamic tradition, al–Farabi, Ibn Sina (Avicenna), Ibn Rushd (Averroes) and Ibn 'ufayl. In the final portion we will examine the rise of Islamic mystical thought (Sufism) and the complicated interrelations of that rich movement with theology and philosophy in the figures of al–Ghazali, Suhrawardi, Ibn 'Arabi, Mulla Sadra and finally Muhammad Iqbal, "the father of Pakistan."
Class Format: seminar **Requirements/Evaluation:** three 6– to 8–page papers
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 10
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: ARAB Arabic Studies Electives
Fall 2014
SEM Section: 01 TR 08:30 09:45 Instructor: William Darrow

REL 233 Islamic Mysticism: The Sufis (W)
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. We will conclude with an examination of contemporary Sufi life in Pakistan, Egypt and Turkey.
Class Format: lecture/discussion **Requirements/Evaluation:** four 5– to 7–page papers based on the readings and revised in editing workshops
Prerequisites: none; open to all **Enrollment Limit:** 19 **Expected Class Size:** 19
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: ARAB Arabic Studies Electives
REL Islamic Tradition Courses
Not Offered Academic Year 2014–2015
LEC Instructor: William Darrow

REL 234 Shi'ism Ascendant? Crosslistings: REL 234/ARAB 234
This course will be a survey of Islamic history from the Shi'ite perspective or better perspectives. The purpose is to provide a survey of issues in Islamic social and intellectual history from the Shi'ite margin. On that margin, Shi'ism has always been an alliance of the dispossessed and the intellectuals (assuming the latter are not among the former) and functioned in Islam to provide a vocabulary of revolution, a highly developed philosophy of religion, and a pietistic fervor in contrast to which Sunnism emerged. One consequence, intended or not, of recent U.S. actions in the Middle East has been to inflame the Sunni/Shi'ite conflicts and raise fears of Shi'ite ascendancy. But sectarian conflict is, in fact, the exception rather than the rule in Islamic history because Sunnis and Shi'a have in most places been separated or lived relatively peacefully together where they intermixed. This is the fourth time in Islamic history when the specter of an ascendant Shi'ism has occupied the Muslim community. This course will compare the three earlier putative episodes of Shi'ite ascendancy in the eighth (in Iraq), tenth (in Egypt) and sixteenth centuries C.E. (in Iran) and set these in conversation with contemporary developments. We will focus on the role of early Shi'ism as the vocabulary of an alternative vision of the legitimacy of the Islamic state, the ideas of the imamate and martyrdom, the emergence of Isma'ili and Twelver versions of Shi'ism, the conversion of Safavid Iran to Shi'ism, ecumencial efforts in the mid twentieth century, the Iranian revolution of 1979 and after.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation based upon class participation and two short (4–6 page) essays and a final research paper (12–15 pages)
Prerequisites: none; open to all **Enrollment Limit:** 30 **Expected Class Size:** 15
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 **Other Attributes:** ARAB Arabic Studies Electives
INST Middle Eastern Studies Electives
REL Islamic Tradition Courses
Not Offered Academic Year 2014–2015
LEC Instructor: William Darrow

REL 235 Muhammad and the Rise of Islam (D) Crosslistings: HIST 206/REL 235/ARAB 206
This course will trace the historical development of Islam, one of the world's major religions and multi–cultural traditions, from early in the seventh century until the establishment of the Safavid Empire in 1501. The first part of the course will focus on the life and career of Muhammad, as prophet and statesman, and how he became an ideal for public and private behavior. The main part will consider the emergence of Islamic scripture, institutions, festivals, theology, and law and how a religion that had its origins in the Arabian Peninsula developed in multifaceted ways in Asia, Africa, and Europe. One major aim of this course is to give voice to Islamic texts and especially to how Muslims have defined themselves in multiple socio–historical contexts and how that context may have determined their interpretations of the Qur'an and the legacy of the Prophet Muhammad. Because the course explores the myriad reactions to the rise of Islam in different cultural communities, it is part of the Exploring Diversity Initiative.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on short quizzes and papers, a midterm, and final project
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 25–30 **Enrollment Preferences:** students who are majoring in History, Religion, or Arabic Studies or intending to do so
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group E Electives – Middle East
HIST Group G Electives – Premodern
Not Offered Academic Year 2014–2015

REL 236 The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow Crosslistings: REL 236/HIST 216/ASST 236/INST 101
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 the Caucasus, the Central Asian Republics, Xinjiang and Mongolia and the interests of their neighbors, including now the United States in those areas. This will be a 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. 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.
Class Format: lecture/discussion **Requirements/Evaluation:** weekly responses, three short essays (4–6 pages), and one research paper (12–15 pages)

Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 15 **Enrollment Preferences:** first–year students and sophomores
Distributional Requirements: Division 2 **Other Attributes:** ASST Interdepartmental Electives
HIST Group B Electives – Asia
HIST Group G Electives – Premodern
INST Russian + Eurasian Studies Electives
REL Islamic Tradition Courses
Not Offered Academic Year 2014–2015
LEC Instructor: William Darrow

REL 239(F) The Modern Middle East (D) Crosslistings: HIST 207/JWST 217/REL 239/ARAB 207/INST 101/L
This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination. This course is part of the Exploring Diversity Initiative because it compares the differences and similarities between different cultures and societies in the Middle East and the various ways they have responded to one another in the past.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on participation, 2 short papers, quizzes, midterm and final exam
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 30–40 **Enrollment Preferences:** completion of course admission survey if overenrolled
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ARAB Arabic Studies Electives
HIST Group E Electives – Middle East
HIST Group G Electives – Premodern
INST Middle Eastern Studies Electives
JWST Elective Courses
Fall 2014
LEC Section: 01 TF 01:10 02:25 Instructor: Stacy Fahrenthold

REL 242(S) Women, Gender, and Sexuality in Islam Crosslistings: REL 242/ARAB 242/WGSS 242
The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism—the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women¿s own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.
Class Format: seminar **Requirements/Evaluation:** active class participation (including a presentation on the reading materials), short weekly reflections, and one final research paper (10–15 pages)
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** Religion, Women's, Gender and Sexuality Studies and Arabic majors
Distributional Requirements: Division 2
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Saadia Yacoob

REL 244(F) Mind and Persons in Indian Thought Crosslistings: REL 244/ASST 244
In this course, we follow the conversation among Indian philosophers concerning the self and the nature of consciousness. We start with some of the Hindu views about the self and the mind and consider their ethical implications. We then consider a range of Buddhist critiques of these views, focusing more particularly on the Madhyamaka philosophy, which radicalizes the critique of the self into a global anti–realist and skeptical stance. We also examine the Yogacara school, which offers a process view of reality focusing on the analysis of experience. We conclude by considering some of the later Hindu holistic views of the self as responses to the Buddhist critique. In this way we come to realize that far from being the irrational foil of "the West," Indian tradition is a rich resource for thinking through some of the central ideas that have challenged philosophers in both traditions.
Class Format: lecture/discussion **Requirements/Evaluation:** full attendance and participation, three short essays (6 pages)
Prerequisites: prior exposure to Buddhism or philosophy, or permission of the instructor **Enrollment Limit:** 18 **Expected Class Size:** 18 **Enrollment Preferences:** selection based on the basis of relevant background
Distributional Requirements: Division 2
Fall 2014
LEC Section: 01 M 07:00 09:40 Instructor: Georges Dreyfus

REL 245 Tibetan Civilization (D) Crosslistings: REL 245/ASST 247
Often depicted as Shangrila, a mythical and ideal country, Tibet has had the dubious privilege of being a focus of Western fantasies. One cannot but wonder about the motives and sources of this mythology. Although this course examines these representations, its main focus is an immersion in the cultural and historical aspects of Tibetan civilization, which give students the tools with which to understand Tibetan culture from the inside. As such this course is part of the Exploring Diversity Initiative. We first consider the early history of Tibet, the introduction of Buddhism, the relations between Buddhism and the indigenous religion, and some of the stages in the development of Tibetan Buddhism. We also examine the historical developments that led to the development of the institutions (such as the Dalai–Lama) unique to Tibet and some of the aspects of the culture that these institutions helped to create (such as gender roles, family structure and social stratification). Finally, we consider the more recent tragic events and examine the profound transformations that they have brought. Throughout the course, we consider the central role of the complex interaction between Buddhism and politics in Tibetan history, both in the pre–modern period and in more recent times, when the Tibetan people have faced the challenge of how to use their institutions and culture to resist oppression. In this way, we get a footing in the Tibetan world, and the indispensable 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 but tragically threatened civilization. This course, which explores in depth Tibetan cultural and the tragic cross–cultural misunderstandings that threaten its integrity, is part of the Exploring Diversity Initiative.
Class Format: lecture/discussion **Requirements/Evaluation:** full attendance and participation, three 6–page essays
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 30
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ASST Interdepartmental Electives
INST South + Southeast Asia Studies Electives
REL South Asian Traditions Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Georges Dreyfus

REL 246T(F) India's Identities: Religion, Caste, and Gender (D) (W) Crosslistings: REL 246/ANTH 246/WGSS 246/ASST 246
This course considers India's contradictory legacy as a booming Asian democracy and fragile society built upon deep and enduring divisions. India's rapidly growing populace and landscape is often described in terms of multiple identities or fragmenting oppositions: Hindu/Muslim, rich/poor, high caste/outcaste, male/female, and so forth. This course deconstructs the historic roots and ongoing causal factors that produce structural violence against women and religious minorities in modern India. It highlights the social practices that have produced critical axes of difference around the themes of religion, gender, and sexuality using key moments or regions of India as points of departure. It contrasts the explosive effects of religion, gender, and caste during the tragedy of Partition with the ongoing production of communal and gender–based violence in India today, using Kashmir and New Delhi as microcosms for our study. We will consider the ways that multiple subjectivities and polarized identities intersect with individual agency to produce a social landscape of hierarchy and conflict across India today. We are also interested in the socio–cultural forces that reproduce or shore up these binaries as much as third terms or middle paths that attempt to transcend or diffuse them. For instance, we explore the ways that Buddhism is and is not a middle way between Hindu/Muslim conflict in Indian Kashmir and how the notion of a third sex is and is not a middle term that transcends the gender binary of male/female. Course resources include ethnographic and sociological analyses, oral histories, and popular media that complicate our understanding India's diverse and fragmented society. This course fulfills the Exploring Diversity Initiative by theorizing the ways that difference has been used to effect profound historical, social, and individual changes in the Indian subcontinent.
Class Format: tutorial **Requirements/Evaluation:** weekly writing assignments and tutorial attendance every week
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** majors in Anthropology and Sociology, Religion, Asian Studies, or Women's, Gender & Sexuality Studies
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: INST South + Southeast Asia Studies Electives
PHLH Bioethics + Interpretations of Health
REL South Asian Traditions Courses
WGSS Racial Sexual + Cultural Diversity Courses
Fall 2014
TUT Section: T1 TBA Instructor: Kim Gutschow

REL 248(S) Body Politics in South Asia: Gender, Sex, Religion, and Nation (D) Crosslistings: REL 248/ASST 248/ANTH 248/WGSS 249/INST 248
This course examines the relationship between body, gender, sex, and society in South Asia, using three countries and religions——India, Sri Lanka, and Bangladesh, and Hinduism, Buddhism, and Islam——as its foil. The course uses the body as a lens by which to unpack South Asian discourses that link body and sexuality with nation, community, and population. In particular, it explores a South Asian sociology that links individual and social bodies in ways that occasion solidarity as well as social suffering, violence as well as communal cohesion. How do bodies come to signify the purity or prosperity of the nation or community and with what social or discursive effects? We begin by unpacking foundational theories of the body as proposed by Mauss, Foucault, Douglas, and Bourdieu in order to better understand how local discourses of the body help produce gender and other social hierarchies in South Asia. By considering how the human body can serve as a map for society and vice versa, we examine both classical discourses and modern institutional practices of the body including the temple, the monastery, the mosque, and the mendicant, as well as bodily practices such as yoga, celibacy, sex work, and new reproductive technologies. We also analyze how the body has served as a symbol of nation, community, and social health. Throughout, we are interested in the cross–cutting effects of gender and sex in perpetuating structural hierarchies and social suffering around the body in South Asia.
Class Format: seminar **Requirements/Evaluation:** class presentations, class blog, final paper, attendance & participation in class discussions
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** majors in Religion, Women's, Gender and Sexuality Studies, Asian Studies and Anthropology/Sociology
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: INST South + Southeast Asia Studies Electives
PHLH Bioethics + Interpretations of Health

PHLH Reproductive, Maternal and Child Health
WGSS Racial Sexual + Cultural Diversity Courses
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Kim Gutschow

REL 250 Scholars, Saints and Immortals: Virtue Ethics in East Asia (D) Crosslistings: REL 250/ASST 250
In East Asian cultures, as in the United States, popular conceptions of morality typically take their shape, not from explicit rules, but from *moral paragons*—stylized figures that are said to embody a distinctive cluster of virtues. For example, American Christians invoke not only Jesus, but also a pantheon of "secular saints" as diverse as Martin Luther King Jr. and General Patton, George Washington and Cesar Chavez. This course will explore the cultural functions of moral paragons and philosophies of virtue in East Asia by introducing students to examples from Chinese and Japanese history, ranging from Confucian articulations of the ideal scholar–bureaucrat to Buddhist conceptions of the Bodhisattva to Taoist immortals. It will also address the history of ethical thought in East Asia, focusing particular attention on conceptions of "Virtue Ethics." This approach has come to be seen by some contemporary analytic philosophers as a way out of the impasse produced by ethical relativism and the loss of theological rationales for moral action. Readings will include Euro–American philosophers such as Nietzsche and MacIntyre as well as primary texts in translation by Chuang–tzu, Confucius, Shantideva and others. This course fulfills the Exploring Diversity Initiative by providing students with tools for cross–cultural analysis of ethics and moral paragons, as part of how societies manage difference and articulate hierarchies of privilege and power.
Class Format: lecture/discussion **Requirements/Evaluation:** active participation, short writing assignments, midterm, and a take–home final exam
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 20 **Enrollment Preferences:** Religious Studies and Asian Studies majors
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: INST East Asian Studies Electives
REL East Asian Tradition Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Jason Josephson

REL 251 Zen Buddhism: History and Historiography Crosslistings: REL 251/ASST 251
Because mystifying references to Zen are strewn throughout American popular culture–from episodes of the Simpsons to names of perfumes and snack foods–most Americans have an image of Zen Buddhism that is disconnected from anything actually practiced in East Asia. This course offers a corrective to this image by familiarizing students with both the history of Zen and the historiographical roots of these popular perceptions. This course will examine the origins of Zen (Ch'an) in China, trace its transmission to Japan, and cover its development in both cultural contexts. It will conclude with an examination of Zen's unique role in American popular culture. The course will enrich the conventional image of Zen by addressing its involvement with power and governance, gods and demons, mummies and sacred sites, sex and violence, nationalism and scholarship. Texts will include selections from primary works in translation (*The Platform Sutra of the Sixth Patriarch*, *The Gateless Barrier*, *The Lancet of Seated Meditation*) as well as selections from secondary literature including Suzuki, *Zen and Japanese Culture*, Victoria, *Zen at War*, and Faure, *The Rhetoric of Immediacy.*
Class Format: lecture/discussion **Requirements/Evaluation:** participation in class discussion, short response papers (2–3 pages), a mid term exam, and a take–home final exam
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 30 **Enrollment Preferences:** Religion and Asian Studies majors
Distributional Requirements: Division 2 **Other Attributes:** ASST Interdepartmental Electives
INST East Asian Studies Electives
REL East Asian Tradition Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Jason Josephson

REL 253(S) Spiritual Crossroads: Religious Life in Southeast Asia (D) Crosslistings: ANTH 233/ASST 233/REL 253
No region of the world presents a richer tapestry of religious beliefs, practices, and institutions than Southeast Asia. Buddhism, Hinduism, Christianity and Islam are all to be found and all of them interpenetrate and contend with each other and with a deep undergirding of animism, shamanism, and mystical folk belief systems. This course will survey these religious traditions through time and space, looking in particular at the growing tension between religion and the state as fundamentalism and religious militancy have spread into the region in recent times. All of Southeast Asia will be covered, but particular attention will be devoted to Indonesia, where religious blending and the growth of new fundamentalism are both especially marked.
Class Format: seminar **Requirements/Evaluation:** midterm, short essays, term paper
Prerequisites: none; open to non–majors **Enrollment Limit:** 19 **Expected Class Size:** 15
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: INST South + Southeast Asia Studies Electives
REL South Asian Traditions Courses
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Peter Just

REL 255(F) Buddhism: Ideas and Practices Crosslistings: REL 255/ASST 255
This course introduces students to Buddhism by examining its ideas and practices as they have taken place in actual social contexts rather than as disembodied textual objects. After examining the main ideas and narratives of the tradition, we turn our attention to Thailand where we examine how these ideas and narratives have shaped a whole range of practices, from meditation to shamanistic rituals. We then consider the transformations that Buddhism is undergoing in contemporary society, examining the rise of meditation movement, the changing role of monks and laity, the resurgence of the nun order, the rise of Buddhist social activism and the development of new Buddhist social philosophies. We ask questions such as: How can Buddhism adapt to a modern global consumerist society? What are the transformations involved in this process and the role that Buddhism can play in such a global society? Should Buddhists take advantage of the opportunities of this new global culture or should they adopt a critical stance toward its consumerist values?
Class Format: lecture/discussion **Requirements/Evaluation:** full attendance and active participation; two essays
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** none
Distributional Requirements: Division 2
Fall 2014
LEC Section: 01 MWF 08:30 09:45 Instructor: Georges Dreyfus

REL 256 Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (D) (W) Crosslistings: REL 256/WGSS 256/ANTH 256/ASST 256
This course looks at how gender has shaped Buddhism as well as how Buddhism has shaped gender. Most generally, it considers the myriad ways that Buddhist soteriology and practice produce the very gender differences they purport to overcome. How have the Buddha and his far–flung disciples institutionalized gender differences in spite of their putative goal of transcending duality? We examine the varying experiences of women and men in Buddhist societies and literatures as a lens by which to analyze the pervasive operation of social and gender hierarchies. Last but not least, we discuss how well feminist and American revisions of Buddhism have transformed gender and other forms of difference. Our analysis revolves around several interdependent themes. (1) How do female and male bodies become the subject of a specific set of Buddhist gazes? What does Buddhist discourse say about the possibility of gaining enlightenment in the female body? (2) How do gender divisions reflect deeper social divisions such as class and race in Buddhist discourse? (3) How have feminist deconstructions of Buddhism transformed gender and social hierarchies in the contemporary world? This course fulfills the Exploring Diversity Initiative by seeking to theorize the ways that Buddhism has produced and reinscribed gender differences and social hierarchies.
Class Format: seminar **Requirements/Evaluation:** two midterm papers, weekly GLOW participation, final research papers, and class participation
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** majors in Religion, Women's, Gender and Sexuality Studies, Asian Stdies and Anthropology/Sociology
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: ASST Interdepartmental Electives
INST East Asian Studies Electives
REL East Asian Tradition Courses
WGSS Racial Sexual + Cultural Diversity Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Kim Gutschow

REL 257(S) Tibetan Buddhism: Embodying Wisdom and Compassion
We begin by considering the basic ideas and practices of Tibetan Buddhist traditions and the ways in which the ideals of wisdom and compassion have shaped Tibetan culture. We then proceed to examine particular aspects of the tradition such as the role of the teacher or lama and his or her various manifestations, from the exotic figure of the tantric guru to that of the Dalai Lama, a charismatic world teacher engaged in both religious and political affairs. We also examine a wide range of lay and monastic practices, from the life of large monasteries and their unique culture to the practices of nuns and lay people. Throughout this course, we consider not just the variety of exoteric practice forms but also the esoteric tantric tradition that pervades Tibetan life. We examine the various meditative practices that revolve around this profound and often misunderstood tradition. In doing so, we do not consider tantra as just a set of strange practices sometimes revolving around sex and violence. Rather we examine how it manifests a philosophy of embodiment that has profound implications for thinking about who we are as human beings.
Class Format: lecture/discussion **Requirements/Evaluation:** full attendance and participation, two essays
Prerequisites: none **Enrollment Limit:** 25
Distributional Requirements: Division 2
Spring 2015
LEC Section: 01 MWF 08:30 09:45 Instructor: Georges Dreyfus

REL 259 Ethics of Jewish American Fiction (W) Crosslistings: REL 259/ENGL 259/JWST 259
After the Second World War, Jewish American writers who wrote about Jewish characters and Jewish themes were increasingly celebrated as central figures in American fiction. Isaac Bashevis Singer, Bernard Malamud, Saul Bellow, and Philip Roth are among those who gained prominence in this period. These writers were literary innovators and often addressed broad humanistic themes, but they also struggled with profound questions that arose in the postwar period about Jewishness, the legacy of the Holocaust, and what it means to be an American. In this course we will read the above authors and others. We will focus, in particular, on the distinctive ethical and political ideas, emotions, and aspirations that animate their work. The course will begin with a study of theoretical approaches that will provide the basis for our ethical criticism: we will read, for instance, Lionel Trilling, Wayne Booth, Martha Nussbaum, and Noël Carroll. Then we will delve into the fiction, following a trail that begins in the postwar period and continues in fictions by Cynthia Ozick, Erica Jong, Rebecca Goldstein, Michael Chabon, Gary Shteyngart, and others. Can we find a distinctive Jewish American ethics in Jewish American fiction?
Class Format: seminar **Requirements/Evaluation:** one take–home exam on theoretical approaches to ethical criticism; five 5–page essays (one of which will be a slightly longer re–write)
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 18 **Enrollment Preferences:** Religion majors, Jewish Studies concentrators, and English majors
Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement is registration is under ENGL
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JWST Core Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Jeffrey Israel

REL 260(F) History of the Book Crosslistings: CLAS 200/ASST 200/HIST 392/REL 260/COMP 280
From ancient clay tablets, bamboo strips, and papyrus rolls to modern hardbacks, paperbacks, and e–readers, no object has so broadly and deeply represented the capacity for humans to create, preserve, and transmit knowledge, information, and ideas as the book. Books have been worshiped and condemned, circulated and censored, collected and destroyed. From works of art to ephemeral trash, they have been public and private, sacred and profane, magical and commonplace. Likewise, notions of the book have influenced every subsequent form of communication and transmission, whether we are browsing film and song "libraries" or "scrolling" down "pages" on the web. This course will explore aspects of the material, social, cultural, and intellectual history of the book, from the invention of the earliest writing systems through the modern development of digital media. Our inquiry will span the globe and the millennia, but we will pay special attention to the ancient and medieval Chinese, Greek, and Latin traditions and their enduring influence in the modern world. Topics will include orality and literacy, manuscript production, the invention and spread of printing, typography, reading culture, notions of authorship, libraries and collections, censorship, and the digital book. Through a variety of readings, hands–on exercises, and interactions with our abundant library resources, we will investigate how the changing form and function of the book interact across its long and diverse history. *All readings are in translation*.
Class Format: seminar **Requirements/Evaluation:** class participation, short written assignments, and a final project
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** none
Dept. Notes: meets Division 1 requirement if registration is under CLAS or COMP ; meets Division 2 requirement if registration is under ASST, HIST or REL
Distributional Requirements: Division 1 **Other Attributes:** HIST Group G Electives – Premodern
Fall 2014
SEM Section: 01 TF 01:10 02:25 W 01:10 02:00 Instructor: Edan Dekel and Christopher Nugent

REL 261(S) Rastafari: Dread, Politics, Agency Crosslistings: AFR 299/PSCI 233/REL 261
The emergence of Rastafari in the twentieth century marked a distinct phase in the theory and practice of political agency. From its heretical roots in Jamaica, Garveyism, Ethiopianism, and Pan–Africanism, Rastafari has evolved from a Caribbean theological movement to an international political actor. This course investigates the political theory of Rastafari in order to develop intellectual resources for theorizing the concept of agency in contemporary Africana thought and political theory. We will analyze texts and audio–visual works on the political economy of late colonial Jamaica, core Rastafari thinking, political theology, the role of reggae music, the notion of agency, and the influence of Rastafari on global politics.
Class Format: lecture **Requirements/Evaluation:** attendance and participation, weekly reading e–response papers, two short essays, and a group lyrics and politics final project
Prerequisites: none; open to all **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** preference will be given to Africana Studies concentrators and majors in Political Science and Religion
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives
REL Africa + African Diaspora Tradition Courses
Spring 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Neil Roberts

REL 262T Time and Blackness (W) Crosslistings: AFR 208/AMST 208/REL 262
The concept of time is one of the most examined, yet least theorized, concepts in Africana Studies. While the field is saturated with historical studies and literary analyses that take up issues of cultural memory, both of which involve thinking about time, time itself is rarely the subject of sustained inquiry. This may be due to its abstractness as an idea and the level of analysis its conceptualization demands, or because time in the African American experience cannot be understood outside of the meaning of race, which itself is far from tangible. In this tutorial, "Time and Blackness," we will explore how African American writers across a number of genres understand time. We will read select texts of fiction as well as spiritual autobiographies, historical narratives, and sociological studies to understand how writers draw from — and create —paradigms of time to organize their work. The following questions will structure our investigation: What are the constituent elements of time in African American writing? How does race shape the ways a writer conceives of the experience of time? In examining writings across genres, is there something that we can call an identifiable African–American "timescape"?
Class Format: tutorial **Requirements/Evaluation:** assignments will include six 2–page response papers; two 5–page writing assignments; and a final, 10–page review essay on how time is understood in a genre of writing
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** preference will be given to concentrators in Africana Studies, majors in Religious Studies, and majors in American Studies
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AFR Core Electives
Not Offered Academic Year 2014–2015
TUT Instructor: James Manigault–Bryant

REL 265(S) Sacred Cinema: Black Religion and the Movies Crosslistings: AFR 316/REL 265/AMST 316
Although they represent different genres, what popular films *Madea's Family Reunion* (2006), *First Sunday* (2008), *The Princess and the Frog* (2009) have in common is that they each offer complex and at times contradictory images of black religious expression in North America. These films, which present varied perspectives of African American experience, implicitly and explicitly engage themes inherent to the study of religion, such as the role of faith in decision–making processes and the use of religious tradition as a means of reinforcing or contesting socio–cultural norms. This course is as much about the use of film to study black religious expression as it is about the use of paradigms of religious thought to study the intersections of gender, race, and religion in film. We will study films of different genres to facilitate discussion about the various dimensions of black religious expression. Conversely, we will use images, metaphors, and teachings found in Religious Studies to discuss what appears on screen. Through interdisciplinary, critical approaches in Film Studies and Popular Culture Studies, this course will examine how black religious expression pervades modern cinema, and will offer constructive strategies for engaging in dialogue with this phenomenon.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, film viewings, two review essays, and the completion of an original documentary/short film
Prerequisites: none **Enrollment Limit:** 13 **Expected Class Size:** 13 **Enrollment Preferences:** Africana Studies concentrators, Religion majors
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
REL Africa + African Diaspora Tradition Courses
Spring 2015
LEC Section: 01 M 07:00 09:40 Instructor: Rhon Manigault–Bryant

REL 270T Father Abraham: The First Patriarch (W) Crosslistings: REL 270/JWST 270/COMP 272
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 multidisciplinary 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 monotheism, 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.
Class Format: tutorial; each student will write and present orally five 5– to 7–page essays every other week on the readings for the week; those not presenting an essay will be responsible for offering an oral critique of the work of their colleague. **Requirements/Evaluation:** in addition to weekly requirements, students will write a final 7– to 10–page essay; evaluation will be based on written work and critiques
Prerequisites: none; open to all **Enrollment Limit:** 10 **Expected Class Size:** 10
Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under REL or JWST
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JWST Elective Courses
REL Comparative Inquiry Courses
Not Offered Academic Year 2014–2015
TUT Instructor: William Darrow

REL 273(F) Heroes, Saints and Celebrity (W) Crosslistings: ANTH 222/REL 273
This course examines the ways in which cultures select, ritually celebrate, institutionally harness, and ultimately devour people designated as 'extraordinary'. We will begin by considering cultural archetypes and theories of the hero and how heroism has been understood in different eras and cultural contexts. Using Weber's theory of charisma as a foundation, we will look at a number of specific case studies to evaluate the relationship between individual creativity and action and the demands of social conformity and control. Finally, we will examine how charisma is commoditized in the form of the celebrity in contemporary American culture.
Class Format: seminar **Requirements/Evaluation:** class participation, two short response papers, research paper, final exam
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Anthropology and Sociology majors
Distributional Requirements: Division 2 Writing Intensive
Fall 2014
SEM Section: 01 MWF 11:00 12:15 Instructor: David Edwards

REL 274(S) Ritual, Power and Transgression (W) Crosslistings: ANTH 299/REL 274
Anthropology began, in part, as an effort to study "savage" cultures before they disappeared under the onslaught of modern civilization, and indeed most of the societies investigated by early anthropologists no longer exist or survive in completely altered form. As they lost their original object of study, however, anthropologists also discovered that the tools and concepts developed in the study of "primitive" cultures could be applied to the contemporary world. Exploring this possibility, this course examines the relevance of fundamental anthropological concepts that have developed through the structural and symbolic study of myth and ritual to the contemporary world in which we live. The course is divided into four sections. In the first unit, we read and discuss the work of Mary Douglas, Victor Turner, and Marshall Sahlins on myth and ritual, focusing in particular on the ways in which different cultures construct categories of inclusion and exclusion, safe and dangerous, pure and impure, while also creating the "in between" spaces within which both creativity and transgression emerge. On this foundation, we move to the second unit in which we discuss the structural relationship between ritual, power, and transgression in western contexts, taking the majority of our examples from early modern European and American history. In the third section of the course, we consider what an anthropological perspective can reveal about some seminal events in 20th century history, and we end the course by considering how anthropological theory informs two critical areas of current concern: immigration and national security.
Class Format: seminar **Requirements/Evaluation:** class participation, two short response papers, 10–page research paper, final exam
Prerequisites: ANTH 101, SOC 101, REL 101, or any other ANTH or SOC course **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Anthropology, Sociology or Religion majors
Distributional Requirements: Division 2 Writing Intensive

Spring 2015
SEM Section: 01 MWF 11:00 12:15 Instructor: David Edwards

REL 281(S) Religion and Science
In the last few years the deniers of religion such as Dennett and Dawkins have forcefully argued that recent scientific developments show the degree to which religion is irrelevant to a modern understanding of what it means to be human. Atran and Boyer have made a similar case, arguing that recent progresses in our understanding of human cognition demonstrate that religion is a purely natural phenomenon that has little if any value for human development. Theologians such as Haught and Polkinghorne have rejected these views, arguing that a proper understanding of scientific developments such as evolution and quantum mechanics suggests religiously relevant views of the universe and our place therein. This course considers these competing perspectives while offering critical reflections on the views and categories involved in these controversies. We also examine the works of reflective naturalists such as Bellah and Herrstein, who argue that far from showing the irrelevance of religious ideas and practices, the new mind and life sciences suggest a much more nuanced view according to which religion is both grounded in the natural world and central to the development of human culture. Hence, it cannot be easily discounted as irrelevant to a scientifically informed understanding of what it means to be human.
Class Format: seminar **Requirements/Evaluation:** full attendance and participation, two essays
Prerequisites: none **Enrollment Limit:** 18
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Spring 2015
SEM Section: 01 M 07:00 09:40 Instructor: Georges Dreyfus

REL 284 What's At Work? (W)
Curse for sin, opposite of fun, or curiously peripheral, as in the now conventional career advice, "Do what you love and the money will follow," work has generally gotten short shrift, at least by the male authors with soft hands one usually reads in college. This course will examine shifting attitudes and approaches to human labor in the history of western thought. We will begin with a multifaceted consideration of why we work and the ways in which approaches to human labor intertwined with reflections on human inequality, especially slavery and its justification, and the identification between poverty and the resistance to hard work. With the abolition of slavery and consequent arrival of modernity, two trends are strikingly added to the traditional discourses on work: the workplace as the public site for the achievement of justice, e.g., a living wage, workplace safety and equality of opportunity; and the articulation of individual identity and worth in the context of work, e.g., notions of profession, career and status. The legacy of both those trends is still very much with us, but the twentieth century dislodged the focus on humans as laborers in favor of a view of them as consumers. That is in part a consequence of the continuing shift from a production to a service economy, but also is intimately connected with the fortunately incomplete licensing of desire and leisure that are becoming the hallmark of both our current consumer economy and workplace. These competing issues leave us with the central split in American society between the slightly larger portion of Americans who say they 'get a sense of identity from their jobs' and the remaining significant minority who describe their jobs as 'just what they do for a living.' This course will explore some of the reasons for this fundamental cleavage. In addition to readings in the classics of Western thought including the Bible, Hesiod, Plato, Aristotle, St. Augustine, Hobbes, Rousseau, Adam Smith, Kant, Hegel, Marx, Nietzsche, Freud and Weber, we shall explore contemporary portrayals of work and workplaces in literature and film and conclude with contemporary authors including Svendsen, Muirhead, Florida, Gini, Lindsay, Sennett.
Class Format: lecture/discussion **Requirements/Evaluation:** 4 essays (4–6 pages) in different genres: philosophical, ethnographic, ethical case study, personal reflection
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15
Distributional Requirements: Division 2 Writing Intensive
Not Offered Academic Year 2014–2015
LEC Instructor: William Darrow

REL 285T 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 you 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.
Class Format: tutorial; meeting in pairs, each student will either write and present a paper or respond to their partner's paper **Requirements/Evaluation:** two 1–page papers (written and presented), five 5–page papers, and five oral critiques (based on written notes) of their partner's paper; students will revise two papers
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Religion majors
Dept. Notes: formerly REL 305
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: REL Contemporary Critical Inquiry Courses
Not Offered Academic Year 2014–2015
TUT Instructor: Denise Buell

REL 286 Shopping: Desire, Compulsion and Consumption
If the workplace was the essential site of modernity, then the shopping mall is the quintessential site of postmodernity; the place where consumption trumps production and, it has been argued, our only remaining public space. This course will focus on the experience of shopping, focusing on three themes. First we will explore the manufacturing of desire on which consumption must depend. We will critique the tired critiques of advertising and explore in more depth the neurotic and erotic dimensions of the creation of desire for objects. We will then turn to some comparative and historical analysis contrasting the experience of shopping in traditional bazaars and contemporary malls, as well as exploring the history of consumerism from the eighteenth century through the current phenomena of globalization. Finally, we will explore the place of shopping in our collective imaginations, attending especially to the relation between the gendering of the shopping experience and expressions of contempt and outrage toward consumerism, with a special focus on the discourse on Christmas in American society.
Class Format: lecture/discussion **Requirements/Evaluation:** three essays (4–6 pages) and one ethnographic account (4–6 pages)
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 20
Distributional Requirements: Division 2 **Other Attributes:** EXPE Experiential Education Courses
REL Contemporary Critical Inquiry Courses
Not Offered Academic Year 2014–2015
LEC Instructor: William Darrow

REL 287 The Dynamics of Globalization: Society, Religion and the Environment (D) Crosslistings: REL 287/ENVI 287
This course offers a theoretical reflection on the social, cultural and environmental dynamics of globalization and their consequences for the nature and place of religion. Rather than argue for or against globalization, we first examine the nature of this new configuration and its relation to (post)modernity, asking questions such as: What are the cultural and social dynamics of globalization? What are the effects on the nature of the state and the political practices that take place in the global world? What are its environmental consequences? We then shift to examining the role of religion, arguing that its renewed relevance is a function of the socio–cultural transformations that globalization brings about, particularly the loss of community and the increasing atomization of individuals. We conclude by examining some of the perspectives created by the new religious expressions that attempt to respond to this situation, from personal spiritual quests as manifested in interest in Buddhism, ecology or mountain climbing, to various forms of fundamentalism, such as Evangelicalism, the fastest growing religious movement in the Americas, and the most radical forms of Islamicism. Reading list: Harvey, *The Condition of Postmodernity*; Castells, *The Rise of the Network Society*; Bauman, *Globalization*; Kivisto, *Multiculturalism in a Global Society*; Casanova, *Public Religions in the Modern World*; Ortner, *Life and Death on Mt. Everest*; Matthews, *Global Cultura/ Individual Identity*; Shuck, *Mark of the Beast*; Roy, *Globalized Islam*. **Requirements/Evaluation:** a class presentation and a research paper (15 pages)
Prerequisites: none **Enrollment Limit:** 22 **Expected Class Size:** 22 **Enrollment Preferences:** Religion majors and Environmental Studies concentrators
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ENVI Humanities, Arts + Social Science Electives
ENVP SC–B Group Electives
INST Economic Development Studies Electives
REL Contemporary Critical Inquiry Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Georges Dreyfus

REL 288 Embodiment and Consciousness: A Cross–Cultural Exploration Crosslistings: REL 288/PHIL 288
This course examines some of the central questions raised by the study of the consciousness: the place of intentionality, the role of emotions, the relation with the body, the nature of subjectivity, the scope of reflexivity, the nature of perceptual presence, etc. In confronting these difficult questions, we do not proceed purely theoretically but consider the contributions of various observation–based traditions, from Buddhist psychology and meditative practices to phenomenology to neurosciences. We begin by examining some of the central concepts of Buddhist psychology, its treatment of the mind as a selfless stream of consciousness, its examination of the variety of mental factors and its accounts of the relation between cognition and affects. We also introduce the practice of meditation as a way to observe the mind and raise questions concerning the place of its study in the mind–sciences. We pursue this reflection by examining the views of James, Husserl, Sartre and Merleau–Ponty, particularly as they concern the methods for the study of the mind and the relation between consciousness, reflexivity and the body. In this way, we develop a rich array of analytical tools and observational practices to further our understanding of the mind. But we also question the value of these tools based on first person approaches by relating them to the third person studies of the mind. In this way, we come to appreciate the importance of considering the biology on which mental processes are based and the light that this approach throws on the nature of consciousness. We conclude by considering the relation between first and third person studies of the mind, focusing on the concept of the embodied mind as a fruitful bridge between these different traditions.
Class Format: seminar **Requirements/Evaluation:** regular practice of meditation, a class presentation, a short essay (6–pages); a long final research paper (15 pages)
Prerequisites: some background in either Psychology, Cognitive Sciences, Philosophy or permission of instructor **Enrollment Limit:** 18 **Expected Class Size:** 18 **Enrollment Preferences:** Religion and Philosophy majors
Distributional Requirements: Division 2 **Other Attributes:** COGS Interdepartmental Electives
PHIL Contemp Metaphysics & Epistemology Courses
REL Contemporary Critical Inquiry Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Georges Dreyfus

REL 290T Explorations of the Afterlife (W)
From Heaven to Hell, Valhalla to Hades, the Fields of Aaru to the Land of Yellow Springs, all cultures have generated images of other worlds that lie beyond death. By considering examples from a range of different cultures, this tutorial will guide students on an exploration of the topographies of these shadow–lands. In an effort to map the continuities and discontinuities between these visions of the hereafter, we will consider them as reflections of existing social hierarchies, examining their underlying assumptions about punishment and redemption, family, and ethics. Along the way, we will discuss culturally specific notions of death and

mourning, attitudes towards the bodies of the dead, and controversies about the nature of the soul. Texts will include selections from primary works in translation, such as Virgil's *Aeneid*, Dante's *Inferno*, and *The Tibetan Book of the Dead*, as well as selections from secondary literature, including Teiser's *The Scripture on the Ten Kings*, Gauchet's *The Disenchantment of the World*, and Bremmer's *The Rise and Fall of the Afterlife*.
Class Format: tutorial
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Religious Studies and Asian Studies majors
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: REL Contemporary Critical Inquiry Courses
Not Offered Academic Year 2014–2015
TUT Instructor: Jason Josephson

REL 291 Religion and the American Environmental Imagination (W) Crosslistings: ENVI 291/REL 291/SOC 291
This course examines the relationship between religious and environmental thought in the modern United States. Focusing on the complex and closely linked legacies of Christianity, secularism, and popular spirituality, we will explore the religious and anti–religious roots of contemporary environmental discourse. Along the way, we will pursue a set of vexing questions about environmental thought: Is environmentalism a religion? If so, what kind of religion is it? If not, why not (and why do we even ask)? Is anti–environmentalism religiously motivated? Could religion be the cause of our ecological crisis? Could it be the solution? For answers, we will look to the writings of thinkers such as John Muir, Edward Abbey, Rachel Carson, Aldo Leopold, and Wendell Berry, as well as a number of lesser–known authors. We will read these authors alongside recent scholarship in the social sciences and humanities to understand how their thinking was influenced by social and environmental trends such as urbanization, industrialization, immigration, and globalization. We will also ask how religion has intersected with gender, race, class, and ethnicity to shape environmental politics in the twenty–first century. Finally, we will pay particularly close attention to episodes of conflict and cooperation between the environmental movement and religious conservatives during the past forty years, and we will analyze popular religious media from this period alongside the writings and visual productions of environmentalists.
Class Format: seminar **Requirements/Evaluation:** a 15– to18–page research paper and several shorter writing assignments
Prerequisites: ENVI 101 or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Environmental Studies majors and concentrators
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: ENVI Humanities, Arts + Social Science Electives
ENVP SC–B Group Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Nicolas Howe

REL 293 Religion, Play, and Politics
Is there a distinctive "play" element in human culture? If so, what should count as play? Some likely candidates may be: joking, games, festivals, fantasy, and leisure. What about the activities that we usually describe as "religious"? In this course we will investigate the relationship between religion and play. We will read from theorists in a wide variety of disciplines who have written about play: philosophers, sociologists, animal psychologists, anthropologists, and others. But we will pay particular attention to overlap in the study of play and the study of religion. We will ask, for instance: what is the play element in ritual, myth, and the devotional interpretation of texts? Is there something necessarily playful about the academic study of religion itself? Once we have investigated the relationship between religion and play, we will then consider the significance of this relationship for political thinking about religion. Perhaps we should respect religious diversity out of respect for the variety of ways that people want to play? How might a deeper understanding of play help us to address ongoing religious conflicts? We will read from Johan Huizinga, Brian Sutton–Smith, Gordon Burghardt, Victor Turner, Donald Winnicott, Bernard Suits, Sam Gill, Robert Bellah, Wendy Doniger, Friedrich Schiller, Hans–Georg Gadamer, Mikhail Bakhtin, Jacques Derrida, and others.
Class Format: lecture **Requirements/Evaluation:** three short papers (3–5pages) and one final research paper or project
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 30 **Enrollment Preferences:** Religion majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 *Not Offered Academic Year 2014–2015*
LEC

REL 296 The History of the Holocaust Crosslistings: HIST 338/JWST 338/REL 296
In twenty–first century United States, 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 unfolding of Nazi Germany's genocidal policies, taking into consideration the perspectives of those who carried out mass murder as well as the experiences and responses of Jews and other victim groups to persecution. We will also examine the Holocaust within the larger context of the history of World War II in Europe and historians' debates about Germany's exterminatory war aims. Course materials will include diaries, speeches, bureaucratic documents, memoirs, films, and historical scholarship.
Class Format: mostly discussion **Requirements/Evaluation:** evaluation will be based on class participation, a map quiz, four papers (4 pages) based on class readings, and a final research paper (6–8 pages)
Prerequisites: none; open to first–year students with instructors permission **Enrollment Limit:** 25 **Expected Class Size:** 20–25 **Enrollment Preferences:** History majors and Jewish Studies concentrators
Distributional Requirements: Division 2 **Other Attributes:** HIST Group C Electives – Europe and Russia
JWST Core Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Alexandra Garbarini

REL 300 Dialectics and the Archaeology of Knowledge
How might one perform a philosophical study of history? How do ideas (including philosophical, artistic and religious movements) advance over time? What makes something "thinkable" in one era, but inconceivable in another? What contemporary intellectual foundations rest on false universals?
This course will address these questions and provide students with methods for exploring the historical dimension of religion. It will focus on two approaches to the philosophy of history inspired by Kant. One school (Hegel, Marx) has focused on tracing dialectical formations as the background against which all history unfolds. Another school (Foucault, Agamben) performs "philosophical archeology," which Foucault described as "the history of that which renders necessary a certain form of thought." This course will introduce students to these intertwined bodies of theory, which promise to do nothing less than expose bare the very foundations of knowledge and transform the study of history from the stringing together of events into a philosophical enterprise. Thinkers to be considered may include: Kant, Hegel, Marx, Engels, Nietzsche, Foucault, Agamben, and Jameson.
Class Format: seminar **Requirements/Evaluation:** regular participation and attendance, short writing assignments, class presentations, 10– to 15–page final paper **Enrollment Limit:** 15 **Expected Class Size:** 15
Enrollment Preferences: Religion, Philosophy and Comparative Literature majors
Distributional Requirements: Division 2 **Other Attributes:** REL Body of Theory Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Jason Josephson

REL 302T(S) Philosophy of Religion (W) Crosslistings: PHIL 281/REL 302
Our goal in this course will be to try to determine how far reason can justify belief in God. We will spend at least half of the semester examining the best–known philosophical arguments for and against the existence of God (including the ontological argument, the cosmological argument, the teleological argument, the argument from religious experience, the argument from evil, and the argument from religious disagreement). For each one, we will first look at historically important formulations of the argument and then turn to contemporary reformulations. Our aim will be to identify and then evaluate the strongest version of each argument. After working through these arguments, we will reflect more generally on the proper roles of reason and faith in justifying religious belief. In the final section of the course, we will examine the relationship between god and morality. Authors will include Plato, Anselm, Aquinas, Pascal, Paley, Hume, Kant, Kierkegaard, Freud, Marx, and several contemporary philosophers.
Class Format: tutorial; students meet with instructor in pairs for an hour each week; emphasis will be placed on developing skills in reading, interpretation and oral argument as well as critical reasoning and writing
Requirements/Evaluation: each student will write a 5– to 6–page paper every other week and comment on his or her tutorial partner's paper in alternate weeks
Prerequisites: one PHIL course or permission of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** current and prospective Philosophy majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL History Courses
REL Body of Theory Courses
Spring 2015
TUT Section: T1 TBA Instructor: Melissa Barry

REL 304 From Hermeneutics to Post–Coloniality and Beyond (D) Crosslistings: REL 304/COMP 344
This course explores and critiques some of the resources offered by "Theory" for making sense of our contemporary situation, focusing on the nature of interpretation and its role in the construction of the self in a global world. We start with Gadamer's hermeneutics, which offers a classical formulation of the philosophy of liberal arts education, stressing the importance of questioning one's prejudices. Although this approach offers important resources for understanding ourselves in a world of cultural differences, it also has limitations, which we explore through the works of Derrida, Foucault and Said. In this way, we question some of the notions central to understanding ourselves such as identity and difference, suggesting some of the difficulties in the ever more important yet problematic project of knowing oneself. We also suggest that representation is not innocent but always implicated in the world of power and its complexities, particularly within the colonial and postcolonial contexts explored by Said. We conclude with a critique of the constructivist paradigm central to this course done from the point of view of cognitive sciences and suggest that the future of "Theory" may well be in a dialogue with the emerging mind sciences. This course, which theorizes the possibilities of cross–cultural understanding, is part of the Exploring Diversity Initiative.
Reading list: H.G. Gadamer, *Truth and Method*. F. Saussure, *Course in General Linguistics.* J. Derrida, *Of Grammatology.* P. Rabinow, *Foucault Reader.* E. Said, *Orientalism.* Agamben, *Homo Sacer.*
Class Format: lecture/discussion **Requirements/Evaluation:** full attendance and participation and three essays (6 pages)
Prerequisites: some familiarity with philosophy and/or theory is recommended **Enrollment Limit:** 18 **Expected Class Size:** 18
Distribution Notes: meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Critical and Cultural Theory Electives
ASST Interdepartmental Electives
ENGL Criticism Courses
REL Body of Theory Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Georges Dreyfus

REL 306 Feminist Approaches to Religion (D) (W) Crosslistings: REL 306/WGSS 307
What does feminist theory have to offer the study of religion? How have participants in various religious traditions helped to produce and enact feminisms? Feminisms and religion have a long though often troubled history of interconnection. In this course, we shall explore a range of feminist theoretical analyses 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 is interpreted and practiced.
Class Format: seminar **Requirements/Evaluation:** one "position paper" for class discussion (3 pages), one analytical essay (4 pages), participation in writing workshop on drafts of final papers, one 15–page final paper
Prerequisites: none; open to all **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** majors in Religion and Women's, Gender and Sexuality Studies
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: REL Body of Theory Courses
WGSS Theory Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Denise Buell

REL 307 Thinking Gods: Cognitive Theories of Religion
Although it is still in its infancy, the so–called "cognitive turn" has already become one of the most exciting contemporary developments in the study of religion. During the past twenty years, scholars influenced by cognitive science have begun to formulate new models and challenge old assumptions about human religiosity and its relationship to the mind. In so doing, they have articulated theories about the evolutionary origins of religious concepts, reassessed the role of memory and of counterintuitive explanations in the perpetuation of religious ideas, and developed new concepts such as "theological incorrectness" and "systematic anthropomorphism." By examining the cutting–edge work produced by members of this movement on both sides of the Atlantic, this seminar for advanced students will trace the historical roots of the cognitive turn and introduce some of its most important recent products. Authors to be considered include Sigmund Freud, Ludwig Feuerbach, Jean–Pierre Dupuy, D. Jason Slone, Pascal Boyer, Veikko Anttonen, Scott Atran, Richard Dawkins, Dan Sperber, and Ilkka Pyysiäinen.
Class Format: seminar **Requirements/Evaluation:** active participation, class presentations, short writing assignments, and a take–home final exam
Prerequisites: REL 101 or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** Religion majors and Cognitive Science concentrators
Distributional Requirements: Division 2 **Other Attributes:** COGS Related Courses
REL Body of Theory Courses
Not Offered Academic Year 2014–2015
SEM

REL 308 Nietzche and Religion
Few thinkers have been as controversial or as outspoken about religion as the nineteenth century German theorist/philologist Friedrich Nietzsche. His work was not understood during his lifetime, or so he thought, and there are definitely controversies surrounding the way the writings of Nietzsche ought to be applied in the early twenty–first century. We will see Nietzsche as a lonely curmudgeon who hated his rigid, Lutheran upbringing, as well as his sister, Elisabeth Förster–Nietzsche. But we will also see the many fruitful dialogues created by his fractured personality and vitriolic books which, perhaps despite his intentions, speak to religion in both a destructive and constructive way, as well as to later thinkers.
Class Format: seminar **Requirements/Evaluation:** evaluation will consist of two 5– to 6–page response papers, a midterm exam, a 10– to 15–page final paper, and thoughtful participation
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** Religion majors
Distributional Requirements: Division 2 *Not Offered Academic Year 2014–2015*
SEM Instructor: Glenn Shuck

REL 309 Scriptures and Race Crosslistings: REL 309/AFR 309/LATS 309
What are "scriptures," and what is "race"? How and why did these two terms come to have any relationship to each other? How and why do peoples engage "scriptures"? In what ways have "scriptures" informed how peoples imagine themselves and others? How did "scriptures" and "race" inform each other in modern colonialisms and imperialisms? In this course, we will examine the ways that "scriptures" have been employed in order to understand and develop notions of "race," and we will examine how ideas about "race" have informed the concept of "scriptures" as well as practices of scriptural interpretation. While this course will focus on the relationships between constructions of "race" in the post–1492 American world and "Christian scriptures," we will also consider a few other historical moments and places where "race" is engaged, as well as other texts and practices identified with "scriptures."
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation based upon participation, short writing exercises, a 5– to 8–page take–home midterm essay, and a 10– to 15–page final essay
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 15
Distributional Requirements: Division 2 **Other Attributes:** LATS Core Electives
REL Comparative Inquiry Courses
Not Offered Academic Year 2014–2015
LEC

REL 310 Womanist/Black Feminist Thought (D) Crosslistings: AFR 310/REL 310/WGSS 310/AMST 309
This course explores the genealogy and development of black feminist and womanist thought. We will investigate the expansion of womanist thought from a theologically dominated discourse to a broader category of critical reflection associated more commonly with black feminism, analyze the relationship between womanism and black feminism, and review the historical interventions of black feminism. As critical reflections upon western norms of patriarchy, heterosexism, and racism, womanism and black feminism begin with the assumption that the experiences of women of color—particularly black women—are significant standpoints in modern western society. Through the examination of interdisciplinary and methodological diversity within these fields, students will be introduced to key figures including Alice Walker, Zora Neale Hurston, and Katie Cannon, and will engage materials that draw from multiple fields, including, but not limited to, literature, history, anthropology, and religious studies. Fulfilling the EDI requirement, this course will explore how womanism/black feminism can be a bridge for empathetic understanding of diverse experiences, and will examine the varied social, political, and historical contexts that led to the formulation of womanism/black feminism as a tool to critique power and privilege.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, three short response papers, and the completion of an original research paper or project
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** Africana Studies concentrators, Women's, Gender and Sexuality Studies majors, Religion majors
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives
REL Africa + African Diaspora Tradition Courses
REL Body of Theory Courses
WGSS Racial Sexual + Cultural Diversity Courses
WGSS Theory Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Rhon Manigault–Bryant

REL 311 Black Ministerial Imaginations: Griots, Athletes, and Maestros Crosslistings: AFR 311/REL 311
In one of the most memorable lines from the classic Souls of Black Folk, W. E. B. Du Bois described the Black minister as "the most unique personality developed on U. S. soil." This course will draw from Du Bois's social–psychological portrait of the minister to explore how the ministerial personality appears across a number of social arenas beyond the religious sphere, including politics, sports, and music. We will investigate the complex social dynamics of race and gender surrounding Black ministerial expressions, such as Barack Obama's campaign for the U.S. presidency; Mike Singletary's career as a Hall of Fame linebacker for the Chicago Bears, motivational speaker, and Head Coach for the San Francisco 49ers; and John Coltrane's "A Love Supreme."
Class Format: discussion **Requirements/Evaluation:** evaluation will be based upon class participation, a few short papers, and a final research paper
Prerequisites: none; open to all **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** Africana Studies concentrators
Dept. Notes: this course DOES NOT fulfill the body of theory seminar requirement for Religion majors; this course will count as an elective towards the major in Religion
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
REL Africa + African Diaspora Tradition Courses
Not Offered Academic Year 2014–2015
SEM Instructor: James Manigault–Bryant

REL 312(F) Kierkegaard: The Existentialist and Religious Thought of Søren Kierkegaard
This course will explore the existential and religious writings of the 19th century Danish thinker, Søren Kierkegaard, and compare them with similar existentialist and quasi–religious writings by such important thinkers as the fellow 19th century thinker, Friedrich Nietzsche.
Class Format: seminar **Requirements/Evaluation:** Evaluation will consist of a take–home midterm exam, active class participation and periodic brief presentations, and a final paper of 2500–3000 words
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 10–15 **Enrollment Preferences:** Religion majors
Distributional Requirements: Division 2
Fall 2014
SEM Section: 01 MR 01:10 02:25 Instructor: Glenn Shuck

REL 315 The Sociology of Black Religious Experience Crosslistings: AFR 305/REL 315/SOC 305/AMST 304
The United House of Prayer For All People. The Nation of Islam. New Birth Missionary Baptist Church. The African–American Buddhist Retreat at Spirit Rock Meditation Center. While each of these groups reflects a different spiritual tradition, all are examples of the rich religious expressions of Black Americans. This course will introduce students to the landscape of Black religious practices in the United States. We will begin with a historical survey of the literature on Black religions. Our review will yield some of the primary themes of the Black religious experience—the injustices of modern racism, the significance of liberation, and continued meaning of Africa as a homeland. We will then investigate how secular processes like industrialization, commodification, and the modern media, alter understandings of the sacred in Black experience.
Class Format: seminar/discussion **Requirements/Evaluation:** evaluation will be based upon class participation, 2–3 short papers, and a final research paper
Prerequisites: none; open to all **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** Africana Studies concentrators and Anthropology/Sociology majors
Dept. Notes: this course DOES NOT fulfill the body of theory seminar requirement for Religion majors; this course will count as an elective towards the major in Religion
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
REL Africa + African Diaspora Tradition Courses
Not Offered Academic Year 2014–2015
SEM Instructor: James Manigault–Bryant

REL 317(F) Disenchantment, Modernity, and the Death of God

A great many theorists have argued that the defining feature of modernity is the departure of the supernatural. They often argue that magic, religion, and some sense of cosmic significance have been replaced by technology, calculation, and bureaucratic protocol. This course will be driven by one question: Are they right? Put differently: Do cities and computers generate their own type of magic? Is God in fact dead? Religion clearly has not vanished, but has it become less authentic? Does the dissolution of Christian ethics produce nihilism or the positive revaluation of values? Does capitalism turn everything into a commodity or does it commercialize wonder? Does modernity mean alienation from nature, a withering of social community, the end of art, and a rejection of history, or is it humankind's liberation from the dogmas of the past? Will science and reason ultimately sweep away belief in ghosts, angels, and demons, or will we always be haunted?
Students will read the major theorists of secularization, modernization, and disenchantment and will conduct independent research projects on various modern attempts to revive magic and re–enchant the world. Students will be instructed in the use physical and digital archives for original primary text research. Possible topics for student exploration are vast and include: occult sciences and new religious movements such as the Golden Dawn, Spiritualism, Theosophy, Voodoo, Neo–paganism, Wicca; and various artistic movements including Symbolism and Surrealism—all of which promised to supply antidotes to the meaninglessness of the modern age. Authors to be read may include: Nietzsche, Novalis, Comte, Max Weber, Tonnies, Walter Benjamin, Bernard Stiegler.
Class Format: seminar **Requirements/Evaluation:** regular attendance and participation, short weekly reflection papers, and a 15– to 20–page research paper
Prerequisites: not open to first year students **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Religion majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Fall 2014
SEM Section: 01 MR 02:35 03:50 Instructor: Jason Josephson

REL 318 California: Myths, Peoples, Places (W) Crosslistings: LATS 318/AMST 318/REL 318/COMP 328/ENVI 318
"Now I wish you to know about the strangest thing ever found anywhere in written texts or in human memory...I tell you that on the right–hand side of the Indies there was an island called California, which was very close to the region of the Earthly Paradise." As far as we know, the name "California" was first written in this passage by Garcí Rodríguez de Montalvo, ca. 1510. Within a few decades, it came to be placed first on the peninsula of Baja California and then upon a region stretching up the Western coast of North America. What aspects of this vision are still drawn upon in how we imagine California today? How did certain narratives of California come to be, who has imagined California in certain ways, and why? What is the relationship between certain myths, the peoples who have imagined them, and the other peoples who have shared California dreams? In this course, we will examine some of the myths that surround California by looking at a few specific moments of interaction between the peoples who have come to make California home and the specific places in which they have interacted with each other. Of special interest will be imaginations of the Spanish missions, the Gold Rush, agricultural California, wilderness California, California as "sprawling multicultural dystopia," and California as "west of the west."
Class Format: seminar **Requirements/Evaluation:** this course will be mostly discussion oriented, with grading based upon participation, short writing exercises, one 3–page review essay with mandatory revision, one 5– to 8–page midterm review essay, and a final 10– to 15–page comparative review essay
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** none
Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under LATS, AMST, ENVI or REL
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
ENVP SC–B Group Electives
LATS Core Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Jacqueline Hidalgo

REL 326T(S) Queer Temporalities (W) Crosslistings: REL 326/LATS 426/WGSS 326/COMP 326
How do we experience and represent time, and what factors might account for both our experiences and our representations? What are some of the ways that people experience and ritually mark the passing of time? What are some of the different ways that people have made sense of time and themselves in time? Especially for individuals and peoples who have been denied certain self–representation and narratives of place, how do competing notions of time, history, space, and location get negotiated? In this course, drawing from within the broad corpus of queer theory (including theorists such as Gloria Anzaldúa, Elizabeth Freeman, J. Halberstam, and José Esteban Mu&#241oz) we will examine some non–linear, non–normative, and interruptive approaches to making sense of time, space–time, and self within time. On the one hand, we will consider theorists who specifically question and challenge what José Esteban Mu&#241oz dubs the "linearity of straight time," and we will turn to a set of issues with regard to family and sexuality, especially critiques of normative lifecycle events and rituals that have reconfigured experiences and representations of time and place. On the other hand, we will also work with queer theory as it explores alternatives to normative conceptualizations of time and place that have already existed in the past. Hence we will look not only to queer theory as it reads more contemporary negotiations of sexuality, identity, time, and space–time; we will also consider how some contemporary theorists have read previous historical examples.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on class attendance, analytical essays, responses, and revised essays
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** majors and concentrators in Religion, Latina/o Studies, Comparative Literature, and Women's, Gender, and Sexuality Studies or students who have previous coursework in those programs
Distribution Notes: meets Division 2 requirement if registration is under REL, LATS or WGSS; meets Division 1 requirement if registration is under COMP
Extra Info: Pairs will meet with the instructor for one hour each week. Almost every week, one student from the pair will write a 5–page analysis of the week's reading. The other student will respond orally with a 2–page response to their partner's paper.
Pairs will also prepare a midterm synthesis, and students will revise two of their 5–page analytical papers: one from the first half of the semester, and one from the second half due at the end of the semester.
May not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: LATS Core Electives
Spring 2015
TUT Section: T1 TBA Instructor: Jacqueline Hidalgo

REL 327 Theory after Postmodernism: New Materialisms and Realism Crosslistings: REL 327/COMP 327
Since the 1970s much of the academy has labored under a particular form of linguistic skepticism (often called postmodernism or poststructuralism) that is directed at the destruction of stable conceptions of subjectivity and meaning. It is often said that everything is a text and that all knowledge is power. But just as the typewriter has given way to the computer and disco to dubsteb, as we exit postmodernity new philosophies are appearing on the conceptual horizon.
This course will layout this challenge to postmodernism by exploring the work of cutting edge theorists in French and American movements known as new materialism, speculative realism, and actor–network theory. Often drawing on work in ecology, feminism, science studies, neuroscience and complexity theory, these thinkers aim to reclaim knowledge of the real world, to suture the separation between the sciences and the humanities, and to overturn what they see as the dualism between matter (as dead or inert) and mind (as the locus of life and agency). By so doing, they claim to empower the object–world and dethrone humanity from the center of philosophy. Thinkers to be considered may include: Karen Barad, Jane Bennett, Bruno Latour, Catherine Malabou, Quentin Meillassoux and Bernard Stiegler.
While the relevance of these movements to the study of religion will be discussed, this course is intended for students of any major who wish to study critical, political, or philosophical theory.
Class Format: seminar **Requirements/Evaluation:** regular participation and attendance, regular short writing assignments, 10– to 15–page final paper
Prerequisites: none, although prior coursework in critical theory, political theory, or continental philosophy is strongly recommended **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** Religion, Philosophy and Comparative Literature majors
Distribution Notes: meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under COMP
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 *Not Offered Academic Year 2014–2015*
SEM Instructor: Jason Josephson

REL 328(S) Witchcraft Crosslistings: HIST 328/REL 328
A wide variety of human cultures have accepted the existence of the supernatural, the reality of magic, and the possibility of magical transgression. Among the most common supernatural crimes is witchcraft, which societies can invoke to explain natural disasters and disease, and to blame these occurrences on specific individuals, often social outcasts. Witchcraft became a particular focus of fear and fascination in Early Modern Europe, when inquisitors, theologians and many ordinary people came to believe that Western Christendom was threatened by a vast, covert conspiracy of witches in league with the devil. Countless "witches"—most of them women—were accordingly tried, tortured and sometimes even executed. Our course will examine these bizarre events and consider what religious, cultural and intellectual factors might help explain them. We will begin by investigating the medieval legal and theological developments that enabled and encouraged the persecution of witches, and go on to study some of the most important and sensational witch trials of the later medieval and early modern periods. Throughout, we will encounter many strange and intriguing documents produced by the inquisitors who persecuted witches, the scholars who imagined their activities, and the laws that defined their crimes. No prior experience with European history is required for this seminar, which will emphasize thoughtful writing and discussion.
Class Format: seminar **Requirements/Evaluation:** several short papers and a final, longer essay
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** History and Religion majors
Distributional Requirements: Division 2 **Other Attributes:** HIST Group C Electives – Europe and Russia
HIST Group G Electives – Premodern
Spring 2015
SEM Section: 01 M 07:00 09:40 Instructor: Eric Knibbs

REL 330 Modern Jewish Political Theory (W) Crosslistings: REL 330/PSCI 375/JWST 492
By the late 19th century, Jews across Europe were faced with an urgent political problem. Amidst bourgeoning national self–consciousness throughout the continent, despite the liberatory promises of the Enlightenment, Jews remained a vulnerable, segregated, and stigmatized minority population. Jews had to decide where to pin their hopes. Should they ally themselves with the liberals or the communists? Should they embrace nationalism or cosmopolitanism? Should they, perhaps, abandon Europe altogether and re–constitute themselves elsewhere? If so, should they focus their efforts on relocation to the historical land of Israel? Or could they go anywhere? Wherever they might go, should they aspire to build a modern Jewish nation–state, a semi–autonomous Jewish community, or some other arrangement? Should this coincide with the cultivation of a distinctively Jewish modern language? If so, should it be Hebrew or Yiddish? In this course we will assess various answers to these questions proffered by Jewish political thinkers in the modern period. We will pay particular attention to the construction of "Jews" and "Judaism" in these arguments. And we will ask persistently: what constitutes a "Jewish justification" for a political claim in modern Jewish political theory? Coverage will include: Jewish liberalism, political Zionism, Yiddishist autonomism, messianic quietism, and other views. We will read mostly primary sources, including texts by: Hermann Cohen, Theodore Herzl, Chaim Zhitlowsky, Franz Rosenzweig, Leo Strauss, Hannah Arendt, and many others.
Class Format: seminar **Requirements/Evaluation:** six short (1–2 pages) response papers; two 6– to 8–page papers, each analyzing a different view in depth;
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 18 **Enrollment Preferences:** Religion majors, Jewish Studies concentrators, and Political Science students on the "Theory" track
Extra Info: a final 18– to 20–page paper that incorporates the two previously submitted 6–8 page papers, but also compares the two views and adjudicates between them
may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Not Offered Academic Year 2014–2015
SEM Instructor: Jeffrey Israel

REL 334 Imagining Joseph (W) Crosslistings: ANTH 334/COMP 334/JWST 334/REL 334

Beloved son, rival brother, faithful servant, dreamer, seer, object of desire, lover, husband, bureaucrat, the figure of Joseph is one of the most fully–limned and compelling figures in the Jewish, Christian, and Muslim scriptural traditions. The story of Joseph unfolds over fourteen chapters in the Hebrew Bible, and is the subject of the fourth longest sura in the Qur'an. Through millennia, the story of Joseph has inspired a wealth of interpretations, commentary, apocrypha, re–tellings, and back–story, including an apocryphal book of scripture about Joseph and his wife, Asenath, Sufi poetry about Joseph and Zuleikha (Potiphar,s wife), a trilogy by the 20th century German novelist Thomas Mann, a musical by Andrew Lloyd Weber, and many expressions in Western visual art. The course will explore these various expressions, looking to them for the ways in which Joseph has captured the imaginations of peoples and cultures across time and space. The course will be organized as a collaborative seminar in which the class will read the foundational scriptures together, followed by thematic discussions to which students will contribute insights from their own readings of particular peripheral texts. Students will learn the pleasures of close and intense exegetical reading in approaching the Hebrew Bible and Qur'an, as well as the more expansive pleasures of linking post–scriptural expressions together.
Class Format: seminar **Requirements/Evaluation:** 3– to 5–page weekly response papers; 15–page final paper; class participation
Prerequisites: none **Enrollment Limit:** 12 **Expected Class Size:** 10 **Enrollment Preferences:** Preference based on responses to a questionnaire
Distribution Notes: meets Division 2 requirement if registration is under ANTH, JWST, or REL; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JWST Core Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Peter Just

REL 337(S) Zen and Philosophy: The Kyoto School and its Legacy in Japanese Thought **Crosslistings:** REL 337/ASST 337/COMP 337
Popularly regarded as the most important philosophical movement in modern Japanese history, the Kyoto School creatively marshaled the resources of Buddhism to address the impasses of Western philosophy to startling effect. Although the members of the Kyoto School were not all of one mind, their shared aims were ambitious: to bridge the dualism between subject and object, to overcome nihilism, to explore the implications of absolute nothingness, and to surmount what they saw as the chasm between Japanese and European thought. After providing some brief background in Japanese Buddhism, we will read the writings of the core thinkers of the Kyoto School: Nishida Kitaro, Tanabe Hajime, Nishitani Keiji, and some of their later protégés. Thematically, we will explore issues in ethics, epistemology, phenomenology, metaphysics, and the philosophy of religion; and demonstrate the continued relevance of their insights in these areas. Finally, we will reflect on the group's engagement with Japanese nationalism. *All readings will be in translation.*
Class Format: seminar **Requirements/Evaluation:** regular participation and attendance, regular short writing assignments, 10– to 15–page final paper
Prerequisites: none, but previous coursework in Religion, Comparative Literature, Political theory, and/or Philosophy is strongly recommended **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** Religion, Asian Studies, and Comparative Literature majors
Distributional Requirements: Division 2
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Jason Josephson

REL 397(F) Independent Study: Religion
Religion independent study.
Class Format: independent study
Distributional Requirements: Division 2
Fall 2014
IND Section: 01 TBA Instructor: Jason Josephson

REL 398(S) Independent Study: Religion
Religion independent study.
Class Format: independent study
Distributional Requirements: Division 2
Spring 2015
IND Section: 01 TBA Instructor: Jason Josephson

REL 401(F) Issues in the Study of Religion
To be conducted as a working seminar or colloquium. Major issues in the study of religious thought and behavior will be taken up in a cross–cultural context enabling the student to consolidate and expand perspectives gained in the course of the major sequence. Topics will vary from year to year. In keeping with the seminar framework, opportunity will be afforded the student to pursue independent reading and research. Topic for 2014–15: Genealogies of Religion. **Requirements/Evaluation:** class reports, papers, and substantial research projects
Prerequisites: senior Religion major status or permission of instructor **Enrollment Limit:** 15 **Expected Class Size:** 15
Distributional Requirements: Division 2
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: Jason Josephson

REL 405 Kings, Heroes, Gods, & Monsters: Historical Texts and Modern Identities in the Middle East (D) (W) Crosslistings: HIST 410/ARAB 410/JWST 410/REL 405
What role does ancient history play in modern societies? What is the role of myths and fables in the creation of national identities? This course will address the use and abuse of ancient history and archaeology in the modern Middle East. The first part will focus on some of the primary ancient texts, with special focus on Ferdowsi's epic *Shahnameh (Book of Kings)*; we will compare its themes and world view with those of the Icelandic sagas that share many similarities with the Iranian canon. In the second part of the course we will explore how ancient history, archaeology, and epic texts helped forge national identities in the modern Middle East. Our primary attention will be Iran and its relationship with the *Shahnameh*. But we will also consider the relationship of Biblical history to the establishment of modern Israel and Israeli nationalism, how contemporary Egypt relates to its Pharaonic past, the obsession with pre–Islamic history in modern Turkey, and the relationship between archaeological artifacts and ancient Mesopotamian history and 20th century Iraqi politics. Because of its comparative focus, this course is part of the Exploring Diversity Initiative.
Class Format: seminar **Requirements/Evaluation:** a final, 25–page research paper on the relationship between ancient history and a modern Middle Eastern country, shorter papers, and group work
Prerequisites: previous upper division work in History or courses on the Middle East **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** History majors, Jewish Studies concentrators, Arabic Studies majors, and other students with a strong background in Middle East studies
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: HIST Group E Electives – Middle East
HIST Group G Electives – Premodern
JWST Elective Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Magnus Bernhardsson

REL 493(F) Senior Thesis: Religion
Religion senior thesis.
Class Format: independent study
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 2
Fall 2014
HON Section: 01 TBA Instructor: Jason Josephson

REL 494(S) Senior Thesis: Religion
Religion senior thesis.
Class Format: independent study
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 2
Spring 2015
HON Section: 01 TBA Instructor: Jason Josephson

REL 497(F) Independent Study: Religion
Class Format: independent study
Distributional Requirements: Division 2
Fall 2014
IND Section: 01 TBA Instructor: Jason Josephson

REL 498(S) Independent Study: Religion
Class Format: independent study
Distributional Requirements: Division 2
Spring 2015
IND Section: 01 TBA Instructor: Jason Josephson

ROMANCE LANGUAGES (Div. I)

Chair, Professor KASHIA PIEPRZAK

Professors: BELL–VILLADA, FOX, ROUHI. Associate Professors: FOX, FRENCH**, MARTIN, PIEPRZAK. Visiting Professor: NICASTRO. Visiting Associate Professor: PITCHER. Assistant Professor: CURULLA. Visiting Assistant Professors: SAINT–JUST, JOSEPH–GABRIEL, RINGER–HILFINGER, . Lecturer: DESROSIERS. Teaching Associates: TBD.

FRENCH

MAJOR—French Language and Literature

The French major seeks to provide training in literary and cultural analysis and linguistic expression through the study of selected texts from the French–speaking world. Emphasis is placed on the changes in form and subject matter from the early modern period to the contemporary era.

The major consists of nine courses above the 102 level. One of these courses must be the 400–level senior seminar during the student's final year at the College**.**

Students entering the major program at the 200–level may, with the permission of the Department, choose as part of their major program, one course in Art History, History, Philosophy, Comparative Literature or other subjects that relate to and broaden their study of French. Students entering the major program at a very advanced level may, in some cases and with the permission of the Department, include two such courses in their major program.

Working with the major advisor, the student will formulate a curricular plan that will ensure balance and coherence in courses taken. Such balance and coherence will be based on the above areas of literary and cultural investigation. Prospective majors should discuss their program with the major advisor by the end of their sophomore year. This is especially imperative for students who are planning to spend a part or all of their junior year in France.

Inasmuch as all courses in French assume the active participation of each student in discussions conducted in the foreign language, regular attendance at class meetings is expected.

MAJOR—French Studies

The major in French Studies is an interdisciplinary program that provides students with the opportunity to acquire skills and knowledge embracing the cultural, historical, social, and political heritage of France and the Francophone world. The program allows for an individualized course of study involving work in several departments and the opportunity to study abroad.

Students electing the French Studies major should register with the French Studies faculty advisor during their sophomore year. At that time they should submit a feasibility plan that articulates their projected program.

The French Studies major consists of ten courses satisfying the following requirements:

1) at least three courses in French language and/or literature above the French 102 level;

2) the senior seminar during the student's final year at the College;

3) *Electives:* The remaining courses needed to complete the major must be drawn from at least *three* different departments and relate primarily to an aspect of the culture, history, society, and politics of France and the Francophone world. These courses will be selected in consultation with members of the Department of Romance Languages. Appropriate electives might include:

History 331 The French and Haitian Revolutions
Religion 301 Psychology of Religion
All courses in French literature and language above the 103 level.

4) at least two literature courses that are taught in French.

THE DEGREE WITH HONORS IN FRENCH

Honors candidates are required to have maintained a GPA of 3.5 in the major to qualify for submitting a thesis proposal.

By May 15th of their junior year, candidates will have found a thesis advisor, and given the Department a three– to five–page proposal and a preliminary bibliography. (In some cases, and upon consultation with the Department, candidates will have the option to choose a second reader in addition to their primary advisor; for example, when the thesis is interdisciplinary enough in nature that it requires the expertise of an additional reader).

This proposal will be discussed by the Department; by June 1st, the candidate will be informed whether he/she can proceed with the thesis, and if so, what changes need to be made to the focus and scope of the project. The summer before the senior year will be spent compiling a more detailed bibliography and reading.

Upon their return to Williams, candidates will devote to their theses two semesters of independent study (beyond the nine courses required for the major) and the winter study period of their senior year (493–W31–494). The thesis will be written in French and will usually not be shorter than fifty pages. By the end of the Fall semester, students will normally have a clear outline of the project, have done substantial research, and produced the draft of at least the first half of the project. During January this draft will be suitably rewritten and edited with a view to a final version, while the candidates will also begin work on remaining chapters.

Candidates will submit what they have written to the department on the last day of Winter Study.

On the Tuesday of the first week of the spring semester candidates will make a presentation of the project at a departmental colloquium in French. The thesis will be promptly 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 writing more chapters, as well as revising, rewriting, and polishing the project where necessary. The completed thesis in its final form will be due on April 25th. At the end of the Spring term, the student will present and defend the final project before members of the Department and others by invitation. The grade will be awarded once members of the Department have consulted after the defense.

THE CERTIFICATE IN FRENCH

The Certificate in French Language and Cultures consists of a sequence of seven courses for which the student must earn a cumulative grade average of B or higher. In addition, the student must take a proficiency test and achieve a score of "Advanced." The test will be administered by the department once a year during the month of April to all students desirous of obtaining the Certificate. Those interested should express their intent to the chair of the department by March 1 or earlier.

For students with no prior study of French, the course sequence will consist of RLFR 101–102, RLFR 103, RLFR 104, and three additional courses, with at least one of these at the 200–level or higher taken at Williams. For students starting the sequence at RLFR 103, five additional courses must be taken, including at least three French courses at the 200–level or higher. For all students starting at the French 103 level or higher, two electives may be taken in other departments: one elective should be in French or Francophone culture (art, literature, theatre, music) and the other in French or Francophone civilization (history, political science).

See French Studies Major description above for list of possible electives in other departments.

PLACEMENT

A placement test in French is administered at Williams at the opening of the fall semester. Incoming first–year students who register for any French course above the 101–102 level must take this test, regardless of their previous preparation.

STUDY ABROAD

French majors are strongly advised to complete part of the requirements for the major by studying abroad either during the academic year or the summer. Most American study–in–France programs require applicants to have completed a fifth–semester, college–level French course (French 105, for example) before they go abroad. A special affiliation with the Hamilton Junior Year in France program enables Williams students (who have completed 105) to participate in a comprehensive academic and cultural experience in a French–speaking environment. Credit for up to four courses towards the major can be granted at the discretion of the Department: up to 4 major credits for a semester or full year abroad. The final assignment of credit will be authorized in consultation with the student's major advisor once the student has returned to Williams. Such credits can only be determined by review of course format, course materials, and evidence of satisfactory academic performance. Students interested in studying abroad need to consult with faculty members in French by the second semester of their first year. Early planning is essential. Because the academic quality of certain programs of study in France may well be beneath the pedagogical standards normally associated with a Williams education, students will receive major credit for only those programs recommended by the Department. Please consult a faculty member to find out which programs are acceptable. Normally, the Department does not administer proficiency exams (for study abroad) to any student who has not completed a French course at Williams. You can find general study away guidelines for French here.

RLFR 101(F) Introduction to French Language and Francophone Cultures
This year–long course offers a complete introduction to the French language and is designed to help you become fully conversant in French by focusing on four fundamental language skills: listening, speaking, reading, and writing. Through daily practice, class activities, interactive discussion, listening exercises, written work, reading assignments, video–observations, and film–viewing, you will quickly gain confidence and increasing facility with your abilities to speak and understand both spoken and written French. In addition, our study of grammar, vocabulary, and communication skills will be organized around an engaging and dynamic introduction to a variety of French–speaking cultures around the world, from France and Belgium, to Québec and Martinique, to Sénégal and Morocco. *Conducted in French.*
Class Format: the class meets five hours a week **Requirements/Evaluation:** evaluation in both semester–long courses will be based on active class participation, workbook exercises and compositions, chapter tests, midterms, and final exams
Prerequisites: none; for students who have taken less than two years of high school French **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** first– and second–year students and those with compelling justification for admission
Extra Info: students registered for RLFR 101–102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RLFR 101 and 102) are taken
Distributional Requirements: Division 1
Fall 2014
LEC Section: 01 MWF 09:00 09:50 TR 08:55 09:45 Instructor: Sophie Saint–Just

RLFR 102(S) Introduction to French Language and Francophone Cultures
This year–long course offers a complete introduction to the French language and is designed to help you become fully conversant in French by focusing on four fundamental language skills: listening, speaking, reading, and writing. Through daily practice, class activities, interactive discussion, listening exercises, written work, reading assignments, video–observations, and film–viewing, you will quickly gain confidence and increasing facility with your abilities to speak and understand both spoken and written French. In addition, our study of grammar, vocabulary, and communication skills will be organized around an engaging and dynamic introduction to a variety of French–speaking cultures around the world, from France and Belgium, to Québec and Martinique, to Sénégal and Morocco.*Conducted in French.*
Class Format: the class meets five hours a week **Requirements/Evaluation:** evaluation in both semester–long courses will be based on active class participation, workbook exercises and compositions, chapter tests, midterms, and final exams
Prerequisites: none; for students who have taken less than two years of high school French **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** first– and second–year students and those with compelling justification for admission
Extra Info: students registered for RLFR 101–102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RLFR 101 and 102) are taken
Distributional Requirements: Division 1

Spring 2015
LEC Section: 01 MWF 09:00 09:50 TR 08:55 09:45 Instructor: Annette Joseph–Gabriel

RLFR 103(F) Intermediate Studies in French Language and Francophone Cultures
This first–semester intermediate course builds on RLFR 101–102, with added focus on French–speaking cultures around the globe. The course prepares students for future study in French by increasing comprehension and communication skills, by refining lexical and cultural awareness, and by improving reading and writing. Daily work involves an expanded review of core grammatical structures and an exploration of various media, including film, music, and print. *Conducted in French.*
Class Format: lecture four hours a week with the professor, plus a fifth hour conference meeting with the French Teaching Assistants **Requirements/Evaluation:** active class participation, online workbook exercises, compositions (2 drafts), weekly quizzes, midterm, and final examination
Prerequisites: RLFR 101–102 or examination placement **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** first– and second–year students and those with compelling justification for admission
Dept. Notes: students should seriously consider taking RLFR 103 AND 105 if they intend to enroll in more advanced French literature courses at the 200–level and above, or if they anticipate studying in France or a Francophone country during their junior year
Distributional Requirements: Division 1
Fall 2014
LEC Section: 01 MTWR 09:00 09:50 Instructor: Annelle Curulla
LEC Section: 02 MTWR 10:00 10:50 Instructor: Annelle Curulla

RLFR 104(S) Intermediate French II: Intermediate Studies in French Language and Francophone Culture
As a continuation of RLFR 103, this course explores the diverse cultural and political identities in the Francophone world through short literary texts and films from France, Africa, the Caribbean and the Middle East while building on linguistic skills in French. The course will provide an in–depth advanced review of grammar structures, but will emphasize the application of those structures in activities of composition, reading, oral presentation and discussion. *Conducted in French.*
Class Format: class meets three hours a week plus a fourth conference hour with French teaching associates **Requirements/Evaluation:** class participation, short papers, oral class presentations, quizzes and exams
Prerequisites: RLFR 103; this course is primarily for continuing RLFR 103 students; students who have placed at the advanced intermediate level on the placement exam should register for RLFR 105 **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** continuing 103 students and potential French majors
Dept. Notes: after successfully completing RLFR 104, students may register for RLFR 201
Distributional Requirements: Division 1
Spring 2015
LEC Section: 01 TWRF 09:00 09:50 Instructor: Sophie Saint–Just

RLFR 105(F) Advanced French: Advanced Studies in French Language and Francophone Culture
In this course, we will concentrate on expanding your vocabulary and polishing your written and oral skills while focusing on the analysis and discussion of French and Francophone cultures and the concepts that define them. We will explore key myths and practices linked to national identity in France and seek to understand the history of contemporary national identity debates. Topics of discussion will include: What is a nation? What is the Republic? How is a national identity constructed? What does it mean to be French today? Which are contemporary topics in the Francophone world? How are they represented in the Francophone press? (Print, television, radio, internet) How are these events and controversies situated in a larger historical and philosophical context?*Conducted in French.*
Class Format: lecture/confrence **Requirements/Evaluation:** class participation, short papers, presentations, quizzes and final exam
Prerequisites: RLFR 103, or examination placement **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** students continuing their French studies at Williams and first– and second–year students
Distributional Requirements: Division 1
Fall 2014
LEC Section: 01 TR 09:55 11:10 Instructor: Sophie Saint–Just
CON Section: 02 W 01:10 02:00 Instructor: Sophie Saint–Just
LEC Section: 03 TR 11:20 12:35 Instructor: Sophie Saint–Just
CON Section: 04 W 02:10 03:00 Instructor: Sophie Saint–Just

RLFR 106 French Food Cultures
Two years ago, the French gastronomic meal won a place on UNESCO's representative list of "intangible cultural heritage." Yet, as current political and cultural tensions in France suggest, French food has never been more controversial. This course combines an intensive grammar review with a critical and experiential study of French food cultures. Modules focus on gastronomy and the art of dégustation, the role of food in debates on religious, national, and regional identities, public health policy, and the war on malbouffe. In addition to analyzing a broad range of texts, film, and other media, students will engage and strengthen their grammar and vocabulary when conducting field interviews, visiting local producers, and experimenting in our class kitchen. *Conducted in French.*
Class Format: lecture/seminar **Requirements/Evaluation:** active class participation, weekly online postings, three short papers, an oral presentation or cooking demonstration, final examination
Prerequisites: RLFR 105, or by French placement exam, or permission of instructor **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** French majors and those with compelling justification for admission
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
LEC Instructor: Annelle Curulla

RLFR 107(S) Advanced Conversation in French: French and Francophone Identities in the Media
This course in Advanced Conversation in French is designed to develop students' skills in spoken French while learning about French and Francophone cultures. Students will increase vocabulary and fluency through interactive discussions, and will improve their pronunciation and both oral and written comprehension through different media: the press, television, movies, plays, and songs. We will discuss questions of French and Francophone identities, the Second World War, immigration, and current events. Conversation will improve students' ability to communicate effectively and to analyze culture through different media. Class activities will include listening to recordings, reading newspapers, conversation, and debates. *Conducted in French.*
Class Format: lecture **Requirements/Evaluation:** evaluation based on class participation, quizzes, midterm, and a final oral presentation
Prerequisites: RLFR 104 or RLFR 105 or permission of instructor **Enrollment Limit:** 20 **Expected Class Size:** 20
Distributional Requirements: Division 1
Spring 2015
SEM Section: 01 TR 09:55 11:10 Instructor: Sophie Saint–Just

RLFR 201 The Voice and the Book: Studies in Medieval and Early Modern France
We are a society of silent readers. Our eyes move back and forth over words on a screen or page, and the act feels private, interior. In earlier times, however, people interacted differently with texts. Besides silent reading, texts were transmitted through recitation and improvisation for groups of listeners. This course offers an introduction to the key periods, artistic movements, and genres of medieval and early modern France as they come to bear on the relationship between literature and orality. How did literary forms circulate and develop before and after the invention of the printing press? When did people who write become "writers?" Who read, heard, and performed texts? Who didn't? Over the course of the semester, students will complete regular creative and analytical exercises, visit the Chapin Library and Special Collections, meet with guest speakers, and practice declamation and performance. Readings to include anonymous authors as well as Marie de France, Villon, Labé, Ronsard, Molière, La Fontaine, Lafayette, Voltaire, Rousseau. *Conducted in French.*
Class Format: lecture/seminar **Requirements/Evaluation:** active class participation, weekly online postings, three short papers, recitation, micro–performance, and final examination
Prerequisites: RLFR 105, or by French placement exam, or permission of instructor **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** French majors and those with compelling justification for admission
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
LEC Instructor: Annelle Curulla

RLFR 202(F) War and Resistance: Two Centuries of War Literature in France, 1804–2004 Crosslistings: RLFR 202/WGSS 201
In 1883, Maupassant called on his fellow war veterans and writers to join him in speaking out against warfare and violence, crying "Let us dishonor war!" From the Gallic Wars against Caesar (during the first century BC) to France's controversial role in the "War on Terror" (at the opening of the twenty–first century), the French literary tradition is rich in texts that bear witness to war and speak out against its monstrous inhumanity. While war literature in France can be traced back to ancient and medieval texts on Vercingétorix, Charlemagne, William the Conqueror, and Joan of Arc, this course will focus specifically on literary representations of war during the nineteenth– and twentieth–centuries, from the Napoleonic Wars, to the First and Second World Wars, to the Algerian and Cold Wars, and the "War on Terror." Discussions will examine the impact of war on soldiers and civilians, patriotism and pacifism, history and memory; the implications of war as invasion and conquest, occupation and resistance, victory and defeat; the relationship of war to gender, sexuality, and ethnicity; and the role of war in colonialism and genocide. Readings to include novels, short stories, and poems by Balzac, Stendhal, Hugo, Rimbaud, Daudet, Maupassant, Zola, Cocteau, Wiesel, Duras, Camus, and Fanon. Films to include works by Resnais, Renoir, Carion, Jeunet, Malle, Angelo, Pontecorvo, and Duras. *Conducted in French.*
Class Format: seminar **Requirements/Evaluation:** active class participation, two short papers, an oral presentation, and a final paper
Prerequisites: exceptional performance in RLFR 105; Strong performance in RLFR 106 or 107; Successful performance in RLFR 201 or 203; or by Placement Test; or by Permission of the Instructor. **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** French majors and certificate students; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission
Dept. Notes: formerly RLFR 110
Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1
Fall 2014
SEM Section: 01 TR 09:55 11:10 Instructor: Brian Martin

RLFR 203 Introduction to Francophone Studies (D) Crosslistings: RLFR 203/AFR 204
The Francophone world, stretching across Europe, Africa, the Middle East, Asia, the Caribbean and the Americas, has often been described as a family joined by a shared language and condition born of colonial history. Through fiction and film, this course will examine what it means to be Francophone, and how writers and filmmakers from the Francophone world have approached the idea of family both literally and metaphorically in order to explore questions of identity, origins, colonialism, resistance, nationhood and interconnectedness in a global community. This course invites students to enter into critical engagement with cultural constructions of difference, colonial and post–colonial constructions of subjectivity, culturally contested imaginations and treatment of gender and race, and the very idea of the Francophone itself. Authors we will read include: Driss Chraibi (Morocco), Dany Laferrière (Haiti), Maryse Condé (Guadeloupe), Aimé Césaire (Martinique), Linda Lê (Vietnam) and Fatou Diome (Senegal). Films studied include *Moolaadé* (Ousmane Sembène), *La vie sur terre* (Abderrahman Sissoko) and *Abouna* (Mahamet–Saleh Haroun). *Conducted in French.*
Class Format: seminar **Requirements/Evaluation:** active class participation, informal response papers, two short papers, and final paper
Prerequisites: RLFR 105 or above or results of the College Placement Examination, or permission of instructor **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** French majors or certificate candidates, and Africana Studies concentrators

Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: INST African Studies Electives
INST Borders, Exiles + Diaspora Studies Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Katarzyna Pieprzak

RLFR 205(S) France Noire
In this course we will study the lives and times of a variety of people who self–identify and are identified as "Black" or *"Noir,"* people for whom France has been (and continues to be) a site of exile, immigration, and a contested home. How have understandings of "blackness," "race," and belonging diverged and converged for people of African descent throughout France's changing political history? How has the Black diaspora in France impacted French ideas of nation, identity and citizenship? We will examine these questions through literature and film from the 19th and early 20th centuries, with some colonial and postcolonial interventions. Readings and films by Mme de Duras (France), Aimé Césaire (Martinique), Josephine Baker (US), Ousmane Sembène (Senegal) and Bernard Dadié (Côte d'Ivoire). *Conducted in French.*
Class Format: seminar **Requirements/Evaluation:** active class participation, two short 5–page papers, in–class presentation and final 10–page paper
Prerequisites: RLFR 105 or above, or by permission of instructor **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** given to French and Africana Studies majors and concentrators
Distributional Requirements: Division 1
Spring 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Annette Joseph–Gabriel

RLFR 224 Sexuality and Seduction in Nineteenth and Twentieth–Century France (D) Crosslistings: RLFR 224/WGSS 224
In 1857, both Flaubert's *Madame Bovary* and Baudelaire's *Les Fleurs du mal* were put on trial for sexual indecency and "crimes against public morality." In 1868, *Le Figaro* attacked Zola's novel *Thérèse Raquin* as "putrid literature" for its depiction of adultery, murder, and scandalous sexuality in nineteenth–century Paris. A century later, Gide, Colette, and Duras continued to shock French readers with their extraordinary novels on male and female homosexuality, inter–generational lovers, and bi–racial relationships. In this course, we will examine a wide range of issues on eroticism and sexuality in nineteenth– and twentieth– century French literature, including marriage and adultery, seduction and desire, love and betrayal, prostitution and fetishism, gay and lesbian identity, cross–dressing and gender representation, exoticism and colonial (s)exploitation. Readings to include novels, shorts stories, and poems by Chateaubriand, Constant, Duras, Balzac, Flaubert, Baudelaire, Zola, Maupassant, Barbey d'Aurevilly, Gide, Proust, Colette, Duras, and Guibert. *Conducted in French.*
Class Format: seminar **Requirements/Evaluation:** active class participation, two short papers, an oral presentation, and a final paper
Prerequisites: RLFR 106 or 107; another 200–level course such as RLFR 201, 202, 203; or by placement test; or by permission of the instructor **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** French majors and certificate students; Women's, Gender and Sexuality Studies majors; Comparative Literature majors and those with compelling justification for admission
Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1 Exploring Diversity
Not Offered Academic Year 2014–2015
SEM Instructor: Brian Martin

RLFR 230 Introduction to French Stylistics: The Art of Pastiche (W)
Generally speaking, *pasticheurs* are derivative artists. Yet many of France's most original authors were agile *pasticheurs*, among them La Bruyère, Proust, and the experimental writers of the OuLiPo movement. What might the art of pastiche suggest about the relationship between imitation and creation, tradition and innovation, and past and present? Discussion of such questions will be grounded in the study of short texts by Rimbaud (as Villon), Zalmanski (as Madame de Sévigné), Janin (as Diderot), Flaubert (as Chateaubriand), and Queneau (as Proust). Analysis and explication of pastiches will strengthen students' technical grasp of French. In the second half of the semester, students will apply their rhetorical, syntactical, and stylistic knowledge through weekly pastiche exercises, submitted as a final portfolio at semester's end. *Conducted in French.*
Class Format: seminar **Requirements/Evaluation:** active class participation, individual meetings, biweekly postings, 3 compositions (2 drafts each) and final portfolio
Prerequisites: RLFR 105–106 or examination placement **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** preference will be given to majors and those completing a French Certificate
Distributional Requirements: Division 1 Writing Intensive
Not Offered Academic Year 2014–2015
SEM Instructor: Annelle Curulla

RLFR 232(S) Love, Sex, Madness in Afro–diasporic Women's Writings Crosslistings: RLFR 232/AFR 232
This course explores the themes of love, sex, and madness in fiction and films by and/or about women of African descent. From the Caribbean to West Africa, from Europe to the US, these three themes function as the lenses through which women have challenged traditional ideas of citizenship, family, gender roles and political power. What, for example, is the connection between the Duvalier regime in Haiti and women's sexual desire? How does the figure of "the mad Creole woman" challenge the exportation of Victorian values to the Caribbean? How might an African woman's body be read as a site of anticolonial resistance? These are some of the questions we will work through as we examine works by Marie Vieux–Chauvet, Maryse Condé, Toni Morrison, Zora Neale Hurston, Tsitsi Dangarembga, and Chimamanda Adichie. *Conducted in English. For students seeking RLFR credit, select readings will be in French, and written work will be in French.*
Class Format: seminar **Requirements/Evaluation:** active class participation, weekly reading response papers, a 5– to 7–page paper and final project
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** given to French and Africana Studies majors and concentrators
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1
Spring 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Annette Joseph–Gabriel

RLFR 250(S) Women in Print:Gender, Power, and Publishing in Seventeenth–and Eighteenth–Century France
This course introduces students to seventeenth–and eighteenth–century French studies through an investigation of women in print. How did women participate as writers, artisans, distributors, and consumers of print? What do their ideas and practices tell us about the shifting power dynamics within the book trade and beyond? After a brief historical introduction, the course will focus on a correspondence, advice manuals, political tracts, tragedies, memoir–novels, erotic fiction, and other works by Bernard, Charrière, Duras, Graffigny, Guyot, Lafayette, Scudéry, and others famous and forgotten. Consideration will also be given to the book as a material object through readings as well as visits to archival collections. Key issues: censorship and publicity; the invention of the author; gender and canon formation; Old Regime social hierarchies; patronage, publics, and pay. *Conducted in French.*
Class Format: seminar **Requirements/Evaluation:** active class participation, weekly online postings, two short papers and final paper
Prerequisites: French 201, 202, or 203, or by placement test, or by permission of the instructor **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** French, Comparative Literature, Women's, Gender and Sexuality Studies majors, and those with compelling justification for admission
Distributional Requirements: Division 1
Spring 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Annelle Curulla

RLFR 309 Contemporary Short Stories from North Africa: Fast Cars, Movies, Money, Love and War Crosslistings: RLFR 309/AFR 307
Today the countries of North Africa are experiencing rapid social change. Rap music can be heard spilling out of windows while television sets broadcast a call to prayer. In the market place, those selling their goods compete to be heard over the ringing of cell–phones. Old and new exist side by side, albeit sometimes very uncomfortably. During the past decade, literature has emerged in both French and Arabic examining the effects of globalization: unequal modernization, unemployment, cultural change and cultural resistance. In this course, we will read short stories that address these issues as well as analyze films, sociological texts and Moroccan, Algerian and Tunisian newspapers on the web in order to explore contemporary transformations of life in North Africa. Readings by Maissa Bey, Abdelfattah Kilito, Zeina Tabi, Mohamed Zafzaf, Ahmed Bouzfour, Soumaya Zahy and Abdelhak Serhane among others.*Conducted in French.*
Class Format: lecture/discussion **Requirements/Evaluation:** active class participation, reading journal, two short papers, an oral presentation and a final paper
Prerequisites: RLFR 201, 202 or 203 or permission of instructor **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** French majors and those with compelling justification for admission
Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1 **Other Attributes:** ARAB Arabic Studies Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Katarzyna Pieprzak

RLFR 312(F) Francographic Islands (D) Crosslistings: RLFR 312/COMP 312/AFR 312
Utopia, paradise, shipwreck, abandonment, exile, death. Man's fascination and obsession with the island as place of discovery, beauty and imprisonment stretches across the centuries. In this class, we will read French literary and imagined islands alongside islands constructed by Francophone Caribbean, Indian Ocean and non–Western writers in French. What does the island symbolize in individual, community, national, and imperial imaginations? And how does the island become an agent in discussions of gender, race, modernity and history? Readings will include works by Paul Gauguin, Pierre Loti, Aimé Césaire, Michel Tournier, Ananda Devi, Maryse Condé, Patrick Chamoiseau and Edouard Glissant. *Conducted in French.*
Class Format: seminar **Requirements/Evaluation:** active class participation, weekly response papers, midterm essay and final essay
Prerequisites: open to students who have taken a literature course in RLFR at Williams, or permission of instructor **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** French majors and certificate candidates, Comparative Literature majors, and Africana Studies concentrators
Distribution Notes: meets Division 1 requirement if registration is under RLFR or COMP; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1 Exploring Diversity
Fall 2014
SEM Section: 01 MR 02:35 03:50 Instructor: Katarzyna Pieprzak

RLFR 314 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/Evaluation:** several short papers and oral class presentations
Prerequisites: any RLFR literature course or permission of the instructor
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
LEC Instructor: Susan Dunn

RLFR 316(F) Paris on Fire: Incendiary Voices from the City of Light (1830–2005) Crosslistings: RLFR 316/WGSS 315

During the 1830s, Balzac described Paris as a "surprising assemblage of movements, machines, and ideas, a city of one hundred thousand novels, the head of the world," but also characterized the French capital as a "land of contrasts," a "monstrous wonder," a "moral sewer." Similarly, writers from Hugo to Zola have simultaneously celebrated Parisian elegance and condemned the appalling misery of Paris's urban poor. Since 1889, Paris has been fêted as the "City of Light" for its Enlightenment legacy, its Eiffel Tower modernity, and its luminous urban energy, captured in countless paintings, photographs, and film. However, Paris is also the historical site of revolution, resistance, and riots. From revolutionary revolt (1830, 1848, 1871), to wartime resistance (1870, 1914–18, 1940–44), to reformist and race riots (1968 and 2005), Paris has repetitively sparked with incendiary passion and political protest. As fires raged during the riots in 2005, many heard the echo of Hitler's ominous 1944 question, "Is Paris burning?" and asked: why was Paris burning again at the dawn of the twenty–first century? To answer this question, we will examine the social, political, and literary landscape of Paris during the nineteenth and twentieth centuries, from urbanization and modernization, to occupation and liberation, to immigration and globalization. Readings to include poetry, short stories, and novels by Hugo, Balzac, Baudelaire, Maupassant, Verne, Zola, Apollinaire, Colette, Duras, Perec, Rochefort, and Charef. Films to include works by Clair, Truffaut, Godard, Minnelli, Clément, Lelouch, Luhrmann, Kassovitz, Besson, and Jeunet. *Conducted in French.*
Class Format: seminar **Requirements/Evaluation:** active class participation, two short papers, an oral presentation, and a final paper
Prerequisites: RLFR 201, or 202, or 203; or another RLFR 200–level course; or permission of the instructor. **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** French majors and certificate students; Women's, Gender, and Sexuality Studies majors; Comparative Literature majors; and those with compelling justification for admission
Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1 **Other Attributes:** INST – Urbanizing World Electives
Fall 2014
SEM Section: 01 TR 11:20 12:35 Instructor: Brian Martin

RLFR 318 Twentieth–Century Novel: From Adversity to Modernity Crosslistings: RLFR 318/COMP 318
In his futurist novel *Paris in the Twentieth Century* (1863), Jules Verne envisions an era of technological superiority, complete with hydrogen cars and high–speed trains, televisions and skyscrapers, computers and the internet. But in Verne's vision of modernity, technological sophistication gives way to intellectual stagnation and social indifference, in a world where poetry and literature have been abandoned in favor bureaucratic efficiency, mechanized surveillance, and the merciless pursuit of profit. To contest or confirm this dystopic vision, we will examine a broad range of twentieth–century novels and their focus on adversity, dignity, and modernity. In a century dominated by the devastation of two World Wars, the atrocities of colonial empire, and massive social and political transformation, the novel both documented and interrogated France's engagement with race and ethnicity, gender and sexuality, colonialism and immigration. Within this historical context, we will discuss the role of the novel in confronting war and disease, challenging poverty and greed, and exposing urban isolation and cultural alienation in twentieth–century France. Readings to include novels by Colette, Genet, Camus, Duras, Ernaux, Guibert, and Begag. Lectures to include discussions of Gide and Proust, Sartre and Beauvoir, Cixous and Foucault, Jelloun and Djébar. Films to include works by Fassbinder, Annaud, Lioret, Ducastel, Martineau, Téchiné, and Charef. *Conducted in French.*
Class Format: seminar **Requirements/Evaluation:** active class participation, two short papers, an oral presentation, and a final paper
Prerequisites: a 200–level course such as RLFR 201, 202, 203; or by placement test; or by permission of the instructor **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** French majors and certificate students; Comparative Literature majors; and those with compelling justification for admission; seniors returning from study abroad (in France or another Francophone country) are particularly welcome
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: Brian Martin

RLFR 320T Slums and Housing Projects: Writing Urban Margins in French and Francophone Literature (W)
In this course we will explore the politics and poetics of fiction that engages marginalized urban spaces in France and the francophone world. From the depiction of informal settlements in Martinique in Patrick Chamoiseau's epic novel *Texaco* to the shantytowns of Casablanca in Mahi Binebine's *Les étoiles de Sidi Moumen* to the Parisian housing projects in Gisèle Pineau's *Un papillon dans la cité* and Didier Mandin's *Banlieue Voltaire*, we will explore how literature represents neighborhoods that exist in the face of dominant discourses of urban redevelopment that work to destroy them. What voices and histories emerge from these spaces under aggression? And how does literature claim to speak from and for these marginalized communities? Readings will include both literary works and theoretical readings from urban studies and geography. *Conducted in French.*
Class Format: tutorial **Requirements/Evaluation:** six 5–page tutorial papers
Prerequisites: any RLFR literature course **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** French and Comparative Literature majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Not Offered Academic Year 2014–2015
TUT

RLFR 322 Joan of Arc in French Literature and Culture
Burned as a heretic in 1431 and sainted in 1920, Joan of Arc has remained one of France's most contentious figures. This course examines stories of Joan of Arc between the Hundred Years War and the 2012 presidential elections. Discussions will be informed by readings from Pizan, Voltaire, Michelet, Delteil, Anouilh, and others. Students will also analyze iconography, film, political speeches, and schoolbooks. Throughout the semester, we will examine the relationships between gender and identity, religiosity and secularism, nationalism and biography, and the extreme right's enduring johannic obsession.
Conducted in French.
Class Format: seminar **Requirements/Evaluation:** active class participation, weekly online postings, two compositions (2 drafts), and final research project
Prerequisites: any 200–level or above RLFR course, or by permission of instructor **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** will be given to majors and those completing a Certificate in French
Distributional Requirements: Division 1 Writing Intensive
Not Offered Academic Year 2014–2015
SEM Instructor: Annelle Curulla

RLFR 326(S) Molière in Performance
Like Shakespeare, the work of France's greatest playwright is less a timeless monument than a living body, perpetually in motion, yet constantly changing. This course offers a dual approach to the theater of Molière. The first half of the semester will focus on readings and analysis of printed plays: *Le Dépit amoureux*, *L'Ecole des femmes*, *Tartuffe*, *Le Misanthrope*, *L'Avare*, *Le Bourgeois gentilhomme*, *Les Fourberies de Scapin*, and *Le Malade imaginaire*, among others. We will consider the broader socio–political, intellectual, and aesthetic forces at work in the Age of Louis XIV, as well as the formal and thematic features of each play. Turning from the seventeenth century to the twentieth, the second half of the semester will examine modern interpretations of Molière, especially those of major theater directors including Jouvet, Planchon, Vitez, and Mnouchkine. Discussions will be informed by viewings as well as interviews, reviews, and critical essays. Throughout the semester, we will explore the dynamic relationships between tradition and innovation, elite and popular culture, actors and audience, past and present. The semester culminates in student–led micro–performances inspired by our readings, viewings, and discussions. *Conducted in French.*
Class Format: seminar **Requirements/Evaluation:** active class participation, weekly online postings, two short papers, final performance project and accompanying paper
Prerequisites: French 201, 202, or 203, or by placement test, or by permission of the instructor **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** French, Comparative Literature, Theater, and Women's, Gender and Sexuality Studies majors, and those with compelling justification for admission
Distributional Requirements: Division 1
Spring 2015
SEM Section: 01 M 07:00 09:40 Instructor: Annelle Curulla

RLFR 370 Displaying, Collecting and Preserving the Other: Museums and French Imperialism Crosslistings: RLFR 370/AFR 370/COMP 370
This course will explore relationships between culture and imperialism in France by exploring how the colonial "Other" has been conceived, displayed and collected in French museums, world's fairs and galleries from the 19th century to the present. Through readings in museum history and theory, we will explore the imperial histories of the Louvre and the Musée de l'Homme, the role of Parisian World's Fairs in ordering the colonial world, French colonial photography and the creation a body of consumable subjects, and the discourse of collection and preservation in French colonial architecture. Drawing on museum theory, we will also critically examine contemporary Parisian museums such as the Musée du Quai Branly, the Institut du Monde Arabe and the Cité nationale de l'histoire de l'immigration. In addition to readings and discussion, the class will engage in a semester–long group project to design a new museum of French history and identity. The group will present all aspects of their museum including location, design, exhibit concept, narrative, and more. *This course will be conducted in English. For students seeking RLFR credit, select readings will be in French, and written work will be in French.*
Class Format: seminar **Requirements/Evaluation:** active class participation, response papers, 2 short essays and a final group project
Prerequisites: for students taking the course as RLFR: RLFR 201 or above, or permission of instructor; for students taking the course as COMP or AFR: no prerequisites **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** French and Comparative Literature majors, and concentrators in Africana Studies
Distribution Notes: meets Division 1 requirement if registration is under RLFR or COMP; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: Katarzyna Pieprzak

RLFR 410 Senior Seminar: Landscapes of Movement and Migration in French
How do migration and movement construct and disrupt landscapes of identity—home, city and nation—in the French–speaking world? How do migration and movement contribute to conditions of alienation, nostalgia and violence? This seminar explores such fundamental questions and asks us to think about how in an increasingly mobile and de–territorialized world, place is imagined, experienced and remembered. Over the course of the semester, we will examine theoretical texts on memory, space, identity and movement, and analyze literary and film narratives of migration that focus on: the immigration experience in France, the construction of an Atlantic identity between Africa, the Caribbean, Europe and the Americas, internal migration between the country and the city, clandestine migration between Africa and Europe, population displacement due to war, and the possibility of creating portable places of memory. Works by Nora, Benjamin, Deleuze, Barthes, Charef, Chamoiseau, Glissant, Diome, Condé, Mernissi, Poulain, Pineau, Sembene, and Binebine among others. *Conducted in French.*
Class Format: seminar **Requirements/Evaluation:** weekly 1–page response papers, short mid–term paper and a final research paper
Prerequisites: any RLFR course above 203, or permission of instructor **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** seniors who are French majors or completing the Certificate in French, but open to advanced students of French
Extra Info: qualified students in first, second, or third years of their career at Williams can enroll in the Senior Seminar with the permission of the instructor; however, this will not replace the senior seminar requirement in the senior year of French majors
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: Katarzyna Pieprzak

RLFR 412(S) Senior Seminar: Nineteenth–Century Novel: From Desperate Housewives to Extreme Makeovers Crosslistings: RLFR 412/WGSS 408
In 1834, Balzac wrote that "Paris is a veritable ocean. Sound it: you will never know its depth." The same can be said of the French nineteenth–century novel and its boundless ability to echo the historical past and reverberate in the cultural present. Desperate housewives, sex in the city, queer eyes for straight guys, and extreme makeovers fill the pages of the nineteenth–century novel. From the Romanticism of Stendhal and Hugo, and the Realism of Balzac and Flaubert, to the Naturalism of Maupassant and Zola, the novel became an extraordinary forum for examining illicit sexuality, institutional misogyny, social injustice, criminal passions, revolutionary struggles, and Parisian pleasures in nineteenth–century France. Characters such as the imprisoned housewife Emma Bovary, the reluctant revolutionary Jean Valjean, the social–climbing lover Julien Sorel, the ambitious undergraduate Rastignac, the domestically–abused Gervaise, and the man–eating courtesan Nana became synonymous with France's turbulent social and political landscape from the 1830s to the 1880s. And as recent film adaptations make clear, these characters continue to haunt our twenty–first century present. Reinterpreted by such contemporary actors as Gérard Depardieu, Isabelle Huppert, Uma Thurman, Claire Danes, and Jennifer Aniston, the nineteenth–century novel continues to sound out the scandalous and sensational depths of our own century. Readings to include novels by Balzac, Stendhal, Hugo, Flaubert, Maupassant, and Zola. Films to include adaptations by Clément, Berri, August, Arteta, Lelouch, and Chabrol. *Conducted in French.*
Class Format: seminar **Requirements/Evaluation:** active class participation, two short papers, an oral presentation, and a final paper
Prerequisites: a 200–level or 300–level RLFR literature course at Williams; or by permission of the instructor **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** French majors and certificate students; Women's, Gender, and Sexuality Studies majors; Comparative Literature majors; and those with compelling justification for admission

Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1
Spring 2015
SEM Section: 01 TR 09:55 11:10 Instructor: Brian Martin

RLFR 415 Senior Seminar: Banned In France: Literature and Censorship in the Eighteenth–Century
Censorship is probably as old as culture itself, but recent global debates over network neutrality, media regulation, and copyright reveal a growing sense of urgency over what role, if any, censorship should play in the digital age. This seminar will explore the role of censorship in eighteenth–century France, another complex period transformed in part by unprecedented access to knowledge. Students will critically assess a range of works that were, before or after publication, repressed or altered by various religious and civil authorities, editors, publishers, and, in some cases, audiences. Discussions will focus on the formal and thematic content of each work, as well as its broader place in Enlightenment and French Revolutionary literature and culture. Analysis of such historically–specific concepts as tolerance, obscenity, and public censorship will be supported by critical work and commentary from the eighteenth century and the present day. As a central feature of the course, students will conduct a semester–long research project that will draw on readings from Voltaire, Diderot, Rousseau, Sade, Beaumarchais, Chénier, Gouges, Charrière, Staël, and others. Key issues include copyright and the literary market, self–censorship, public opinion and public censure, gender and canon formation, blasphemy, pornography, and the politics of incitement. *Conducted in French.*
Class Format: seminar **Requirements/Evaluation:** active class participation, weekly online postings, semester–long research project involving an abstract and annotated bibliography at mid–term, and final research paper
Prerequisites: any 200–level RLFR course **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** senior French majors or students completing the Certificate in French, but open to advanced students of French
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: Annelle Curulla

RLFR 493(F) Senior Thesis: French
French senior thesis.
Class Format: independent study
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 1
Fall 2014
HON Section: 01 TBA Instructor: Katarzyna Pieprzak

RLFR 494(S) Senior Thesis: French
French senior thesis.
Class Format: independent study
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 1
Spring 2015
HON Section: 01 TBA Instructor: Soledad Fox

RLFR 497(F) Independent Study: French
French independent study.
Class Format: independent study
Distributional Requirements: Division 1
Fall 2014
IND Section: 01 TBA Instructor: Katarzyna Pieprzak

RLFR 498(S) Independent Study: French
French independent study.
Class Format: independent study
Distributional Requirements: Division 1
Spring 2015
IND Section: 01 TBA Instructor: Katarzyna Pieprzak

RLFR 511(F) Intensive Grammar and Translation
This course is designed to offer students a thorough and systematic review of sentence structures and grammar. Through this intensive study, students will learn to decipher the subtleties of the written language, and as they become more confident they will start translating a variety of short excerpts. Students are also expected to learn and develop a wide lexical range centered on art history and criticism, but not limited to it.
Class Format: classes meet twice weekly and are conducted in English **Requirements/Evaluation:** evaluation will be based on class participation, papers, a midterm, and a final examination
Prerequisites: a strong interest and need to learn French **Enrollment Preferences:** although this course is to serve the needs of students enrolled in the Graduate Program in the History of Art, undergraduates may enroll by permission of the instructor
Distributional Requirements: Division 1
Fall 2014
LEC Section: 01 TR 08:30 09:45 Instructor: Nicole Desrosiers

RLFR 512(S) Readings in French Art History and Criticism
This course is designed to provide Graduate Program students and interested others with knowledge of French acquired through translation and interpretation. The core of this course is based on the reading and translating of a variety of critical works covering different periods and genres in the field of art history. The material read (excerpts from museum catalogues; the *Gazette des Beaux–Arts* and other publications; *Salons* by Diderot, Baudelaire, and Thoré; artists on their works; and critics such as Francastel, Ch. Sterling, M. Faré, Valéry, Focillon) will be analyzed in form and content, translated or summarized, in order to develop the skills and understand the techniques necessary for reading French acurately. Grammar will be reviewed in context.
Class Format: seminar **Requirements/Evaluation:** evaluation is based on class participation, papers, a midterm, and a final examination
Prerequisites: RLFR 511 or permission of instructor; undergraduates are welcome with instructor's permission
Distributional Requirements: Division 1
ITALIAN

Spring 2015
LEC Section: 01 TR 08:30 09:45 Instructor: Nicole Desrosiers

ITALIAN

RLIT 101(F) 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. *Conducted entirely in Italian.*
Class Format: five hours a week with the professor **Requirements/Evaluation:** 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%)
Prerequisites: none; not open to those who have had one year or more of high school Italian **Enrollment Limit:** 22 **Enrollment Preferences:** instructor will prioritize on the basis of study abroad plans and year at Williams
Extra Info: students registered for RLIT 101–102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RLIT 101 and 102) are taken
Distributional Requirements: Division 1
Fall 2014
LEC Section: 01 MWF 09:00 09:50 TR 08:55 09:45 Instructor: Anthony Nicastro

RLIT 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. *Conducted entirely in Italian.*
Class Format: five hours a week with the professor **Requirements/Evaluation:** 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%)
Prerequisites: RLIT 101; not open to those who have had one year or more of high school Italian **Enrollment Limit:** 22 **Enrollment Preferences:** instructor will prioritize on the basis of study abroad plans and year at Williams
Extra Info: students registered for RLIT 101–102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RLIT 101 and 102) are taken
Distributional Requirements: Division 1
Spring 2015
LEC Section: 01 MWF 09:00 09:50 TR 08:55 09:45 Instructor: Anthony Nicastro

SPANISH

The Spanish major consists of nine courses above the 103–104 level. These nine courses include 105, 106, any 200 level or above (excluding RLSP 205 and RLSP 303), and 403. At least one 200–level course must be completed at Williams. In addition, one course must be focused primarily on literature of the period prior to 1800 C.E. Other courses, taken at overseas programs, may be used to satisfy the requirements of the major, with approval of the department. The Spanish faculty strongly suggests that students take 201 and 200 at some point in their studies, and especially recommends that they do so before rather than after studying abroad.

The major seeks to provide training in literary analysis and linguistic expression, as well as an appreciation of Hispanic civilization, through the study of the major writers of the Spanish–speaking world.

Students majoring in Spanish may replace one of their Spanish electives with a course in Comparative Literature, with one course in Latin–American Studies that is 200–level or higher, or with a course in Linguistics or Latina/o Studies.

Inasmuch as all courses in Spanish assume the active participation of each student in discussions conducted in the foreign language, regular attendance at class meetings is expected.

Courses numbered in the 100s are language courses, with 105 and 106 combining grammar and literature. RLSP 200 and RLSP 201 focus on civilization and culture, while other 200–level classes serve as gateway courses for literary study, in ascending order of difficulty; they are thus suitable for first–years and sophomores. Courses in the 300s require both serious grounding in the study of literature and an advanced command of the language. The 400–level course offered annually is the senior seminar, serving as "capstone course" to the Spanish major.

THE DEGREE WITH HONORS IN SPANISH

Candidates for a senior thesis must have maintained a 3.5 GPA in the major by the time of proposal submission. Two alternative routes are available to those who wish to apply for the degree with honors.

The first of these involves the writing of a senior thesis. Honors candidates are required to have maintained a GPA of 3.5 in the major to qualify for submitting a thesis proposal.

By May 15th of their junior year, candidates will have found a thesis advisor, and given the Department a three– to five–page proposal and a preliminary bibliography. (In some cases, and upon consultation with the Department, candidates will have the option to choose a second reader in addition to their primary advisor; for example, when the thesis is interdisciplinary enough in nature that it requires the expertise of an additional reader).

This proposal will be discussed by the Department; by June 1st, the candidate will be informed whether he/she can proceed with the thesis, and if so, what changes need to be made to the focus and scope of the project. The summer before the senior year will be spent compiling a more detailed bibliography and reading.

Upon their return to Williams, candidates will devote to their theses two semesters of independent study (beyond the nine courses required for the major) and the winter study period of their senior year (493–W31–494). The thesis will be written in Spanish and will usually not be shorter than fifty pages. By the end of the Fall semester, students will normally have a clear outline of the project, have done substantial research, and produced the draft of at least the first half of the project. During January this draft will be suitably rewritten and edited with a view to a final version, while the candidates will also begin work on remaining chapters.

Candidates will submit what they have written to the department on the last day of Winter Study.

On the Tuesday of the first week of the spring semester candidates will make a presentation of the project at a departmental colloquium in Spanish. The thesis will be promptly 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 writing more chapters, as well as revising, rewriting, and polishing the project where necessary. The completed thesis in its final form will be due on April 25th. At the end of the Spring term, the student will present and defend the final project before members of the Department and others by invitation. The grade will be awarded once members of the Department have consulted after the defense.

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.

Electives may be considered from a variety of departments and programs. 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. You can find general study away guidelines for Spanish here.

RLSP 101(F) Elementary Spanish
This course focuses on grammar, elementary composition, practice in conversation, and reading of easy modern prose. It is taught by the intensive oral method.
Class Format: the class meets five hours a week students will complete workbook and lab exercises weekly **Requirements/Evaluation:** evaluation will be based on participation, regular homework exercises, quizzes, a midterm, and a final exam
Prerequisites: none; this course is for students who have studied less than two years of Spanish in secondary school **Enrollment Limit:** 20
Extra Info: students registered for RLSP 101–102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RLSP 101 and 102) are taken
Distributional Requirements: Division 1
Fall 2014
LEC Section: 01 MWF 09:00 09:50 TR 08:55 09:45 Instructor: Kathryn Ringer–Hilfinger

RLSP 102(S) Elementary Spanish
This course focuses on grammar, elementary composition, practice in conversation, and reading of easy modern prose. It is taught by the intensive oral method.
Class Format: the class meets five hours a week students will complete workbook and lab exercises weekly **Requirements/Evaluation:** evaluation will be based on daily preparation and participation, regular homework assignments, frequent tests, and a writing project
Prerequisites: RLSP 101; this course is for students who have studied less than two years of Spanish in secondary school **Enrollment Limit:** 20
Extra Info: students registered for RLSP 101–102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RLSP 101 and 102) are taken
Distributional Requirements: Division 1
Spring 2015
LEC Section: 01 MWF 09:00 09:50 TR 08:55 09:45 Instructor: Kathryn Ringer–Hilfinger

RLSP 103(F) Intermediate Spanish
This course is a continuation of Spanish 101–102. It is designed to help students improve their proficiency in each of the major skill–groups (listening, speaking, reading and writing) while providing an introduction to the cultures of the Spanish–speaking world. Classroom activities and homework are designed to increase vocabulary and improve your ability to handle daily life in a Spanish–speaking country, to express your views on complex subjects such as art and politics, and to increase your knowledge of the cultural traditions of Latin America and Spain. Film screenings and readings in Hispanic literature, culture and politics will provide material for in–class discussion and some writing assignments. This course provides the linguistic and cultural training that is necessary to engage the diverse Spanish–speaking communities of Latin America,Spain and the US; it will help to prepare students for further literary and cultural studies as well as provide skills that are increasingly essential in fields such as medicine, law, and education. *Conducted in Spanish.*
Class Format: class meets four hours a week **Requirements/Evaluation:** regular attendance and active in–class participation, workbook exercises and weekly compositions, quizzes, midterm and final exams
Prerequisites: RLSP 101–102 or placement exam results **Enrollment Limit:** 20 **Expected Class Size:** 20
Distributional Requirements: Division 1
Fall 2014
LEC Section: 01 MWF 10:00 10:50 Instructor: Jennifer French
CON Section: 02 W 02:10 03:00 Instructor: Jennifer French
LEC Section: 03 MWF 11:00 11:50 Instructor: Gene Bell–Villada
CON Section: 04 W 03:10 04:00 Instructor: Gene Bell–Villada

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.
Class Format: class meets four hours a week **Requirements/Evaluation:** weekly 1– to 2–page compositions, regularity of class participation, oral reports, frequent quizzes, a midterm and a final exam
Prerequisites: RLSP 103 or the results of the Williams College placement exam **Enrollment Limit:** 22 **Expected Class Size:** 22
Distributional Requirements: Division 1
Spring 2015
LEC Section: 01 MWF 10:00 10:50 Instructor: Jennifer French
CON Section: 02 W 02:10 03:00 Instructor: Jennifer French
LEC Section: 03 MWF 11:00 11:50 Instructor: Kathryn Ringer–Hilfinger
CON Section: 04 W 03:10 04:00 Instructor: Kathryn Ringer–Hilfinger

RLSP 105(F) Advanced Composition and Conversation
This course involves intensive practice in speaking and writing. Students are also expected to participate actively in daily conversations based on the study of our grammar book,as well as selected short stories by Latin American and Peninsular writers. In addition, they will write frequent compositions and perform regular,written grammar exercises.*Conducted in Spanish*. Students who successfully complete this course with a grade of B – or above may not take 106, inasmuch as the grammatical content of 106 is very similar to 105. Such students should now enroll in a 200–level class if they wish to continue studying Spanish.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on homework, class participation, compositions, a midterm, and a final exam; this course requires students to have produced 15–20 or more pages of writing by the end of the semester
Prerequisites: RLSP 103, Spanish 104 or results of the Williams College placement exam **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** first–years, then sophomores, then juniors, and then seniors, with priority to those considering a major in Spanish
Distributional Requirements: Division 1
Fall 2014

LEC Section: 01 TF 01:10 02:25 Instructor: Jonathan Pitcher
CON Section: 02 W 01:10 02:00 Instructor: Jonathan Pitcher
LEC Section: 03 MW 11:00 12:15 Instructor: Kathryn Ringer–Hilfinger
CON Section: 04 F 11:00 11:50 Instructor: Kathryn Ringer–Hilfinger

RLSP 106(S) Advanced Composition and Conversation
This course is not a continuation of RLSP 105, and there is no need to take it if the student has successfully completed 105 with a grade of B– or above. 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/Evaluation:** 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: RLSP 103, RLSP 104 or results of the Williams College placement exam **Enrollment Limit:** 20 **Enrollment Preferences:** first–years, then sophomores, then juniors, and then seniors, with priority to those considering a major in Spanish
Distributional Requirements: Division 1
Spring 2015
LEC Section: 01 MWF 11:00 11:50 Instructor: Gene Bell–Villada
CON Section: 02 W 03:10 05:50 Instructor: Gene Bell–Villada

RLSP 199(F) Spanish in Action: Advanced Communication & Culture for Everyday Life
This is an advanced communication and culture course that uses real–world materials. This class serves as a bridge between Spanish 105 or Spanish 106 and advanced classes on literature and culture. Through the use of multimedia materials and engagement with local native speakers students will develop their communication and analytical skills as they improve their understanding of contemporary Hispanic/Latino culture and their ability to comprehend and respond to a variety of cultural and social issues and situations. Emphasis will be placed on activities that promote effective speaking and writing skills with the use of advanced structures and complex vocabulary. Students will complete at least one research project and related oral presentation. This course will have a service–learning component in which students engage with the Latino community. *Conducted in Spanish*.
Class Format: seminar/discussion **Requirements/Evaluation:** active participation in class discussions, engagement with native speakers, short writing assignments, and a final research paper and oral presentation
Prerequisites: RLSP 105, RLSP 106, Williams College Placement Exam, or permission of instructor **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** students who take the Williams College Placement exam and place into RLSP 199, students who have completed RLSP 105 or RLSP 106 and are planning to go abroad, and students returning from one semester abroad
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1
Fall 2014
SEM Section: 01 TR 09:55 11:10 Instructor: Kathryn Ringer–Hilfinger

RLSP 201(F) The Spanish Labyrinth
Do Spaniards really dance flamenco and have dinner at 10:00 pm? Does everyone in Barcelona speak Catalan? How can you learn to separate the stereotypical images of Spain from reality? Is there really one "Spain", or is the country a complex composite of ancient and diverse cultural remnants mixed with recent influxes? How has the vulnerable peninsula survived centuries of violent upheavals and divisiveness; dramatic economic rises and collapses?
In this course we will approach Spain by studying examples of its literary and artistic production, from periods of brilliant cultural exchange, as well as in times of censorship and repression. Some topics of focus will be the Inquisition, the Civil War and contemporary Spain's obsession with its own recent past. Secondary texts will also be provided for historical and socio–political background and reference.
Conducted in Spanish.
Class Format: seminar **Requirements/Evaluation:** active participation in class discussions, oral presentations, short writing assignments, a midterm and a final essay
Prerequisites: RLSP 105, permission of instructor **Enrollment Limit:** 18 **Expected Class Size:** 18 **Enrollment Preferences:** Spanish majors and certificate candidates
Distributional Requirements: Division 1 **Other Attributes:** INST Borders, Exiles + Diaspora Studies Electives
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: Soledad Fox

RLSP 202T 1898: Spain's Fin de Siglo and the Crisis of Ideas (W)
In this tutorial we will read the works of some of modern Spain's influential writers from the late part of the nineteenth century and the first three decades of the twentieth. Our aim is to understand how fiction and philosophy represented this significant time in Spain's history. The loss of the war with the U.S. in 1898, the turbulent shifts of power within the country, Spanish regional identities, and the cultural and intellectual movements that shaped Spain on the eve of the Civil War are among the key issues we will address. Our primary sources—largely fiction and poetry by artists such as Miguel de Unamuno, Azorín, Ramiro de Maeztú, Antonio Machado, Pío Baroja—will be complemented with a rigorous study of the cultural landscape of Spain at that time. Our principal engagement with philosophy will be through José Ortega y Gasset, in particular his output from the 1920s.
Class Format: tutorial **Requirements/Evaluation:** students will be teamed in groups of two, & alternate in writing essays &critiquing these each week; essays will be 5 to 8 pages long; evaluation is based on the essay & the critique of the essay, as well as punctuality with submission of wkly assgmnts
Prerequisites: RLSP 105, or results of the Williams College Placement Exam, or permission of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 10
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Not Offered Academic Year 2014–2015
TUT Instructor: Leyla Rouhi

RLSP 203 From Modernismo to El Boom de la Novela (W)
A survey of some of the leading imaginative writers of Hispanic America. Readings will begin with the modernista poets and go on to include fiction of Mexico by Rulfo, a wide sampling of verse by Pablo Neruda, and narratives of the "Boom" period by authors such as Borges, Cortázar, Lispector, and García Márquez. *Conducted in Spanish.*
Class Format: lecture
Prerequisites: RLSP 105 or higher **Enrollment Limit:** 22
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: INST Latin American Studies Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Gene Bell–Villada

RLSP 204(S) Icons and Imaginaries: Culture and Politics in Latin America (D)
This course provides an overview of Latin American culture and politics by focusing on some of the most recognizable names and faces from the continent's turbulent history: Christopher Columbus, Hernán Cortés and Malintzín, Simón Bolívar, José Martí, Pancho Villa, Eva Perón, Frida Kahlo, Che Guevara, Rigoberta Menchú and Hugo Chávez. In addition to exploring the controversies surrounding each figure and her or his influence within a specific historical context, we'll also unpack some of the overarching issues of Latin American culture and politics: How are nations and nationalism constructed through processes of representation, and what roles do specific iconic figures play in that process? How can popular culture challenge elite representations of the nation and its heroes/heroines, and how durable are the images it produces as expressions of collective will? What opportunities are available to women and sexual minorities in a political culture that has been historically dominated by macho military types? This course fulfills the EDI requirement by enabling students to appreciate the figures that have influenced generations of Latin American women and men and their sense of what is politically possible, while challenging the class to identify the operations of power at work in the construction of the figures themselves. *Conducted in Spanish.*
Class Format: lecture/discussion **Requirements/Evaluation:** political and cultural essays, literature and films, three 5–page papers
Prerequisites: any course in the Spanish Department numbered 199 or higher or permission of instructor **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** Spanish majors and qualified first–year students
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: INST Latin American Studies Electives
Spring 2015
LEC Section: 01 TF 02:35 03:50 Instructor: Jennifer French

RLSP 205(S) The Latin–American Novel in Translation **Crosslistings:** RLSP 205/COMP 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 attention. Among the texts to be discussed: Borges, *Labyrinths*; Cortázar, *Blow–up* and *Hopscotch*; Lispector, *the Hour of the Star* lesser works by Fuentes and Puig; and by Nobel Prize–winner Gabriel García Márquez, *One Hundred Years of Solitude*.
Class Format: lecture **Requirements/Evaluation:** class participation, two brief papers, a midterm, and a final exam
Prerequisites: none **Enrollment Limit:** 22 **Expected Class Size:** 22
Dept. Notes: does not carry credit for the Spanish major or the certificate
Distributional Requirements: Division 1 **Other Attributes:** INST Latin American Studies Electives
Spring 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Gene Bell–Villada

RLSP 208(S) The Spanish Civil War in Literature and Film
The Spanish Civil War (1936–1939) has generated a vast bibliography and filmography that to this day reflect widely antagonistic interpretations of the conflict itself, its roots, and its impact. From the Spanish perspective, the war is the most important single event in understanding modern Spain. The ideals, passions, and consequences of the Spanish Civil War still divide Spaniards and have been recreated and relived by writers, artists, and filmmakers, and debated by historians. The course will begin with a historical introduction to the origins, development, and outcome of the war. Was the Spanish war a national struggle or an international struggle played out on Spanish soil? Along with studying internal Spanish political divisions, we will also consider the impact of the foreign policy positions of other countries–including Germany, Italy, the United States, and Russia—vis–a–vis Spain, as well as the role of the thousands of foreign volunteers who formed the International Brigades and came from all over the world to fight against Franco. With this historical basis, we will see how the themes and issues of the war are reflected in Spanish poetry, short fiction, novels, and films from the time of the war up through the present day. Readings will include works by Ayala, Cernuda, Neruda, Goytisolo, Sender, Fernan–Gomez, and Matute. Films will include documentaries as well as classic and contemporary features. *Conducted in Spanish.* **Requirements/Evaluation:** evaluations will be based on lively class participation, an oral report, short written assignments, and two papers
Prerequisites: RLSP 201, permission of instructor, or results of the Williams College Placement Exam **Enrollment Limit:** 20
Distributional Requirements: Division 1
Spring 2015

LEC Section: 01 TR 09:55 11:10 Instructor: Soledad Fox

RLSP 209 Spanish for Heritage Speakers: Introduction to Latina/o Cultural Production Crosslistings: LATS 209/RLSP 209
This lecture and discussion course focuses on the acquisition and improvement of critical communication and analytical skills in Spanish for use both in and outside of the United States. We address all four of the primary language skills (listening, reading, writing, and speaking), with particular attention to the unique needs of students who have received a majority of their exposure to the Spanish language in an informal/domestic environment. Through the use of materials and vocabulary taken from a variety of real–life contexts, but with primary emphasis on the diverse U.S. Latina/o communities, this course aims to sharpen heritage speakers'—sociolinguistic competency and ability to interpret musical, cinematic, and literary texts in Spanish.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on student participation, grammar homework, 2 oral exams, and 3–4 written essays
Prerequisites: none; however, students who have completed the majority of their formal education in a Spanish–speaking country are not permitted to enroll in this course without prior permission of the instructor
Enrollment Limit: 12 **Expected Class Size:** 12 **Enrollment Preferences:** Latina/o Studies concentrators or Spanish majors by seniority
Distribution Notes: meets Division 2 requirement if registration is under LATS; meets Division 1 requirement if registration is under RLSP
may not be taken on a pass/fail basis
Distributional Requirements: Division 2 **Other Attributes:** LATS Core Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Maria Elena Cepeda

RLSP 211 A Survey of Spanish Literature from the 11th to the 17th Centuries (D)
This course will introduce the student to some of the major works of Spanish literature from its beginnings through the Golden Age. We will study the historical context in which the works were written as well as the literary history of the periods in question. Students will learn methods of textual analysis through readings of relevant literary criticism. Readings will include selected canonical prose, poetry, and drama of the periods; special emphasis will be given to the myth of the coexistence of three religions in Iberia and the often misguided idea of dividing this literature into the categories of 'medieval' and 'Renaissance'. *Conducted in Spanish.*This course fulfills the pre–1800 requirement for the Spanish major **Requirements/Evaluation:** evaluation will be based on class participation, short paper assignments, and a final paper
Prerequisites: RLSP 105 or 106 or permission of instructor
Distributional Requirements: Division 1 Exploring Diversity
Not Offered Academic Year 2014–2015
LEC Instructor: Leyla Rouhi

RLSP 217T Love in the Spanish Golden Age (W)
The principal focus of this course is the Spanish "comedia" of the seventeenth century (with supplemental readings from prose and poetry) to provide us with a dynamic and critical understanding of the theme of love as constructed by the greatest dramatists and authors of the period. Works by Lope de Vega, Tirso de Molina, Calderón, Cervantes, San Juan de la Cruz, and others will show us how the theme was treated from diverse perspectives, and how it related to key concepts such as honor, religion, and artistic creativity. *Conducted in Spanish or English depending on student ability.*
Class Format: tutorial **Requirements/Evaluation:** students will meet with the instructor each week in groups of two, one student will read a 5–pg paper, left in advance for the tutorial partner, and the other will critique the paper; evaluation is based on the quality of the wkly essays& critiques
Prerequisites: RLSP 105 and above or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** students with a background in literature
Extra Info: may not be taken on a pass/fail basis
as well as evidence of preparation, punctuality of submission, and quality of discussion; by the end of the semester each student will have produced around 25 pages of writing
Distributional Requirements: Division 1 Writing Intensive
Not Offered Academic Year 2014–2015
TUT Instructor: Leyla Rouhi

RLSP 220 Modern Spanish Women: Literature and Life Crosslistings: RLSP 220/WGSS 222
From the early twentieth century to the present day, the radical changes in the lives of Spanish women have clearly reflected the tug of war between progress and tradition in recent Spanish history. The dramatic upheavals in Spanish politics have marked and transformed the lives of women to such a great extent that one can often gauge the political and social climate of any given historical moment by considering how the role of women was defined by the law, the Catholic church, education, and other social and political institutions. Using literary and historical texts as well as films and graphic materials, this course will look at the transformations in the public and private lives of Spanish women during the following periods: the turn of the century, the Second Republic, the Spanish Civil War, the Franco years, and the transition to democracy.
Class Format: seminar
Prerequisites: RLSP 201, permission of the instructor, or acceptable results of the Williams College Placement Exam **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** Spanish and Comparative Literature majors
Distribution Notes: meets Division 1 requirement if registration is under RLSP; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: David Colbert–Goicoa

RLSP 221(F) Women in Latin America
Latin American feminism is conventionally read like any other form of feminism, as an absence attempting to become present. Pivoting around a selection of short stories by the likes of the Ocampos, Bombal, Garro, Valenzuela, Poniatowska, Peri Rossi, Allende, and Schweblin, along with criticism and political contextualization, we will discuss such conventional readings, comparing different responses to superstructural power within Latin America while also asking whether more general, pan–American points can or should be made. There may be some background reading in English. *Conducted in Spanish.*
Class Format: seminar/discussion **Requirements/Evaluation:** two 5–page papers over the first half, and a 12–15–page research project over the second half, all of which will be defended in class
Prerequisites: RLSP 105 or 106, placement test results, or permission of the instructor **Enrollment Limit:** 18 **Expected Class Size:** 18 **Enrollment Preferences:** none
Distributional Requirements: Division 1
Fall 2014
SEM Section: 01 TF 02:35 03:50 Instructor: Jonathan Pitcher

RLSP 223T(F) Colonial Landscapes: Latin America's Contemporary Environmental Literature (D) (W) Crosslistings: RLSP 223/ENVI 223/COMP 263
"It is not by coincidence that our societies are both racist and anti–ecological," wrote the Chilean sociologist Fernando Mires in his now–classic study, *The Discourse of Nature*. This tutorial explores works of contemporary literature that implicitly and explicitly link Latin America's ongoing environmental crisis to the region's long and multi–layered history of colonialism: novels by Sylvia Iparraguirre (Argentina), Mayra Montero (Puerto Rico), Giaconda Belli (Nicaragua), Luis Sepúlveda (Chile); poetry by Homero Aridjis (México); essays by Octavio Paz (Mexico), Eduardo Viveiros de Castro (Brazil), and more. Representing a wide variety of geographies, literary styles and ideological perspectives, these writers nevertheless converge in challenging us to consider the effects of environmental crisis within structures of power that are radically unequal at the local, national, and global levels; and to recognize that consciousness of environmental vulnerability can prompt new forms of inclusion and community as well as exclusion. Topics to be explored also include the role of indigenous cosmologies in contemporary environmental politics, the place of urban ecologies within the environmental imaginary, and the ongoing debates among academic critics and others regarding the scope and methodologies of ecocriticism as an approach to Latin American literature.
Students have the option of tutorial in Spanish or in English; partners will be assigned accordingly. Each tutorial pair will meet with me for one hour during the week, during which time we will discuss a 5–page paper that one of the partners has submitted the night before. This adds up to a substantial amount of (reading and) writing for each student in the course, i.e., six 5–page essays over the course of the semester. This tutorial meets the goals of the Exploring Diversity Initiative by challenging students to position themselves, intellectually and imaginatively, in the space of those excluded from modernity's material benefits as they struggle to brace themselves against its catastrophic environmental effects.
Class Format: tutorial **Requirements/Evaluation:** each tutorial pair will meet with me for one hour during the week, during which time we will discuss a 5–page paper that one of the partners has submitted the night before
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** students majoring in Spanish or Environmental Studies
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: ENVI Humanities, Arts + Social Science Electives
Fall 2014
TUT Section: T1 TBA Instructor: Jennifer French

RLSP 230(S) Fantastic Fictions
Jorge Luis Borges may be the least Latin American of all Latin American authors, or perhaps the most. In the wake of his own statement that "Every writer creates his own precursors" he has already provided the theoretical premise for so much subsequent work that this can only be a selective course. While our primary focus will be the fantastic in Borges' short stories, with initial forays into the work of Silvina Ocampo, Adolfo Bioy Casares, María Luisa Bombal, and Juan José Arreola, we will also study his influence on Julio Cortázar, Luisa Valenzuela, Cristina Peri Rossi, and Roberto Bola&#241o. The course will include at least some consideration of Borges' impact on the visual arts, and his abiding legacy beyond Latin America. *Conducted in Spanish.*
Class Format: seminar **Requirements/Evaluation:** active discussion of ideas, one oral presentation, two short papers, and one final paper
Prerequisites: RLSP 105, placement test results, or permission of the instructor **Enrollment Limit:** 15
Distributional Requirements: Division 1
Spring 2015
SEM Section: 01 TF 02:35 03:50 Instructor: Jonathan Pitcher

RLSP 238 The Textual City (W)
This course will chart the development of identity within the postcolonial Latin American city, focusing on (though by no means limited to) Buenos Aires as a touchstone case. The latter will be read both literally and as a guiding metaphor, as a reality ordered by ideas. We will use interdisciplinary theoretical models as discursive markers, selected from history, architecture, politics, philosophy, literature, and photography, in order to problematize urban design, the site of real dystopia, as the organizer of symbolic space, and vice versa. Spatio–cultural discussion will focus on the dominant narratives of public topography, most notably that of capitalism, and private, individualized responses to them, not least in the work of Carriego, Girondo, Borges, Arlt, Cortázar, Walsh, Sebreli, Piglia and Schweblin. *Conducted in Spanish, with some secondary / tertiary reading in English*
Class Format: lecture/seminar **Requirements/Evaluation:** two 5–page papers over the first half, and a 12– to 15–page research project (with preliminary presentation) over the second half, all of which will be defended through active participation
Prerequisites: RLSP 201 and above, or permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** none
Distributional Requirements: Division 1 Writing Intensive
Not Offered Academic Year 2014–2015
LEC Instructor: Jonathan Pitcher

RLSP 242 Latin American Travel Writing (W)

Beyond Columbus' errant journey into the abyss and the ensuing quest for El Dorado, or Darwin's *Voyage of the Beagle*, Latin America's interior has often enticed its own learned population. Their travels, in space, time and thought, do not merely present a physical confrontation with alterity, with the continent's supposed heart of darkness, but an intellectual clearing, an origin, from which a more equitable politics may begin. To name but one example, Alejo Carpentier's *Los pasos perdidos*, the tale of a New York composer's journey to the beginning of society and music, is often seen as the touchstone of Latin American identity. Through accounts of real and fictitious travels, from Carpentier to the crassest of guidebooks, we will study such quests for self. These domestic departures will frame debates on ethics, representation, and epistemology. For comparison's sake, there will be occasional primary and secondary texts on English. Readings will include work by Sarmiento, Gorriti, Mansilla, Vasconcelos, Borges, Bioy Casares, Che Guevara, Allende, Sepúlveda, and Crosthwaite. *Conducted in Spanish*.
Class Format: lecture/discussion **Requirements/Evaluation:** two 5–page papers over the first half, and a 12–to15–page research project over the second half, all of which will be defended through active participation
Prerequisites: RLSP 201 and above, or permission of the instructor **Enrollment Limit:** 20 **Expected Class Size:** 20
Distributional Requirements: Division 1 Writing Intensive
Not Offered Academic Year 2014–2015
LEC Instructor: Jonathan Pitcher

RLSP 301(S) Cervantes' "Don Quijote" (D) (W)
We will devote the entire semester to the study of one novel: Miguel de Cervantes' *Don Quijote*, published in the early part of the 17th century. We will try to understand the reasons for the novel's immense and ongoing influence on Western literature and thought. To do so, we will study Cervantes' masterful handling of issues that continue to have an uncanny relevance to our lives today: relationships between men and women, the perception of Muslims by Christians and vice versa, the role of fiction in life, the shapes of mental illness, how we decide who we are, how our governments and families and friends decide who we are, the fun and annoyance of going on a totally disorganized road trip with someone else, the meaning of justice, and the meaning of storytelling, to name a few things. In the process, we will continually set things in context and make sure that we understand what was going on in Cervantes' world that might better explain what goes on in his novel. Finally, we will find that even an entire semester is not enough to engage fully with this extraordinary work, but we will be very glad that we made some headway.
Conducted in Spanish
Class Format: lecture/discussion **Requirements/Evaluation:** active class participation; two to three short projects and one final research project
Prerequisites: any 200–level RLSP course at Williams that is conducted in Spanish, or permission of instructor **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** Spanish majors and Comp Lit majors with the appropriate command of Spanish
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: PHLH Bioethics + Interpretations of Health
Spring 2015
LEC Section: 01 MWF 12:00 12:50 Instructor: Leyla Rouhi

RLSP 303 Cervantes' "Don Quixote" in English Translation Crosslistings: COMP 350/RLSP 303/ENGL 308
A close study of one of the most influential and early European novels. *Don Quixote* by Miguel de Cervantes (1547–1616 C.E) was a hit in its day in the seventeenth century, and has not ceased to influence artists and thinkers since. Moving between humorous and serious tones, Cervantes takes on several issues in the *Quixote*: the point of fiction in real life, the complications of relationships between men and women, the meaning of madness, the experience of religious co–existence, the shapes of friendship, and the task of literary criticism, just to name a few. We will read the book in a fine modern English–language translation, and set it in several relevant contexts to better understand its original intellectual horizon—seventeenth–century Spain—as well as the reasons for its continuing relevance.
Class Format: seminar **Requirements/Evaluation:** active participation, three short papers, and a final project designed in consultation with the instructor
Prerequisites: any 200–level literature course in foreign languages, COMP, or ENGL, or permission of the instructor. **Enrollment Limit:** 30 **Expected Class Size:** 30 **Enrollment Preferences:** Comp Lit majors and upperclass students
Dept. Notes: does not count toward the major in Spanish
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 **Other Attributes:** ENGL Literary Histories A
Not Offered Academic Year 2014–2015
SEM Instructor: Leyla Rouhi

RLSP 306T Latino Writing: Literature by U.S. Hispanics (W) Crosslistings: RLSP 306/COMP 302
Writing by U.S. Hispanics constitutes a new voice in American letters. In this tutorial, we will read and discuss work by U.S. Latinos and examine the social backgrounds to their texts. The experiences of immigration and assimilation, and the specific complexities of being both Hispanic and North American will be addressed. Authors to be studied: Jose Antonio Villarreal, Tomas Rivera, Richard Rodriguez, Sandra Cisneros, Rudolfo Anaya, Piri Thomas, Oscar Hijuelos, Cristina Garcia, Junot Diaz 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.
Class Format: tutorial **Requirements/Evaluation:** five short oral presentations/papers (about 20–25 minutes) and a final longer one (about 40–45 minutes)
Prerequisites: some previous course work in any literature beyond the 100 level is helpful; students selecting the Spanish option for credit toward the Spanish major must have taken at least one 200–level RLSP course or seek permission of the tutor **Enrollment Limit:** 10
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
LATS Countries of Origin + Transnationalism Elect
Not Offered Academic Year 2014–2015
TUT Instructor: Gene Bell–Villada

RLSP 308 The Subject of Empire: Race, Gender and Power in the Colonial Era (D)
This class studies Latin American literature of the colonial era (1492–1898) from the perspective of the constitution of the subject: the autobiographical 'yo' that is both the subject of discourse and the object of sovereign power. Our readings will include the most outstanding texts of the group collectively known as the Chronicles of the Conquest —the letters of Christopher Columbus and Hernán Cortés and Bernal Díaz del Castillo's *True History of the Conquest of New Spain*, among others—whose authors endeavor to establish their historical authority and legitimate their actions before the Spanish king. We will also read later works in which racially and sexually marginalized subjects struggle to contest the identities and the conditions imposed on them by a distant sovereign through far–reaching institutional networks: the *mestizo* historian known as El Inca Garcilaso de la Vega, the cross–dressed soldier Catalina de Erauso, the poet Sor Juana Inés de la Cruz, and the slave Juan Francisco Manzano.
This course fulfills the objectives of the Exploring Diversity Initiative by challenging students to examine the historical negotiation of individual and collective identities within the context of violent, exploitative and exclusionary structures of power.
Class Format: lecture/discussion **Requirements/Evaluation:** one short (7–page) paper, one longer (15–20 page) paper, proposal, bibliography, discussion–leading
Prerequisites: RLSP 200, 204, LATS/RLSP 209 or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 12 **Enrollment Preferences:** majors in Spanish
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: INST Latin American Studies Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Jennifer French

RLSP 318 Three Spanish Medieval Masterpieces and the Myth of Co–existence (D)
A common assumption about Spain is that in its medieval period members of the three religions co–existed in harmony, worked together, and influenced one another. This is an attractive myth for sure, but also a very simplistic one. It does not begin to take into account the complexity of Iberia, whose regional identities, crises of sovereignty and complicated allegiances were hardly ever constant in the medieval period. The very notions of "influence" and "co–existence," which have long governed general assumptions about medieval Spain, become problematic if considered in the context of the actual time and place in which they are supposed to have occurred. Centered on the thorough reading of three masterpieces of the medieval period —*El Cid, El libro de buen amor* and *La Celestina*— we will explore, specifically, Castilian culture across three different periods, with an attempt to make connections to key concepts that will give us a nuanced and fair understanding of medieval Spain's extraordinarily rich and multifaceted identities.
Class Format: seminar **Requirements/Evaluation:** active class participation; three short papers; one research paper; one collaborative presentation
Prerequisites: any RLSP 200–level class or permission of instructor **Enrollment Limit:** 15 **Expected Class Size:** 12 **Enrollment Preferences:** seniors and juniors in RLSP, Comparative Literature majors with Spanish focus
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity
Not Offered Academic Year 2014–2015
SEM

RLSP 352 Writing after the Disaster: The Literature of Exile Crosslistings: COMP 352/JWST 352/RLSP 352
This course will consider different kinds of works (poetry, memoirs, fiction, essay) written by authors forced to live in exile as a consequence of political and/or religious persecution. Our point of departure will be the paradigmatic expulsion and subsequent diaspora of the Jews of Spain and Portugal. Most assignments, however, will be drawn from twentieth century texts written during, or in the wake of, the massive destruction and displacements brought about by the Spanish Civil War and World War II. How is the life lost portrayed? How are the concepts of home and the past intertwined? What kind of life or literature are possible for the deracinated survivor? We will discuss the role of writing and remembrance in relation to political history, as well as in the context of individual survival. Readings might include works by Nuñez de Reinoso, León, Cernuda, Semprún, Benjamin, Nancy, and Blanchot.
Class Format: seminar **Requirements/Evaluation:** active participation in class discussions, an oral presentation, several short writing assignments, a midterm paper and a final paper
Prerequisites: COMP 111 or an equivalent ENGL course **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** majors in Comparative Literature
Distribution Notes: meets Division 1 requirement if registration is under COMP or RLSP; meets Division 2 requirement if registration is under JWST
Distributional Requirements: Division 1 **Other Attributes:** INST Borders, Exiles + Diaspora Studies Electives
JWST Core Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Soledad Fox

RLSP 402 Senior Seminar: Writing Latin Americas Environmental Crisis

Disappearing rain forests, melting glacier ice, sprawling garbage dumps, toxic fields and water: the state of environmental crisis is as real in Latin America as it is elsewhere on the planet, and its impact on the regions poor, marginalized and indigenous communities is extremely severe. This seminar explores the socio–cultural context and ramifications of the current crisis by examining Latin Americas environmental literature of the 20th and 21st centuries. Readings will range from literary classics by writers like Jos Eustacio Rivera, Octavio Paz and Giaconda Belli to the blogs of contemporary environmental activists. Keeping in mind the role of neocolonialism and globalization in accelerating environmental degradation, well explore the influence of Latin Americas heterogeneous cultural traditions on the relationship between human groups and the natural world, the significance of race, gender, class and ethnicity for an individual or collective sense of place, the phenomenon of environmental trauma, and the representational challenges and strategies available to environmentally–engaged writers and artists. As the capstone experience for the Spanish major, class meetings will follow a seminar format.
Class Format: seminar **Requirements/Evaluation:** written assignments (one 5–7 page paper and one 15–20 page paper) students will also be evaluated on the basis of their regular participation and performance as discussion leaders
Prerequisites: one 300–level RLSP course or permission of instructor **Enrollment Limit:** 15 **Expected Class Size:** 12 **Enrollment Preferences:** senior Spanish majors
Distributional Requirements: Division 1 **Other Attributes:** LATS Countries of Origin + Transnationalism Elect
Not Offered Academic Year 2014–2015
SEM Instructor: Jennifer French

RLSP 402 Senior Seminar Madrid: 1939–2004
In this course we will examine life in Madrid during two key periods: the Franco Dictatorship (1939–1975), and the first three decades of democracy (1975–2004). We will consider how representations of urban landscapes (churches, convents, prisons, museums, slums, bars and schools) has shaped and reflected the lives of madrileñas and madrileños past and present. We will study works by 20th century and contemporary Spanish authors, filmmakers, photographers, and journalists, as well as period advertisements and examples of popular culture. How was Madrid's image as international capital of art, sun, soccer and bullfighting forged? What remnants of the past lurk behind this appealing façade? How do the Atocha train Station bombings of 2004 relate to unresolved political tensions from 1939?
Class Format: seminar **Requirements/Evaluation:** active participation in class discussions, oral presentations, short writing assignments, a midterm and a final essay
Prerequisites: any 300 level RLSP course or permission of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Spanish majors and certificate candidates
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: Soledad Fox

RLSP 402(F) Senior Seminar: 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, Vargas Llosa, Poniatowska, and Tomas 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.*
Class Format: seminar **Requirements/Evaluation:** three papers based on the readings, one oral report on the life and personality of a given dictator, and a final exam
Prerequisites: any 300–level RLSP course or two 200–level RLSP courses or permission of the instructor
Distributional Requirements: Division 1
Fall 2014
SEM Section: 01 MR 02:35 03:50 Instructor: Gene Bell–Villada

RLSP 493(F) Senior Thesis: Spanish
Spanish senior thesis/
Class Format: independent study
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 1
Fall 2014
HON Section: 01 TBA Instructor: Soledad Fox

RLSP 494(S) Senior Thesis: Spanish
Spanish senior thesis/
Class Format: independent study
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 1
Spring 2015
HON Section: 01 TBA Instructor: Soledad Fox

RLSP 497(F) Independent Study: Spanish
Spanish independent study.
Class Format: independent study
Distributional Requirements: Division 1
Fall 2014
IND Section: 01 TBA Instructor: Soledad Fox

RLSP 498(S) Independent Study: Spanish
Spanish independent study.
Class Format: independent study
Distributional Requirements: Division 1
Spring 2015
IND Section: 01 TBA Instructor: Soledad Fox

RUSSIAN (Div. I)

Chair, Professor Julie Cassiday

Professors: CASSIDAY, GOLDSTEIN**, VAN DE STADT. Visiting Assistant Professor: LADYGINA. Teaching Associate: SHLYAKHOVA

LANGUAGE STUDY

The department provides language instruction to enable the student to acquire all four linguistic skills: understanding, speaking, reading, and writing. Russian 101–W88–102 covers the basics of Russian grammar. Russian 151 through 252 offer additional instruction in grammar and provide extensive practice in reading and conversation.

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 152 or the equivalent and junior standing are normally prerequisite for study abroad. You can find general study away guidelines for Russian here.

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.

Students who enter Williams with previous training in Russian may substitute more advanced courses for all the 100–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 courses in Russian) after enrolling at Williams. The student must achieve proficiency at the level of a B in RUSS 251 or the equivalent.

Required Courses

101
102
151
152
one additional course conducted in Russian

Electives

—at least one course on Russian cultural history
—at least one course on Russian intellectual, political, or social history, or post–Soviet economics

THE MAJOR

The Russian major offers students an interdisciplinary approach to the intellectual and cultural history of Russia and the former Soviet republics. Students complete the major by combining courses in Russian language and literature with courses in history, political science, music, economics, and art. The major requires a minimum of ten courses of

which at least six must be conducted in Russian, at least two must be at the 300–level, and one at the 400–level. In addition, students may take up to four related courses offered by other departments and taught in English.

Examples of appropriate courses in other departments are:

History 140 Fin–de Siècle 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
Sociology 332 Communism and its Aftermath

Students selecting the major must typically complete Russian 152 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 of it. Russian majors may receive major credit for summer language study (in consultation with the department) and for as many as four courses taken during study abroad.

THE DEGREE WITH HONORS IN RUSSIAN

At the beginning of the second semester of the senior year, students may nominate themselves to candidacy for the degree with honors. By the end of the junior year at the latest, however, they will have established in consultation with the department their qualifications for embarking on the project, the pattern of study to be followed, and the standards of performance.

Students earn a degree with honors by submitting a senior thesis (493–W31–494) of honors quality.

RUSS 101(F) Elementary Russian
An introduction to contemporary standard Russian, this course provides opportunities to acquire basic proficiency in all five language skills—listening comprehension, speaking, reading, writing, and culture—through immersion, intensive use of authentic 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 already know some Russian, consultation with the department is required before registering for any Russian language course in the sequence 101 through 252.
Class Format: the class meets five hours a week **Requirements/Evaluation:** active class participation, completion of all assignments, quizzes, tests, and a final exam
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 6
Extra Info: students registered for RUSS 101–102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RUSS 101 and 102) are taken
Distributional Requirements: Division 1
Fall 2014
LEC Section: 01 MWF 10:00 10:50 TR 09:55 11:10 Instructor: Janneke van de Stadt

RUSS 102(S) Elementary Russian
An introduction to contemporary standard Russian, this course provides opportunities to acquire basic proficiency in all five language skills—listening comprehension, speaking, reading, writing, and culture—through immersion, intensive use of authentic 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 already know some Russian, consultation with the department is required before registering for any Russian language course in the sequence 101 through 252.
Class Format: the class meets five hours a week **Requirements/Evaluation:** regular attendance, active class participation, completion of homework, quizzes, tests, and a final exam
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 6
Extra Info: students registered for RUSS 101–102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RUSS 101 and 102) are taken
Distributional Requirements: Division 1
Spring 2015
LEC Section: 01 MWF 10:00 10:50 TR 09:55 11:10 Instructor: Yuliya Ladygina

RUSS 151(F) Continuing Russian
This course develops all five skills—listening comprehension, speaking, reading, writing, and culture—for students who have completed at least one year of college–level Russian. Coursework includes a systematic review of Russian grammar, as well as an examination of a variety of authentic materials from Russian and Soviet culture, current events, and daily life. Intermediate students will concentrate on expanding their vocabulary, while more advanced students will focus on reading and writing about unabridged texts in Russian. Students who complete the yearlong sequence of RUSS 151 and RUSS 152 should be well prepared to undertake study abroad in Russia and are encouraged to do so. Each year this course is custom designed to meet the needs of those students who enroll, so that both intermediate and advanced students can benefit from taking RUSS 151 and/or RUSS 152 more than once, which may be done with the permission of the instructor.
Class Format: the class meets four hours a week, three with the professor and the fourth with the Russian Teaching Associate (time to be arranged) **Requirements/Evaluation:** active class participation, completion of all assignments, quizzes, and a final exam
Prerequisites: completion of at least one year of college–level Russian (RUSS 101–102) or permission of the instructor **Enrollment Limit:** none **Expected Class Size:** 4–6
Distributional Requirements: Division 1
Fall 2014
LEC Section: 01 MWF 11:00 11:50 Instructor: Yuliya Ladygina

RUSS 152(S) Continuing Russian
This course develops all five skills—listening comprehension, speaking, reading, writing, and culture—for students who have completed at least one year of college–level Russian. Coursework includes a systematic review of Russian grammar, as well as an examination of a variety of authentic materials from Russian and Soviet culture, current events, and daily life. Intermediate students will concentrate on expanding their vocabulary, while more advanced students will focus on reading and writing about unabridged texts in Russian. Students who complete the yearlong sequence of RUSS 151 and RUSS 152 should be well prepared to undertake study abroad in Russia and are encouraged to do so. Each year this course is custom designed to meet the needs of those students who enroll, so that both intermediate and advanced students can benefit from taking RUSS 151 and/or RUSS 152 more than once, which may be done with the permission of the instructor.
Class Format: the class meets four hours a week, three with the professor and the fourth with the Russian Teaching Associate (time to be arranged) **Requirements/Evaluation:** active class participation, completion of all assignments, quizzes, and a final exam
Prerequisites: RUSS 151 or permission of the instructor **Enrollment Limit:** none **Expected Class Size:** 4–6
Distributional Requirements: Division 1
Spring 2015
LEC Section: 01 MWF 11:00 11:50 Instructor: Janneke van de Stadt

RUSS 203 Nineteenth–Century Russian Literature in Translation Crosslistings: RUSS 203/COMP 203
Whereas 18th–century Russian literature was largely derivative and imitative, 19th–century Russian literature —literature of The Golden Age— developed into a distinct national literature. It acquired its own style, developed along its own trajectory, and engaged with local social and political topics. This course will offer a survey of major works of Russian 19th–century fiction from Pushkin, the "father" of modern Russian literature, through Dostoevsky, Tolstoy, and Chekhov. Primary materials will be supplemented by readings in cultural and intellectual history (Chaadaev, Belinsky, Herzen, Pisarev, and Dobrolyubov) to help us better understand the milieu in which 19th–century Russian literature developed. The course will consist of short introductory lectures and discussions devoted to analyzing stylistic, cultural, and ideological idiosyncrasies of our primary texts. In addition to examining each author's distinctive style and contribution to Russian and world literature, we will explore a number of critical themes that have come to define the 19th–century Russian intellectual discourse: the rise of the Russian Empire and its encounter with East and West; the haunting duality of Russian urban and rural life; and the role of the Russian nobility and intelligentsia in Russia's cultural and socio–political transformation.
Class Format: lecture/discussion **Requirements/Evaluation:** requirements will include a short term paper, a midterm, and a final
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 12 **Enrollment Preferences:** Russian or Comp
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 **Other Attributes:** INST Russian + Eurasian Studies Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Yuliya Ladygina

RUSS 204(S) From Revolution to Perestroika Crosslistings: RUSS 204/COMP 204
Whether despite or precisely because of the enormous historical and political turbulence in twentieth–century Russia, the intensity of its cultural life was equally unprecedented. Over the past century, Russian literature went through a number of major stages that defined its poetics and ideology: the Silver Age and its decline; the Revolution, the Civil War and the rise of Socialist Realism; the Second World War; the Thaw and de–Stalinization; another wave of tightening of the regime during the stagnation period; the dissident movement and the Cold War; and finally, the dissolution of the Soviet empire and the rise of Russian post–modern and post–Soviet aesthetics. As we discuss these and other topics of twentieth–century Russian culture, we will explore a broad array of genres, including poetry, short fiction, non–fiction, the novel, theater, and film. Our readings will include works by Block, Babel, Bulgakov, Olesha, Zamyatin, Ahmatova, Shalamov, Erofeev, Petrushevskaya, Pelevin, and other representative authors.
All readings and discussions will be in English.
Class Format: seminar **Requirements/Evaluation:** participation (25%); blog posts (20%); midterm (15); term paper (20%); final exam (20%)
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 12 **Enrollment Preferences:** Russian majors
Distributional Requirements: Division 1 **Other Attributes:** INST Russian + Eurasian Studies Electives
Spring 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Yuliya Ladygina

RUSS 206 Topics in Russian Culture: Feasting and Fasting in Russian History
This course will use the methodology of food history to explore the broader historical, economic, and artistic conditions that gave rise to Russian culture. We will examine culinary practice as well as the social context of cooking and eating in Russia. In order to elucidate the important interplay between culture and cuisine, we will discuss such issues as the domestic roles of women and serfs, the etiquette of the table, the role of drinking and temperance movements, and the importance of feasts and fasts in the Russian Orthodox Church calendar. Short stories, memoirs, and cookery books will provide insight into class and gender differences, cooking techniques, and the specific tastes that characterize Russian cuisine. This class will present Russian culture from a predominantly domestic point of view that originates from the wooden spoon as much as from the scepter. *Knowledge of Russian is not required.*
Class Format: lecture/discussion **Requirements/Evaluation:** active class participation, weekly response papers, one 6–page paper, midterm and final exams; participation in a communal feast
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** students who can demonstrate an interest in Russian culture
Distributional Requirements: Division 1 **Other Attributes:** EXPE Experiential Education Courses

INST Russian + Eurasian Studies Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Darra Goldstein

RUSS 208 Twentieth–Century Russian Art and the Birth of Abstraction Crosslistings: RUSS 208/ARTH 266
Such revolutionary artistic movements as Cubo–Futurism, Suprematism, and Constructivism profoundly influenced the development of twentieth–century art throughout the Western world—just as the 1917 Russian Revolution upset the world's political balance. This course will investigate Russian art within a cultural framework and explore the relationship between artistic production and politics. We will begin with a brief overview of important developments in Russian art that prefigured the twentieth–century artistic revolution: the introduction of icons from Byzantium, the founding of St. Petersburg and the rise of Western–style portraiture, and the fin–de–siècle movements that united painting with music and ballet. However, the focus of the course will be 1910–1930, when radical innovation was the order of the day and revolutionary ideas sparked entirely new conceptions of art. We will then look at the Socialist Realist style of the Stalin era, Soviet dissident art and Moscow conceptualism, ending the semester with an exploration of current trends in post–Soviet Russian art.
Class Format: lecture/discussion **Requirements/Evaluation:** active class participation, weekly response papers; one 6– to 8–page paper and a final exam
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
LEC Instructor: Darra Goldstein

RUSS 210T Tolstoy: The Major Novels (W) Crosslistings: RUSS 210/COMP 207
This tutorial will focus on Lev Tolstoy's four novelistic masterpiece—*War and Peace*, *Anna Karenina*, *Resurrection*, and *Hadji Murat*—placing them in their appropriate historical, social, and philosophical context. For each week of class, students will read a significant portion of a novel by Tolstoy, as well as a selection of secondary literature taken from those works that inspired the author, reactions that arose at the time of the novel's publication, and scholarship that seeks to explain the power and enduring significance of these novels. Students will meet with the professor in pairs, with one student writing a five–page paper for each class session and the other student providing a critique of the paper. *For those students without Russian language skills, all works will be read in English translation. For those students who have completed at least three years of college–level Russian, all primary readings, a significant portion of secondary readings, discussion, and writing assignments will be completed in Russian.*
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on completion of weekly reading and writing assignments and active discussion during tutorial sessions
Prerequisites: for students taking the tutorial in ENGL: none; for students taking the tutorial in RUSS: either RUSS 252 or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Russian, Comparative Literature, and Literary Studies majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Not Offered Academic Year 2014–2015
TUT Instructor: Julie Cassiday

RUSS 213(F) From Putin to Pussy Riot: Discourses of Post–Soviet Gender (D) Crosslistings: RUSS 213/INST 213/WGSS 214
Before 1991, Russians typically appeared in the Western media as macho villains in the nuclear arms race or a James Bond film. Today, however, news from the Former Soviet Union often sounds like a bizarrely gendered media stunt. For example, Russian president Vladimir Putin has been photographed topless while fishing on vacation in Siberia, while the feminist punk–rock collective Pussy Riot protested Putin's regime by performing in day–glo balaclavas in Russia's largest cathedral. This course examines related post–Soviet media spectacles in the attempt to understand the Western press's fascination with Russia, as well as key social trends defining the post–Soviet era. We will focus on the ways in which gender and sexuality have come to mark post–Soviet culture and discourse as different from those in the West. In addition to Vladimir Putin and Pussy Riot, we will consider the so–called crisis of masculinity in post–Soviet Russia, the trafficking of women from the Former Soviet Union, the revival of indigenous practices such as bride kidnapping in Kyrgyzstan and Buzkashi in Tajikistan, the Ukrainian feminist collective Femen, the Eurovision Song Context, and the 2013 legislation in the Russian Federation banning homosexual propaganda among minors. We will try to understand how concepts, such as feminism, tolerance of sexual minorities, and performed gender, have been deemed dangerous in the post–Soviet East at the very time they have attained normative status in the West. This course is part of the Exploring Diversity Initiative because it engages in cultural comparison, explores how power and privilege are allocated differently in post–Soviet societies than in Western liberal democracies, and engages in the critical theorization of post–Soviet culture and discourse.
All readings will be in English.
Class Format: seminar **Requirements/Evaluation:** active participation in class discussions, response papers based on assignments for class, 2 papers (3–5 pages each) on relevant current events in the post–Soviet world, and a final project
Prerequisites: none **Enrollment Limit:** none **Expected Class Size:** 15 **Enrollment Preferences:** none
Distribution Notes: meets Division 1 requirement if registration is under RUSS; meets Division 2 requirement if registration is under INST or WGSS
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: INST Russian + Eurasian Studies Electives
Fall 2014
SEM Section: 01 MR 01:10 02:25 Instructor: Julie Cassiday

RUSS 251(F) Continuing Russian
The same course as RUSS 151 but for students at the advanced level. See RUSS 151/152 for full course description.
Class Format: the class meets four hours a week, three with the professor and the fourth with the Russian Teaching Associate (time to be arranged) **Requirements/Evaluation:** active class participation, completion of all assignments, quizzes, and a final exam
Prerequisites: RUSS 152 or permission of the instructor **Enrollment Limit:** none **Expected Class Size:** 4–6
Distributional Requirements: Division 1
Fall 2014
LEC Section: 010 MWF 11:00 11:50 Instructor: Yuliya Ladygina

RUSS 252(S) Continuing Russian
The same course as RUSS 152 but for students at the advanced level. See RUSS 151/152 for full course description.
Class Format: the class meets four hours a week, three with the professor and the fourth with the Russian Teaching Associate (time to be arranged) **Requirements/Evaluation:** active class participation, completion of all assignments, quizzes, and a final exam
Prerequisites: RUSS 251 or permission of the instructor **Enrollment Limit:** none **Expected Class Size:** 4–6
Distributional Requirements: Division 1
Spring 2015
LEC Section: 01 MWF 11:00 11:50 Instructor: Janneke van de Stadt

RUSS 256(S) Chekhov and His Time (W) Crosslistings: RUSS 256/COMP 257
Anton Chekhov's influence throughout the world is hard to overestimate: he has been credited with forever redefining the way people write stories and act in plays, and with conveying universal lessons about art to an international audience. At the same time, Chekhov is very much a product of his own time and place, turn–of–the–century Russia. This course will venture to reconcile the universal and the Russian Chekhov. The course will consist of three parts. We will begin by analyzing the development of Chekhov¿s short stories from the early 1880s to the late 1890s, examining not only how they work, but also what they have to tell us about living deeply and well. In the second part of the course, we will contextualize Chekhov in his own milieu, looking at how his literary works address the most discussed social and philosophical questions of his time. We will conclude the course with three of Chekhov's mature plays—*Seagull, Uncle Vanya,* and *The Cherry Orchard*—analyzing how the plays recycle the situations, characters, and language of Chekhov's earlier stories and assessing Chekhov's debt to and influence on the Russian theater of his time, especially his complex relationship with Stanislavsky. Assignments will combine traditional literary analysis with more creative interpretations. Students will write their own Chekhovian stories and perform one of Chekhov's short plays of their choice.
Class Format: seminar **Requirements/Evaluation:** participation (30%), Chekhovian story (20%), midterm (20%), final paper (30%)
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 12 **Enrollment Preferences:** Russian and Comparative Literature majors
Distributional Requirements: Division 1 Writing Intensive
Spring 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Yuliya Ladygina

RUSS 305(F) Dostoevsky and His Age Crosslistings: RUSS 305/COMP 305
This course examines the life and works of Fyodor Dostoevsky in the context of Western intellectual history. Readings include Dostoevsky's highly influential novella *Notes from Underground*, his first major novel *Crime and Punishment*, and his masterpiece *The Brother Karamazov*. Over the course of the semester, we will discuss Dostoevsky's age and society, examining the larger trends and problems reflected in his works: the slums of St. Petersburg with their prostitutes, beggars, and moneylenders; widespread demands for social and political reform; psychological, philosophical, and religious debate. *All readings will be in English.*
Class Format: lecture/discussion **Requirements/Evaluation:** ability to complete lengthy reading assignments, class participation, three short papers, and final synthetic assignment
Prerequisites: none **Enrollment Limit:** none **Expected Class Size:** 20
Distributional Requirements: Division 1 **Other Attributes:** INST Russian + Eurasian Studies Electives
Fall 2014
LEC Section: 01 MR 02:35 03:50 Instructor: Julie Cassiday

RUSS 306 Rise and Shine with Tolstoy Crosslistings: RUSS 306/COMP 306
This course will examine the life and works of the great Russian writer Lev Tolstoy in the context of Western intellectual history. Readings will include Tolstoy's two major novels, *War and Peace* and *Anna Karenina*, as well as a number of shorter works, such as *The Cossacks* and *The Death of Ivan Ilych*. We will also examine some of Tolstoy's aesthetic and didactic works. *All readings will be in English.*
Class Format: lecture/discussion **Requirements/Evaluation:** timely completion of all reading assignments, active class participation, three short papers, an oral presentation, and a final research project
Prerequisites: none **Enrollment Limit:** none **Expected Class Size:** 20
Distributional Requirements: Division 1 **Other Attributes:** INST Russian + Eurasian Studies Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Janneke van de Stadt

RUSS 331T The Brothers Karamazov (W) Crosslistings: RUSS 331/COMP 331/ENGL 371
Widely hailed as one of the greatest novels ever written, Dostoevsky's *The Brothers Karamazov* contains a series of enigmas, not the least of which is precisely who murdered the Karamazov father. In addition to exploring the shared guilt of all four of the brothers Karamazov in the crime of patricide, Dostoevsky poses the most probing questions of his day: Are families tied together merely by blood or by deeper spiritual bonds? Is religious faith possible in an age of reason, science, and technology? Can man's earthly laws ever carry out divine justice? Is humanity prepared to bear the burden of responsibility that comes with freedom? This tutorial will spend an entire semester exploring Dostoevsky's masterwork, and we will read a variety of secondary sources alongside *The Brothers Karamazov*, including history, philosophy, and literary theory. Our goal will be to understand Dostoevsky's answers to these so–called "accursed questions" through the unique artistic form of The Brothers Karamazov.

Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions
Prerequisites: at least one 200–level literature class **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** students majoring or considering a major in Russian, Comparative Literature, or English
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Writing Intensive
Not Offered Academic Year 2014–2015
TUT Instructor: Julie Cassiday

RUSS 343 Spectacles on His Nose and Autumn on his Heart: The Oeuvre of Isaac Babel (D) (W) Crosslistings: RUSS 343/COMP 343/JWST 343/INST 343
Known alternately as "master of the short story" and "Russian Maupassant," Isaac Babel was not only one of the most celebrated and intriguing authors of early Soviet Russia, but also a cultural figure of profound national and international significance. For a number of reasons (political, aesthetic, professional, ethical) Babel was not prolific and this will allow us to read almost all of his creative output, something we rarely get to do in the course of a single semester. Babel's writing is extremely varied—it includes sketches, journalistic prose, short stories, plays, movie scripts, one unfinished novel—and richly intertextual. This will afford us the opportunity to read the work of some of his contemporaries and predecessors, from both Russia and abroad, with whom he fashioned brilliant literary conversations, among them Guy de Maupassant, Anton Chekhov, Sholem Aleichem, and Ivan Turgenev. Babel saw self–definition as the core of his writing and as an EDI offering, this course will ask students to reflect on what it meant to be a Russian, a Jew, and a non–party author—an outsider, insider, and problematic hybrid rolled into one—in the highly unsettled, and unsettling, 1920s and 1930s. *All course readings will be in translation, but students are highly encouraged to read in the original (Russian, French, Yiddish) whenever possible.*
Class Format: seminar **Requirements/Evaluation:** active class participation, frequent short writing assignments, a final project, and an oral presentation
Prerequisites: none **Enrollment Limit:** 12 **Expected Class Size:** 10 **Enrollment Preferences:** Russian and COMP majors, JWST and INST concentrators
Distribution Notes: meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under JWST or INST
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: INST Russian + Eurasian Studies Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Janneke van de Stadt

RUSS 401(F) Senior Seminar:Representations of the Caucasus in Russian Literature and Film (W)
Media coverage of the recent Chechen wars and terrorists acts in Moscow has exposed the troubled relationship between Russia and the Caucasus, a conflict that is hundreds of years old. Over the past two centuries, Russian writers and filmmakers have addressed this tension in central works of poetry, prose, and film. This course offers a survey of the most emblematic representations of the Caucasus in Russian cultural productions of the 19th, 20th, and 21st centuries. We will focus on literary works by Pushkin, Lermontov, Tolstoy, Esenin, Mayakovsky, Pristavkin, Pelevin, and Politkovskaya, and will analyze a number of relevant films—*Kidnapping, Caucasian Style* (1966); *The Color of Pomegranates* (1968); *Prisoner of the Caucasus* (1996); *War* (2002); and *Aleksandra* (2007). We will strive to investigate how the Russian writers and filmmakers have used the image of the Caucasian Other to address the issue of Russia's self–representation, and to what degree contemporary Russian artists have transformed the image of the Caucasians compared to the Romantic period.
The course will be conducted entirely in Russian. All readings and viewings will be in Russian.
Class Format: seminar **Requirements/Evaluation:** requirements will consist of four short essays, a conference–style presentation, and a final paper
Prerequisites: Russian 251, 252 or consent of instructor **Enrollment Limit:** 10 **Expected Class Size:** 4 **Enrollment Preferences:** Russian majors
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Writing Intensive
Fall 2014
SEM Section: 01 TF 01:10 02:25 Instructor: Yuliya Ladygina

RUSS 493(F) Senior Thesis: Russian
Russian senior thesis.
Class Format: independent study
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 1
Fall 2014
HON Section: 01 TBA Instructor: Julie Cassiday

RUSS 494(S) Senior Thesis: Russian
Russian senior thesis.
Class Format: independent study
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 1
Spring 2015
HON Section: 01 TBA Instructor: Julie Cassiday

RUSS 497(F) Independent Study: Russian
Russian independent study.
Class Format: independent study
Distributional Requirements: Division 1
Fall 2014
IND Section: 01 TBA Instructor: Julie Cassiday

RUSS 498(S) Independent Study: Russian
Russian independent study.
Class Format: independent study
Distributional Requirements: Division 1
Spring 2015
IND Section: 01 TBA Instructor: Julie Cassiday

SCIENCE AND TECHNOLOGY STUDIES (Div. II)

Chair, Professor DONALD deB. BEAVER

Advisory Committee: Professors: ALTSCHULER, D. BEAVER, DETHIER, KAPLAN, THOMAN. Associate Professor: MLADENOVIC.

Science and Technology Studies (SCST) is an interdisciplinary program concerned with science and technology and their relationship to society. In addition to being concerned with the historical development and a philosophical understanding of the ideas and institutions of science and technology; Science and Technology Studies also examines their ethical, economic, social, and political implications.

The role that science and technology have played in shaping modern industrial societies is generally acknowledged, but few members of those societies, including scientists and engineers, possess any understanding of how that process has occurred or much knowledge of the complex technical and social interactions that direct change in either science or society. The Science and Technology Studies Program is intended to help create a coherent course of study for students interested in these questions by providing a broad range of perspectives. At present, courses are offered which examine the history or philosophy of science and technology, the sociology and psychology of science, the economics of research and 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.

STUDY AWAY
You can find general study away guidelines for Science and Technology Studies here.

Students can check with the program chair to see if other courses not listed here might count as electives.

Elective Courses
ASTR 336/HSCI 336 Science, Pseudoscience, and the Two Cultures
BIOL 134/ENVI 134 The Tropics: Biology and Social Issues
CHEM 113 Chemistry and Crime: From Sherlock Holmes to Modern Forensic Science
ENVI 307/PSCI 317 Environmental Law
ENVI 402/MAST 402 Senior Seminar: Perspectives on Environmental Studies

HIST 374 American Medical History
HSCI 240/HIST 295 Technology and Science in American Culture
PHIL 209 Philosophy of Science
SOC 368 Technology and Modern Society

Courses of Related Interest
ANSO 205 Ways of Knowing
ARTH 257 Architecture 1700–1900
ENVI 302 Environmental Planning Workshop
GEOS 103/ENVI 103 Global Warming and Natural Disasters
HIST 165/LEAD 165 Going Nuclear: American Culture in the Atomic Age
HIST 475/LEAD 475 Modern Warfare and Military Leadership
HSCI 224/HIST 294 Scientific Revolutions: 1543–1927
HSCI 320/HIST 293 History of Medicine
PHYS 107 Newton, Einstein, and Beyond

SCST 101(F) Science, Technology, and Human Values Crosslistings: HSCI 101/SCST 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.
Class Format: seminar **Requirements/Evaluation:** two or three short exercises, two papers (3–5 pages and 5–7 pages), and two hour exams
Prerequisites: none **Enrollment Limit:** 20 **Enrollment Preferences:** first–years and sophomores
Distributional Requirements: Division 2
Fall 2014
SEM Section: 01 MWF 10:00 10:50 Instructor: Donald Beaver

SCST 263(S) Cold War Technocultures Crosslistings: SOC 263/AMST 263/HIST 363/HSCI 263/SCST 263
With the Soviet Union¿s collapse at the end of the twentieth century and the emergence of the United States as an unchallenged victor and "new world" hegemon, have we lost a sense of the drama, fear, and unbridled terror that permeated American life during the Cold War? In this course we will set out to understand Cold War American culture(s) by examining the intersection of politics, aesthetics, and a range of major technoscientific developments during this period. The course will take shape in three parts. Part I will explore the emergence and role of the computer in shaping the distinctly American style of thought aimed at Soviet "containment". We will furthermore trace historical treads connecting MIT's legendary Whirlwind computer, the SAGE continental air defense system, nuclear wargaming at the RAND Corporation, artificial intelligence, and the advanced technologies, management strategies, and atrocities of the Vietnam War. Part II takes up the symbolic potency of the space race, which we will use as a conduit through which to explore the following events and developments: Sputnik, Yuri Gagarin's spaceflight, the Apollo moon landing, and American civil defense; the postwar science of cybernetics and the emergence of the now iconic cyborg; the Club of Rome's {Limits to Growth}report and the Gaia hypothesis; plans backed by NASA for the industrialization, humanization, and colonization of outer space; and Ronald Reagan's Strategic Defense Initiative, '"Star Wars". Finally, case studies considered in Part III will focus on moments of conflict and resistance, appropriation, and unintended consequences of the preceding and other Cold War technological developments, among them antipsychiatry and environmentalism; Project Cybersyn, an infrastructural causality of the US/CIA–backed Chilean coup of 1973; the American counterculture and the countercultural roots of neoliberalism(s).
Class Format: seminar **Requirements/Evaluation:** weekly discussion precis, film screenings, class presentations, and a final research project decided in consultation with the instructor
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** preference will be given to students with a demonstrated interest in the study of Cold War science and technology
Distributional Requirements: Division 2
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Grant Shoffstall

SCST 309(S) Environmental Politics and Policy (W) Crosslistings: ENVI 309/HSCI 309/SCST 309/PSCI 301
This course will provide an overview of environmental policy¿making, with an emphasis on the ways in which policies are developed and implemented at the local, state and national level. Special attention will be paid to the variety of actors that shape environmental outcomes, including legislators, administrators, the science community, civil society and the private sector. Following an examination of different models of environmental policy¿making, this course will focus on several case studies, including on the management of public lands, air and water pollution, climate change and endangered species protection.
Class Format: seminar **Requirements/Evaluation:** evaluation is based on several shorter writing assignments, a semester–long research project, and participation
Prerequisites: ENVI 101 or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Environmental Policy & Environmental Science majors & Environmental Studies concentrators; but other students interested in public policy are welcome
Dept. Notes: requirement for the Environmental Policy major and the Environmental Studies concentration
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: ENVI Environmental Policy
ENVP PTL Theory/Method Courses
ENVP PE–A Group Electives
ENVP PTL–A Group Electives
ENVP SC–A Group Electives
POEC Comparative POEC/Public Policy Courses
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Brian McCammack

SCST 371(S) Science, Technology, and (Bio)medicalization Crosslistings: SOC 371/HSCI 371/SCST 371
"Medicalization" is a term that appears with great frequency in historical and broadly social scientific studies of twentieth century American medicine. In brief, medicalization refers to those processes by which a myriad of previously {non}medical problems, once defined as ethical–religious, legal or social (e.g. drug and alcohol addition, shyness, obesity), are brought within the purview of medical science and redefined as medical problems, usually in terms of "illness" or "disorder". We will begin the course by attending to the history of medicalization and its consequences. Taking guidance from key theoretical works and exemplary case studies, we will arrive at an understanding of medicalization as a {technical} process, and modern medicine as a quite potent form of {social control}. We will then move from a consideration of medicalization to biomedicalization; from the management of human life to transformations of "life itself" by way of post–World War II technoscientific interventions aimed at "optimizing" the vitality of individuals, groups, and entire populations. In particular, we will consider empirical case studies of technoscientific developments that have made possible the work of optimization that defines biomedicalization: molecular biology, pharmacogenomics, biotechnologies, imaging techniques (EEG, PET, and fMRI), robotics, and transplant medicine, among others. Finally, we will attend to how processes of biomedical optimization have produced new ways of seeing, knowing, and imagining human bodies, such that biology is increasingly less representative of "destiny" than it is of possibility. To this end, the course will conclude with a consideration of speculative technoscience and the ethics and politics of human enhancement.
Class Format: lecture **Requirements/Evaluation:** weekly discussion précis, science–fiction book review essay, class presentations, and a take–home midterm
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 20–25 **Enrollment Preferences:** preference will be given to Anthropology and Sociology students
Distributional Requirements: Division 2 **Other Attributes:** PHLH Bioethics + Interpretations of Health
Spring 2015
LEC Section: 01 MWF 08:30 09:45 Instructor: Grant Shoffstall

SCST 401 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.
Class Format: studio **Requirements/Evaluation:** research paper or project **Enrollment Limit:** 5
Distributional Requirements: Division 2 **Other Attributes:** ENVP SC–B Group Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Donald Beaver

THEATRE (Div. I)

Chair, Professor DAVID EPPEL

Professors: BAKER–WHITE, EPPEL. Associate Professors: HOLZAPFEL, SANGARE. Assistant Professor: MORRIS. Lecturers: BROTHERS, CATALANO, PETHICA. Visiting Lecturer: MANSOUR§§.

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.

The production arm of the Department of Theatre operates under the supervision of the departmental faculty. Major departmental productions as well as laboratory and experimental productions of all kinds are mounted on the new stages of the '62 Center for Theatre and Dance. Participation in acting or technical work is open to all members of the Williams College community. Students majoring in Theatre will be asked to consult regularly with departmental advisors in devising the sequence of courses and production participation that will constitute their major.

MAJOR

The Major in Theatre consists of nine courses.

Six required courses are:
Theatre 101(F) Introduction to Theatre
Theatre 103(S) Acting I OR Theatre 204 Acting II
Theatre 201 Theatrical Staging and Design: The Collaborative Process
Theatre 244 Introduction to Theatre Technology
Theatre 248 The Modern Theatre: Plays and Performance OR Theatre 229 Modern Drama
Theatre 406 Senior Seminar

Three elective courses must be taken from the department's other offerings. One of those electives must be at the 300–level or higher. Substitutions of other Williams' courses, or of Study Abroad courses, will be made only with the consent of the department Chair. Students should consult with the department Chair regularly in planning a balance of practice and scholarship in their elective choices.

All majors in Theatre are required to participate in a minimum of four department productions in addition to the laboratory requirement for Theatre 244. Participation in at least two of the four must be in technical production and one of those two must be in stage management.

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 project description is a written essay of approximately 750–1000 words that describes in detail the nature, goals, methodology and approximate budget, if applicable, of the proposed course of study to be undertaken in the pursuit of Honors. When developing their project proposal, candidates are encouraged to familiarize themselves with successful past Honors projects from materials provided by the Department. The portfolio will be comprised of four parts:

1. The first part will include a list of the courses students have taken relevant to their work towards the major. This list will include courses offered by the Theatre Department, but may also include classes taken in other Departments. Students should also list and describe relevant independent studies and production credits.
2. The second part of the portfolio will include a selection of materials developed for these courses and productions listed in Part 1. The selection should include at least three papers or samples of other written work, and might also include design projects, director's notebooks, studio art projects, actor's journals or other forms of documentation of the candidate's work. For students who have taken a semester away, it is particularly important that they provide the Department with a detailed picture of their activities while studying off–campus. Course descriptions and syllabi should be submitted in addition to a list of courses taken and activities performed.
3. The third part of the portfolio is an annotated bibliography of approximately twelve dramatic or critical texts the student has read, and that he or she feels have had particular relevance in his or her Theatre education to date. Annotations should be based upon a particular angle of engagement with the text, that reflects the area or areas that the student has chosen to emphasize in his or her 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. Generally annotations should be one or two paragraphs long.
4. The portfolio should conclude with a retrospective essay that reflects on the materials that are being submitted. Students should look for connections between the various aspects of their work, state any theoretical positions that they have come to embrace, assess their strengths and weaknesses, and discuss their educational goals for their work with the Department during their Senior year.

The portfolio will be examined alongside the student's record and his or her project description; a determination will then be made as to admission into the Honors program. Students intending to apply for Honors should meet with the Department Chair or designated Honors Coordinator by the end of the fall semester of their junior year. Once a student is admitted to the Honors program, the department Chair will assign an Honors Project Advisor, who will work with the student to specify a timeline and work program for the completion of the Honors Project. At a minimum, this will entail enrollment in Theatre 493 or 494, plus W32, plus one other course offered either within the department or elsewhere that the candidate and thesis advisor designate as contributing specifically to the overall goals of the honors work. This honors elective may not fulfill any other portion of the Theatre Major, or any other major the student may be pursuing. All honors candidates will present their completed projects to the Department Honors Committee for evaluation.

STUDY ABROAD

The Theatre Department attempts to work individually with majors and prospective majors who desire to study abroad. In general, with careful planning it is usually quite easy for students to complete the major in Theatre if they study abroad for one semester of their junior year. For those wishing to study abroad for more than one semester of junior year, a more complicated situation may arise, but one that can often be successfully managed through close consultation with the department chair. Students are encouraged to consult with the chair early in their Williams careers if they anticipate a combination of Theatre major and study abroad. You can find general study away guidelines for Theatre here.

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.

THEA 101(F) Introduction to Theatre (D) Crosslistings: THEA 101/COMP 151
This introductory course serves as a general gateway to the study of Theatre. The course investigates principal areas of Theatre practice, including the Play and Playwright, Actor, Director, Designer, Audience, and Company. Through lectures, class discussions, performance practice, and hands–on laboratory sessions, students will encounter dramatic texts and theatrical contexts from a variety of traditions around the globe. Dramatists covered may include: Sophocles, Shakespeare, Zeami, Molière, Chekhov, Beckett, and Parks. Students are expected to complete reading and writing assignments, as well as to participate in practical projects in the labs. This course is open to all and welcomes non–Theatre majors. For students interested in the Theatre major, this course fulfills a primary requirement and should be taken during one's first or second year. This course meets the Exploring Diversity distinction because it engages in both a comparative and empathetic study of a broad range of theatrical cultures, examining their unique histories and appreciating their diverse artistries.
Class Format: lecture **Requirements/Evaluation:** three short papers; in–class writing; mid–term Company studio presentation; final Company performance and portfolio
Prerequisites: none **Enrollment Limit:** none **Expected Class Size:** 30 **Enrollment Preferences:** none
Distributional Requirements: Division 1 Exploring Diversity
Fall 2014
LEC Section: 01 MR 01:10 02:25 Instructor: Amy Holzapfel
LAB Section: 02 T 02:35 03:50 Instructor: Amy Holzapfel

THEA 103(F,S) Acting I
This course deals with the development of intellectual and emotional resources required for the actor and will explore an acting technique based on the work of Russian actor and director Constantin Stanislavsky. Students will examine the power of public presence through theory and practice while expanding their talents, sensitivity, and imagination.
Class Format: studio **Requirements/Evaluation:** evaluation will be based on committed participation in class, preparation and performance of assigned material, and some modest written assignments
Prerequisites: none **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** first–year students or sophomores considering the Theatre major
Dept. Notes: course is a prerequisite for THEA 204
Distributional Requirements: Division 1
Fall 2014
STU Section: 01 MR 01:10 02:25 Instructor: Omar Sangare
Spring 2015
STU Section: 01 MR 01:10 02:25 Instructor: Omar Sangare

THEA 104 Critical Approaches to Theatre and Performance (D) Crosslistings: THEA 104/COMP 104
This introductory critical survey course will explore a variety of theatre and performance traditions from around the globe, from antiquity to the present day. Through close analysis of select texts and performance practices in a seminar format, the course will consider what role theatre plays in the establishment and growth of culture, politics, and aesthetics. Topics may include: Ancient Greek theatre, Classical Indian performance, Renaissance English theatre, Japanese Noh and Kabuki, popular American traditions, modern European theatre, and postmodern performance. Films and other media will be utilized when relevant. Regular in–class visits to the Williams College Museum of Art will occur, as well. This course meets the criteria of the Exploring Diversity Initiative as it engages in a cross–cultural investigation of performance and explores how theatre is deeply embedded in power relations.
Class Format: seminar **Requirements/Evaluation:** 5 structured writing&creative assignments based on thematic elements of the course, as well as a final "Company" performance; in–class participation, writing, & discussion
Prerequisites: none **Enrollment Limit:** 18 **Expected Class Size:** 14 **Enrollment Preferences:** Theater majors and Comparative Literature majors
Dept. Notes: this course is a requirement for and is suggested as an introduction to the major in Theatre
Extra Info: participation in all LABS; all students enrolled in the course are also required to attend the departmental theatre productions
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: PERF Interdepartmental Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Amy Holzapfel

THEA 201(F) Theatrical Staging and Design: Process of Collaboration Crosslistings: THEA 201/ARTS 201

This course examines the designer's and director's creative process and collaborative roles in the creation of theater. Over a series of practical projects in staging and mise–en–scene, as well as scenic, costume, and lighting design we will try different techniques for eliciting an initial creative response to a text, developing that response into a point–of–view, and solving the practical needs of the production. Particular emphases will be placed on how directors and designers work together to imagine the fictional world(s) of theatrical productions, how design elements synthesize with one another, with the work of the actors and director, and with the larger intellectual, emotional, and physical context of the work as a whole. The course will be team–taught with the dual perspectives of directing and design prompting students to adopt various creative roles throughout the series of assigned projects. Basic presentation skills and technique, as well as methodologies for critical feedback, will be taught as crucial elements of staging and design development.
Class Format: studio **Requirements/Evaluation:** evaluation will be based upon committed class participation and thoughtful, timely completion of all assignments and projects
Prerequisites: none **Enrollment Limit:** 14 **Expected Class Size:** 12 **Enrollment Preferences:** Theatre majors
Dept. Notes: this course is a prerequisite for all upper–level design and directing courses; this course does not count toward the Art major
Materials/Lab Fee: materials and copying $125 to be added to the students' term bill
Distributional Requirements: Division 1
Fall 2014
STU Section: 01 MW 11:00 12:50 Instructor: Robert Baker–White and David Gurcay–Morris
LAB Section: 02 W 01:10 03:50 Instructor: Robert Baker–White and David Gurcay–Morris

THEA 204(S) Acting II
Students will continue to develop technical skills, and the emotional and intellectual resources, required for the actor. The focus will be on the issues of characterization, textual understanding and emotional depth. The means of study and experimentation will be intense scene work requiring thorough preparation and creative collaboration. Improvisation and other exercises will be used to complement the textual work. The dramatic texts providing scenes for class will be from the early realist works onward. Students will be expected to have had previous acting experience, either through completion of Theatre 103 or through other relevant experience.
Class Format: studio **Requirements/Evaluation:** although there will be some modest written assignments, evaluation in the course will principally reflect the degree of committed participation in the preparation and performance of acting exercises
Prerequisites: THEA 103 or, for students with significant prior theatrical experience, permission of the instructor **Enrollment Limit:** 14 **Expected Class Size:** 10 **Enrollment Preferences:** students intending to major in Theatre
Dept. Notes: this course is a prerequisite for THEA 306
Distributional Requirements: Division 1 **Other Attributes:** PERF Interdepartmental Electives
Spring 2015
STU Section: 01 MW 11:00 12:50 Instructor: Robert Baker–White

THEA 214(S) Playwriting (W) Crosslistings: THEA 214/ENGL 214
A studio course designed for those interested in writing and creating works for the theatre. The course will include a study of playwriting in various styles and genres, a series of set exercises involving structure and the use of dialogue, as well as individual projects. We will read and we will write, beginning with small exercises and working toward a longer final project. Students will be expected to share in and respond to each other's work on a weekly basis, and to present their own work regularly. At the end of the term, we will share our collaborative work with the community as part of an open studio experience.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on attendance, completion of all class assignments, and class participation
Prerequisites: none **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** Theatre and English majors
Distributional Requirements: Division 1 Writing Intensive
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Mona Mansour

THEA 228 Theatrical Self–Production the Cartographic Imagination
In today's theater world, self–production can be a vital, engaging, and necessary method of creating and producing theatrical works. This course examines theatrical self–production and the ways in which artists exploit this model in pursuit of their individual and collective ambitions. Through an examination of innovative, non–traditional models for performance creation, this class will form its own unique structure for developing and producing a new theatrical performance for public presentation. Operating within carefully chosen constraints, students will share equally the administrative, artistic, and production roles in the public presentation of their work on stage. Thus, a major emphasis of the course will be on experiential education, which provides an invaluable opportunity to encounter firsthand the highly complex relationship between artistry and production. To best advise and mentor students in all levels of design, direction and performance, the course will include additional guest classes with practitioners from the profession, as well as the Department of Theater who can help to provide the full range of skills necessary for students to realize their goals. Group presentations of the creative development process will provide opportunities for guidance, critique, and sustained mentorship on the path to a final performance. This year, 228 will investigate the performance possibilities contained in the idea of The Map, and in the act of mapping space and spatial relationships.
Class Format: seminar **Requirements/Evaluation:** students will contribute to the creation of a final performance piece by the group as a whole; evaluation based on committed class participation, contribution to the collective work of the class, group and individual presentations, and self–evaluation
Prerequisites: none; students from a broad range of curricular disciplines are welcome, but some prior experience in theatre or theatre studies is perferable **Enrollment Limit:** 16 **Expected Class Size:** 12 **Enrollment Preferences:** the instructors will seek to balance the course by level of prior theatrical experience
Distributional Requirements: Division 1 **Other Attributes:** EXPE Experiential Education Courses
Not Offered Academic Year 2014–2015
SEM Instructor: David Eppel

THEA 229(F) Modern Drama Crosslistings: ENGL 202/THEA 229/COMP 202
An introduction to major plays and key movements in European and American theatre since the late nineteenth century. Our focus will be on close reading, with attention also to questions of performance and production. Plays to be discussed will likely include: Ibsen, *Hedda Gabler*; Wilde, *The Importance of Being Earnest*; Chekhov, *The Cherry Orchard*; Pirandello, *Six Characters in Search of an Author*; Brecht, *Mother Courage*; Miller, *Death of a Salesman*; Beckett, *Endgame*; Hansberry, *A Raisin in the Sun*; Pinter, *Betrayal*; Churchill, *Cloud Nine*; Stoppard, *Arcadia*.
Class Format: lecture **Requirements/Evaluation:** two 5–page papers; regular journal responses; a final exam; and active participation in class discussions
Prerequisites: none **Enrollment Limit:** 18 **Expected Class Size:** 18 **Enrollment Preferences:** English and Theatre majors
Dept. Notes: satisfies the THEA 248 requirement for Theatre Major
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 **Other Attributes:** ENGL Literary Histories C
Fall 2014
SEM Section: 01 TR 11:20 12:35 Instructor: James Pethica

THEA 236 Political Theatre Making
Placing twentieth–century theatricality in the context of its historical roots in Western theatre, this course will examine a broad range of types of protest movements. From the biting observations of the British class system by playwrights such as Oscar Wilde, Noel Coward, and John Osborne, to mid–century American political writers such as Clifford Odets and Edward Albee, and Italy's Dario Fo, to the relentless satire of contemporary South African performers such as Pieter Dirk–Uys, we will investigate dramatic writing and performance style as aspects of social and political resistance. Other groups studied may include the protest theatre of Johannesburg's Market Theatre, Luiz Valdez's Teatro Campesino, and a younger generation of post–apartheid experimentation in multi–ethnic South African theatre.
Class Format: seminar **Requirements/Evaluation:** a semester–length research project, including a substantial paper, based on the hypothetical creation of a theatre company within specific historical, social, and political contexts
Prerequisites: none, though first–year students must get permission of instructor **Enrollment Limit:** 15
Distributional Requirements: Division 1 **Other Attributes:** PERF Interdepartmental Electives
Not Offered Academic Year 2014–2015
SEM

THEA 241(S) Performing Masculinity in Global Popular Culture (D) Crosslistings: WGSS 240/AMST 241/LATS 241/THEA 241/SOC 240
This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products – ranging from beer to deodorant to cigarettes — had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch–identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half–life of the boy band in the US and in Asia (e.g., J/K–Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.
Class Format: seminar **Requirements/Evaluation:** masculinity journal, mid–term essay, visual analyses of pop culture artifact, choice of final essay or 8–10 page final paper, short field trip reaction essay
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** in the event of over–enrollment, a short statement of interest will be solicited
Distribution Notes: meets Division 2 requirement if registration is under AMST, LATS, SOC or WGSS; meets Division 1 requirement if registration is under THEA
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: EXPE Experiential Education Courses
LATS Comparative Race + Ethnic Studies Electives
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Gregory Mitchell

THEA 244(S) Introduction to Theatre Technology
As an overview of performance spaces, production technologies and methods, 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.
Class Format: lecture/lab **Requirements/Evaluation:** completion of weekly projects, mid–term and final exam; participation in production
Prerequisites: none **Enrollment Limit:** 12 **Expected Class Size:** 10 **Enrollment Preferences:** given to Sophomores and Juniors
Distributional Requirements: Division 1
Spring 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Cosmo Catalano
LAB Section: 02 W 01:10 03:50 Instructor: Cosmo Catalano

THEA 245 (Re)presenting Sex: Shakespeare on Page and Stage Crosslistings: EXPR 245/THEA 245/WGSS 245
This experimental course approaches the question of how sex and sexual identity are portrayed in Shakespeare from two different directions–close reading focused on the page and acting centered on the stage. These two critical modes–reading the text versus performing the script–are often treated in compartmentalized fashion as separate, even incompatible activities. Our goal is to take up the challenge of bringing the two

perspectives together within the framework of a single, integrated course. The teaching method is to bridge the gap between the two modes not by magically dissolving, but by actively engaging, the tensions between them. For example, no performance can include all the possible interpretations; performance decisions raise questions about what alternatives have been left out. Similarly, when all interpretive possibilities are held in imaginative suspension, the specifics of bodily movement and face–to–face interaction whose meanings emerge when enacted are lost. We propose to put the two orientations in a productive and innovative dialogue that enables students to experience the tension from both sides, to articulate the opportunities and limits of each side, and to combine their respective strengths. The mix of assignments (papers and scene work) will vary depending on whether students designate themselves as primarily scholars or actors, but some overlap will be built in to ensure that scholars gain understanding of acting and actors gain access to scholarship. All students will be expected to demonstrate versatility in traversing the full spectrum from interpretation through reading to interpretation through performance.The specific topic that will bring these theoretical issues into focus is the matter of sex and sexual identity, as illuminated through the analysis of language, psychology, and theatrical embodiment. Six plays will be studied in depth: *The Merchant of Venice*, *Twelfth Night*, *Othello*, *King Lear*, *Antony and Cleopatra*, and *The Winter's Tale*.
Class Format: lecture/discussion, with additional periods set aside for scene presentation **Requirements/Evaluation:** evaluation will be based on several short papers and a final exam All students will take the final: "scholar" students will have rigorous expectations in the writing of papers; "actor" students will have intensive (graded) performance expectations
Prerequisites: none; students wishing to enroll as Acting Students should consult with instructors **Enrollment Limit:** 20 **Expected Class Size:** 15
Distribution Notes: meets Division 1 requirement if registration is under EXPR or THEA; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
LEC Instructor: Robert Baker–White

THEA 248 The Modern Theatre: Plays and Performance Crosslistings: THEA 248/COMP 248/ENGL 234
A survey of major trends in playwriting and performance practice from the late nineteenth century to the end of the twentieth. We will read major playwrights from a variety of national traditions, always considering their works in the context of evolutionary and revolutionary transformations of theatre practice. Artists and movements may include Realism and Naturalism (Stanislavsky, Antoine, Ibsen, Strindberg, Chekhov, Shaw), the Epic Theatre (Brecht, Piscator), The Theatre of Cruelty (Artaud), the "Absurd," (Beckett, Genet, Pinter) the collectivist avant–garde (Grotowski, Living Theatre, Open Theatre), and more recent playwriting.
Class Format: lecture/discussion format will focus on dialectical interplay between dramatic writing and trends in acting, directing, design, theatre architecture and the actor/audience relationship **Requirements/Evaluation:** active participation in class discussion, midterm exam, one major paper
Prerequisites: none **Enrollment Limit:** 18 **Expected Class Size:** 14 **Enrollment Preferences:** Theatre majors
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
LEC Instructor: Robert Baker–White

THEA 250T Gender, Sexuality and the Modern Stage (D) (W) Crosslistings: THEA 250/ENGL 253/WGSS 250/COMP 247
This interdisciplinary tutorial explores aspects of gender sexuality, performativity, and representations of the body in modern theatre and art. Close analysis of plays by dramatists –such as Sophie Treadwell, Lillian Hellman, Caryl Churchill, Milcha Sanchez–Scott, Ntozake Shange, Tony Kushner, Tim Miller, Naomi Iizuka, Paula Vogel, Suzan–Lori Parks, Tarell McCraney, and Sarah Kane – will occur alongside consideration of works by both artists and celebrities, such as Cindy Sherman, Karen Finley and Lady Gaga. Our approach to this varied material will be comparative and will be enriched by readings of select work by contemporary theorists, such as Judith Butler, bell hooks, Cherríe Moraga, Eve K. Sedgwick, and Donna Haraway. This course meets the criteria of the Exploring Diversity Initiative as it draws focus towards the diversity of race, class and ethnicity represented by the subjects of our study as well as towards the political power of theatre and performance.
Class Format: tutorial **Requirements/Evaluation:** students will meet with instructor in pairs for an hour each week; they will write a 5–7–page paper every other week (five in all), and comment on their partner's papers in alternate weeks
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** majors in Theatre, English or Women's, Gender and Sexuality Studies
Distribution Notes: meets Division 1 requirement if registration is under THEA, COMP or ENGL; meets Division 2 requirement if registration is under WGSS
Extra Info: emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response
may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: PERF Interdepartmental Electives
WGSS Theory Courses
Not Offered Academic Year 2014–2015
TUT Instructor: Amy Holzapfel

THEA 262 Performing Greece and Rome Crosslistings: CLAS 262/THEA 262/COMP 270
This course explores the fluidity of genres by focusing on tragedy and comedy. Each began as a grafted thing, a hybrid, a fusion of poetic, musical and dance genres previously developed for a variety of occasions outside the Theater of Dionysus. Fusion continued to energize both genres, and we will attend to its effects as we read several tragedies by Aeschylus, Sophocles, and Euripides and comedies by Aristophanes from fifth–century Athens; a comedy by Menander from the early post–Alexandrian Greek world; comedies by Plautus and Terence from republican Rome; and a tragedy by Seneca from the imperial Rome of Nero. We will also read short selections from (or read about) the genres out of which tragedy and comedy were created and re–created, and into which they sometimes made their own incursions (e.g., heroic epic, women's laments, choral and solo lyric poetry, wisdom poetry, oratory, philosophical texts, histories, mime, farce, various kinds of dance, music and visual arts). We will especially attend to the ways tragedy and comedy inflected one another. Critical readings, along with modern productions of ancient tragedies and comedies, will guide us as we consider all these generic exchanges in light of changing conditions and occasions of theatrical performance, other public spectacles shaping the expectations of theater audiences, and the development of writing and reading as modes of performance.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on participation in class, several very short essays, and two longer essays, one of which may be replaced by an original script, design project, musical composition, or live performance
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** if oversubscribed, preference given to majors or prospective majors in Classics, Theatre, Comparative Literature, English or an other literature, and to students engaged in performing or studio arts
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: Meredith Hoppin

THEA 275T Lying, Cheating, Stealing: Hidden Knowledge in American Drama (W) Crosslistings: THEA 275/COMP 275/ENGL 224
The Buddha is said to have identified three things that cannot stay hidden: the sun, the moon, and the truth. What's the secret? Who is lying? Who is quietly disregarding the rules? The revelation of hidden knowledge—what Aristotle called anagnorisis—lies at the base of what drama is, and how theatre functions. Theatre is lying as much as lying is theatre. So it should not be a surprise that playwrights often deliver plots and characters that pit playing against truth, and that oppose concealment and revelation as keys to dramatic action. But it should also not surprise that in the modern era, clarity in the dialectic of "truth and falsehood" has eroded as well. Relativity of honesty, contingency with regard to certain knowledge, "truthiness"—these too have a place in the modern theatre. This tutorial course will examine what lies hidden in American plays from the late nineteenth century to the early twenty–first. Beginning with excerpted critical and historical writings on secrecy and lying (*The Adventures of Pinocchio*, Machievelli's The Prince, Thomas Carlson's *Lying and Deception: Theory and Practice*, Sissela Bok's *Secrets*, Martin Jay's *The Virtues of Mendacity*, among others), we will proceed to a set of American plays from across a wide spectrum of playwrights, including Edward Albee, Suzan–Lori Parks, Sarah Ruhl, Sam Shepard, Eugene O'Neill, Arthur Miller, David Mamet, Amy Herzog, and others. Student papers will explore how hidden knowledge structures dramatic action, how different characters create and respond to untruths, and what can we learn in particular from *American* drama about a national relationship to honesty and its opposites.
Class Format: tutorial **Requirements/Evaluation:** weekly papers/response papers; weekly meeting with instructor and tutorial partner
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Theatre majors, English majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Spring 2015
TUT Section: T1 Cancelled

THEA 284 Writing for Film, Video, and Performance (W) Crosslistings: ARTS 284/THEA 284
This is a writing workshop for the time–based arts. We will study the use of language in a variety of kinds of film, video, and performance–based artworks. We will study examples in avant–garde film, video art, performance art, essay films, and explore the use of language and syntax of these forms in relation to, and in contrast with, popular cultural forms. The second half of the course will focus primarily on narrative screenwriting. The main goal of this course is to identify and generate a thematic, tonal, and narrative sensibility that is specific to each student. Students will create monologues, voiceovers, screenplays and avant–garde forms, and will also write several response papers about the use of language in film, video, and performance.
Class Format: studio **Requirements/Evaluation:** grades will be based on in–class writing, weekly assignments, participation in workshop discussion and critiques, and video–sketches that visually demonstrate ideas generated through writing **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** students will be asked for writing samples
Distributional Requirements: Division 1 Writing Intensive
Not Offered Academic Year 2014–2015
STU Instructor: Joshua Thorson

THEA 302(S) Scenic Design Crosslistings: THEA 302/ARTS 221
This course focuses on the artistic, intellectual, and practical roles of a set designer in the development of works of theatre. Grounded in textual analysis and research, a range of techniques will be explored and utilized to create theoretical stage designs for several plays, musicals and/or operas over the course of the semester. Emphasis will be on 3–dimensional modeling as the primary means of process and presentation, but sketching, drafting, and digital tools will also be important factors in course work. Unique, diverse, and strong points of view will be encouraged.
Class Format: studio **Requirements/Evaluation:** evaluation will be based upon committed class participation and thoughtful, timely completion of all assignments and projects
Prerequisites: THEA 201 or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 8 **Enrollment Preferences:** Theatre majors
Dept. Notes: this course does not count toward the Art major
Materials/Lab Fee: lab fee of $125 to be added to the student's term bill
Distributional Requirements: Division 1
Spring 2015
STU Section: 01 MW 09:00 10:50 Instructor: David Gurcay–Morris

THEA 303 Stage Lighting
A study of the art and techniques of stage lighting. This class will provide instruction in the basic physics of light and color; the use of angle, intensity, color, texture and movement of light as compositional tools; various kinds of stage lighting instruments and their uses; conceptual development of a lighting design; translation of concept into light plot and channel hookup; focusing the plot in the theater; and writing cues.
Texts for the course will be the texts and scores of the plays, operas and other dramatic works that we will examine from the lighting designer's perspective, supplemented with readings that address the technical aspects of stage lighting. The class format will be a combination of lecture/discussion sessions and practical labs.Every effort will be made to provide students with lighting design opportunities on departmental productions as a part of their coursework, in accordance with students' abilities and interests and in consultation with directors and other faculty. Students are encouraged to seek out lighting design opportunities outside the department as well, and may incorporate these projects into their coursework.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on class participation, successful completion of weekly projects, thorough technical understanding of a basic stage lighting system, and performance on a final exam
Prerequisites: THEA 201 or permission from the instructor **Enrollment Limit:** 12 **Expected Class Size:** 8

Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
LEC Instructor: Julie Seitel

THEA 305(F) Costume Design Crosslistings: THEA 305/ARTS 200
This course is both an introductory and an intensive 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.
Class Format: studio **Requirements/Evaluation:** evaluation will be based on multiple design assignments including a detailed final design project, costume labs, image and research files, costume sketchbook, short papers, committed participation, and attendance
Prerequisites: successful completion of any 200–level course in any of the fine or performing arts or permission of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 8 **Enrollment Preferences:** Theater and Art Studio, sophomores and juniors
Dept. Notes: does not satisfy any requirements for the Art major
Extra Info: students are required to attend two to three theatre department or approved performances during the semester; students will also be expected to partake in intelligent critiques of fellow classmates' design work
Distributional Requirements: Division 1
Fall 2014
STU Section: 01 TF 01:10 03:50 Instructor: Deborah Brothers

THEA 306(F) Acting III: Physical Theatre and Body Language
This course for advanced students of acting will focus on particular aspects of performance as determined by the instructor in each semester in which the course is taught. Topics may include acting in verse drama, movement for the actor, voice, performing Shakespeare, aspects of physical theatre, non–realist acting, etc. The course will be taught by members of the Theatre faculty and/or Guest Artists, and may be repeated by students as instructors and topics change. Texts and reading assignments will vary depending on each semester's focus.
This semester Theatre 306 will focus on processes of Physical Theatre. The class is open to students interested in developing their ability in communication through the art of body language. Assigned research, analysis, discussions, and improvised exercises on stage will give us the opportunity to expand our understanding of physical vocabulary and will help us to express our intentions by evocative behavior. Based on various theatre techniques,this course will hone artistic skills for performance and improve students' confidence in their interactions with other people.
Class Format: studio **Requirements/Evaluation:** evaluation will be based on committed participation in class, and preparation and performance of assigned material
Prerequisites: permission of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 10
Distributional Requirements: Division 1
Fall 2014
STU Section: 01 MR 02:35 03:50 Instructor: Omar Sangare

THEA 307 Stage Direction
An introduction to the resources available to the Stage Director for translating interpretive concepts into stageworthy physical realization. Kinetic and visual directorial controls, as well as textual implications and elements of dramatic structure, and strategies of working with actors and other collaborators will be studied in detail. Most assignments will involve hands–on directing projects presented in class for collective critique.
Class Format: studio **Requirements/Evaluation:** evaluation will be based principally on committed participation in the preparation and performance of production exercises; there will be some written assignments, including the assembly of directing production books and critiques of several productions
Prerequisites: THEA 103 and THEA 201 or permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 8 **Enrollment Preferences:** those who have also taken THEA 204
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
STU Instructor: David Eppel

THEA 308 Directing Workshop
This is a studio workshop dealing with the preparation, performance, and evaluation of brief dramatic exercises and one–act plays. The emphasis will be on the director's confrontation with the text, the actors, and the directorial controls chosen in support of interpretative concept.
Class Format: workshop
Prerequisites: THEA 201, 204, 307 or permission of the instructor
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
LEC Instructor: Tina Shepard

THEA 317 Black Migrations: African American Performance at Home and Abroad Crosslistings: AFR 317/COMP 319/DANC 317/ENGL 317/THEA 317/A
In this course, students will investigate, critique and define the concepts migration and diaspora with primary attention to the experiences of African Americans in the United States and Europe. Drawing on a broad definition of performance, students will explore everything from writing and painting to sports and dance to inquire how performance reflects, critiques and negotiates migratory experiences in the African diaspora. For example, how did musician Sidney Bechet's migration from New Orleans to Chicago to London influence the early jazz era? How did Katherine Dunham's dance performances in Germany help her shape a new black dance aesthetic? Why did writer James Baldwin go all the way to Switzerland to write his first novel on black, religious culture in Harlem? What drew actor/singer Paul Robeson to Russia, and why did the U.S. revoke his passport in response to his speeches abroad? These questions will lead students to investigate multiple migrations in the African diasporic experience and aid our exploration of the reasons for migration throughout history and geography.
Class Format: seminar/discussion **Requirements/Evaluation:** evaluation will be based upon class participation, one 5– to 7–page paper analyzing a performance/text, student–led class facilitation, final performance/ presentation
Prerequisites: none; open to all **Enrollment Limit:** 15 **Expected Class Size:** 10
Distribution Notes: meets Division 2 requirement if registration is under AFR or AMST; meets Division 1 requirement if registration is under COMP, DANC, ENGL or THEA
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2014–2015
SEM Instructor: Rashida Braggs

THEA 322(F) Race, Gender, and Performance from Literature to Social Media (D) Crosslistings: WGSS 330/COMP 339/AMST 332/LATS 335/THEA 322
What different conversations around the topic of "diversity" might be had if we think of race, gender, and sexuality as performative? How might the analytic of performance equip us in this course to identify marginalized modes of being and to enact anti–xenophobic strategies for everyday practice? In this course we will study multiple forms of contemporary performance (including performance art, visual art, sound art, social media, literature, politics, and performance of everyday life) by artists of diverse racial, gender, and sexual identification to think about belonging and alternative forms of world–making.
We will explore these questions in a United States context through engagement with cultural texts that destabilize ideological binaries of female/male, black/white, heterosexual/homosexual, subject/object, and human/non–human, including scholarship in critical ethnic studies, queer of color critique, and affect studies. We will begin with linguistic philosopher J.L. Austin's theory of the performative speech act, and proceed with theorists including Judith Butler and José Esteban Muñoz to consider gender and racial performativities. Artists studied will range from the conceptual (including Adrian Piper, Nao Bustamante, and Yoko Ono) to the popular (including Rihanna, Miley Cyrus, R. Kelly). This course will engage foundational texts to performance studies and offer an interdisciplinary approach to scholarship in gender and sexuality studies, critical ethnic studies, and performance studies from the 1970s to the present. This course recognizes a suspicion for diversity discourses that universalize human experience and asks: how do we resist normativizing forces without reinforcing the regulating logics of those forces? This EDI course will critically engage with diversity from the heterogeneous and multiple perspectives of racial, sexual, and gender minorities, asking students not only to examine the diversity of human experience but to explore the political stakes of creative expression through interdisciplinary methods and forms.
Class Format: seminar **Requirements/Evaluation:** in–class participation, student presentation, two reading responses, performance analysis, office hours meeting, end–of–term paper
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 15
Extra Info: meets Division 1 requirement if registration is under COMP or THEA; meets Division 2 requirement if registration is under AMST, LATS or WGSS
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ASAM Related Courses
WGSS Racial Sexual + Cultural Diversity Courses
WGSS Theory Courses
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: Vivian Huang

THEA 325T A Room that Pretends to be Another Room: Scenography in Theory and Practice
How have designers and directors thought about theatrical space? How successfully have their theories aligned with their practice? How are the ideas of the great European and American scenographers being re–imagined, reused, or abused on today's stages? In this tutorial we will take a hybrid approach to the study of scenography, blending theoretical, historical, and critical readings about stage design with a studio component that focuses on formulating an artistic response to those ideas. Our study of scenography will span a hundred years from Robert Edmund Jones to Nature Theater of Oklahoma, examining the ideas of Josef Svoboda, Bertolt Brecht and Caspar Neher, Mielziner, Lee, and Conklin; Wilson, Foreman, and The Wooster Group; and contemporary New York experimental theater. Assignments will alternate between writing short papers and creating preliminary scenic designs; both done in response to the designers or periods being examined in the readings. Introductory drawing and/or some scale model–making experience would be useful, but is not absolutely required.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on critical analysis & discussion of readings, and active participation in critiques of creative work; assignments will consist of response papers alternating with design projects
Prerequisites: one of the following: THEA 101, THEA 201 (ARTS 201), THEA 248, ARTS 100; or permission of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 6 **Enrollment Preferences:** will be given to Theatre majors
Extra Info: that include visual research, sketches and/or scale models; there will be a final public presentation or display of all students' work at the end of the semester
may not be taken on a pass/fail basis
Materials/Lab Fee: fee of up to $100 for materials and copying to be added to student term bill
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
TUT Instructor: David Gurcay–Morris

THEA 330 New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City Crosslistings: THEA 330/COMP 330/AMST 331
This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre–flooding and current re–building. Reading selections will include examples such as *Harper's Weekly* (Lafrcadio Hearn), *The Awakening* (Kate Chopin), *A Streetcar Named Desire* (Tennessee Williams), *New Orleans Sketches* (William Faulkner), *The Moviegoer* (Walker Percy), *A Confederacy of Dunces* (John Kennedy O"Toole), *Why New Orleans Matters* (Tom Piazza), *One Dead in the Attic* (Chris Rose). Film examples such as *A Streetcar*

Named Desire, *An Interview with a Vampire*, *The Curious Case of Benjamin Briton*, *When the Levees Broke*, *Treme*, *Waiting for Godot* (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.
Class Format: seminar **Requirements/Evaluation:** will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 6 **Enrollment Preferences:** students who have taken THEA 101
Distribution Notes: meets Division 1 requirement if registration is under THEA or COMP; meets Division 2 requirement if registration is under AMST
Distributional Requirements: Division 1 **Other Attributes:** AMST Arts in Context Electives
AMST Space and Place Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Deborah Brothers

THEA 331(F) Hamlet (W) Crosslistings: THEA 331/ENGL 354
As Michel Foucault observed, "the face of madness has haunted the imagination" of Western culture—not just because the loss of rationality is a source of both crisis and intrigue, but because madness "deals not so much with truth and the world as with man and whatever truth about himself he is able to perceive." Hamlet, the character who feigns madness, and whose rationality and feeling are also tested well beyond that feigning, has likewise haunted the Western literary canon, raising fundamental questions about self–performance and the value of language and rationality. This course will study Shakespeare's *Hamlet* and its legacies. We will consider its literary antecedents (including Kyd's *The Spanish Tragedy*) and the theatrical and historical contexts in which it was written, prior to comprehensive study of the play. We will pay close textual and bibliographic attention to the differences between the two Quarto texts of 1603 of 1604 and the First Folio text of 1623, and to what these can tell us about performance and publication practices during the playwright's lifetime. Class exchanges with the Theatre Department production of the play will engage with questions of interpretation and performance for their work–in–progress. We will also assess at least two film versions of the play. The latter portion of the course will consider the ways *Hamlet* has haunted, and inspired, other writers over the past 400 years. Readings will Chekhov's *The Seagull*; Stoppard's *Rosencrantz and Guildenstern are Dead*; Heiner Muller's *Hamletmachine*; Martin McDonagh's *A Skull in Connemara*; and criticism by T.S.Eliot, Stephen Greenblatt and others.
Class Format: seminar **Requirements/Evaluation:** two 7+ page papers; several shorter critical response papers; active class participation
Prerequisites: a 100–level English course, a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate, or permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Theatre, English and Comparative Literature majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ENGL Criticism Courses
ENGL Literary Histories A
Fall 2014
SEM Section: 01 TR 09:55 11:10 Instructor: James Pethica

THEA 335(S) The Culture of Carnival (D) Crosslistings: THEA 335/COMP 338
Carnival is a regenerative festival as well as a transgressive one. It is a time for upheavals and recreating for one day, a new world order. Men dress as women, women dress as men, the poor become kings; drink and sex and outrageous behavior is sanctioned. We will look at festivals in such places as New Orleans, Venice, and Rio. Central to this course are the cultural and religious lives of these societies, and how these festivals exist politically in a modern world as theatre and adult play. A variety of sources will be used, such as newspaper accounts, films, photography, personal memoirs and essays on the subject.
Class Format: studio **Requirements/Evaluation:** students will be evaluated on regular active class participation, one oral presentation including a, 5–page essay, one 15–page research final paper and participation in a group project/public parade.
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 18 **Enrollment Preferences:** sophomores and first–year students
Distributional Requirements: Division 1 Exploring Diversity
Spring 2015
STU Section: 01 TF 01:10 02:25 Instructor: Deborah Brothers

THEA 336(S) The Abbey Theatre (W) Crosslistings: THEA 336/ENGL 346
The Irish Literary Theatre was launched in 1899, offering brief seasons of work performed by amateurs. It aimed to provide a forum for distinctively Irish writing, to escape the constraints and conventions of London commercial drama, and to encourage artistic expression "outside" of political considerations (though all the while benefitting from the fact that British censorship laws did not apply in Ireland). By 1904 the Irish Literary Theatre had evolved into the Abbey Theatre, a year–round professional company; and this in turn eventually became Ireland's National Theatre. This course will trace the evolution of modern Irish drama from these beginnings to the present day, with a core focus on work produced by the Abbey and its rivals. Readings will include plays by Yeats, Edward Martyn, J.M.Synge, Lady Gregory, Sean O'Casey, Lennox Robinson, Brendan Behan, John B. Keane, Brian Friel, Frank McGuinness, Martin McDonagh, Marina Carr, Enda Walsh, and Conor McPherson. We will consider production and reception histories, as well as the specific political and literary contexts in which these plays were written.
Class Format: seminar **Requirements/Evaluation:** two 6+ page papers; several short journal–style writing assignments; active participation in discussion
Prerequisites: a 100–level English course, or a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Theatre majors, English majors or permission of instructor
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ENGL Literary Histories C
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: James Pethica

THEA 339 Introduction to Dramaturgy: The Art of Classical Adaptation
The dramaturg is an important collaborator in the theatrical production process, playing the multi–faceted role of historian, cultural critic, audience educator, and overall supporter of the production team. Working closely with the director, the dramaturg helps to shape a production and facilitate the demanding process of creating a world on stage. This course will introduce students to the fundamentals of production dramaturgy, applying our study of the practice to the topic of classical adaptation and translation. Sophocles' *Antigone* and Euripides' *Hippolytus* will serve as two of our foundational texts, from which we'll consider adaptations by Racine, Anouilh, Brecht, Gambaro, and LeCompte. We'll also view how modern directors have interpreted the classics through unique productions, such as Breuer's *The Gospel at Colonus*, Brook's *Mahabharata*, Mnouchkine's *Les Atrides*, and Ninagawa's *Medea*.
Class Format: seminar; assignments will be project–based and will range from making image boards to writing program notes **Requirements/Evaluation:** as a final assignment, students will research and write their own mini–adaptations of classical works and present their material to one another through informal, staged readings
Prerequisites: this course will serve as the Junior Seminar for majors in the Department of Theatre; enrollment for non–majors is possible with permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Theatre majors
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: Amy Holzapfel

THEA 342 Solo Performance
This is an acting course in which students will study the art and skill of monologue. We will look at the concepts of soliloquy and monologue and "one–person performance", both from the points of view of content, and context—that is the relationship between the performer and the work, and between the performer and the audience. The course will culminate in a performance during the Theatre Department's annual *Dialogue One Festival*. **Requirements/Evaluation:** students will identify an historical figure on which to base their final monologues, and the work will entail intensive study of that person
Prerequisites: THEA 103 or permission of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Theatre majors
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
STU Instructor: David Eppel

THEA 345(S) Contemporary Theatre and Performance Crosslistings: THEA 345/ENGL 349/COMP 355
As Gertrude Stein once remarked, "The hardest thing is to know one's present moment." What is going on it today's theatre and in performance now? What are the hot topics? Who are the writers and directors of our recent past and present moment? This seminar course will consider both experimental and mainstream drama and performance from roughly the past twenty years, focusing on topics such as: auteur–directors, new realism, identity theatre, environmental theatre, performance art, cyber–plays, and the "virtuosic theatre" of the new century. Artists and groups to be considered may include: The Wooster Group, Richard Foreman, Robert Wilson, Edward Albee, Sam Shepard, David Mamet, Caryl Churchill, Tony Kushner, David Henry–Hwang, Suzan–Lori Parks, Sarah Kane, Will Eno, Richard Maxwell, Annie Baker, and others.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on written and dramaturgical–based assignments, an oral presentation, as well as in–class discussions and a creative writing and/or performance project
Prerequisites: none **Enrollment Limit:** 18 **Expected Class Size:** 15 **Enrollment Preferences:** Theatre, Art History, English or Comparative Literature majors
Distributional Requirements: Division 1
Spring 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Amy Holzapfel

THEA 346 To Be Or Not To Be: Theatrical Decision–Making
In this advanced acting course, students will examine a wide range of motivations, decisions, mistakes, and consequences that dramatic characters encounter. Through discussions and analysis of selected play, students will find key moments that define tragedy, and will explore the ways in which characters change their behavior to resolve conflict. How do characters respond to problems? Could they make better choices? What can we change about our own decision–making? How do we protect ourselves from mistakes? Fundamental dilemmas will be examined through theory and improvisation. The results of our exploration will be presented in a final performance. This theatrical experience will prepare students for future challenges on the stage of life.
Class Format: studio **Requirements/Evaluation:** evaluation will be based on committed participation in class, and preparation and performance of assigned material
Prerequisites: None **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Theatre majors
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
STU Instructor: Omar Sangare

THEA 349(S) Shakespearean Comedy Crosslistings: ENGL 345/THEA 349
Among Shakespeare's most beloved, delightful, and fascinating plays are four comedies: *A Midsummer Night's Dream, As You Like It, Twelfth Night*, and *Much Ado About Nothing*. This seminar examines the language, theatricality, characterization, and comic elements through close scrutiny and discussion. Students will present brief seminar reports, memorize a few brief passages, and write three 5–page essays, to be discussed with the instructor individually and revised. The essays and discussions will test various theories of comedy and concentrate on Shakespearean language.
Class Format: seminar **Requirements/Evaluation:** three 5–page papers, seminar reports, participation in discussions
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** English majors

Distributional Requirements: Division 1 **Other Attributes:** ENGL Literary Histories A
Spring 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Robert Bell

THEA 360(S) The Body as Book: Memory and Reenactment in Dance & Theater **Crosslistings:** THEA 360/DANC 303/COMP 360
What does it mean to conceive of the body as a book? This unique interdisciplinary studio/seminar course examines how dance and theater channel, preserve and transmit stories and cultural memory through individual and collective bodies. Dance and theater are traditionally defined as ephemeral arts, bounded by the limits of linear time and space. Yet, as Rebecca Schneider writes, "time is decidedly folded and fraught." Repetition and reenactment are forms of remembering, and performance is often not what disappears but what remains.How do we pass on knowledge in visceral and affective ways? What is a "repertoire"? What are the benefits and risks of continuity over time?
Taught as part of the Books Unbound curricular initiative, and in conjunction with the opening of the Sawyer–Stetson Library, the course will complete a project in which the class "embodies" material, first by exploring stories embodied by individual members of the class, and then by translating them through performance by the collective, culminating in dance/theatre pieces performed in the new library. Over the term, we will also study modern and contemporary American artists, such as: Martha Graham, The Wooster Group, Alvin Ailey, Meredith Monk, Anne Bogart, Ralph Lemon, Elevator Repair Service, Bill T. Jones, Marina Abramovic, José Limon, and Suzan–Lori Parks. We will also collaborate with professional artists invited to Williams to create and present dance and theater pieces in the new library.
Class Format: studio/seminar **Requirements/Evaluation:** evaluation will be based on collaborative–based project work, individual research, writing and final performances
Prerequisites: no prior dance or theatre training is required **Enrollment Limit:** 14 **Expected Class Size:** 10 **Enrollment Preferences:** students majoring in Dance, Theatre, American Studies and Art
Distributional Requirements: Division 1
Spring 2015
STU Section: 01 TR 09:55 11:10 Instructor: Amy Holzapfel and Erica Dankmeyer
LAB Section: 02 W 01:10 03:00 Instructor: Amy Holzapfel Erica Dankmeyer

THEA 397(F) Independent Study: Theatre
Theatre independent study
Class Format: independent study
Distributional Requirements: Division 1
Fall 2014
IND Section: 01 TBA Instructor: David Eppel

THEA 398(S) Independent Study; Theatre
Theatre independent study
Class Format: independent study
Distributional Requirements: Division 1
Spring 2015
IND Section: 01 TBA Instructor: David Eppel

THEA 406(S) Senior Seminar: 20th Century Struggle Theatre
For Spring 2015, the seminar will explore the nature of the impact that theatre exerts on communities in general, and on societies existing under specific, circumscribed sociopolitical systems. The seminar will investigate the power of theatre to influence, enlighten and transform its audiences within a commonly lived political system. In many societies in the 20th and 21st centuries, the theatre has been a space where, within that famed "two hour traffic of our stage", struggle has been a major theme, and opposition can, somehow, be voiced. The theatre is a place of parable and of storytelling, a place where comedy and satire as well as tragedy find within their audiences a recognition and an identification. Put this way, theatre can be and has been a powerful, sometimes even dangerous tool. The Seminar will look at "Struggle Theatre" in the 20th Century. Anti–apartheid South African protest theatre of the 1950's though the 1980's will be highlighted next to theatre movements in Eastern Europe during the Cold War; the United States during the Depression, and the Viet Nam war years; Brazil, Chile, Argentina and other South American countries during their periods of military dictatorships. Readings will include theorists from literary studies, anthropology, cultural studies, and related fields, as well as primary texts from drama and other arts.
Class Format: seminar and studio **Requirements/Evaluation:** project work, and presentation of original research and analysis in a public setting at the end of the semester
Prerequisites: limited to senior Theatre majors **Enrollment Limit:** 7 **Expected Class Size:** 7 **Enrollment Preferences:** Theatre majors only
Distributional Requirements: Division 1
Spring 2015
SEM Section: 01 MR 01:10 02:25 Instructor: David Eppel

THEA 493(F) Senior Honors Thesis: Theatre
Theatre senior honors thesis.
Class Format: independent study
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 1
Fall 2014
HON Section: 01 TBA Instructor: David Eppel

THEA 494(S) Senior Honors Thesis: Theatre
Theatre senior honors thesis.
Class Format: independent study
Extra Info: this is part of a full–year thesis (493–494)
Distributional Requirements: Division 1
Spring 2015
HON Section: 01 TBA Instructor: David Eppel

WOMEN'S, GENDER and SEXUALITY STUDIES (Div. II)

Chair, Professor LUCIE SCHMIDT

Advisory Committee: Professors: DRUXES, KENT*, SCHMIDT. Associate Professors: DUBOW*, R. MANIGAULT–BRYANT, MARTIN. Visiting Associate Professor: HONDERICH§. Assistant Professors: COHEN, MITCHELL, NJOYA. Visiting Assistant Professor: COWDEN. Bolin fellow: HUANG. Librarian: SHRIVER. Queer Life Coordinator: ADKINS. Health Educator: DENELLI–HESS.

Women's, Gender and Sexuality 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, Gender and Sexuality Studies has brought neglected material into established fields and raised important methodological questions that cross disciplinary boundaries and challenge established intellectual frameworks. The program in Women's, Gender and Sexuality Studies thus includes courses from a wide variety of disciplines that focus in a coherent way on gender issues and/or sexuality issues, as well as core courses that acquaint students with the interdisciplinarity of the field.

THE MAJOR

The Women's, Gender and Sexuality Studies major encourages students' exposure to the interdisciplinary character of feminist and sexuality–focused 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 and sexuality, to gain exposure to feminist and/or queer theory, and to pursue work at an advanced level (3 courses at the 300–level).

In order to ensure that students reflect about the paths that they choose through the major, each major will be assigned to an advisor in the spring of the sophomore year. With the advisor, the student will establish a revisable course of study for the following two years. Students interested in declaring a major should contact the chair of the Program (Schmidt, x3143).

Required Courses

The major consists of at least 9 courses. The following are required:

Introduction to Women's, Gender and Sexuality Studies (WGSS 101)
Junior/Senior Seminar in Women's, Gender and Sexuality Studies (The seminar explores topics in Women's, Gender and Sexuality Studies, and varies from year to year. Majors may take more than one seminar, space permitting.)

Note: Historically the Junior/Senior Seminar has always been numbered WGSS 402. Beginning in 2014–15, each iteration of the course will have its own course number. This year it is WGSS 404 (Before We Were Queer).

Students can check with the program chair to see if other courses not listed here might count as electives.

Distribution Requirements

1. One of the following theory courses:

Offered 2014–2015:
WGSS 272/ANTH 272 Sex and the Reproduction of Society
WGSS 306/AFR 306/AMST 306/LATS 306/COMP 304 Queer of Color Critique
WGSS 313/AMST 313/LATS 313 Gender, Race, and the Power of Personal Aesthetics
WGSS 327/PHIL 327 Foucault
WGSS 330/AMST 332/COMP 339/ LATS 335/ THEA 322 Race, Gender, and Performance from Literature to Social Media
WGSS 373/PHIL 373/PSCI 373 Antigone
WGSS 412/COMP 412/ENGL 412 Feminist and Queer Interventions in Literary Theory

Not currently offered:
WGSS 225/PHIL 225 Classics in Western Feminist Thought
WGSS 236/PSCI 236 Sex, Gender, and Political Theory
WGSS 238/PSCI 239 Science, Gender and Power
WGSS 250T/THEA 250T Gender, Sexuality & the Modern Stage
WGSS 271/PHIL 271 Woman as "Other"
WGSS 307/REL 306 Feminist Approaches to Religion
WGSS 310/AFR 310/REL 310AMST 309 Womanist/Black Feminist Thought
WGSS 321/PHIL 320 Recent Continental Feminist Theory
WGSS 322T/PHIL 321T Critical Theory
WGSS 338/AMST 339/LATS 338 Latina/o Musical Cultures: Gender, Race, Sexuality and the Dynamics of the Everyday
WGSS 396/ENGL394 Modern Pleasure
WGSS 457/HIST 457 Gender, Law, and Politics in U.S. History

Or, students may petition the chair to have another course accepted.

2. Racial, Sexual, and Cultural Diversity

Majors must take at least *one* of the following:

Offered 2014–2015:
WGSS 202 Introduction to Sexuality Studies
WGSS 246/REL 246/ANTH 246/ India's Identities: Religion, Caste, and Gender
WGSS 249/REL 248/ASST 248/ANTH 248 Body Politics, Gender and Religion in South Asia
WGSS 306/AFR 306/AMST 306/LATS 306/COMP 304 Queer of Color Critique
WGSS 308/HIST 308/AFR 308 Gender and Society in Modern Africa
WGSS 313/AMST 313/LATS 313 Gender, Race, Beauty, and the Power of Personal Aesthetics
WGSS 330/AMST 332/COMP 339/ LATS 335/ THEA 322 Race, Gender, and Performance from Literature to Social Media
WGSS 386/HIST 386/LATS 386 Latinas in the Global Economy: Work, Migration, and Households

Not currently offered:
WGSS 200/COMP 212 Nordic Lights: Literary and Cultural Diversity in Modern Scandinavia
WGSS 211/ECON 211 Gender in the Global Economy
WGSS 213T/AFR 213T Race, Gender, and the Alien Body: Octavia Butler's Science Fiction
WGSS 256/REL 256/ANTH 256/ASST 256 Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism
WGSS 310/AFR 310/REL 310/AMST 309 Womanist/Black Feminist Thought
WGSS 319/HIST 319/ASST 319 Gender and the Family in Chinese History
WGSS 338/AMST 339/LATS 338 Latina/o Musical Cultures: Gender, Race, Sexuality and the Dynamics of the Everyday
WGSS 343T/INTR 343T/AMST 343T/AFR 343T Representations of Racial–Sexual Violence from Enslavement to Emancipation
WGSS 378/HIST 378 The History of Sexuality in America
WGSS 379/HIST 379/AFR 379 Black Women in the United States
WGSS 382/LATS 382/HIST 382 Latina/o Politics
WGSS 383/HIST 383 Whiteness and Race in the History of the United States

Or, students may petition the chair to have another course accepted.

3. Thematic Cluster

At least three of the seven electives, with at least one at the 300–level, should be identified by majors as comprising a thematic group. This requirement aims to have majors create some focus and depth within their interdisciplinary study by forming a cluster sharing common approaches, themes, or issues.

a. Literary or artistic expression
b. Historical perspectives
c. Forms of political and social organization
d. Theorizing gender across cultural differences and/or disciplines
e. Queer Studies
f. Ethnicity and Race

4. Interdisciplinary electives must be taken in at least three departments/programs and at least two divisions.

5. Three of the seven electives must be at the 300 level.

THE DEGREE WITH HONORS IN Women's, Gender and Sexuality Studies

Honors in Women's, Gender and Sexuality Studies may be granted to majors after an approved candidate completes an honors project, delivers a public presentation of the work, and is awarded honors by the Women's, Gender and Sexuality Studies Committee.

The honors project may be fall semester (plus winter study) or a year–long project. It may consist of a conventional research thesis of 40–70 pages or of other modes of presentation (e.g., art, music, poetry, theater, fiction). Proposals for non–thesis projects should include evidence of experience and competence in the chosen mode.

A student may become a candidate for honors in Women's, Gender and Sexuality Studies after the following criteria are met:

1). in April of the junior year, submission and Women's, Gender and Sexuality 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; prior to submission of this proposal, students must consult with a reference librarian.
2). at the end of the junior year, cumulative grade point average of 3.5 from courses taken in the major;
3). in the first week of classes of the senior year, submission and approval by the faculty advisor and second reader of a 5– to 10–page "Plan of Action" (an overview of what has already been completed and a schedule of what needs to be accomplished to finish the project). Where appropriate, students pursuing honors will continue to consult with the second reader over the course of the semester(s).

All honors work, including the public presentation, will be evaluated by the Women's, Gender and Sexuality Studies Committee. It will decide on the awarding of honors; the advisor will award the grade(s)

STUDY ABROAD

The Williams College Women's, Gender and Sexuality Studies Program encourages potential majors to study abroad in order to enhance their education and gain international perspectives on gender and women's issues and feminism. There are many excellent study abroad opportunities offering students a variety of possible experiences: among them cultural immersion, field work, intensive language learning, independent study, participation in another educational system. There are several semester–long programs with a specific focus on women and/or gender administered by other U.S. Colleges that would especially enrich the educational experience of our majors:

Antioch College: Comparative Women's Studies in Europe fall semester
Augsburg College, Center for Global Education: Crossing Borders: Gender and Social Change in Mesoamerica fall semester; and Social and Environmental Justice in Latin America spring semester

School for International Training:
The Balkans: Women and Democratization, fall or spring semester
Jamaica: Gender and Development, fall or spring semester
Mali: Gender and Development, fall or spring semester
The Netherlands: Identity, Gender and Sexuality, fall or spring semester

You can find general study away guidelines for Women's, Gender and Sexuality Studies here.

WGSS 101(F,S) Women's, Gender and Sexuality Studies (D) (W)
This discussion and lecture course introduces students to a range of issues, theories, and controversies within feminism, gender studies, and sexuality studies. It has several aims: to provide critical and analytical tools for thinking about gender; to explore key issues facing women and sexual minorities in the U.S. (and other) societies, and to discuss strategies for confronting them. The course will examine issues such as: body politics, sexuality, reproductive rights, sexual violence, gender and work, motherhood and family, homophobia, transgendered people's experiences in the US and abroad. Above all, the course is intended as an exploration of the tremendous diversity of thought contained under the general rubrics of feminist, gender, and sexuality studies and as a vehicle for developing skills in writing and research, as well as analytical tools for further work in the field. This course meets the requirements of the Exploring Diversity Initiative in that its main emphases are on challenging the notion of one universalizing category of "woman," and to recognize the diverse ways in which national, sexual, ethnic, racial, classed and other kinds of differences produce multiple and often divergent relations of gendered power. It also whenever possible contextualizes within a global frame the central issues that have made up and continue to define the U.S. feminist tradition, in order to encourage students to recognize the role cultural difference plays in a variety of feminist issues and to decenter the U.S as a reference point for all feminist theory and politics. During days with lectures, two sections may combine for team–teaching. Otherwise, the sections meet separately for discussion.
Class Format: lecture and seminar **Requirements/Evaluation:** 1 short (3 page) essay, 1 final paper proposal/abstract, 1 annotated bibliography, 1 final paper of 7–9 pages (w/revisions); evaluation will be based on these assignments and class participation
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19
Dept. Notes: required course for the Women's, Gender and Sexuality Studies major
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives
Fall 2014
SEM Section: 01 TF 02:35 03:50 Instructor: Margaux Cowden
SEM Section: 02 TF 02:35 03:50 Instructor: Kiaran Honderich
Spring 2015
SEM Section: 01 MWF 11:00 12:15 Instructor: Alison Case
SEM Section: 02 MWF 11:00 12:15 Instructor: Margaux Cowden

WGSS 129 Blacks, Jews, and Women in the Age of the French Revolution (D) (W) Crosslistings: HIST 129/WGSS 129
The French Revolution was an important turning point in world history. Besides ushering in an age of *liberté* (liberty) and *égalité* (equality), it also postulated the existence of a new revolutionary *fraternité* (brotherhood) between peoples of all backgrounds. Would revolutionary fraternity include women, African slaves, and Jews in the new democratic polity? French men and women debated these questions in ways that have had a direct impact on our contemporary discussions of race, gender, religious freedom and ethnicity. In this course, we will explore these debates, their Enlightenment roots, and the legacy of these debates for France's minorities today. Students will be introduced to various types of historical sources (rare books, art, opera, plays), as well as to the lively historiographical debates between historians of France concerning methodology, politics, and the goal of historical research.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, oral reports, 1–2 short papers, a 15– to 20–page research paper, and a final examination (may be an oral and/or take–home exam); the class will also be expected to go on a couple of field trips
Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 15–19 **Enrollment Preferences:** first–year students, and then sophomores, who have not previously taken a 100–level seminar
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: HIST Group C Electives – Europe and Russia
HIST Group G Electives – Premodern
JWST Elective Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Shanti Singham

WGSS 152(S) The Fourteenth Amendment and the Meanings of Equality (D) (W) Crosslistings: HIST 152/WGSS 152
For more than a century, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment's meaning in the century that followed. Central themes in this course include the contested interpretations of "due process," "privileges and immunities," "equal protection," and "life, liberty or property"; the rise, fall, and rebirth of substantive due process; and the battles over incorporating the Bill of Rights into the 14th Amendment. We will pay particular attention to how debates over the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality, and how the 14th Amendment has transformed the promise and experience of American citizenship.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on class discussion, three short analytical papers, and a final research paper
Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 15–19 **Enrollment Preferences:** first–year students, and then to sophomores who have not previously taken a 100–level seminar
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives – U.S. + Canada
JLST Enactment/Applications in Institutions
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Sara Dubow

WGSS 178T Marriage and the American Nation (W) Crosslistings: HIST 178/WGSS 178
This tutorial explores the transformation of marriage as an institution, idea, and experience from colonial times through the beginning of the twenty–first century. What is marriage? Is it a private agreement or a public contract? A legal bond or a religious sacrament? A right or a privilege? Who can enter it? Who determines when it is over, and on what grounds? Examining the long history of American debates about these questions, we will consider the complex ways that beliefs and policies regarding marriage have affected national understandings of gender roles, of racial difference, of the meaning of citizenship, and of the function and reach of government. We will explore many of the controversies associated with marriage over the last 400 years, including interracial marriage, polygamy, divorce, domestic violence, property rights, custody, cohabitation, working mothers, and same–sex marriage.
Class Format: tutorial **Requirements/Evaluation:** students meet in wkly 1–hr sessions with the instructor & a classmate; each wk, students will alternate between writing a 5– to 7–pg paper on the assigned readings (presented orally in class) & writing & presenting a 2–pg critique of classmate's paper
Prerequisites: first–year or sophomore standing; juniors or seniors with permission of the instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** sophomores, and then first–year students who have not previously taken a 100–level tutorial
Extra Info: the course will conclude with a final paper that examines one of the issues raised in class in greater depth
may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group F Electives – U.S. + Canada
Not Offered Academic Year 2014–2015
TUT Instructor: Sara Dubow

WGSS 200 Nordic Lights: Literary and Cultural Diversity in Modern Scandinavia (D) Crosslistings: COMP 212/WGSS 200
Mythologized as the land of the aurora borealis and the midnight sun, Scandinavia's five distinct nations—Iceland, Norway, Sweden, Denmark, and Finland—are often mistakenly associated with blond–haired and blue–eyed uniformity. Modern Scandinavia, however, is a place of great social and cultural diversity. From medieval Viking sagas to contemporary Nordic rap, the Scandinavian literary tradition is rich in tales of global exploration, childhood imagination, sexual revolution, and multicultural confrontation. Through readings of nineteenth–century drama, twentieth–century novels, and twenty–first century cinema, we will investigate a wide range of issues on class, ethnicity, and identity, including the indigenous reindeer–herding Sami people, Danish colonialism and the Greenlandic Inuit, Norwegian collaboration and resistance during World War II, and Nordic emigration (to North America) and immigration (from Africa, Asia, Latin America, and the Middle East). Discussion will also focus on Scandinavia's leadership in gender equality and sexual liberation, Scandinavian political isolation and integration (into both the UN and the EU), and the global effects of Nordic pop (ABBA to Bjork), glamour (Greta Garbo to Helena Christensen), technology (Volvo to Nokia), and design (IKEA to H&M). Readings to include works by Henrik Ibsen, August Strindberg, Hans Christian Andersen, Karen Blixen, Astrid Lindgren, Halldór Laxness, Reidar Jönsson, and Peter Hoeg. Films to include works by Ingmar Bergman, Lasse Hallström, Bille August, Colin Nutley, Lukas Moodysson, Josef Fares, Tomas Alfredson and Tomas Vinterberg. *All readings and discussions in English.*
Class Format: seminar **Requirements/Evaluation:** active participation, two short papers, an oral presentation, and a final paper
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** Comparative Literature and Women's, Gender and Sexuality Studies majors and those with compelling justification for admission
Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: WGSS Racial Sexual + Cultural Diversity Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Brian Martin

WGSS 201(F) War and Resistance: Two Centuries of War Literature in France, 1804–2004 Crosslistings: RLFR 202/WGSS 201
In 1883, Maupassant called on his fellow war veterans and writers to join him in speaking out against warfare and violence, crying "Let us dishonor war!" From the Gallic Wars against Caesar (during the first century BC) to France's controversial role in the "War on Terror" (at the opening of the twenty–first century), the French literary tradition is rich in texts that bear witness to war and speak out against its monstrous inhumanity. While war literature in France can be traced back to ancient and medieval texts on Vercingétorix, Charlemagne, William the Conqueror, and Joan of Arc, this course will focus specifically on literary representations of war during the nineteenth– and twentieth–centuries, from the Napoleonic Wars, to the First and Second World Wars, to the Algerian and Cold Wars, and the "War on Terror." Discussions will examine the impact of war on soldiers and civilians, patriotism and pacifism, history and memory; the implications of war as invasion and conquest, occupation and resistance, victory and defeat; the relationship of war to gender, sexuality, and ethnicity; and the role of war in colonialism and genocide. Readings to include novels, short stories, and poems by Balzac, Stendhal, Hugo, Rimbaud, Daudet, Maupassant, Zola, Cocteau, Wiesel, Duras, Camus, and Fanon. Films to include works by Resnais, Renoir, Carion, Jeunet, Malle, Angelo, Pontecorvo, and Duras. *Conducted in French.*

Class Format: seminar **Requirements/Evaluation:** active class participation, two short papers, an oral presentation, and a final paper
Prerequisites: exceptional performance in RLFR 105; Strong performance in RLFR 106 or 107; Successful performance in RLFR 201 or 203; or by Placement Test; or by Permission of the Instructor. **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** French majors and certificate students; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission
Dept. Notes: formerly RLFR 110
Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1
Fall 2014
SEM Section: 01 TR 09:55 11:10 Instructor: Brian Martin

WGSS 202(F) Introduction to Sexuality Studies (D)
This course will offer an introduction to the burgeoning interdisciplinary field of gay/lesbian/bisexual/transgender/queer studies, in part through examining historical, legal, literary, filmic, cultural studies, sociological, and popular texts, as well as work done under the umbrella of queer theory. Subjects covered may include the following: histories of sexualities in the U.S., feminism and its relation to queer studies; how sexuality is racialized; transgender and intersex theory and activism; globalization and sexuality; and strategies of resistance and visibility such as those evidenced by AIDS activism/theory and debates over gay marriage. An essential part of the course will be exploring how race, class, religion, and nationality contribute to the construction and lived experience of modern gender and sexual identities. Readings may include works by Foucault, Butler, Sedgwick, Warner, Berlant, Stryker, Puar, Ferguson, Muñoz, Freeman, El–Tayeb, Halberstam, Crimp, Lorde, Najmabadi, and Massad. This class meets the requirements of the Exploring Diversity Initiative in that it emphasizes empathetic understanding of gender and sexual diversity; studying relations of power and privilege as they apply to sexual, gender, racial, class and national identities and practices; and foregrounds critical theorization of gender and sexuality.
Class Format: discussion **Requirements/Evaluation:** paper proposal and annotated bib, 8–10 page final paper, LGBT prison pen–pal reflection
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** WGSS majors, short statement of interest in case of over–enrollment
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Critical and Cultural Theory Electives
WGSS Racial Sexual + Cultural Diversity Courses
Fall 2014
SEM Section: 01 TR 08:30 09:45 Instructor: Gregory Mitchell

WGSS 203 Chicana/o Film and Video (D) Crosslistings: LATS 203/ARTH 203/WGSS 203/AMST 205
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.Through a focus on Chicana/o representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres. By introducing various interdisciplinary approaches and theoretical methods related to race, representation, and the media, the course fulfills the Exploring Diversity Initiative's themes of critical theorization and power and privilege.
Class Format: film screenings will be scheduled as a lab **Requirements/Evaluation:** evaluation will be based on one short paper, mid–term exam, final exam and take home essays
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 20
Distribution Notes: meets Division 2 requirement if registration is under AMST, LATS or WGSS; meets Division 1 requirement if registration is under ARTH
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
INST Borders, Exiles + Diaspora Studies Electives
LATS Core Electives
Not Offered Academic Year 2014–2015
LEC Instructor: C. Ondine Chavoya

WGSS 204 The Experience of Sexuality: Gender & Sexuality in 20th–century American Memoirs (D) Crosslistings: WGSS 204/COMP 244
Focusing on first–person accounts of LGBTQ sexualities, this course examines how changing social and political realities have affected sexual desires and identities, and how individuals represent their experiences of these historical and conceptual shifts. How do these representations of sexuality challenge prevailing ideas about desire and identity? How do they navigate the gender limitations imposed by our language? How do other social identifications, such as race, ethnicity, class, and gender, shape these experiences of sexuality? We will read memoirs, autobiographies, and personal essays that reflect a range of LGBTQ identities and experiences, including works by Martin Duberman, Audre Lorde, Leslie Feinberg, Alison Bechdel, Reinaldo Arenas, Kate Bornstein, Gloria Anzaldùa, Samuel Delany, David Wojnarowicz, and Michelle Tea. These narratives will be accompanied by a variety of queer and feminist theories of sexuality, some of which interrogate the historical and conceptual limitations of "experience" and "identity." This course fulfills the requirements of the Exploring Diversity Initiative in that it investigates institutions of power and privilege as they have impacted LGBTQ communities, emphasizes empathetic understanding of gender and sexual diversity, and focuses on critical theorization of intersecting differences and identities.
Class Format: seminar **Requirements/Evaluation:** intensive reading; active class participation; two 5–page papers and final 10–page paper
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** WGSS majors
Distribution Notes: meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under COMP
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Exploring Diversity
Not Offered Academic Year 2014–2015
SEM Instructor: Margaux Cowden

WGSS 205(F) Gender and Economics Crosslistings: ECON 203/WGSS 205
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.
Class Format: lecture/discussion **Requirements/Evaluation:** weekly discussion papers, two midterms, and a final paper and presentation
Prerequisites: ECON 110 **Enrollment Limit:** 25 **Expected Class Size:** 25
Distributional Requirements: Division 2 **Other Attributes:** FYCR Open to First–Year Students
POEC U.S. Political Economy + Public Policy Course
Fall 2014
LEC Section: 01 MR 01:10 02:25 Instructor: Lucie Schmidt

WGSS 206(S) Shakespeare, Sex, and Power Crosslistings: ENGL 201/WGSS 206
Writing at a time of enormous social, religious, and political upheaval, Shakespeare is remarkably astute about the power of sex and the allure of power. To what extent or in what ways do his all–male cast, cross–dressed heroines, and sonnets to a young man and a dark lady embody or contest social norms, gender roles, and the power structure? Looking closely at Shakespeare's language and literary and dramatic forms, this course will examine some of his most erotic and powerful works: *Romeo and Juliet, As You Like It, Much Ado about Nothing, Sonnets, Hamlet, Othello*, and *Antony and Cleopatra*. We will also watch scenes from recent films to explore differences between theater and cinema, early modern and contemporary views of gender and sexuality, popular culture and high art.
Class Format: seminar **Requirements/Evaluation:** two 5–page papers and a final exam
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** ENGL and WGSS majors and potential majors
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1 **Other Attributes:** ENGL Literary Histories A
Spring 2015
SEM Section: 01 TR 09:55 11:10 Instructor: Ilona Bell

WGSS 209(S) Poverty in America Crosslistings: PSCI 209/WGSS 209
Although some protest that the U.S. is heading toward European–style socialism, social welfare programs in the U.S. differ in important ways from those in other wealthy and democratic nations. This course focuses on the adoption and development of policies to address poverty and inequality in the U.S. The issues we will explore include: What is poverty, and how do Americans perceive its dangers to individuals as well as the political community? What economic, historical, and sociological theories have been advanced to explain poverty? Why has the U.S. adopted some approaches to reduce poverty but not others? What enduring political conflicts have shaped the U.S. welfare state?
Class Format: lecture/discussion **Requirements/Evaluation:** class participation, two or three short papers, and a final paper
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** Political Science, Political Economy, and Women's, Gender and Sexuality Studies majors and concentrators in Public Health
Distributional Requirements: Division 2 **Other Attributes:** PHLH Decision–Making by Institutions + Individuals
POEC U.S. Political Economy + Public Policy Course
PSCI American Politics Courses
Spring 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Cathy Johnson

WGSS 210 Culture and Incarceration Crosslistings: PSCI 210/AFR 210/AMST 210/WGSS 210/INTR 210
This seminar examines incarceration, immigration detention centers, and the death penalty from historical and contemporary perspectives.
Students will study and examine interdisciplinary texts as well primary sources (legislature and criminal codes and writings by the incarcerated). The emphasis will be on the study of social attitudes concerning ethnic groups, gender/sexuality and class as they pertain to a "penal culture" in the United States.
Class Format: seminar **Requirements/Evaluation:** attendance and active participation (10%); collective/group presentations (30%); four 5–page double spaced e–papers (60%)
Prerequisites: none **Enrollment Limit:** 15 **Enrollment Preferences:** juniors and seniors, or sophomores with permission of instructor
Distributional Requirements: Division 2 **Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora

JLST Enactment/Applications in Institutions
Not Offered Academic Year 2014–2015
SEM Instructor: Joy James

WGSS 211 Gender in the Global Economy Crosslistings: WGSS 211/ECON 211
This course will present a feminist economic analysis of the global economy, and some of the urgent issues facing women in poor countries. The course will start by developing theoretical resources: these will include feminist critiques of economics theory, work on care labor and the shifting boundaries between markets, governments and households, theories of household bargaining, and discussions of intersectionality and difference. Then we will discuss a series of interlinked issues which may include the contradictory effects of structural adjustment and its successors; the informal sector and the 'invisible assembly line'; the economics of sex work and global sex trafficking; microcredit; the economics of the HIV/AIDS pandemic. We will finish by looking at community–based activism, non–governmental organizations, and the possibilities for first–world/third–world alliances.
Class Format: lecture/discussion **Requirements/Evaluation:** reaction papers, midterm exam, research paper;participation in class discussion will count for part of the grade
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 20 **Enrollment Preferences:** Women's, Gender and Sexuality Studies majors
Extra Info: additional requirements: two oral responses to seminar papers; two 2–page seminar response papers; one response to a peer's final paper
Distributional Requirements: Division 2 **Other Attributes:** POEC International Political Economy Courses
WGSS Racial Sexual + Cultural Diversity Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Kiaran Honderich

WGSS 212 Ethics and Reproductive Technologies (W) Crosslistings: PHIL 212/WGSS 212
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 will 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.
Class Format: discussion **Requirements/Evaluation:** active participation in class discussions, four to five short reflection papers, and two longer papers (5–10 pages)
Prerequisites: none, but introductory–level course in PHIL and/or WGSS highly recommended **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Women's, Gender and Sexuality Studies majors
Dept. Notes: meets Contemporary Value Theory requirement only if registration is under PHIL
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: INST Global Health Studies Electives
PHIL Contemporary Value Theory Courses
PHLH Bioethics + Interpretations of Health
Not Offered Academic Year 2014–2015
LEC Instructor: Julie Pedroni

WGSS 213T Race, Gender, and the Alien Body: Octavia Butler's Science Fiction (W) Crosslistings: AFR 213/WGSS 213
Science fiction is a genre well known for its ability to envision new realities, and Octavia E. Butler (1947–2006) is among the most highly regarded science fiction writers. Butler's uncanny ability to imagine the future anew and to merge those ruminations with her experiences as an African American woman provide powerful commentary on — and often disrupt — modern understandings of race, gender, and human embodiment. We will explore questions such as: What role does 'gender' play in Butler's fiction? How does Butler's treatment of the 'alien' cause us to reconsider what it means to be human? How does Butler incorporate 'race' and the concept of 'other' into her fiction, and how do these techniques help us situate contemporary discussions of a post–race society? We will examine the relationship between Butler's visions for the future and what her narratives of future worlds invariably suggest about the present. We will read key texts including the best–selling text *Kindred* (1979), the haunting dystopian novel *Parable of the Sower* (1994), the popular vampire text *Fledgling* (2005), and the collection *Bloodchild and Other Stories* (1996). We will also explore contemporary engagement with Butler's work including the relationship between the main character from her book *Dawn* (1987), and Henrietta Lacks, the African American woman from whom the immortal cell line (HeLa) used for medical research derives. This tutorial will engage Octavia Butler's work broadly, and with particular attention to how the concepts 'race,' 'gender', 'alien' and 'body' are interrogated in her writings.
Class Format: tutorial **Requirements/Evaluation:** attendance, paired weekly reflection/response papers, a 5– to 7–page creative writing assignment, and a final essay of 10 pages
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** students with interests and/or prior coursework in Africana Studies and Women's, Gender, and Sexuality Studies
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AFR Core Electives
WGSS Racial Sexual + Cultural Diversity Courses
Not Offered Academic Year 2014–2015
TUT Instructor: Rhon Manigault–Bryant

WGSS 214(F) From Putin to Pussy Riot: Discourses of Post–Soviet Gender (D) Crosslistings: RUSS 213/INST 213/WGSS 214
Before 1991, Russians typically appeared in the Western media as macho villains in the nuclear arms race or a James Bond film. Today, however, news from the Former Soviet Union often sounds like a bizarrely gendered media stunt. For example, Russian president Vladimir Putin has been photographed topless while fishing on vacation in Siberia, while the feminist punk–rock collective Pussy Riot protested Putin's regime by performing in day–glo balaclavas in Russia's largest cathedral. This course examines related post–Soviet media spectacles in the attempt to understand the Western press's fascination with Russia, as well as key social trends defining the post–Soviet era. We will focus on the ways in which gender and sexuality have come to mark post–Soviet culture and discourse as different from those in the West. In addition to Vladimir Putin and Pussy Riot, we will consider the so–called crisis of masculinity in post–Soviet Russia, the trafficking of women from the Former Soviet Union, the revival of indigenous practices such as bride kidnapping in Kyrgyzstan and Buzkashi in Tajikistan, the Ukrainian feminist collective Femen, the Eurovision Song Context, and the 2013 legislation in the Russian Federation banning homosexual propaganda among minors. We will try to understand how concepts, such as feminism, tolerance of sexual minorities, and performed gender, have been deemed dangerous in the post–Soviet East at the very time they have attained normative status in the West. This course is part of the Exploring Diversity Initiative because it engages in cultural comparison, explores how power and privilege are allocated differently in post–Soviet societies than in Western liberal democracies, and engages in the critical theorization of post–Soviet culture and discourse.
All readings will be in English.
Class Format: seminar **Requirements/Evaluation:** active participation in class discussions, response papers based on assignments for class, 2 papers (3–5 pages each) on relevant current events in the post–Soviet world, and a final project
Prerequisites: none **Enrollment Limit:** none **Expected Class Size:** 15 **Enrollment Preferences:** none
Distribution Notes: meets Division 1 requirement if registration is under RUSS; meets Division 2 requirement if registration is under INST or WGSS
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: INST Russian + Eurasian Studies Electives
Fall 2014
SEM Section: 01 MR 01:10 02:25 Instructor: Julie Cassiday

WGSS 219T(F) Women in National Politics (W) Crosslistings: INTR 219/PSCI 219/WGSS 219
This tutorial focuses on the writings and memoirs of women who have shaped national political and electoral/campaign culture in the 20th and early 21st centuries. Women studied include: Fannie Lou Hamer, Barbara Jordan, Shirley Chisholm, Lani Guinier, Madeleine Albright, Hillary Clinton, Condoleeza Rice, Sarah Palin, Nancy Pelosi.
Class Format: tutorial **Requirements/Evaluation:** brief analytical papers and response papers for each week's readings
Prerequisites: none **Enrollment Limit:** 10 **Enrollment Preferences:** juniors and seniors, sophomores with permission of instructor
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Fall 2014
TUT Section: T1 TBA Instructor: Joy James

WGSS 222 Modern Spanish Women: Literature and Life Crosslistings: RLSP 220/WGSS 222
From the early twentieth century to the present day, the radical changes in the lives of Spanish women have clearly reflected the tug of war between progress and tradition in recent Spanish history. The dramatic upheavals in Spanish politics have marked and transformed the lives of women to such a great extent that one can often gauge the political and social climate of any given historical moment by considering how the role of women was defined by the law, the Catholic church, education, and other social and political institutions. Using literary and historical texts as well as films and graphic materials, this course will look at the transformations in the public and private lives of Spanish women during the following periods: the turn of the century, the Second Republic, the Spanish Civil War, the Franco years, and the transition to democracy.
Class Format: seminar
Prerequisites: RLSP 201, permission of the instructor, or acceptable results of the Williams College Placement Exam **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** Spanish and Comparative Literature majors
Distribution Notes: meets Division 1 requirement if registration is under RLSP; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: David Colbert–Goicoa

WGSS 224 Sexuality and Seduction in Nineteenth and Twentieth–Century France (D) Crosslistings: RLFR 224/WGSS 224
In 1857, both Flaubert's *Madame Bovary* and Baudelaire's *Les Fleurs du mal* were put on trial for sexual indecency and "crimes against public morality." In 1868, *Le Figaro* attacked Zola's novel *Thérèse Raquin* as "putrid literature" for its depiction of adultery, murder, and scandalous sexuality in nineteenth–century Paris. A century later, Gide, Colette, and Duras continued to shock French readers with their extraordinary novels on male and female homosexuality, inter–generational lovers, and bi–racial relationships. In this course, we will examine a wide range of issues on eroticism and sexuality in nineteenth– and twentieth– century French literature, including marriage and adultery, seduction and desire, love and betrayal, prostitution and fetishism, gay and lesbian identity, cross–dressing and gender representation, exoticism and colonial (s)exploitation. Readings to include novels, shorts stories, and poems by Chateaubriand, Constant, Duras, Balzac, Flaubert, Baudelaire, Zola, Maupassant, Barbey d'Aurevilly, Gide, Proust, Colette, Duras, and Guibert. *Conducted in French.*
Class Format: seminar **Requirements/Evaluation:** active class participation, two short papers, an oral presentation, and a final paper
Prerequisites: RLFR 106 or 107; another 200–level course such as RLFR 201, 202, 203; or by placement test; or by permission of the instructor **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** French majors and certificate students; Women's, Gender and Sexuality Studies majors; Comparative Literature majors and those with compelling justification for admission
Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under WGSS

Distributional Requirements: Division 1 Exploring Diversity
Not Offered Academic Year 2014–2015
SEM Instructor: Brian Martin

WGSS 225 Classics in Western Feminist Thought (W) Crosslistings: PHIL 225/WGSS 225
This course provides an introduction to feminist thought through readings of seminal feminist texts from the Enlightenment to the present. Special attention will be given to feminist revisions (including those by woman of color) of traditional and contemporary emancipatory theories such as liberalism, Marxism, psychoanalysis, poststructuralism, and queer theory as well as transnational feminism. Authors read may include the following: Mary Wollstonecraft, John Stuart Mill, Elizabeth Cady Stanton, Alexandra Kollantai, Sojourner Truth, Harriet Jacobs, Emma Goldman, Charlotte Perkins Gilman, Adrienne Rich, Marilyn Frye, Gloria Anzaldua, Audre Lorde, Catherine MacKinnon, Judith Butler, Iris Young, Nancy Fraser, Gayatri Spivak, and Chandra Mohanty. We conclude the course with an exploration of the wide range of feminist analyses of issues concerning prostitution and pornography.
Class Format: discussion **Requirements/Evaluation:** several 2–page essays, one 4–page essay, one 6–page essay (including a draft) and participation in in–class exercises including short oral presentations
Prerequisites: WGSS 101, or PHIL 101, or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 10
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives
WGSS Theory Courses

WGSS 228 Feminist Bioethics (D) (W) Crosslistings: PHIL 228/WGSS 228
In this course we'll explore the ways in which feminist approaches to moral thinking have influenced both the methodology and the content of contemporary bioethics. The first portion of the course will address the emergence of the "Ethics of Care," critically assessing its origins in feminist theory, its development within the context of the caring professions, and its potential as a general approach to bioethical reasoning. The second portion of the course will use feminist philosophy to inform our understanding of the ways in which gender structures the individual's interactions with the health care system. To do this we'll explore topics that might traditionally be considered "women's issues" in health care, such as medicine and body image (e.g., cosmetic surgery, eating disorders), reproductive and genetic technologies, and research on women and their health care needs. In addition we'll also look at feminist analyses of topics that traditionally have not been regarded as "gendered," such as resource allocation and end of life issues. As a course offered under the Exploring Diversity Initiative, this class is designed to improve students' ability to recognize both the existence and the effects of gender disparities within the health care context, and in particular, how power and privilege within and beyond medicine contribute to gender inequalities in health and medical treatment. Moreover, students will theorize about ways of conceptualizing and of reforming health care interactions in order to reduce or eliminate those gender inequalities.
Class Format: lecture/discussion **Requirements/Evaluation:** active participation in class discussions, two mid–length papers (7–10 pp. each), one oral presentation, and periodic short writing assignments (four or five, app. 2 pp. each)
Prerequisites: none, although previous coursework in WGSS is desirable **Enrollment Limit:** 19 **Expected Class Size:** 8–10 **Enrollment Preferences:** Women's, Gender and Sexuality Studies and Philosophy majors
Dept. Notes: meets Contemporary Value Theory requirement only if registration is under PHIL
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives
INST Global Health Studies Electives
PHIL Contemporary Value Theory Courses
PHLH Bioethics + Interpretations of Health
Not Offered Academic Year 2014–2015
LEC Instructor: Julie Pedroni

WGSS 230 Gender, Sexuality, and Global HIV/AIDS (D) Crosslistings: WGSS 230/AFR 230
The global pandemic of HIV/AIDS is now entering into its fourth decade. Throughout this history sexuality, gender and race and inequality have played a central role in the spread of the virus, and its apparent entrenchment in certain communities. This class will use a gendered, interdisciplinary perspective to investigate the pandemic's social, economic and political causes, impact, and conundrums — the problems it poses for scholarship, activism, public policy, and public health. Issues discussed will include the role of transaction sex and economic structures in both susceptibility to HIV and vulnerability to its impact; stigma and its challenges for HIV prevention, testing and treatment uptake; the role of positive youth in the next stages of the pandemic; and the evolving expressions of biopower in the global AIDS response. The class will look at examples of successful policies and activism as well as the failures, corruption and complacency that have characterized the global pandemic. There will be a particular geographical focus on experiences in the U.S. and sub–Saharan Africa. The class is an EDI course because of its focus on diversity and difference, as they shape the different ways that the HI virus plays out on the bodies of people in different global locations, and its discussion of the ways that global and local contexts of colonialism. patriarchy, and heteronormativity have inevitably shaped relationships between policy makers, researchers, activists, and those living with HIV and ultimately the content of their policies and interventions.
Class Format: seminar **Requirements/Evaluation:** two short papers and a research paper.; class participation will form part of the grade
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** WGSS majors, Public Health concentrators
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: PHLH Global Health
PHLH Science and Medicine
Not Offered Academic Year 2014–2015
SEM Instructor: Kiaran Honderich

WGSS 234 Masculinities (W) Crosslistings: ANTH 234/WGSS 234
What does it mean to be a man? This course approaches masculinity in its various forms as a culturally constructed category and as an achieved aspect of social identity. We will look at characteristics of manhood as they are imagined cross–culturally: man as warrior, lover, husband, father, protector, provider, disciplinarian, abuser; we will look at how manhood is variously achieved and how it can be lost; and we will look at forms of masculinity as they articulate with modes of sexuality and gender. The course will make extensive use of cinema in exploring these themes.
Class Format: seminar **Requirements/Evaluation:** attendance at film screenings, active leading and participation in class discussions, two 7–page papers, final 12–page paper
Prerequisites: none; open to all **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Anthropology and Sociology majors and to achieve gender balance
Distributional Requirements: Division 2 Writing Intensive
Not Offered Academic Year 2014–2015
SEM Instructor: Peter Just

WGSS 236 Sex, Gender, and Political Theory Crosslistings: PSCI 236/WGSS 236
This course offers a feminist reading of some of the most important concepts and theoretical concerns in the study of politics: freedom, justice, equality, obligation, alienation and objectification. Each of these terms will be evaluated from the perspective of its potential to address social inequities of sex, gender, race and class. Is welfare a problem for freedom theory? In what way might a pregnancy be experienced as a form of alienation, and how does this pose a challenge for theories of justice? Is it possible to treat another person as equal and at the same time an object of one's sexual desire? We will identify the analytical tools and strategies that feminist theorists have employed in order to bring these and other concerns into political theory scholarship, reconstructing traditional ideas of politics and public life in the process. Theorists whose work we will read include Susan Moller Okin, Nancy Hirschmann, Martha Nussbaum, Iris Marion Young, Drucilla Cornell, Gayatri Spivak, Dorothy Roberts, Judith Butler, Linda Zerilli and Catherine Mackinnon.
Class Format: lecture/discussion **Requirements/Evaluation:** one oral presentation and three papers (3 pages, 7 pages and 8–10 pages)
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 21 **Enrollment Preferences:** Political Science and concentrators in Political Theory
Distributional Requirements: Division 2 **Other Attributes:** AMST Critical and Cultural Theory Electives
PSCI Political Theory Courses
WGST Feminist Theory Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Nimu Njoya

WGSS 238 Science, Gender and Power Crosslistings: PSCI 239/WGSS 238
This course considers debates in feminism about the relationship between science, gender and power in politics. On the one hand, shifting ideas about gender have influenced the development of the sciences through history: for example, some feminists argue that science has historically been premised upon a view of women as objects, not subjects, of knowledge. On the other hand, shifting ideas about science have strongly influenced the development of feminist theory and practice: for example, debates about reproductive rights are often couched in terms of a conflict between reliable scientific knowledge of embryos, STDs, etc. and an unscientific, patriarchal worldview. Do science and technology serve to transform or reinforce power imbalances based on gender, race, and sexuality? Should feminist theory embrace objectivity and model itself upon scientific procedures of knowledge production? Or should feminists reject objectivity as a myth told by the powerful about their own knowledge–claims and develop an alternative approach to knowledge? What is "objectivity" anyway, and how has this norm changed through history? What kinds of alternatives to objectivity exist, and should they, too, count as "science"? Rather than treating science as a monolith, we will endeavor to understand the implications of various sciences—as practiced and envisioned in various, historically specific situations—for gender and politics. Readings may include texts by Rene Descartes, Andreas Vesalius, Londa Schiebinger, Anne Fausto–Sterling, Helen Longino, Nancy Harstock, Sandra Harding, bell hooks, Donna Haraway, Mary Hawkesworth, and Octavia Butler.
Class Format: seminar **Requirements/Evaluation:** three 5– to 7–page papers and class participation
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 21 **Enrollment Preferences:** Political Science majors and Women's, Gender and Sexuality Studies majors
Distributional Requirements: Division 2 **Other Attributes:** PSCI Political Theory Courses
WGSS Theory Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Laura Ephraim

WGSS 240(S) Performing Masculinity in Global Popular Culture (D) Crosslistings: WGSS 240/AMST 241/LATS 241/THEA 241/SOC 240
This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products – ranging from beer to deodorant to cigarettes — had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch–identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half–life of the boy band in the US and in Asia (e.g., J/K–Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.
Class Format: seminar **Requirements/Evaluation:** masculinity journal, mid–term essay, visual analyses of pop culture artifact, choice of final essay or 8–10 page final paper, short field trip reaction essay
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** in the event of over–enrollment, a short statement of interest will be solicited
Distribution Notes: meets Division 2 requirement if registration is under AMST, LATS, SOC or WGSS; meets Division 1 requirement if registration is under THEA
Distributional Requirements: Division 2 Exploring Diversity

Other Attributes: EXPE Experiential Education Courses
LATS Comparative Race + Ethnic Studies Electives
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Gregory Mitchell

WGSS 241T(S) Sex and Gender in Ancient Greece and Rome (D) (W) Crosslistings: CLAS 241/COMP 241/WGSS 241
In the ancient Mediterranean world, sexuality and gender shaped a broad range of attitudes and actions. These categories created and reinforced difference in virtually every aspect of life, from the household to the political arena. This course examines the diverse discourses and practices around sexuality and gender in the cultures of ancient Greece and Rome, while also dismantling false assumptions about the continuity of the "classical" past with our own contemporary norms and values. We will carefully analyze, contextualize, and compare a variety of texts, including selections from tragedy and comedy (Euripides, Terence), epic (Homer, Ovid) and lyric poetry (Sappho, Catullus), novels, epitaphs, and early saints' lives, in order to gain a deeper and more complex understanding of how gender and sexuality were expressed, experienced, and regulated in Greece and Rome. Our emphasis will be on ancient texts, but selections from contemporary criticism and theory will enrich the methodological framework through which we approach those primary sources. The course fulfills the EDI requirement by providing sufficient context for students to make independent investigations of how literary and religious texts and practices engaged with political and social institutions to maintain different life courses and different systems of reckoning for the value of men's lives, women's lives, and the lives of individuals who didn't fit easily into either category. Additionally, the course will promote students' capacity to critically evaluate two past cultures that have long been important sources for intellectual and cultural traditions in the West, and which are still invoked today, sometimes misleadingly, to explain or justify positions and practices of privilege or oppression.
Class Format: tutorial **Requirements/Evaluation:** five to six weekly tutorial papers, five to six responses, a midterm self–evaluation and conference with instructor, a mid–length final paper (approximately eight pages) consisting of a revision and expansion of a previously written paper
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** majors or intended majors in Classics, WGSS, and Comparative Literature
Dept. Notes: meets Division 1 requirement if registration is under CLAS or COMP; meets Division 2 requirement if registration is under WGSS
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Spring 2015
TUT Section: T1 TBA Instructor: Amanda Wilcox

WGSS 242(S) Women, Gender, and Sexuality in Islam Crosslistings: REL 242/ARAB 242/WGSS 242
The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism—the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women¿s own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.
Class Format: seminar **Requirements/Evaluation:** active class participation (including a presentation on the reading materials), short weekly reflections, and one final research paper (10–15 pages)
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** Religion, Women's, Gender and Sexuality Studies and Arabic majors
Distributional Requirements: Division 2
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Saadia Yacoob

WGSS 244T(F) Actually Existing Alternative Economies (D) (W)
Capitalism has a way of constricting our imaginations so that we come to believe the only possible form of economic institution is one based on profit seeking, competition and individualism. However movements in countries including Brazil, France, Canada and Spain are demonstrating otherwise. Theorists, practitioners and social activists are adopting labels including 'Solidarity Economy' and 'New Economy' to group together economic activities based on ideals of human provisioning, social justice and environmental sustainability. They point out that many of these activities are already taking place and are often crucial to our lives, but rendered invisible by economic theory. In the words of Brazilian popular educator and economist Marcos Arruda, 'a solidarity economy does not arise from thinkers or ideas; it is the outcome of the concrete historical struggle of the human being to live and to develop him/herself as an individual and a collective.' In this tutorial we will learn and debate about some of the activities being named and built under this label, such as the networks of worker–owned cooperatives in Mondragon, Spain, the growth of local currencies and time exchanges, open source development, fair trade organizations and different ways of organizing care work. We will look at some of the history and debates around worker–owned cooperatives, ranging from Victorian England through African–American experiences throughout the 20th century, to examples in post–Independence Africa. The ILO declared 2012 the International Year of Cooperatives and argued that they are a particularly appropriate form to African development. Is this plausible, and what role might coops play in AIDS–affected communities? Feminist geographers Julie Graham and Katherine Gibson developed practices of 'mapping' local economies with communities in Australia and Western Massachusetts in ways that bring to light the invisible resources and practices of provisioning and solidarity, and challenge what they describe, drawing on the work of feminist theorist Sharon Marcus, as a 'script' of local helplessness to resist the 'rape' of their economies by the forces of global capitalism. Do these proposed discursive practices actually present realistic possibilities for producing sustained economic change? And finally, why is the solidarity economy now so much more advanced in other countries than the US? The course fulfills the Exploring Diversity Initiatives requirement because of its central focus on the diversity of economic institutions within and across countries.
Class Format: tutorial **Requirements/Evaluation:** students will meet Professor every week in pairs. Each week one student will write a 5–7 page essay and the other student will offer a critique
Prerequisites: none; open to sophomores and above **Enrollment Limit:** 10 **Expected Class Size:** 8 **Enrollment Preferences:** seniors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Fall 2014
TUT Section: T1 TBA Instructor: Kiaran Honderich

WGSS 245 (Re)presenting Sex: Shakespeare on Page and Stage Crosslistings: EXPR 245/THEA 245/WGSS 245
This experimental course approaches the question of how sex and sexual identity are portrayed in Shakespeare from two different directions–close reading focused on the page and acting centered on the stage. These two critical modes–reading the text versus performing the script–are often treated in compartmentalized fashion as separate, even incompatible activities. Our goal is to take up the challenge of bringing the two perspectives together within the framework of a single, integrated course. The teaching method is to bridge the gap between the two modes not by magically dissolving, but by actively engaging, the tensions between them. For example, no performance can include all the possible interpretations; performance decisions raise questions about what alternatives have been left out. Similarly, when all interpretive possibilities are held in imaginative suspension, the specifics of bodily movement and face–to–face interaction whose meanings emerge when enacted are lost. We propose to put the two orientations in a productive and innovative dialogue that enables students to experience the tension from both sides, to articulate the opportunities and limits of each side, and to combine their respective strengths. The mix of assignments (papers and scene work) will vary depending on whether students designate themselves as primarily scholars or actors, but some overlap will be built in to ensure that scholars gain understanding of acting and actors gain access to scholarship. All students will be expected to demonstrate versatility in traversing the full spectrum from interpretation through reading to interpretation through performance.The specific topic that will bring these theoretical issues into focus is the matter of sex and sexual identity, as illuminated through the analysis of language, psychology, and theatrical embodiment. Six plays will be studied in depth: *The Merchant of Venice*, *Twelfth Night*, *Othello*, *King Lear*, *Antony and Cleopatra*, and *The Winter's Tale*.
Class Format: lecture/discussion, with additional periods set aside for scene presentation **Requirements/Evaluation:** evaluation will be based on several short papers and a final exam All students will take the final: "scholar" students will have rigorous expectations in the writing of papers; "actor" students will have intensive (graded) performance expectations
Prerequisites: none; students wishing to enroll as Acting Students should consult with instructors **Enrollment Limit:** 20 **Expected Class Size:** 15
Distribution Notes: meets Division 1 requirement if registration is under EXPR or THEA; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1
WGSS 246T(F) India's Identities: Religion, Caste, and Gender (D) (W) Crosslistings: REL 246/ANTH 246/WGSS 246/ASST 246
This course considers India's contradictory legacy as a booming Asian democracy and fragile society built upon deep and enduring divisions. India's rapidly growing populace and landscape is often described in terms of multiple identities or fragmenting oppositions: Hindu/Muslim, rich/poor, high caste/outcaste, male/female, and so forth. This course deconstructs the historic roots and ongoing causal factors that produce structural violence against women and religious minorities in modern India. It highlights the social practices that have produced critical axes of difference around the themes of religion, gender, and sexuality using key moments or regions of India as points of departure. It contrasts the explosive effects of religion, gender, and caste during the tragedy of Partition with the ongoing production of communal and gender–based violence in India today, using Kashmir and New Delhi as microcosms for our study. We will consider the ways that multiple subjectivities and polarized identities intersect with individual agency to produce a social landscape of hierarchy and conflict across India today. We are also interested in the socio–cultural forces that reproduce or shore up these binaries as much as third terms or middle paths that attempt to transcend or diffuse them. For instance, we explore the ways that Buddhism is and is not a middle way between Hindu/Muslim conflict in Indian Kashmir and how the notion of a third sex is and is not a middle term that transcends the gender binary of male/female. Course resources include ethnographic and sociological analyses, oral histories, and popular media that complicate our understanding India's diverse and fragmented society. This course fulfills the Exploring Diversity Initiative by theorizing the ways that difference has been used to effect profound historical, social, and individual changes in the Indian subcontinent.
Class Format: tutorial **Requirements/Evaluation:** weekly writing assignments and tutorial attendance every week
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** majors in Anthropology and Sociology, Religion, Asian Studies, or Women's, Gender & Sexuality Studies
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: INST South + Southeast Asia Studies Electives
PHLH Bioethics + Interpretations of Health
REL South Asian Traditions Courses
WGSS Racial Sexual + Cultural Diversity Courses
Fall 2014
TUT Section: T1 TBA Instructor: Kim Gutschow

WGSS 248T(F) Carmen, 1845 to Now (D) (W) Crosslistings: MUS 278/WGSS 248
The story of the gypsy *femme fatale* Carmen has endured for over 150 years. In Western culture she exemplifies the seductive, exotic, independent, and forbidden woman who drives an upstanding man to a life of crime and finally murder. This course explores a broad array of treatments of this archetypal narrative, starting with Prosper Mérimée's 1845 novella on which Bizet based his beloved 1875 opera *Carmen*. We will consider various staged and film versions of the opera itself, including Francesco Rosi's stunning 1984 movie, and discuss various other film transformations of the story, from DeMille's 1915 silent film through Hammerstein's 1954 all–black musical *Carmen Jones*, to the MTV version *A Hip Hopera* of 2004. Comic approaches will also be assessed, from Charlie Chaplin's *Carmen Burlesque* of 1915 through Spike Jones' 1952 *Carmen Murdered!* and *The Naked Carmen* of 1970. We will explore remarkable dance interpretations ranging from Carlos Saura's 1983 flamenco version through David Bourne's choreography in his 2001 gay reading called *The Car Man.* This course satisfies the EDI requirement through a critical examination of the way in which the Carmen story has served as a stage on which multifaceted textual and musical constructions and conflicts of individual and group identities, encompassing gender and sexuality, nationality, ethnicity, and class are played out.
Class Format: tutorial; after initial group meetings to discuss Mérimée's novella and Bizet's music, students will meet with the instructor in pairs for one hour each week **Requirements/Evaluation:** each student will write a 5– to 6–page essay every other week (five in all), and provide peer reviews in alternate weeks; evaluation will be based on the quality of written work, discussions, and oral presentation
Prerequisites: none; ability to read music useful but not necessary **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** sophomores and juniors
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under WGSS
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option

Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: MUS Group A Electives
Fall 2014
TUT Section: T1 TBA Instructor: Jennifer Bloxam

WGSS 249(S) Body Politics in South Asia: Gender, Sex, Religion, and Nation (D) Crosslistings: REL 248/ASST 248/ANTH 248/WGSS 249/INST 248
This course examines the relationship between body, gender, sex, and society in South Asia, using three countries and religions——India, Sri Lanka, and Bangladesh, and Hinduism, Buddhism, and Islam——as its foil. The course uses the body as a lens by which to unpack South Asian discourses that link body and sexuality with nation, community, and population. In particular, it explores a South Asian sociology that links individual and social bodies in ways that occasion solidarity as well as social suffering, violence as well as communal cohesion. How do bodies come to signify the purity or prosperity of the nation or community and with what social or discursive effects? We begin by unpacking foundational theories of the body as proposed by Mauss, Foucault, Douglas, and Bourdieu in order to better understand how local discourses of the body help produce gender and other social hierarchies in South Asia. By considering how the human body can serve as a map for society and vice versa, we examine both classical discourses and modern institutional practices of the body including the temple, the monastery, the mosque, and the mendicant, as well as bodily practices such as yoga, celibacy, sex work, and new reproductive technologies. We also analyze how the body has served as a symbol of nation, community, and social health. Throughout, we are interested in the cross–cutting effects of gender and sex in perpetuating structural hierarchies and social suffering around the body in South Asia.
Class Format: seminar **Requirements/Evaluation:** class presentations, class blog, final paper, attendance & participation in class discussions
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** majors in Religion, Women's, Gender and Sexuality Studies, Asian Studies and Anthropology/Sociology
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: INST South + Southeast Asia Studies Electives
PHLH Bioethics + Interpretations of Health
PHLH Reproductive, Maternal and Child Health
WGSS Racial Sexual + Cultural Diversity Courses
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Kim Gutschow

WGSS 250T Gender, Sexuality and the Modern Stage (D) (W) Crosslistings: THEA 250/ENGL 253/WGSS 250/COMP 247
This interdisciplinary tutorial explores aspects of gender sexuality, performativity, and representations of the body in modern theatre and art. Close analysis of plays by dramatists –such as Sophie Treadwell, Lillian Hellman, Caryl Churchill, Milcha Sanchez–Scott, Ntozake Shange, Tony Kushner, Tim Miller, Naomi Iizuka, Paula Vogel, Suzan–Lori Parks, Tarell McCraney, and Sarah Kane – will occur alongside consideration of works by both artists and celebrities, such as Cindy Sherman, Karen Finley and Lady Gaga. Our approach to this varied material will be comparative and will be enriched by readings of select work by contemporary theorists, such as Judith Butler, bell hooks, Cherríe Moraga, Eve K. Sedgwick, and Donna Haraway. This course meets the criteria of the Exploring Diversity Initiative as it draws focus towards the diversity of race, class and ethnicity represented by the subjects of our study as well as towards the political power of theatre and performance.
Class Format: tutorial **Requirements/Evaluation:** students will meet with instructor in pairs for an hour each week; they will write a 5–7–page paper every other week (five in all), and comment on their partner's papers in alternate weeks
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** majors in Theatre, English or Women's, Gender and Sexuality Studies
Distribution Notes: meets Division 1 requirement if registration is under THEA, COMP or ENGL; meets Division 2 requirement if registration is under WGSS
Extra Info: emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response
may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: PERF Interdepartmental Electives
WGSS Theory Courses
Not Offered Academic Year 2014–2015
TUT Instructor: Amy Holzapfel

WGSS 251(F) Arab Women Memoirs: Writing Feminist History Crosslistings: ARAB 252/COMP 252/WGSS 251/HIST 309
This course reviews selected autobiographical writings by Arab women writers from the wave of independence in the 20th century to the contemporary Arab uprisings, passing through all the transformations that globalization and the technosphere have instigated. We will examine the role that first–voice narrative plays in shaping literature, history and thought, while providing a space to reclaim cultural, social and political agency. Focusing on the different articulations of self–representation, our discussion will address how these women reflect on the shifting discourses of identities, gender, nationalism, religion, feminism, sexuality, politics, borders and their histories. Questions we will address include: How did these memoirs contribute to the development of Arab feminist consciousness? In addition to the memoirs, we will look at women's blogs and watch films that focus on first–person narrative to discuss related topics, such as, visual testimonies, virtual political participation and feminist resistance in the technosphere. Required texts may include: Fadwa Tuqan (*A Mountainous Journey: An Autobiography*), Fatima Mernissi (*Dreams of Trespass: Tales of a Harem Girlhood*), Leila Ahmed (*A Border Passage: From Cairo to America—a Woman's Journey*), Fadia Faqir and Shirley Eber (*In the House of Silence: Autobiographical Essays by Arab Women Writers*), and Jumanah Haddad (*I Killed Scheherazade: Confessions of an Angry Arab Woman*), as well as critical essays and selections from autobiographical writings that reflect the diversity of Arab women in the Middle East and the diaspora.
Class Format: seminar **Requirements/Evaluation:** active class participation, several short response papers, three short papers (3–5 pages), and a final paper (7–10 pages)
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** none
Distribution Notes: meets Division 1 requirement if registration is under ARAB or COMP; meets Division 2 requirement if registration is under HIST or WGSS
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 **Other Attributes:** ARAB Arabic Studies Electives
INST Middle Eastern Studies Electives
Fall 2014
SEM Section: 01 MR 01:10 02:25 Instructor: Amal Eqeiq

WGSS 252 Modern Women Writers and the City (W) Crosslistings: COMP 243/WGSS 252
Ambivalence has always been a vital part of literary responses to city life. Whether they praise the city or blame it, women writers react to the urban environment in a significantly different way from men. While male writers have often emphasized alienation and strangeness, women writers have celebrated the mobility and public life of the city as liberating. We will look at issues of women's work, class politics, sexual freedom or restriction, rituals of consumption, the conservation of memory by architecture, and community–building in cities like London, New York, Berlin, Paris. We will examine novels and short stories about the modern city by writers as diverse as Virginia Woolf, Gertrude Stein, Anzia Yezierska, Ann Petry, Jean Rhys, Marguerite Duras, Margaret Drabble Ntozake Shange, Verena Stefan and Jhumpa Lahiri and Edwidge Danticat. We will consider theoretical approaches to urban spaces by feminists (Beatriz Colomina, Elizabeth Wilson), architectural historians (Christine Boyer) and anthropologists and sociologists (Janet Abu–Lughod, David Sibley, Michael Sorkin). Several contemporary films will be discussed. *All readings in English.*
Class Format: seminar/discussion **Requirements/Evaluation:** two short papers of 3–5 pages, one of 5–7 pages, and one final paper of 8–10 pages
Prerequisites: COMP 111 or a 100–level ENGL course **Enrollment Limit:** 19 **Expected Class Size:** 19
Dept. Notes: formerly COMP 252
Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: INST – Urbanizing World Electives
Not Offered Academic Year 2014–2015
LEC Instructor: Helga Druxes

WGSS 253(F) Art in the Age of the Revolution, 1760–1860 Crosslistings: ARTH 253/WGSS 253
A social history beginning with art of the pre–Revolutionary period and ending with realism. Major topics include changing definitions of neoclassicism and romanticism, the dramatic impact of the revolutions of 1789, 1830, and 1848, the monarchies and republics framing the Napoleonic Empire, the shift from history painting to scenes of everyday life, and landscape painting as an autonomous art form. We will also consider proscriptions and controversies in art–making and representation during this period.The course stresses French artists such as Greuze, Vigée–Lebrun, David, Ingres, Delacroix, Géricault, Corot, and Courbet, but also includes Goya, Constable, Turner, and Friedrich.
Class Format: lecture **Requirements/Evaluation:** two–page position paper related to assigned readings, 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: two semesters of ARTH 101–102, 103 or permission of instructor **Enrollment Limit:** 30
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1
Fall 2014
LEC Section: 01 MW 11:00 12:15 Instructor: Carol Ockman

WGSS 254(S) Manet to Matisse Crosslistings: ARTH 254/WGSS 254
A social history of French painting from 1860 to 1900, beginning with the origins of modernism in the work of Courbet and Manet. Among the topics to be discussed are the rebuilding of Paris under Napoleon III; changing attitudes toward city and country in Impressionist and Symbolist art; the impact of technology, industrialization, and imperialism; 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.
Class Format: lecture **Requirements/Evaluation:** two page position paper related to assigned readings,hour test and final exam or research paper; a conference at the Clark Art Institute; a field trip to The Metropolitan Museum and MOMA may also be required
Prerequisites: two semesters of ARTH 101–102–103 or permission of the instructor **Enrollment Limit:** 30
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1
Spring 2015
LEC Section: 01 MW 11:00 12:15 Instructor: Carol Ockman

WGSS 256 Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (D) (W) Crosslistings: REL 256/WGSS 256/ANTH 256/ASST 256
This course looks at how gender has shaped Buddhism as well as how Buddhism has shaped gender. Most generally, it considers the myriad ways that Buddhist soteriology and practice produce the very gender differences they purport to overcome. How have the Buddha and his far–flung disciples institutionalized gender differences in spite of their putative goal of transcending duality? We examine the varying experiences of women and men in Buddhist societies and literatures as a lens by which to analyze the pervasive operation of social and gender hierarchies. Last but not least, we discuss how well feminist and American revisions of Buddhism have transformed gender and other forms of difference. Our analysis revolves around several interdependent themes. (1) How do female and male bodies become the subject of a specific set of Buddhist gazes? What does Buddhist discourse say about the possibility of gaining enlightenment in the female body? (2) How do gender divisions reflect deeper social divisions such as class and race in Buddhist discourse? (3)

How have feminist deconstructions of Buddhism transformed gender and social hierarchies in the contemporary world? This course fulfills the Exploring Diversity Initiative by seeking to theorize the ways that Buddhism has produced and reinscribed gender differences and social hierarchies.
Class Format: seminar **Requirements/Evaluation:** two midterm papers, weekly GLOW participation, final research papers, and class participation
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** majors in Religion, Women's, Gender and Sexuality Studies, Asian Stdies and Anthropology/Sociology
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: ASST Interdepartmental Electives
INST East Asian Studies Electives
REL East Asian Tradition Courses
WGSS Racial Sexual + Cultural Diversity Courses

WGSS 259T Adultery in the Nineteenth–Century Novel (W) Crosslistings: COMP 259/ENGL 261/WGSS 259
In this tutorial, we will read four novels written between 1850 and 1900, all of which focus on the figure of the adulteress: Gustave Flaubert's *Madame Bovary* (1856), Lev Tolstoy's *Anna Karenina* (1873–77), Leopoldo Alas y Ure&#241a's *La Regenta* (1884–85), and Theodor Fontane's *Effi Briest* (1894). For each week of class, students will read one of these primary texts, as well as a selection of secondary literature that will allow us to understand, over the course of the semester, how and why the adulteress played a key role in the cultural imagination of Europe during this time. *All works will be read in English translation*.
Class Format: tutorial; students will meet with the professor in pairs, with one student from each pair writing a 5–page paper for each class session **Requirements/Evaluation:** evaluation will be based on completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** students who have already taken at least one course devoted to literature at Williams
Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under WGSS
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ENGL Literary Histories B
Not Offered Academic Year 2014–2015
TUT Instructor: Julie Cassiday

WGSS 261 The Saint and the Countess: The Lost Voices of Medieval Women (W) Crosslistings: MUS 261/WGSS 261
Very few female voices from the Middle Ages are audible today; most of the music, poetry, and other writings that survives reveals the creativity and expresses the attitudes of men. This course will explore the experiences and viewpoints of medieval women through the lens of the poetry and songs of two exceptional 12th–century figures: the German abbess Hildegard of Bingen, whose long and immensely productive life was shaped by the requirements of monastic culture; and the French Countess of Dia in Provence, whose elusive life and works exemplify the dynamics of aristocratic court culture. We will ask how these and other musical women active in both the sacred and the secular spheres (such as the nun Birgitta of Sweden, and Queen Blanche of Castile) negotiated their places and made their voices heard within the patriarchal society of their time. We will examine the ways in which these contrasting environments informed the different outlooks, ideas, and aesthetics expressed in the words and music of their songs. Along the way we will critically assess how these lost voices have been recreated to speak to us today through recordings and film.
Class Format: seminar **Requirements/Evaluation:** evaluation based on several short papers and presentations, and a final project and presentation
Prerequisites: ability to read music useful but not required **Enrollment Limit:** 10 **Expected Class Size:** 8 **Enrollment Preferences:** given to current or prospective majors in Music, WGSS, History, Comparative Literature and Religion
Dept. Notes: MUS Group A Electives—classes 2015 and 2016
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under WGSS
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: MUS Group A Electives
Not Offered Academic Year 2014–2015
SEM Instructor: Jennifer Bloxam

WGSS 262(S) Language, Gender, and Sexuality Crosslistings: ANTH 262/WGSS 262
Social scientists have long argued that gendered identities are "voiced" or performed. This insight draws our attention to the tremendous role that language and spoken interaction play in the reproduction and transformation of gendered relations and systems of sexuality. This class analyzes gendered and sexual difference through the lens of language and communicative practice. On one hand, we use the tools of linguistic anthropology to ask about how systems of gender and sexuality are reproduced through everyday interactions. On the other hand, we examine how interactive norms regarding gender and sexuality then shape political, economic, and social processes beyond face–to–face interactions. In doing so, we will read a range of ethnographic material, both from the US and beyond, that examines how gender shapes interactions, whether in the context of a basketball game, a medical training course, a courtroom, a religious revival movement, or an international crisis. We will put this material in critical conversation with theorists of gender and sexuality who have argued for the interactive, discursive nature of these categories, such as Michel Foucault and Judith Butler, asking what linguistic anthropology, in particular, can tell us about the connections between language, gender, and sexuality.
Class Format: lecture **Requirements/Evaluation:** 1–page response papers (5 total, graded pass/fail); mid–term essay exam (5–7 pages); final essay exam (5–7 pages)
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** Anth/Soc majors; WGSS majors
Distributional Requirements: Division 2
Spring 2015
LEC Section: 01 TF 02:35 03:50 Instructor: Julia Kowalski

WGSS 271T Woman as "Other" (D) (W) Crosslistings: PHIL 271/WGSS 271
At mid–century, Simone de Beauvoir, existential philosopher and perhaps the greatest feminist theorist of the twentieth century, described woman as "living in a world where men compel her to assume the status of the Other." At the same time, Beauvoir asserts: "One is not born a woman, one becomes one." How, given their objectification, can women become subjects for themselves? Is authenticity even possible? Must the relation between self and other inevitably be one of objectification and domination? Is reciprocity and mutuality in self–other relations possible? In our efforts to deepen our understanding of these important philosophical questions, questions that have been at the center of social and political thought at least since Hegel introduced the dialectic of master and slave, we will engage in close readings of writings by Beauvoir (including autobiography and biography), as well as philosophers responding to her—Frantz Fanon, Luce Irigary and Judith Butler. This course has been designated EDI because it explores identity formation under conditions of inequality.
Class Format: tutorial; students will work in pairs **Requirements/Evaluation:** each student will write/present orally a 5–page essay every other week; those not presenting essays will prepare oral critiques of partners' essays; evaluation based on written work, oral presentations of essays and critiques
Prerequisites: one course in either PHIL or WGSS **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** current and prospective Philosophy and Women's, Gender and Sexuality Studies majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives
PHIL History Courses
WGSS Theory Courses
Not Offered Academic Year 2014–2015
TUT Instructor: Jana Sawicki

WGSS 272(F) Sex and the Reproduction of Society Crosslistings: ANTH 272/WGSS 272
Why is reproduction such a controversial subject in society today, especially in areas of medicine, culture, and religion? And why is the reproductive body subject to such highly ideological and yet contradictory types of practices and discourses across the globe? This course seeks to examine the myriad ways that societies police the range of practices surrounding reproduction—including fertility, conception, pregnancy, birth, abortion, and motherhood. We will pursue a comparative analysis of reproduction across major societies and cultures, through an in–depth look at specialized topics such as the new reproductive technologies, the medicalization and ritualization of obstetrics in America, the continuing controversies over abortion across the globe, and the ongoing debates about the rise of women and the 'End of Men'. Throughout the course, we remain focused on the cultural, social, and medical construction of birth and reproduction more generally. To this end, we explore the varying ritual and medical practices that surround reproduction in different cultural contexts, from high tech to low tech settings and societies. We will deconstruct the process of human reproduction through readings culled from a variety of cultures and disciplines including anthropology, medicine, religious studies, sociology, and gender and sexuality studies.
Class Format: seminar **Requirements/Evaluation:** in–class presentations, attendance, class blog, final research paper
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** majors in Anthropology/Sociology, Women's Gender & Sexuality Studies
Distributional Requirements: Division 2 **Other Attributes:** ENVI Humanities, Arts + Social Science Electives
INST Global Health Studies Electives
INST South + Southeast Asia Studies Electives
PHLH Reproductive, Maternal and Child Health
REL Comparative Inquiry Courses
WGSS Theory Courses
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: Kim Gutschow

WGSS 301(F) Sexual Economies (D) Crosslistings: WGSS 301/AMST 334/ANTH 301
This course examines various forms of sexual labor in a variety of global contexts with an emphasis on contemporary anthropological and sociological research and its implications for public policy. Our topics include: (a) traditional sex work (e.g., pornography, escorting, street prostitution, brothels, sex tourism), (b) sexualized labor without physical contact (e.g., stripping, burlesque, phone/online sex), and also (c) contemporary debates about sex trafficking and sex worker migration. Because of our ethnographic focus, the readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, and backgrounds in order to explore the broader social implications of our subject matter. A key component of this course is a field trip to New York City to meet with sex workers and sex worker rights advocates. (Note: students should be advised that we will necessarily encounter and discuss adult content and images that some may find offensive.)
Class Format: seminar **Requirements/Evaluation:** mid–term essay, an 8– to 10–page final research paper, field trip reaction paper
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** WGSS majors; short statement of interest
Distributional Requirements: Division 2 Exploring Diversity
Fall 2014
SEM Section: 01 TR 09:55 11:10 Instructor: Gregory Mitchell

WGSS 306(S) Queer of Color Critique: Race, Sex and Urban Life (D) Crosslistings: WGSS 306/AMST 306/AFR 306/LATS 306/COMP 304

This seminar is an introduction to queer of color critique, a field of scholarship that seeks to intervene in the predominantly white canon of queer studies. We will examine the history of this line of critique, beginning with Black and Chicana feminisms and extending into present day issues and activism highlighting intersectionality, exploring how and why QOCC became a necessary intervention into the then still emerging field of queer studies. Our texts include scholarly works as well as science fiction novels, plays, films, diaries, and graphic novels. Methodologically, we draw on many fields of study, including anthropology, literary studies, feminist studies, and ethnic studies. We focus primarily but by no means exclusively on US contexts, paying particular attention to the role that urban environments have served for queer communities of color. Topics include: feminisms of color, inter–racial desire and fetishization, orientalism and colonial fantasy, black queer science fiction, transgender subjectivities, and the political economy of sexual desire. A key feature of this course will also be the inclusion of numerous and diverse authors to appear on Skype or in person to answer questions about their work as we read it in class.
Class Format: discussion/lecture **Requirements/Evaluation:** mid–term essay, choice of final exam essay or 8–10 page research paper, responses to performance/special events
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** WGSS majors, students considering a WGSS major
Distribution Notes: meets Division 2 requirement if registration is under WGSS, AMST, AFR or LATS; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives
ASAM Related Courses
WGSS Racial Sexual + Cultural Diversity Courses
WGSS Theory Courses
Spring 2015
LEC Section: 01 TR 11:20 12:35 Instructor: Gregory Mitchell

WGSS 307 Feminist Approaches to Religion (D) (W) Crosslistings: REL 306/WGSS 307
What does feminist theory have to offer the study of religion? How have participants in various religious traditions helped to produce and enact feminisms? Feminisms and religion have a long though often troubled history of interconnection. In this course, we shall explore a range of feminist theoretical analyses 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 is interpreted and practiced.
Class Format: seminar **Requirements/Evaluation:** one "position paper" for class discussion (3 pages), one analytical essay (4 pages), participation in writing workshop on drafts of final papers, one 15–page final paper
Prerequisites: none; open to all **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** majors in Religion and Women's, Gender and Sexuality Studies
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: REL Body of Theory Courses
WGSS Theory Courses

WGSS 308(S) Gender and Society in Modern Africa Crosslistings: HIST 308/WGSS 308/AFR 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."
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation and three short papers
Prerequisites: none; open to first–year students with instructors permission **Enrollment Limit:** 25 **Expected Class Size:** 15–20
Distributional Requirements: Division 2 **Other Attributes:** HIST Group A Electives – Africa
INST African Studies Electives
WGSS Racial Sexual + Cultural Diversity Courses
Spring 2015
LEC Section: 01 TF 01:10 02:25 Instructor: Kenda Mutongi

WGSS 309 Everyday Life in Literature and Film Crosslistings: COMP 308/WGSS 309
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 made it 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 objects and commodities like the potato, the postcard, the car, clothes, housing, etc., will be analyzed. Fiction by Leo Tolstoy, Franz Kafka, Georges Perec, Manil Suri, Ha Jin, and Banana Yoshimoto. Films by Chantal Akerman, Pedro Almodovar, Benoit Jaquot, and Pierre Jeunet. Art projects that transform the everyday will also be discussed, including those of Sophie Calle, Mary Kelley, Mierle Laderman Ukeles, and Christine Hill. Short theoretical excerpts from Freud, Kracauer, Goffman, Lefebvre, de Beauvoir, Friedan, Debord, Foucault, and Bourdieu. *All works not originally in English will be read in English translation.*
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on two short oral reports on everyday objects and their history, two 3– to 5–page papers, and a 10– to 12–page final paper or creative project
Prerequisites: one 200–level literature course **Enrollment Limit:** 20 **Expected Class Size:** 10 **Enrollment Preferences:** students majoring in Comparative Literature
Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: Helga Druxes

WGSS 310 Womanist/Black Feminist Thought (D) Crosslistings: AFR 310/REL 310/WGSS 310/AMST 309
This course explores the genealogy and development of black feminist and womanist thought. We will investigate the expansion of womanist thought from a theologically dominated discourse to a broader category of critical reflection associated more commonly with black feminism, analyze the relationship between womanism and black feminism, and review the historical interventions of black feminism. As critical reflections upon western norms of patriarchy, heterosexism, and racism, womanism and black feminism begin with the assumption that the experiences of women of color—particularly black women—are significant standpoints in modern western society. Through the examination of interdisciplinary and methodological diversity within these fields, students will be introduced to key figures including Alice Walker, Zora Neale Hurston, and Katie Cannon, and will engage materials that draw from multiple fields, including, but not limited to, literature, history, anthropology, and religious studies. Fulfilling the EDI requirement, this course will explore how womanism/black feminism can be a bridge for empathetic understanding of diverse experiences, and will examine the varied social, political, and historical contexts that led to the formulation of womanism/black feminism as a tool to critique power and privilege.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, three short response papers, and the completion of an original research paper or project
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** Africana Studies concentrators, Women's, Gender and Sexuality Studies majors, Religion majors
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives
REL Africa + African Diaspora Tradition Courses
REL Body of Theory Courses
WGSS Racial Sexual + Cultural Diversity Courses
WGSS Theory Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Rhon Manigault–Bryant

WGSS 312(F) An American Family and "Reality" Television (W) Crosslistings: ARTH 310/WGSS 312/AMST 333/COMP 316
An American Family was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so–called "Reality TV." In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the "American dream." Documenting the family's life over the course of eight months, the series chronicled the dissolution of the Louds' marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television.
In this class, we will view the *An American Family* series in its entirety, research the program's historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 16–to 20–page research paper will be prepared in stages, including a 6– to 8–page midterm essay that will be revised and expanded over the course of the semester.
Class Format: seminar **Requirements/Evaluation:** class presentations, research assignments, and final 16– to 20–page research paper
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 14 **Enrollment Preferences:** junior majors, followed by senior majors
Distribution Notes: meets Division 1 requirement if registration is under ARTH or COMP; meets Division 2 requirement if registration is under AMST or WGSS
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 1 Writing Intensive
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: C. Ondine Chavoya

WGSS 313(F) Gender, Race, and the Power of Personal Aesthetics (D) Crosslistings: LATS 313/AMST 313/WGSS 313
This course focuses on the politics of personal aesthetics among U.S. women of color in an era of viral video clips, the 24–hour news cycle, and e–commerce sites dedicated to the dermatological concerns of "minority" females. With a comparative, transnational emphasis on the ways in which gender, sexuality, ethno–racial identity, and class inform personal style, we will examine a variety of materials including commercial websites, histories, personal narratives, ethnographies, sociological case studies, and feminist theory. Departing from the assumption that personal aesthetics are intimately tied to issues of power and privilege, we will engage the following questions: What are the everyday functions of personal aesthetics among women of color? Is it feasible to assert that an easily identifiable "African American," "Latina," "Arab American" or "Asian American" female aesthetic exists? What role do transnational media play in the development and circulation of popular aesthetic forms? How might the belief in personal style as a tactic of resistance challenge traditional understandings of what it means to be a "feminist" in the first place? Readings include works by Susan Bordo, Ginetta Candelario, Patricia Hill Collins, Amira Jarmakani, Nadine Naber, Lisa Nakamura, Frances Negrón–Muntaner, Kobena Mercer, and Catherine Ramírez, among others.
Class Format: seminar **Requirements/Evaluation:** participation, one student–led discussion period, two written essays of 5–7 pages, final take–home exam
Prerequisites: LATS 105, AMST 201, WGSS 101 or permission of the instructor; first year students are not permitted to take this course **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** Latina/o Studies concentrators, American Studies majors, and Women's, Gender and Sexuality Studies majors by seniority
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
ASAM Related Courses
WGSS Racial Sexual + Cultural Diversity Courses

WGSS Theory Courses
Fall 2014
SEM Section: 01 MR 02:35 03:50 Instructor: Maria Elena Cepeda

WGSS 314(F) Paradoxes of Human Rights: Addressing Violence Against Women (W) Crosslistings: ANTH 312/WGSS 314/INST 313
In recent decades, violence against women has become a major target for human rights activism. Most people take the connection between violence against women and human rights activism for granted. Yet gendered and sexual violence have only recently been framed as human rights issues. In this course, we examine this recent transformation, focusing on the paradoxes and possibilities of a human rights framework for addressing issues of gendered violence. We will do so by comparing different humanitarian and human rights–based interventions as they play out in places from Trinidad and Tobago to the American college campus. We'll explore a range of research on the topic in order to complicate and expand our understanding of both gendered and sexual violence as well as the institutional interventions designed to engage it. Along the way, we will examine the history of human rights as a means to imagine social justice. In the first half of the course, we will read critical texts concerning violence, human rights, humanitarianism, and gender. We will then turn to historical and ethnographic studies of human rights, finishing with several case studies of human rights work on gender and violence.
Class Format: seminar **Requirements/Evaluation:** 1.5 page response papers (3 total); midterm assignment (5–7 pages); final research paper (12–15 pages)
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Anthro and Sociology majors; WGSS majors
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JLST Interdepartmental Electives
Fall 2014
SEM Section: 01 MR 01:10 02:25 Instructor: Julia Kowalski

WGSS 315(F) Paris on Fire: Incendiary Voices from the City of Light (1830–2005) Crosslistings: RLFR 316/WGSS 315
During the 1830s, Balzac described Paris as a "surprising assemblage of movements, machines, and ideas, a city of one hundred thousand novels, the head of the world," but also characterized the French capital as a "land of contrasts," a "monstrous wonder," a "moral sewer." Similarly, writers from Hugo to Zola have simultaneously celebrated Parisian elegance and condemned the appalling misery of Paris's urban poor. Since 1889, Paris has been fêted as the "City of Light" for its Enlightenment legacy, its Eiffel Tower modernity, and its luminous urban energy, captured in countless paintings, photographs, and film. However, Paris is also the historical site of revolution, resistance, and riots. From revolutionary revolt (1830, 1848, 1871), to wartime resistance (1870, 1914–18, 1940–44), to reformist and race riots (1968 and 2005), Paris has repetitively sparked with incendiary passion and political protest. As fires raged during the riots in 2005, many heard the echo of Hitler's ominous 1944 question, "Is Paris burning?" and asked: why was Paris burning again at the dawn of the twenty–first century? To answer this question, we will examine the social, political, and literary landscape of Paris during the nineteenth and twentieth centuries, from urbanization and modernization, to occupation and liberation, to immigration and globalization. Readings to include poetry, short stories, and novels by Hugo, Balzac, Baudelaire, Maupassant, Verne, Zola, Apollinaire, Colette, Duras, Perec, Rochefort, and Charef. Films to include works by Clair, Truffaut, Godard, Minnelli, Clément, Lelouch, Luhrmann, Kassovitz, Besson, and Jeunet. *Conducted in French.*
Class Format: seminar **Requirements/Evaluation:** active class participation, two short papers, an oral presentation, and a final paper
Prerequisites: RLFR 201, or 202, or 203; or another RLFR 200–level course; or permission of the instructor. **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** French majors and certificate students; Women's, Gender, and Sexuality Studies majors; Comparative Literature majors; and those with compelling justification for admission
Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1 **Other Attributes:** INST – Urbanizing World Electives
Fall 2014
SEM Section: 01 TR 11:20 12:35 Instructor: Brian Martin

WGSS 317(F) The New Woman in Weimar Culture (W) Crosslistings: GERM 317/WGSS 317
This course explores the figure of the New Woman, a professional, political, independent, and modern woman, that rises in Germany right at the end of World War II and thrives during the Weimar Republic. Acclaimed as the epitome of Weimar Modernity, the New Woman is nevertheless greeted with great ambivalence: whether a liberated and emancipated woman for some, or a dangerous and promiscuous woman loathed by others, she is perceived as threatening to the patriarchal order. A closer look at artworks by Otto Dix, Christian Schad, and Hannah Höch, films by Fritz Lang and Georg Wilhelm Pabst, poems by Gottfried Benn, Else Lasker–Schüler, and Kurt Tucholsky, novels by Erich Kästner, Vicky Baum, and Irmgrad Keun, as well as plays by Frank Wedekind and Bertolt Brecht, will provide a more precise picture of the New Woman's various incarnations, ranging from actresses (Marlene Dietrich), singers (Margo Lion and Claire Waldorf), and dancers (Anita Berber) to prostitutes, and suggest that the New Woman serves as the vessel of male anxieties and represents the contradictions of modernity. *Taught in German.*
Class Format: taught seminar style in German for the German students and as a tutorial in English for non German speaking students **Requirements/Evaluation:** papers and oral presentations
Prerequisites: for students taking it in German: GERM 201 or the equivalent; for students taking the course in English: one college–level literature course **Enrollment Limit:** 19 **Expected Class Size:** 8
Distributional Requirements: Division 1 Writing Intensive
Fall 2014
SEM Section: 01 TR 09:55 11:10 Instructor: Christophe Kone

WGSS 319 Gender and the Family in Chinese History (D) Crosslistings: HIST 319/WGSS 319/ASST 319
Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generational, and sexual roles in different historical periods. Beginning in the late imperial period (16th–18th Centuries), we will examine the religious, marital, sexual, and childrearing practices associated with the "orthodox" Confucian family. We will then explore the wide variety of "heterodox" practices in imperial China, debates over and critiques of the family system in the twentieth century, and configurations of gender and family in contemporary China. As an EDI course, this class makes use of anthropological and gender studies methods to analyze both the specificities of Chinese ideas and practices regarding family, gender and sexuality as well as the considerable variety among these ideas and practices at different points in time.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, several short papers, and a final paper
Prerequisites: none;open to first year–students with instructors permission **Enrollment Limit:** 25 **Expected Class Size:** 20
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group B Electives – Asia
HIST Group G Electives – Premodern
INST East Asian Studies Electives
WGSS Racial Sexual + Cultural Diversity Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Anne Reinhardt

WGSS 320(S) Dangerous Bodies: Black Womanhood, Sexuality & Popular Culture Crosslistings: AFR 320/AMST 320/WGSS 320
Whether presented as maternal saints, divas, video vixens, or bitches, black female celebrities navigate a tumultuous terrain in popular culture. This course considers the ways that black female celebrities such as Oprah, Rihanna, Nicki Minaj, Beyoncé, Janet Jackson, and Michelle Obama negotiate womanhood and sexuality, and the popular landscapes through which we witness that negotiation. It also engages contemporary black feminist scholarship, which most frequently presents the presentation of black female bodies in popular media forms as exploitive. We will review historical stereotypes of black women in popular media forms, discuss the history of the "politics of respectability" within black culture, engage black feminist responses to these types, and examine theoretical approaches to assess social constructions of womanhood and sexuality. We will also consider provocative questions relevant to discussions of contemporary black sexual politics: Should we view these women as feminists? Are they merely representatives of cultural commodification and control of black women's bodies? Do these women best exemplify the reiteration of problematic characterizations? Are they positive models for demonstrating female empowerment, agency, or "fierceness?" This course explores the histories of representation of black female figures in popular culture, and in so doing, troubles contemporary considerations of black womanhood and sexuality.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, short response papers, and the completion of an original research paper or project
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** WGSS majors and Africana Studies concentrators
Dept. Notes: WGSS Senior Seminar
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 **Other Attributes:** AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Spring 2015
SEM Section: 01 MWF 08:30 09:45 Instructor: Rhon Manigault–Bryant

WGSS 321 Recent Continental Feminist Theory (D) Crosslistings: PHIL 320/WGSS 321
This course explores developments in recent feminist thought influenced by philosophical currents in France and Germany (poststructuralism and critical theory.) Depending upon the year in which the course is offered, we explore topics such as self and society, sexual difference, embodiment, critiques of reason, the psyche, new materialist theories, queer feminism, and transnational feminism. We will read from works by authors such as the following; Sandra Bartky, Iris Young, Judith Butler, Elizabeth Grosz, Luce Irigaray, Jessica Benjamin, Gayle Rubin, Rosi Braidotti, Eve Sedgwick, Lynne Huffer, Sara Ahmed, Jasbir Puar, and Wendy Brown. Fiction and film may also be included.
Class Format: seminar **Requirements/Evaluation:** some of the following: frequent short essays, two or three 4– to 5–page essays, class presentations, or a final project in lieu of one of the papers; students in the class will be consulted about alternatives to this plan
Prerequisites: WGSS 101, and a second course in WGSS, or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 8–10 **Enrollment Preferences:** Women's, Gender and Sexuality Studies majors and Philosophy majors
Dept. Notes: meets Contemporary Value Theory requirement only if registration is under PHIL
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: PHIL Contemporary Value Theory Courses
WGSS Theory Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Jana Sawicki

WGSS 322T Critical Theory: The Enlightenment and its Critics (D) (W) Crosslistings: PHIL 321/WGSS 322
"Dare to know! Have courage to use your own reason–that is the motto of Enlightenment." Thus the 18th century German philosopher Immanuel Kant exhorts his contemporaries to muster the courage to cultivate their capacity for reason. Modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy, open scientific inquiry and social and political progress depend upon it. Yet in 19th and 20th centuries we find the promise of Enlightenment tempered by the rise of nationalism and the persistence of racism, sexism, genocide, terrorism, and religious extremism as well as the emergence of wars of mass destruction, environmental degradation, and the potential for manipulation of populations by consumerist mass media. Can the promise of Enlightenment be redeemed?
In this tutorial we begin with short readings by Kant, Hegel and Marx, key sources for critical social theory in the 20th century. Possible other figures read may include: Max Horkheimer, Theodor Adorno, Herbert Marcuse, Walter Benjamin, Jurgen Habermas, Nancy Fraser, Amy Allen, Noelle McAfee, Judith Butler, Elizabeth Grosz, Michel Foucault, Jean Baudrillard, and Gilles Deleuze, Georgio Agamben, Frantz Fanon, Edward Said and Achille Mbembe, as well as current critiques of neoliberal capitalism.
Although we will not directly address diversity issues except insofar as cultural, racial, class, sexual and other differences are bound up within power or domination relations, insofar as the course examines social and political power, oppression and domination, and the possibility or viability of the idea of human emancipation it meets the EDI requirement. This tutorial will be adapted for WGSS students seeking to meet a theory requirement.

Class Format: tutorial, students will work in pairs and meet for 75 minutes each week with the professor **Requirements/Evaluation:** each student will write and present a 5– to 6–page paper every other week and a commentary on his or her partner's essay on alternate weeks;
Prerequisites: demonstrated background in modern philosophy, critical theory, political theory, or continental philosophy **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** current and prospective Philosophy majors and students with a sufficient background in political or critical theory
Extra Info: evaluations are based on written work as well as level of preparation and intellectual engagement in tutorial meetings
may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: PHIL History Courses
WGSS Theory Courses
Not Offered Academic Year 2014–2015
TUT Instructor: Jana Sawicki

WGSS 326T(S) Queer Temporalities (W) Crosslistings: REL 326/LATS 426/WGSS 326/COMP 326
How do we experience and represent time, and what factors might account for both our experiences and our representations? What are some of the ways that people experience and ritually mark the passing of time? What are some of the different ways that people have made sense of time and themselves in time? Especially for individuals and peoples who have been denied certain self–representation and narratives of place, how do competing notions of time, history, space, and location get negotiated? In this course, drawing from within the broad corpus of queer theory (including theorists such as Gloria Anzaldúa, Elizabeth Freeman, J. Halberstam, and José Esteban Mu&#241oz) we will examine some non–linear, non–normative, and interruptive approaches to making sense of time, space–time, and self within time. On the one hand, we will consider theorists who specifically question and challenge what José Esteban Mu&#241oz dubs the "linearity of straight time," and we will turn to a set of issues with regard to family and sexuality, especially critiques of normative lifecycle events and rituals that have reconfigured experiences and representations of time and place. On the other hand, we will also work with queer theory as it explores alternatives to normative conceptualizations of time and place that have already existed in the past. Hence we will look not only to queer theory as it reads more contemporary negotiations of sexuality, identity, time, and space–time; we will also consider how some contemporary theorists have read previous historical examples.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on class attendance, analytical essays, responses, and revised essays
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** majors and concentrators in Religion, Latina/o Studies, Comparative Literature, and Women's, Gender, and Sexuality Studies or students who have previous coursework in those programs
Distribution Notes: meets Division 2 requirement if registration is under REL, LATS or WGSS; meets Division 1 requirement if registration is under COMP
Extra Info: Pairs will meet with the instructor for one hour each week. Almost every week, one student from the pair will write a 5–page analysis of the week's reading. The other student will respond orally with a 2–page response to their partner's paper.
Pairs will also prepare a midterm synthesis, and students will revise two of their 5–page analytical papers: one from the first half of the semester, and one from the second half due at the end of the semester.
May not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: LATS Core Electives
Spring 2015
TUT Section: T1 TBA Instructor: Jacqueline Hidalgo

WGSS 327T(F) Foucault (D) (W) Crosslistings: PHIL 327/WGSS 327
This course begins with a brief introduction to some of Foucault's early writings but focuses on a close reading of a selection of middle and late texts that have become central to debates about the significance of his work such as: *Discipline and Punish, The History of Sexuality* (vols. 1–3), and selected interviews and course lectures. We examine debates in the Foucault literature about freedom, power, ethics, and the nature of critical theory. This course has been designated EDI because it engages questions concerning power, social differences and social and political freedom.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on written work (six 5– to 6–page papers), oral presentations of that work, and on oral critiques
Prerequisites: at least two courses in PHIL or WGSS, or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 8–10 **Enrollment Preferences:** current or prospective Philosophy and Women's, Gender and Sexuality Studies majors
Dept. Notes: meets History requirement only if registration is under PHIL
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives
PHIL History Courses
WGSS Theory Courses
Fall 2014
TUT Section: T1 TBA Instructor: Jana Sawicki

WGSS 328(F) Narrating Other Minds: Austen, Eliot, Woolf Crosslistings: ENGL 328/WGSS 328
At roughly fifty–year intervals, Britain produced three brilliant female novelists— Jane Austen, George Eliot, and Virginia Woolf— who would each become renowned, in her own way, for her ability to combine minutely detailed social observation with a rich depiction of the inner lives of her characters. This course will examine some of their major fiction— with an emphasis on Austen and Eliot— in the context of recent critical debate about the nature and implications of their narrative methods for representing the consciousnesses of characters, and of the authorial narrative voices that mediate among them. Questions to be considered: how is our understanding of novelistic characters and consciousness shaped by our real–life experience in interpreting the thoughts and character of others, and vice versa? Do "omniscient" narrators lay claim to a privileged kind of knowing presumed to be unavailable either to their character or to readers, or are they modelling humanly available interpretive stances toward a world of others? Why does "free indirect discourse"— which blurs the distinction between the consciousness of narrator and character— feature so prominently in the work of all three? Possible texts include Austen's *Emma* and *Persuasion*, Eliot"s *Middlemarch, Daniel Deronda,* and *The Lifted Veil*, and Woolf's *The Waves.*
Class Format: seminar **Requirements/Evaluation:** three 5– to 8–page essay and several shorter assignments
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 25
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1 **Other Attributes:** ENGL Criticism Courses
ENGL Literary Histories B
Fall 2014
SEM Section: 01 MR 02:35 03:50 Instructor: Alison Case

WGSS 329(F) Premodern Sexualities (D) Crosslistings: ENGL 329/WGSS 329
Is it possible that a European Middle Ages so beholden to the cultural authority of the Catholic Church could model forms of desire relevant to 21st–century discourse about sexual identity? In this course, we will think about what medieval texts can tell us about desire and how we might understand its modes within a wider perspective of a history of sexuality. In addition to investigating the theme of courtly love in medieval romance, we will explore troubadour poetry, saint's lives, theological treatises, courtesy manuals, and mystical visions. We will frame our investigation around some of the most influential narratives regarding the evolution of sexuality, including those of Michel Foucault, David Halperin and Karma Lochrie, in order to analyze how medieval texts uphold and sometimes challenge received notions about how, when, and whether these categories emerged. In our investigation, we will cover the paradox of virginity, the rise of a knightly class as an experiment in the homosocial, the poetics of desire, the sexuality of grammar, and more.
By investigating the varied modes of sexuality depicted in the narratives and practices of the European Middle Ages, Premodern Sexualities will challenge students to think critically about theorizations of gender/sexuality pre– and post–modern.
Class Format: seminar **Requirements/Evaluation:** participation in class discussion, two presentations, short position papers, one 5– to 8–page paper, one 8– to 10–page paper
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** English majors
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ENGL Literary Histories A
Fall 2014
SEM Section: 01 MR 01:10 02:25 Instructor: Christopher Taylor

WGSS 330(F) Race, Gender, and Performance from Literature to Social Media (D) Crosslistings: WGSS 330/COMP 339/AMST 332/LATS 335/THEA 322
What different conversations around the topic of "diversity" might be had if we think of race, gender, and sexuality as performative? How might the analytic of performance equip us in this course to identify marginalized modes of being and to enact anti–xenophobic strategies for everyday practice? In this course we will study multiple forms of contemporary performance (including performance art, visual art, sound art, social media, literature, politics, and performance of everyday life) by artists of diverse racial, gender, and sexual identification to think about belonging and alternative forms of world–making.
We will explore these questions in a United States context through engagement with cultural texts that destabilize ideological binaries of female/male, black/white, heterosexual/homosexual, subject/object, and human/non–human, including scholarship in critical ethnic studies, queer of color critique, and affect studies. We will begin with linguistic philosopher J.L. Austin's theory of the performative speech act, and proceed with theorists including Judith Butler and José Esteban Muñoz to consider gender and racial performativities. Artists studied will range from the conceptual (including Adrian Piper, Nao Bustamante, and Yoko Ono) to the popular (including Rihanna, Miley Cyrus, R. Kelly). This course will engage foundational texts to performance studies and offer an interdisciplinary approach to scholarship in gender and sexuality studies, critical ethnic studies, and performance studies from the 1970s to the present. This course recognizes a suspicion for diversity discourses that universalize human experience and asks: how do we resist normativizing forces without reinforcing the regulating logics of those forces? This EDI course will critically engage with diversity from the heterogeneous and multiple perspectives of racial, sexual, and gender minorities, asking students not only to examine the diversity of human experience but to explore the political stakes of creative expression through interdisciplinary methods and forms.
Class Format: seminar **Requirements/Evaluation:** in–class participation, student presentation, two reading responses, performance analysis, office hours meeting, end–of–term paper
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 15
Extra Info: meets Division 1 requirement if registration is under COMP or THEA; meets Division 2 requirement if registration is under AMST, LATS or WGSS
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ASAM Related Courses
WGSS Racial Sexual + Cultural Diversity Courses
WGSS Theory Courses
Fall 2014
SEM Section: 01 W 01:10 03:50 Instructor: Vivian Huang

WGSS 331(F) Queering Europe: Sexualities and Politics since 1850 (D) Crosslistings: HIST 332/WGSS 331
This course explores the construction, articulation, and politics of queer sexual desire in Europe from the later nineteenth century to the present. By placing queer sexualities in their broader social and political context the course examines the ways in which sexuality has become central to questions of identity, personal and national, in modern European society. Topics include: the role of the new science of sexology in specifying

various "sexual perversions"; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for "homosexual emancipation"; attempts to regulate and suppress "deviant" sexualities, especially under the fascist regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar "sex change" debates; the politics of 1950s homophile organizing and the 1970s Gay Liberation Movement; and the recent politics of gay marriage. The course will focus primarily on Britain, France, and Germany, but also on Italy and Russia. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians. Several films will also be discussed. "Queering Europe" meets the requirements of the Exploring Diversity Initiative insofar as it explores how sexual difference has been constituted, contested, and experienced and how what we assume to be the "sexual norm" has a profoundly political history.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class discussion, the posting of four 500 word response papers, two 6– to 8–page interpretive essays, and a final research paper of approximately 12–15 pages
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15–20 **Enrollment Preferences:** junior and senior History and WGSS majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group C Electives – Europe and Russia
Fall 2014
SEM Section: 01 TR 11:20 12:35 Instructor: Chris Waters

WGSS 332 Postwar Britain: Gender, Race, Sexuality, and Social Change, 1945–1990 Crosslistings: HIST 333/WGSS 332
A major theme in British historiography is the enormous social change that has taken place in Britain since the end of the Second World War. In the 1950s, sociologists argued about the extent to which postwar affluence was leading to the "embourgeoisement" of the working class; in the 1960s, the advent of the so–called "Permissive Society" witnessed the flourishing of a new culture of sex, drugs, and rock 'n roll; in the 1970s, the feminist and gay movements challenged gender roles that earlier had seemed so secure; in the 1980s, Thatcherism sought to halt the nation's apparent terminal decline, repudiating much of the progressive legislation of earlier decades; finally, throughout this period successive ways of immigration challenged the cultural homogeneity of white Britain. This course will explore these themes, addressing the question of what it meant to be "postwar" in Britain, charting the gradual emergence of a new politics of class, gender, race, and sexuality in Britain that the made the nation in 1990, at the end of the postwar period, a radically different place from what it had been in 1945. In attempting to make sense of these complex changes, we will consider a variety of documents and works by recent historians, along with a dozen films, which students will be required to view outside of class.
Class Format: seminar **Requirements/Evaluation:** class discussion, two 8–10 page interpretive essays, and a self–scheduled final examination
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15–20 **Enrollment Preferences:** preference given to junior and senior History and WGSS majors
Distributional Requirements: Division 2 **Other Attributes:** HIST Group C Electives – Europe and Russia
Not Offered Academic Year 2014–2015
SEM Instructor: Chris Waters

WGSS 333(S) The Nineteenth–Century British Novel Crosslistings: ENGL 333/WGSS 333
Imagine this: a form of art and entertainment that purports to be able to represent everything–intimate, even inaccessible human thoughts and feelings, love, class, the city, shopping, sexuality, bureaucracy, social bonds, industrialization, nationalism, even modernity itself. In this course we will try to understand the scope of the nineteenth–century British novel's jaw–dropping representational aspirations: its claim to comprehend in its pages both the dizzying complexity of new social, political, and economic structures, as well as delineate in finest detail the texture of individual minds and lives. We will pay attention to the fictional modes by which apparently intractable social problems are resolved, through a sleight of hand act we seem never to tire of, in the realm of romantic love. And while we might think of the novel as an *Empire of the Little*, endlessly occupied with giving significance to the smallest acts of ordinary human life, we will think about the broader historical and social conditions the novel both represents in its pages, and is a crucial not–so–silent partner in promoting and contesting. We will also interest ourselves in the kind of under–the–counter work the Victorian novel does on behalf of British empire, as well as empire's own behind–the–scenes work for the novel. Since so many of these stories of everyday life seem as familiar to us as everyday life, we will work hard to maintain what is strange and specific about the nineteenth century even as we recognize within these works the birth of so much that is modern in our own culture.
Class Format: seminar **Requirements/Evaluation:** 2 papers, a series of shorter response papers, regular and substantial contributions to class discussion
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** English majors
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 **Other Attributes:** ENGL Literary Histories B
Spring 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Gage McWeeny

WGSS 338 Latina/o Musical Cultures: Gender, Race, Sexuality and the Dynamics of the Everyday (D) (W) Crosslistings: LATS 338/AMST 339/WGSS 338
In this class we will investigate Latina/o popular musical and dance forms, with particular emphasis on questions of gender, sexuality, and ethno–racial identity. We will focus on the following questions, among others: How are the various facets of Latina/o identity expressed through the "popular" or the everyday? In what ways do categories of difference such as gender, sexuality, and ethno–racial identity inform the performance as well as the interpretation of Latina/o musical forms? How are we to understand cultural phenomenon such as the most recent Latin music "boom"? Employing cultural studies concepts and methods, students will conduct an original semester–long research project in stages and complete one ethnographic exercise.
Class Format: seminar **Requirements/Evaluation:** class participation, one semester–long original research project conducted in stages, one ethnographic exercise
Prerequisites: prior courses in AMST, LATS, or WGSS; not open to first–year students **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives
INST Borders, Exiles + Diaspora Studies Electives
LATS Core Electives
WGSS Racial Sexual + Cultural Diversity Courses
WGSS Theory Courses
Not Offered Academic Year 2014–2015
SEM

WGSS 339 Stereotypes, Prejudice, and Discrimination (D) (W) Crosslistings: PSYC 341/WGSS 339
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.
Class Format: empirical lab course **Requirements/Evaluation:** weekly brief papers, oral reports, two longer papers
Prerequisites: PSYC 201 and 242 **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** senior, then junior Psychology majors
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
ASAM Related Courses
PHLH Decision–Making by Institutions + Individuals
PSYC Area 4 – Social Psychology
PSYC Empirical Lab Course
TEAC Related Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Steven Fein

WGSS 341(F) Cinematic Representations of Work and Migration after the Wall Crosslistings: COMP 341/WGSS 341/ENGL 302
The increased flow of migrants from East to West and from South to North into the center of Europe and the simultaneous tightening of restrictions against illegal migration have brought to the forefront issues of labour, gender, and precarity, citizenship and cultural belonging. We will analyze feature films and documentaries that trace the changing face of work and migration, with an emphasis on flows from countries the former east bloc and Africa to Europe. We will discuss negative effects of globalized capitalism, such as the monetization of feeling and personal relations (Harvey), the concept of intensification and the disembodied state (Nealon and Foucault), but also ask what new opportunities might arise, and for which groups. We will study the depiction of manual labour, illegal migration, women as caregivers, Internet marriage, sex work, and the migrant as a raced and othered body. Theory by Dina Iordanova and William Brown, Ewa Mazierska, Sandro Mezzadra and Brett Neilson, Jeffrey Nealon, Lara Agustin, Angela Melitopoulos, Lauren Berlant and Mieke Bal. Films will likely include: *Illegal, Working Man's Death, NordSud.com, Lichter* (Lights), *Code Unknown, The Flower Bridge, Occident, Since Otar Left, Losers and Winners, Whore's Glory, Le Havre* and *Time Out*.
Class Format: seminar **Requirements/Evaluation:** active class participation, two short papers, an oral presentation, and a final paper
Prerequisites: a 200–level English or Comparative Literature course, or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** COMP majors and WGSS majors
Dept. Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under WGSS
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1
Fall 2014
SEM Section: 01 MR 02:35 03:50 Instructor: Helga Druxes

WGSS 343T(S) Representations of Racial–Sexual Violence from Enslavement to Emancipation (D) (W) Crosslistings: INTR 343/WGSS 343/AFR 343/AMST 343
This tutorial examines representations of and resistance to racial–sexual violence from enslavement to post–emancipation and contemporary culture in the United States. Texts include: legal articles; historical analyses such as D'Emilio et al., Intimate Matters; Hartman, Scenes of Subjection; Smith, Killers of the Dream; McGuire, At the Dark End of the Street; and films such as Griffith, Birth of a Nation; Micheaux, Within Our Gates; Gerima, Bush Mama.
The primary focus is on black life, vulnerability to violence and mobilization for freedom during antebellum, postbellum/Reconstruction years of the 19th century; and 20th century convict prison lease system, Jim Crow segregation, mass incarceration.
Class Format: tutorial **Requirements/Evaluation:** weekly primary and response papers
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 8 **Enrollment Preferences:** AFR/WGSS/AMST majors/concentrators

Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives
WGSS Racial Sexual + Cultural Diversity Courses
Spring 2015
TUT Section: T1 W 01:10 03:50 Instructor: Joy James

WGSS 353(S) Gender & Psychopathology Crosslistings: PSYC 353/WGSS 353
This course will address a range of topics related to the intersection of gender and psychopathology. We will begin the class by discussing the meaning of "gender" and the various mechanisms by which biological sex, gender identity, gender roles and sexual orientation may relate to our understanding of the development, presentation and treatment of psychological disorders. We will also discuss historical and current controversies regarding the classification of psychological disorders concerning sexual orientation and gender identity. The rest of the course will address gender differences in specific psychological disorders and the biological, psychological and social mechanisms contributing to these differences. All students will design and conduct an empirical research project based on the readings and concepts discussed in class.
Class Format: empirical lab course **Requirements/Evaluation:** weekly response papers, midterm exam, a written report and oral presentation of the empirical research project
Prerequisites: PSYC 201 and PSYC 252 **Enrollment Limit:** 16 **Expected Class Size:** 12 **Enrollment Preferences:** preference will be given to Psychology and WGSS majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 **Other Attributes:** PSYC Area 5 – Clinical Psychology
PSYC Empirical Lab Course
Spring 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Laura Sockol
LAB Section: 02 W 01:00 04:00 Instructor: Laura Sockol

WGSS 361T(F) Writing about Bodies (W) Crosslistings: ARTH 361/INTR 361/WGSS 361
The goal is to think about describing bodies from a variety of disciplinary approaches and genres of writing. Its focus is on living bodies, or bodies that were once alive, with an emphasis on bodies that move i.e., performing bodies—actors, dancers, singers—and what makes them unique. We will also consider objects associated with bodies, and the ways they are animated, including how they are animated when the person who had them dies. The course is meant for juniors, seniors, and graduate students who wish to analyze bodies from different disciplinary formations—art, theatre, literature, anthropology, philosophy—and who have a particular interest in writing. We will read scholarly writing, fiction, New Yorker profiles, as well as memoir/autobiography, and take each as a model through which to write about a person or an object redolent of a person.
Possible readings: Roland Barthes on cultural theory and representation; Zine Magubane and Zadie Smith on othered bodies; Tamar Garb on portraiture; Elaine Scary on the body in pain; Joan Acocella, Hilton Als, Judith Thurman and other writers on the arts; Judith Butler and Peggy Phelan on the performative body; Joseph Roach, Diana Taylor, and Michael Taussig on the body, memory, and ritual; Marvin Carlson and Terry Castle on haunting; and Bill Brown on things. These will be supplemented by selected tapes of live performances as well as films.
Class Format: tutorial **Requirements/Evaluation:** alternating weekly essays (4–5 pages) and responses (2–4 pages) as well as discussion; a final paper that distills the writer's own project from these cumulative exercises
Prerequisites: ARTH 101–102, or permission of the instructor; a writing sample that conveys the kind of subject you might be interested in pursuing **Enrollment Limit:** 10 **Expected Class Size:** 10
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under INTR or WGSS
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: PERF Interdepartmental Electives
Fall 2014
TUT Section: T1 TBA Instructor: Carol Ockman

WGSS 362(S) Difference and Desire (D) Crosslistings: ENGL 362/AMST 362/WGSS 362
Do we desire that which is different from us, or the same? Why are we taught to celebrate and embrace "difference," but most often in terms closer to sheer tolerance than attraction? Can difference—–or sameness—–be characterized as a moral good? Politically, is difference a goal or an obstacle? How and where do we encounter the "other" in ways that change who we are? This course will probably not answer these questions tidily but will definitely bring them up over and over again, refining them through close reading of poetry, graphic novels, fiction, philosophy, and film from the latter half of the twentieth century and into the twenty–first. We will encounter literary works by Roland Barthes, Alison Bechdel, Junot Díaz, Marguerite Duras, Ariana Reines, Adrian Tomine, Monique Truong, as well as films by Rainer Warner Fassbinder, Isaac Julien, and Eric Rohmer. As we court these scintillating primary texts, we will also flirt with secondary authors in psychoanalysis, queer theory, feminism, black studies, and postcolonial studies. As the aim of our course is to explore and interrogate the notion of social difference itself, we will participate in the College's Exploring Diversity Initiative. This EDI course will focus on the power relation between queer sexuality and heteronormativity in twentieth–century culture, as well as on the relationship between queerness as lived experience (cultural practice) and queerness as metaphor (institutional and psychic life).
Class Format: seminar **Requirements/Evaluation:** one 5–page paper and one 8– to 10–page paper, and steady and thoughtful class participation
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** English majors
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ENGL Literary Histories C
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Seulghee Lee

WGSS 370 Women Activists and Social Movements Crosslistings: INTR 371/AFR 371/PSCI 371/WGSS 370
This seminar examines the role of women in "liberation movements," it focuses on their contributions to civil and human rights, democratic culture, and theories of political and social change. Students will examine multi–disciplinary texts, such as academic historical narratives, memoirs, political analyses, in critical and comparative readings of mid–late 20th century struggles. Women studied include: Mamie Till Mobley, Anne Moody, Ella Baker, Gloria Steinem, Angela Davis, Bettina Aptheker, Assata Shakur, Yuri Kochiyama, Denise Oliver, Domitilia Chungara.
Class Format: seminar **Requirements/Evaluation:** attendance and participation in discussions (10%); collective/group report (30%); 15–pg double spaced research paper (60%) **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** juniors and seniors, or sophomores with permission of instructor
Materials/Lab Fee: none
Distributional Requirements: Division 2
WGSS 373(S) Antigone (W) Crosslistings: PSCI 373/PHIL 373/WGSS 373
Two and a half millennia of commentary and reinterpretation of Sophocles' Antigone have placed her at the center of debates in philosophy, law, ethics and politics. As a young woman who publicly defies the law in order to bury a brother who died fighting against his own city, Antigone becomes the target and the inaugurator of critical debates about agency and fate, individuality and membership, traditional versus civic religion, speech and silence, gender and the public–private distinction in political thought. Does Sophocles' character open up critical inquiry into some of the most important categories of ethical and political thought, as many commentators have claimed, or does the tragedy of Antigone instead reinforce traditional notions of filial duty, kinship ties, gendered citizenship, the place of women, and the nature of authority? Who was Antigone then, and who could she become today as the production and reception of the play move into more global and experimental territory?
Class Format: seminar and four weeks of tutorial **Requirements/Evaluation:** two 5–page tutorial papers, two 2–page commentaries on tutorial partner's paper, 6 short critical response essays for seminar meetings, and regular attendance and participation
Prerequisites: demonstrated background in political theory, philosophy, feminist and gender theory, and/or critical theory **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** demonstrated background in political theory, philosophy, feminist and gender theory, and/or critical theory
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PSCI Political Theory Courses
WGSS Theory Courses
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Nimu Njoya and Jana Sawicki

WGSS 376(F) Sex, Gender, and the Law in U.S. History (D) Crosslistings: HIST 376/WGSS 376/JLST 376
This course explores how the law in America has defined and regulated gender and sexuality. We will evaluate how the law has dictated different roles for men and women, how sexual acts have been designated as legal or illegal, and the ways that race, class, and nationality have complicated the definition and regulation of gender and sexuality. We will examine how assumptions about gender and sexuality have informed the creation and development of American law, contested interpretations of the Constitution, and the changing meanings of citizenship; We will consider how seemingly gender neutral laws have yielded varied effects for men and women across race and class divides, challenging some differences while naturalizing others. Finally, we will examine the power and shortcomings of appeals to formal legal equality waged by diverse groups and individuals. Throughout the course, we will consider the various methodologies and approaches of the interdisciplinary field of legal history. Topics to be covered will include the Constitution, slavery, marriage, divorce, custody, inheritance, immigration, sexual violence, reproduction, abortion, privacy, suffrage, jury duty, work, and military service.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on two short (4–5 page) papers; one longer (10–12 page) paper; an in–class presentation, and participation in class discussion
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** History majors; WGSS majors; Justice & Law Studies concentrators
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group F Electives – U.S. + Canada
JLST Interdepartmental Electives
Fall 2014
SEM Section: 01 TR 11:20 12:35 Instructor: Sara Dubow

WGSS 378 The History of Sexuality in America Crosslistings: HIST 378/WGSS 378
Sex is often thought of as an unchanging need, behavior, or instinct—a form of experience without history. And yet even in the recent past, sexual desires, acts, identities, attitudes, and technologies have undergone profound transformations. This course explores those transformations, tracing the shifting and contested meanings and experiences of sex and sexuality from the pre–colonial period to the present, and examining how and why sexuality has become so central to identities, culture, politics, and history. To understand how sexuality has been regulated by the state and what sexuality has meant to ordinary Americans in the past, we will use a wide range of primary sources, including as private letters, law cases, photographs, films, and music. Many of the topics are relevant to contemporary public debates, including controversies over censorship, sexual violence, gay and lesbian sexualities, transgender identities and politics, abortion, and sexually transmitted diseases.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, a midterm examination, several short papers, and a 10– to 12–page research paper
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 20–25 **Enrollment Preferences:** preference given to History majors and Women's and Gender Studies majors
Distributional Requirements: Division 2 **Other Attributes:** HIST Group F Electives – U.S. + Canada

PHLH History of Medicine
WGSS Racial Sexual + Cultural Diversity Courses

WGSS 379 Black Women in the United States (D) Crosslistings: HIST 379/AFR 379/WGSS 379
As slaves and free women, activists, domestics, artists and writers, African Americans have played exciting and often unexpected roles in U.S. political, social, and cultural history. In this course we will examine black women's lives from the earliest importation of slaves from Africa and the Caribbean through to the expansion of slavery, the Civil War, freedom, Jim Crow, the Civil Rights movements, and up to the present day. Consistent themes we will explore are the significance of gender in African American history and the changing roles and public perceptions of black women both inside and outside the black community. We will read and discuss a combination of primary and secondary sources; we will also consider music, art, and literature, as well as more standard "historical" texts. This course meets the requirements of the Exploring Diversity Initiative in that it focuses on empathetic understanding, power and privilege, especially in relation to class, gender, and race within a U.S. context.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on student participation, three papers, and a brief oral presentation
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15–20 **Enrollment Preferences:** History majors and Africana Studies concentrators
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group F Electives – U.S. + Canada
WGSS Racial Sexual + Cultural Diversity Courses
Not Offered Academic Year 2014–2015
LEC Instructor: Gretchen Long

WGSS 380(F) Amiri Baraka and Audre Lorde (D) Crosslistings: ENGL 380/AMST 380/WGSS 380/AFR 382
In both literary content and political disposition, Audre Lorde and Amiri Baraka were radically different people. Lorde was a queer feminist icon credited with furthering the concepts of intersectional identity and black feminism, while Baraka was accused throughout his career of obliviously brazen machismo and criticized for his use of homophobic invective. Baraka endorsed the very notions of leadership and community from which Lorde crafted an identity of marginality, and Lorde endorsed a community–bound poetics contrasted to Baraka's avant–gardism. But for all their differences, Lorde and Baraka were arguably the two most significant African American writers of the late twentieth century, and, however surprisingly, they staked similar conceptual territory, addressing such themes as the possibility of spiritual self–discovery, the possibility of liberatory consciousness, the significance of emotions in building community, and the relationship between sexuality and racial identity. We will explore such issues by way of closely attending to their texts, and since another similarity between them was a prolific range of genre, we will have the opportunity to delve into poetry, essays, fiction, drama, and memoir, with a slight but definite preference for their poetry. We will also place these writers in their political and philosophical contexts, sampling secondary sources on the Black Arts movement, queer theory, contemporary American and African American poetry, and transnational black studies. As we will be discussing two writers whose collective contribution to minority discourse is nothing short of monumental, our course will participate in the College's Exploring Diversity Initiative. Specifically, this EDI course will emphasize the ongoing historical negotiation between blackness and white supremacy in the contemporary period, in addition to the relationship between queer sexuality and blackness.
Class Format: seminar **Requirements/Evaluation:** one 5–page paper and one 8– to 10–page paper, and steady and thoughtful class participation
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** English majors
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR, AMST or WGSS
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ENGL Literary Histories C
Fall 2014
SEM Section: 01 TR 11:20 12:35 Instructor: Seulghee Lee

WGSS 381(S) Who's Afraid of Failure? (D) Crosslistings: ENGL 381/AMST 381/AFR 380/WGSS 381/COMP 381
Success is demanding, as any Williams student knows, and all that discipline–hard work, sacrifice, perseverance–can come to seem an end in itself. But as the great theorist of children's animation and stoner movies Jack Halberstam has noted, sometimes failure turns out to be a better bet than success: it can reveal the blindspots of dominant ideologies, while opening up alternative ways of living in the world. This course will take a long detour through meditations on failure emerging from queer theory, Asian American studies, and black studies, with a particular interest in what failure can reveal about higher education and related disciplinary institutions, such as prisons or the so–called "internment camps" for Japanese Americans during World War II. This course fulfills the Exploring Diversity requirement by considering how the stigmatization of difference and justification of social inequality are inscribed in supposedly neutral rubrics of success and failure.
Readings may include Halberstam's *Queer Art of Failure*, Junot Diaz's *Brief Wondrous Life of Oscar Wao*, and works by Fred Moten, Roderick Ferguson, Angela Davis, Hisaye Yamamoto, Toshio Mori, Nella Larsen, Victor Lavalle, and others. Students will also have the opportunity to bring these concepts to bear on other social concerns and/or cultural objects (music, film, etc.) of their choice, as we attempt to figure out just what a course in cultural criticism might be good for in a society infatuated with success. What are you planning to do with that liberal–arts degree, anyway?
Class Format: seminar **Requirements/Evaluation:** class participation, frequent short writing assignments, a midterm take–home exam, and a final project
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor **Enrollment Limit:** 25 **Expected Class Size:** 10 **Enrollment Preferences:** English majors and Africana Studies concentrators
Distribution Notes: meets Division 1 requirement if registration is under ENGL and COMP; meets Division 2 requirement if registration is under AFR, AMST or WGSS
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ASAM Related Courses
ENGL Criticism Courses
ENGL Literary Histories C
Spring 2015
SEM Section: 01 MWF 11:00 12:15 Instructor: Vincent Schleitwiler

WGSS 382 Latina/o Politics (D) Crosslistings: LATS 382/HIST 382/WGSS 382
This course explores Latina/o politics from World War II to the present. Defining politics broadly, we will examine everything from electoral politics to grassroots activism. We will explore the relationship between Latinas/os and the U.S. political system, as well as the ways in which dynamics internal to Latina/o communities shape political issues and political participation. Specific topics include Mexican Americans and Puerto Ricans struggles for political inclusion in the aftermath of World War II, Cuban exile politics and their impact, the political and social movements of the 1960s and 1970s, key electoral campaigns, the recent appointment in 2008 of the first Latina as a Supreme Court justice, and on–going debates over immigration. With an assessment of power relations at its core, this Exploring Diversity Initiative course explores the ways in which Latinos and Latinas have been excluded from or differentially included in the U.S. political system, as well as how the U.S. political system reflects dominant hierarchies of race, class, and gender. We will also interrogate how Latinas/os have sought to make U.S. politics more inclusive and at times have struggled to transform U.S. politics.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on class participation including short assignments in preparation for discussion; three short essays based on course readings (3–5 pages each); and a final paper (7–10 pages)
Prerequisites: none **Enrollment Limit:** none **Expected Class Size:** 20 **Enrollment Preferences:** Latina/o Studies concentrators and History majors; open to first year students
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives – U.S. + Canada
LATS Core Electives
WGSS Racial Sexual + Cultural Diversity Courses
Not Offered Academic Year 2014–2015

WGSS 383 Whiteness and Race in the History of the United States (D) Crosslistings: HIST 383/WGSS 383/AMST 383
If race is socially and historically constructed, then the study of race relations in the U.S. extends to the topic of whiteness. And if we are never without the past, then "whiteness" must be a part of current discussions about politics, citizenship, and social issues. Focusing on how historians have written about whiteness in American history, this course uses the prism of race to explore social, political, and economic development in U.S. history. The class follows the development of "whiteness" through a chronology that begins in colonial Virginia, travels through immigration in the nineteenth century, examines racial politics and popular culture in the twentieth century, and ends with a look at the current election season. This course is framed by several questions: What is whiteness, and what has it meant in the history of the United States? Who is (and is not) white? What about other analytical categories, like gender and class (or region or ethnicity or sexuality): how have these experiences shaped and been shaped by the racial category of whiteness? Because historically whiteness has carried overtones of power, privilege, and wealth in the United States, the course necessarily critiques the roots of racial disparities. This class is not for the faint–hearted. Informed participation is necessary to its success. The course fulfills the requirements for the Exploring Diversity Initiative because it examines the differences and similarities between white Americans and other American cultures, and because it explores whiteness as a prism for understanding the operations of power and privilege in American society.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on class participation, the leading of two class discussions related to the writing of two 3– to 5–page review/response papers, and a final bibliographical research project **Enrollment Limit:** 25 **Expected Class Size:** 20–25 **Enrollment Preferences:** students in History, Africana Studies and Women's, Gender and Sexuality Studies
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives – U.S. + Canada
WGSS Racial Sexual + Cultural Diversity Courses
Not Offered Academic Year 2014–2015
SEM Instructor: Leslie Brown

WGSS 386(F) Latinas in the Global Economy: Work, Migration, and Households (D) Crosslistings: LATS 386/HIST 386/WGSS 386
An increasingly global economy, from 1945 to the present, has affected Latinas in their home countries and in the United States. The garment industry, one of the first industries to go global, has relied extensively on Latina workers in their home countries and in the United States. Domestic work, a traditional field of women's work, also crosses borders. Challenging the myth that labor migration is a male phenomenon and that women simply follow the men, this course explores how the global economy makes Latinas labor migrants. What impact has the global economy and economic development had on Latinas' work and their households in their home countries? How have economic changes and government policies shaped Latinas' migrations and their incorporation in the changing U.S. economy? How have Puerto Rican, Mexican, Cuban, Dominican, Salvadoran, and Guatemalan women confronted the challenges created by a globalizing economy and balanced demands to meet their households' needs? This EDI course explores the impact of U.S. hierarchies of race, ethnicity, gender and class on Latinas' labor migrations and economic incorporation in the United States, as well as the myriad ways in which they confront, negotiate, and at times challenge those dominant U.S. hierarchies.
Class Format: discussion **Requirements/Evaluation:** evaluation based on class participation and group presentations, short writing assignments, two short essays, and a final paper that will be presented to the class
Prerequisites: open to first–year students with instructor's permission **Enrollment Limit:** 25 **Expected Class Size:** 15
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group D Electives – Latin America + Caribbean
HIST Group F Electives – U.S. + Canada
INST Borders, Exiles + Diaspora Studies Electives
LATS Core Electives
WGSS Racial Sexual + Cultural Diversity Courses

Fall 2014
SEM Section: 01 TF 01:10 02:25 Instructor: Carmen Whalen

WGSS 389(S) The Fiction of Virginia Woolf Crosslistings: ENGL 389/WGSS 389
"Let us record the atoms as they fall upon the mind in the order in which they fall, let us trace the pattern, however disconnected and incoherent in appearance, which each sight or incident scores upon the consciousness. Let us not take it for granted that life exists more fully in what is commonly thought big than in what is commonly thought small" ("Modern Fiction"). Virginia Woolf's fiction represents a self–conscious and highly experimental challenge to the conventions of Victorian and Edwardian fiction. This course will explore the evolution of the innovative narrative techniques by which she tried to bridge the gap between the experience of consciousness and its representation in language. Accompanying concerns will be Woolf's challenges to stable gender roles, her conception of the relationship of gender to creativity, and the ways in which her powerful lyric impulses are reflected in her fiction. We will read most of the major novels, including *The Voyage Out*, *Jacob's Room*, *Mrs. Dalloway*, *To the Lighthouse*, *Orlando*, *The Waves*, and *Between the Acts*, together with selected short fiction and critical essays. The course will be taught largely by discussion.
Class Format: seminar **Requirements/Evaluation:** weekly journal entries, one 5– to 7–page paper and one 10– to 12–page paper
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam; not open to first years **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** none
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS
Extra Info: evaluation will be based on written work, oral presentations of that work and analyses of their colleague's work
Distributional Requirements: Division 1 **Other Attributes:** ENGL Literary Histories B
Spring 2015
SEM Section: 01 TF 02:35 03:50 Instructor: Alison Case

WGSS 390T Donne, Shakespeare, and Wroth (W) Crosslistings: ENGL 390/WGSS 390
"Wit! Wonder–exciting vigour, intenseness and peculiarity of thought," Samuel Coleridge wrote, "this is the wit of Donne!" There are no greater, wittier, or more daringly original lyric poems in the English language than Donne's *Songs and Sonnets*, *Shakespeare's Sonnets*, or Mary Wroth's *Pamphilia to Amphilathus*, the first collection of secular poems written and published by an Englishwoman. This tutorial will explore the following questions. What are these writers' stylistic characteristics? How peculiar or unconventional are these poems, and what innovations do they seek? What is the impact of their coterie audience? How do questions of sexuality and gender animate these poems? To what extent are biography and history pertinent or helpful in understanding this poetry? Why have these poems inspired such provocative critical responses from modernists, and more recently, post–modernists and gender studies?
Class Format: tutorial; students will meet with the instructor in pairs for an hour each week **Requirements/Evaluation:** students will write a 5– to 7–page paper every other week (five in all), and comment on their partners' papers in alternate weeks
Prerequisites: a 100–level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** English and WGSS majors or potential majors
Extra Info: May not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ENGL Literary Histories A
Not Offered Academic Year 2014–2015
TUT Instructor: Ilona Bell

WGSS 402 Global Sex: Identities, Migration, Globalization (D)
This course reveals how different cultures construct sexual identities, and what happens when dominant paradigms (i.e. the Euro–American LGBT model) become enmeshed in globalization, capitalism, and consumerism. Why do we find gay bears and drag queens trafficking in North American iconography flourishing in countries like Brazil and South Africa? Why does Madonna still turn out gay crowds in Indonesia and Russia? As global gay culture spreads, what happens to people with their own local conceptions of gender/sexuality (e.g., "Two Spirit" Native Americans?) How have free trade and the internet transformed queer lives, queer sex, and people's understandings of their sexual selves? We begin with a focus on alternative gender/sexual formations around the world. Next we ask what happens when it's not only identities that are on the move, but actual bodies. Here, we focus on queer diasporas, refugees, and migrants. Our final unit brings us into the global flows of capitalism itself to interrogate the role of consumerism in sexual culture, tackling thorny issues of gay gentrification, tourism, pinkwashing/homonationalism, global gay cinematic representations, and the neocolonial potential of NGOs. Ultimately, this class reveals that sexuality is infused in global economic and political affairs in ways that are often overlooked.
Class Format: seminar **Requirements/Evaluation:** comparative class presentation, mid–term essay, project proposal/abstract, final paper, field trip reaction paper
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** preference given to WGSS majors
Distributional Requirements: Division 2 Exploring Diversity
Not Offered Academic Year 2014–2015
SEM Instructor: Gregory Mitchell

WGSS 404(S) Senior Seminar: Before We Were Queer: Gay and Lesbian Lives before 1990 (D) Crosslistings: WGSS 404/COMP 402
Reclaimed by activists in the 1990s as an expression of defiance and pride, the word *queer* has come to be identified with a wide range of lesbian, gay, bisexual, and transgender identities, as well as entire fields of intellectual theory, popular culture, and political engagement. The past 25 years of queer studies, media, and activism (1990–2015) have led to unprecedented visibility and great advances for many LGBT people, especially in North America and Western Europe: from breakthroughs in the treatment of HIV/AIDS, to victories for Gays in the Military, Employment Non–Discrimination, and Gay Marriage in 16 US states and another 16 countries around the world. For many, however, this new era of queer life during the past 2 decades has eclipsed the time before, when those who were pejoratively labeled as queer struggled with homophobic discrimination, isolation, and violence, by seeking one another out in major cities, specific neighborhoods, underground bars, and in the narrative spaces of novels and films. As a result, many young people born after 1990 are largely unaware of these struggles that predate their lives, the internet, and social media; and several LGBT leaders worry that this has left many 18–25 year olds with a false sense of security, a decreasing interest in political engagement, alarming new rates of sexually transmitted infections, and a growing disinterest in queer social spaces beyond the virtual. In this course, we will explore the literary, cinematic, and cultural history of gay and lesbian lives before the 1990s, and consider what has been gained and lost. Topics to include the early twentieth–century isolation of the closet, (1890s–1950s), the formation of clandestine gay and lesbian communities during and after World War II (1940s–60s), the Stonewall riots and the first decade of Gay Liberation (1969–1979), and the devastating losses and community responses to AIDS (1979–1995). For its critical engagement with cultural diversity, comparative investigation of gender, sexuality, and ethnicity, and historical analysis of queer identities, this course fulfills the goals of the Exploring Diversity Initiative.
Class Format: seminar **Requirements/Evaluation:** active participation, two short papers, an oral presentation, and a final paper
Prerequisites: senior or junior majors in WGSS, majors in COMP, or permission of instructor **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** WGSS majors, then COMP majors, and those with compelling justification for admission
Dept. Notes: Senior seminar for WGSS listing only; is not a Senior seminar credit if taken under COMP
Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under WGSS
Extra Info: may not be taken on a pass/fail basis; not available for the Gaudino option
Distributional Requirements: Division 2 Exploring Diversity
Spring 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Brian Martin

WGSS 406 Coming of Age in the Polis (W) Crosslistings: CLGR 406/WGSS 406
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 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–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: tutorial **Requirements/Evaluation:** evaluation will be based on the translations, reports, and critiques presented in the tutorial sessions
Prerequisites: CLGR 201 or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 6–8
Distribution Notes: meets Division 1 requirement if registration is under CLGR; meets Division 2 requirement if registration is under WGSS
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive

WGSS 408(S) Senior Seminar: Nineteenth–Century Novel: From Desperate Housewives to Extreme Makeovers Crosslistings: RLFR 412/WGSS 408
In 1834, Balzac wrote that "Paris is a veritable ocean. Sound it: you will never know its depth." The same can be said of the French nineteenth–century novel and its boundless ability to echo the historical past and reverberate in the cultural present. Desperate housewives, sex in the city, queer eyes for straight guys, and extreme makeovers fill the pages of the nineteenth–century novel. From the Romanticism of Stendhal and Hugo, and the Realism of Balzac and Flaubert, to the Naturalism of Maupassant and Zola, the novel became an extraordinary forum for examining illicit sexuality, institutional misogyny, social injustice, criminal passions, revolutionary struggles, and Parisian pleasures in nineteenth–century France. Characters such as the imprisoned housewife Emma Bovary, the reluctant revolutionary Jean Valjean, the social–climbing lover Julien Sorel, the ambitious undergraduate Rastignac, the domestically–abused Gervaise, and the man–eating courtesan Nana became synonymous with France's turbulent social and political landscape from the 1830s to the 1880s. And as recent film adaptations make clear, these characters continue to haunt our twenty–first century present. Reinterpreted by such contemporary actors as Gérard Depardieu, Isabelle Huppert, Uma Thurman, Claire Danes, and Jennifer Aniston, the nineteenth–century novel continues to sound out the scandalous and sensational depths of our own century. Readings to include novels by Balzac, Stendhal, Hugo, Flaubert, Maupassant, and Zola. Films to include adaptations by Clément, Berri, August, Arteta, Lelouch, and Chabrol. *Conducted in French.*
Class Format: seminar **Requirements/Evaluation:** active class participation, two short papers, an oral presentation, and a final paper
Prerequisites: a 200–level or 300–level RLFR literature course at Williams; or by permission of the instructor **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** French majors and certificate students; Women's, Gender, and Sexuality Studies majors; Comparative Literature majors; and those with compelling justification for admission
Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1
Spring 2015
SEM Section: 01 TR 09:55 11:10 Instructor: Brian Martin

WGSS 409(F) Transnationalism and Difference: Comparative Perspectives (D) (W) Crosslistings: LATS 409/AMST 411/WGSS 409
In the age of satellite television, e–mail, and mobile applications such as WhatsApp and Skype, transnational living has rapidly emerged as the norm as opposed to the exception. However, what does it really mean to "be transnational"? How are the lived experiences of transnational individuals and communities shaped by categories of difference such as gender, ethno–racial identity, sexuality, and class? What impacts do the growing number of transnational citizens and residents in the U.S. have on our understanding of "American" identity in the local, national, and global contexts? In this interdisciplinary, comparative course we will analyze recent theories regarding the origins and impacts of transnationalism. Particular attention will be paid throughout the semester to the interplay of gender, ethno–racial identity, sexuality, and class in connection with everyday transnational dynamics. The broad range of case studies examined includes China, Colombia, the Dominican Republic, Haiti, Mexico, the Philippines, Puerto Rico, and Middle East.

Class Format: seminar **Requirements/Evaluation:** evaluation to be based on student participation, an original 12–15 page research paper conducted in stages, and peer editing
Prerequisites: LATS 105, WGSS 101 or AMST 201; junior or senior standing **Enrollment Limit:** 12 **Expected Class Size:** 10 **Enrollment Preferences:** Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
ASAM Related Courses
INST Borders, Exiles + Diaspora Studies Electives
LATS 400–level Seminars
Fall 2014
SEM Section: 01 MR 01:10 02:25 Instructor: Maria Elena Cepeda

WGSS 412(S) Feminist and Queer Interventions in Literary Theory Crosslistings: ENGL 412/COMP 412/WGSS 412
Feminist scholars have worked, with increasing success from the 1960s onward, to shed light on previously unrecognized women writers and situate gender and sexuality at the center of the study of literature. Building on this foundation, we will investigate the profound methodological impact of feminist and queer literary criticism. We will examine the ways in which such scholarship has not only challenged the neglect of gender and sexuality but also generated new theoretical frameworks and approaches to interpretation. Our investigation will be guided by questions such as: What is the relationship between feminist and queer theories and other interpretive approaches such as new criticism, poststructuralism, psychoanalysis, critical race theory, new historicism, and postcolonial theory? In what ways do feminist and queer theories differ and disagree about literary studies? What constitutes a feminist reading practice or queer method of interpretation? Our discussions will explore the historically contingent, varied, and contested nature of feminist and queer criticism, and what becomes possible (or impossible) when thinking and reading within these frameworks.
Class Format: seminar with elements of a colloquium, including independent research and some student–selected readings and discussion topics **Requirements/Evaluation:** group discussion facilitation; 5–page essay; 12– to 15–page final paper, with oral presentation
Prerequisites: a 300–level English course, or instructor permission **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** English and/or WGSS majors
Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1 **Other Attributes:** ENGL Criticism Courses
WGSS Theory Courses
Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Margaux Cowden

WGSS 426 Pictures That Rocked the Nation: Courbet and Manet in Second Empire France (D) Crosslistings: ARTH 426/WGSS 426
How do we recognize or see diversity in the works of canonical artists? If modernist painting has often been understood to put pressure on existing power relations, the stylistic innovation that defines it has just as often been used to veil its controversial subject matter. The aim of this course is two–fold: 1) to call attention to difference through comparative analysis and to consider how and why identifying it is meaningful; 2) to detail the changes in historiography since the 1970s that have enabled discussions of difference (sex, class, race, ethnicity, sexuality) and the challenges they present. The course demonstrates that the Second Empire (1851–1870) in France was an especially fertile period for innovations in style and subject matter that generated both outrage and incomprehension. In the wake of the revolution of 1848, realism and its rallying cry ("il faut être de son temps") brought home subjects that heretofore had been safely displaced to the classical or exotic worlds as they were imagined by the West. The Second Empire coincided with the birth of mass culture so that artists had access to new types of imagery and increasing contact with racy and controversial subjects.
This course will investigate polemical works by Gustave Courbet (i.e. Burial at Ornans, Origin of the World) and Edouard Manet (i.e. Olympia, The Execution of Emperor Maximilian) through the lens of critical writings of the 1850s and 1860s (i.e. Baudelaire, Proudhon, Zola) as well as revisionist writings from the 1970s to the present (Homi Bhahba, T.J. Clark, Richard Dyer, Michael Fried, Tamar Garb, Sander Gilman, Zine Magubane, Linda Nochlin, and Gayatri Spivak). We will consider the relationship of Manet's and Courbet's works to academic ones, including orientalist paintings by Ingres and Gérôme, and to vanguard pictures of the next generation (i.e. the homoerotic work of Caillebotte and Bazille, the "sex workers" of Degas's toilette scenes). Finally, we will examine the legacy of Courbet and Manet during the period when difference began to be represented in the work of artists such as Judy Chicago, Yasumasa Morimura, Cindy Sherman, Samuel Fosso, and Carrie Mae Weems.
Class Format: seminar **Requirements/Evaluation:** weekly 1– to 2–page position papers; oral presentation and final research paper, 10–15 pages
Prerequisites: ARTH 101–102 or permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** students with course work in French history or literature and/or Women's, Gender and Sexuality Studies
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1 Exploring Diversity
Not Offered Academic Year 2014–2015
SEM Instructor: Carol Ockman

WGSS 449 Poses & gestures in 17th–century European art Crosslistings: ARTH 449/WGSS 449
Art of the 1600s represents a highpoint in artists' ability and interest in conveying "the passions of the soul" through the actions of the body. The range of feelings represented had never been broader than at this time. In the seminar we will distinguish unusual from conventional poses (e.g, melancholy, wonder, musing),track how long the conventional poses had been in use, and differentiate poses and gestures that had unisex use from those that remained gender–specific or preferred. We will also examine which poses, if any, individual artists (e.g., Caravaggio, Artimesia Gentileschi, Rubens, Rembrandt, Leyster, Bernini, and Poussin) favored.
Class Format: seminar **Requirements/Evaluation:** two oral reports (5 min. and 20 min.), an 18– to 20–page paper (half due mid–way through the semester, the whole at the end, and class discussion
Prerequisites: ARTH 102 **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** Art History majors
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM

WGSS 451 Ideal Bodies: The Modern Nude and Its Dilemmas Crosslistings: ARTH 451/WGSS 451
Since the nineteenth century, the female nude has been so dominant that the very term "nude" has come to stand for the female body. This course looks at both male and female nudes from the time of the French revolution to the present in order to order how and why this gendering occurred. We will explore the ways in which certain types of bodies have been defined in opposition to the white western ideal, and thereby exoticized and marginalized. Our prime focus is the work of David, Ingres, Courbet, Gericault, Manet and Renoir but more popular nineteenth–century images as well as selected works by artists working in the twentieth and twenty–first centuries will be discussed.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on biweekly 1–page papers, short reports, an oral presentation and a 10– to 20–page paper
Prerequisites: Two semesters of ARTH 101–102–103; permission of instructor required **Enrollment Limit:** 12 **Enrollment Preferences:** junior and senior Art majors, Women's, Gender and Sexuality Studies majors, French majors, and History majors with a concentration in European studies.
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1 *Not Offered Academic Year 2014–2015*
SEM Instructor: Carol Ockman

WGSS 452 Women in America, 1620–1865 Crosslistings: HIST 452/WGSS 452
This course will explore the diversity of American women's experiences from the colonial era through the Civil War. We will pay particular attention to the roles women filled—as slaves, nuns, housewives, mothers, and workers, as well as depictions of women as witches, paragons of virtue, and urban consumers. In our reading of historiography and primary texts we will analyze the ways in which literacy and artistic culture as well as geopolitical events shaped women's lives. As we study works of history, we will also read modern works of feminist and race theory to further our understanding of connections between ideology and practice, between narrative and argument.
Class Format: seminar **Requirements/Evaluation:** a research paper (20–25 pages), based on reading and analysis of a set of primary sources, a literature review, class participation, and an informal reading journal
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 10–15 **Enrollment Preferences:** advanced History majors and to Women's, Gender and Sexuality Studies majors
Distributional Requirements: Division 2 **Other Attributes:** HIST Group F Electives – U.S. + Canada
HIST Group G Electives – Premodern
Not Offered Academic Year 2014–2015
SEM Instructor: Gretchen Long

WGSS 457 Gender, Law, and Politics in U.S. History Crosslistings: HIST 457/WGSS 457
This seminar explores the legal history of the United States as a gendered system. It examines how women have shaped the meanings of American citizenship through pursuit of political rights and obligations such as suffrage, jury duty, and military service; how those political struggles have varied across race, religion, and class; and how the legal system has shaped gender relations for both women and men through regulation of such issues as marriage, divorce, work, reproduction, and the family. While we will read some court cases, the focus of the seminar is on the broader relationship between law and society. Readings will address not only the history of statutory law, and of the lawsuits and trials testing those laws, but also the social history of the impact of the law and the political history of efforts to change laws.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on an extensive (20–25 page) research paper that makes use of primary and secondary sources, brief papers on the weekly readings, and class participation
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 10–15 **Enrollment Preferences:** senior History majors
Distributional Requirements: Division 2 **Other Attributes:** HIST Group F Electives – U.S. + Canada
JLST Enactment/Applications in Institutions
WGSS Theory Courses

WGSS 491(F) Honors Project: Women's & Gender Studies
Women's, Gender and Sexuality Studies honors project.
Class Format: independent study
Distributional Requirements: Division 2
Fall 2014
HON Section: 01 TBA Instructor: Lucie Schmidt

WGSS 492(S) Honors Project: Women's & Gender Studies
Women's, Gender and Sexuality Studies honors project.
Class Format: independent study
Distributional Requirements: Division 2
Spring 2015

HON Section: 01 TBA Instructor: Lucie Schmidt

WGSS 493(F) Senior Thesis: Women's & Gender Studies
Women's, Gender and Sexuality Studies senior thesis.
Class Format: independent study
Distributional Requirements: Division 2
Fall 2014
HON Section: 01 TBA Instructor: Lucie Schmidt

WGSS 494(S) Senior Thesis: Women's & Gender Studies
Women's, Gender and Sexuality Studies senior thesis.
Class Format: independent study
Distributional Requirements: Division 2
Spring 2015
HON Section: 01 TBA Instructor: Lucie Schmidt

WGSS 497(F) Independent Study: Women's & Gender Studies
Women's, Gender and Sexuality Studies independent study.
Class Format: independent study
Distributional Requirements: Division 2
Fall 2014
IND Section: 01 TBA Instructor: Lucie Schmidt

WGSS 498(S) Independent Study: Women's & Gender Studies
Women's, Gender and Sexuality Studies independent study.
Class Format: independent study
Distributional Requirements: Division 2
Spring 2015
IND Section: 01 TBA Instructor: Lucie Schmidt

WILLIAMS–EXETER PROGRAMME AT OXFORD UNIVERSITY

Director, Professor MARLENE SANDSTROM

THE PROGRAMME

Williams College offers a year–long program of studies at Oxford University in co–operation with Exeter College (founded in 1314), one of the constituent colleges of the University. Williams students will be enrolled as Visiting Students at Exeter and as such will be undergraduate members of the University, eligible for access to virtually all of its facilities, libraries, and resources. As Visiting Students in Oxford, students admitted to the Programme will be fully integrated into the intellectual and social life of one of the world's great universities.

Although students on the Programme will be members of Exeter College, entitled to make full use of Exeter facilities (including the College Library), dine regularly in Hall, and join all College clubs and organizations on the same terms as other undergraduates at Exeter, students will reside in Ephraim Williams House, a compound of four buildings owned by Williams College, roughly 1.4 miles north of the city centre. Up to six students from Exeter College will normally reside in Ephraim Williams House each year, responsible for helping to integrate Williams students into the life of the College and the University. A resident director (and member of the Williams faculty) administers Ephraim Williams House, oversees the academic program, and serves as both the primary academic and personal advisor to Williams students in Oxford.

Students on the Williams–Exeter Programme are required to be in residence in Oxford from Thursday, 2 October 2014, until at least 22 June 2014 with two breaks for vacations between the three terms. Students enroll for the full academic year, which consists of three eight–week terms of instruction: MICHAELMAS TERM (12 October to 6 December 2014), HILARY TERM (18 January to 14 March 2015), and TRINITY TERM (26 April to 20 June 2014). Students are expected to be in residence to write their first tutorial papers in the week (0th Week) before the eight weeks of instruction begin and to remain in residence during the week (9th Week) after the term ends in order to sit final examinations. Between the three terms there are two intervening five week vacations, during which students may be expected to continue reading as preparation for their upcoming tutorials. Students are required to arrive in Oxford by 2 October 2014 for the ten–day orientation.

THE TUTORIAL SYSTEM

Undergraduate instruction at Oxford University is largely carried out through individual or small–group tutorials, in which students meet weekly with their tutor to present and discuss an essay they have written, based on an extensive amount of reading undertaken from an assigned reading list they will receive at the beginning of each term. In addition to the weekly tutorial, students are usually expected to attend a course of lectures offered by the University that corresponds to the material being addressed in their tutorials.

Each student will plan a course of study for the three terms of the academic year in consultation with the director of the Programme. In his or her capacity as the Tutor for Visiting Students at Exeter College, the director, working closely with Exeter's subject tutors, will arrange the teaching for the students, monitor student progress, be in regular contact with the student's tutors, supervise the examinations that students sit at the end of each academic term, and report on each student's academic progress to the Senior Tutor at Exeter College. There are no "add/drop" periods at Oxford; once a student has made a commitment to a particular tutorial course, and the director has then secured a tutor to teach that course, students cannot back out or change the terms of the tutorial. All tutorials at Oxford are graded, although in exceptional circumstances a tutorial may be converted to pass/fail before the end of the fourth week of term with the permission of the Programme director.

Over the course of the three terms, students are required to enroll in a minimum of FIVE tutorial courses (each consisting of eight individual tutorial meetings and generally requiring the preparation of eight essays). Although some students take the minimum five tutorial courses, most have enrolled in two tutorials per term for a total of six tutorials over their time at Oxford.

GRADES AND CREDIT

Grades for each tutorial course reflect the grade assigned to all eight tutorial sessions, including their related essays, considered together, as well as the grade for the final examination. Final examinations last three hours and are always sat in the ninth week of term, following the eight weeks of instruction. For some tutorial courses, tutors may elect to offer the student the option of a final paper or project in lieu of an examination.

Upon satisfactory completion of the requirements for the Williams–Exeter Programme at Oxford University, students receive academic credit for a regular Williams academic year, with each eight–session tutorial plus final examination counting as the equivalent of 1.6 regular semester courses taken at Williams. Grades eventually become a part of their Williams transcript and will be included in the computation of their Grade Point Average.

Tutorial courses in Oxford may be used toward fulfilling the divisional distribution requirement; a student may earn a maximum of three distribution requirements, with no more than one from each division, for the year. All tutorial courses at Oxford meet the Williams College "Writing Intensive" designation, except for those in the studio arts, mathematics, and the sciences.

Tutorial courses in Oxford may also be used to meet major requirements. Students are encouraged to check with their department chair(s) to confirm official department policy.

THE COURSE OF STUDY

In addition to the opportunity to pursue British and Commonwealth Studies, Williams students in Oxford will be able to pursue tutorials in fields in which Oxford is particularly noted (Economics, English Literature, Modern History, Philosophy, Politics, Classics, Theology, the Natural Sciences, etc.). Exeter College also has fellows in English Language and Literature (with interests ranging from the Renaissance–including Shakespeare–to the early nineteenth century), in Politics (with interests in international relations and comparative politics), and in History (with an interest in the medieval period) committed to teaching Williams students, and students are thus encouraged to consider undertaking at least one tutorial course in these fields as part of their course of study.

What follows is a PARTIAL list of tutorial courses normally available to students studying on the Williams–Exeter Programme at Oxford. The tutorials listed below 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, although most are not offered every Oxford term. It needs to be emphasized that this is only a partial list, that the tutorial offerings at Oxford University are incredibly rich, and that one of the attractions of the Programme is that it enables students to define, develop, and pursue their academic interests. Students are therefore encouraged to explore all the courses offered at Oxford even if they are not listed in this Catalog.

Tutorial courses are not offered every term and are often accompanied by scheduled lectures. Although the term in which the lectures are delivered is sometimes listed below, as is the term in which students should take the tutorials (MT–Michaelmas Term; HT–Hilary Term; TT–Trinity Term), these change from year to year. It is therefore imperative that students consult the relevant "faculty" webpages to make sure when the lectures and/or tutorials they wish to take are actually offered. Sometimes, where appropriate, prerequisites are also listed.

THE COURSE OF STUDY

A full summary of the list of courses offered by subject can be found at: http://www.ox.ac.uk/admissions/undergraduate_courses/courses/index.html. Although some course descriptions are provided below, detailed descriptions of all the courses listed in this catalog can be found on the websites of respective departments or faculties the links of which can be found at: http://www.ox.ac.uk/divisions/department_az.html. For a full list of lectures in all divisions at the university, visit: http://www.admin.ox.ac.uk/pubs/lectures/

NON–CREDIT FOREIGN LANGUAGE STUDY

In addition to their regular tutorial courses, students may begin or continue the study of a wide range of foreign languages on a non–credit basis through a variety of arrangements available through the University as well as a number of other educational and cultural institutions in the city of Oxford. The Programme normally subsidizes such study.

STUDENT LIFE

By virtue of the fact that, while in Oxford, they are officially Visiting Students at the University–and full members of Exeter College–Williams students are offered every opportunity to become fully integrated into student life in Oxford. Both Exeter College and Oxford University are home to an exceptional variety of sports clubs, debating societies, interest groups, cultural organizations, and social activities, virtually all of which are available to Visiting Student members of the University. Students are encouraged to participate fully in the social life of Exeter College–to dine in Hall as often as they wish, to frequent the College bar, to use the College's athletic facilities, and to become members of the various College clubs and organizations. Furthermore, Williams students also have access to the University's athletic events, concerts, theatrical productions, museums, and libraries. All Williams students in Oxford are encouraged to join the Oxford Union, which, in addition to its debating activities and club rooms, possesses dining facilities and the largest lending library in the University.

At the Ephraim Williams House, all Williams students are housed in large double rooms and enjoy full access to the House's library, common rooms, laundry facilities, computer lab, and a large dining room, in which a weekly catered meal is served during the eight weeks of term. There are also a number of small kitchens in the House that students may use. The entire facility has high–speed wireless internet access. Bedrooms are hard wired for high–speed internet access and are fully equipped with furnishings, bed linens, and a telephone. The grounds include a courtyard, sheltered bike racks, barbecue facilities, and gardens. A number of student jobs are available during the academic year for students who wish to earn a little spending money by helping to maintain the facilities and organize Programme activities. Ephraim Williams House is a short bike or bus ride (or a twenty–minute walk) from Exeter College and the center of town, and is within easy walking distance of the University parks and the local shops, restaurants and banks of Summertown. The Programme will partially subsidize student bus passes to facilitate travel around Oxford.

Before the academic year begins—on Sunday, 12 October 2014—ten days of orientation activities are scheduled. Students are expected to be in residence for all of these many activities, some of which take place in Ephraim Williams House, others at Exeter College. At this time students will become acquainted with the workings of the Programme, of Exeter College, and of the University, and will be familiarized with the rules and regulations they are expected to abide by during their residence in Oxford.

Throughout the academic year, provision will be made for trips to a few of sites of historical, cultural, or political interest. In the past these have included the Cotswolds, Salisbury, Stratford, Stonehenge, Bath, Wells, Warwick Castle, Blenheim Palace, and various sites of interest in London. Students will also be given the opportunity to attend a number of theatrical productions and other cultural events. Oxford's proximity to London gives students ready access to that city's multiple attractions and many resources. The Oxford–London train service is frequent and the journey takes just over an hour. The buses to London run even more regularly (and are generally cheaper), and the one–way journey takes about ninety minutes.

During the summer before students arrive in Oxford, they will receive a copy of the latest edition of Ephs Among the Dreaming Spires, which will further explain the perks, policies, and procedures of the Programme, the rules and regulations they are expected to follow, and tips for how best to enjoy a fulfilling year in and around Oxford.

ILLNESS AND INSURANCE

Students must ensure they are covered either by the Williams College health insurance policy or by some other comprehensive health insurance plan (generally a family health insurance policy). While in Britain, students will be covered by the National Health Service (NHS) for routine visits at the Group Medical Practice used by Exeter College and for emergency hospital treatment. The Programme also works with a physician in private practice attached to a local private hospital. Prescription drugs are available through the NHS for a nominal fee. There are limited outpatient psychological counseling services available through the NHS and the Programme, although, as Visiting Students at the University, Williams students are entitled to make use of the University Counseling Centre. Any extensive or long–term counseling, however, would need to be covered by the student's personal health insurance policy. Finally, students are not likely to be covered under the NHS for medical services received in foreign countries, especially those countries that do not enjoy membership of the European Union.

FEES

The tuition and room fees paid by students on the Williams–Exeter Programme at Oxford are the same as those for a year spent in residence at Williams. Students are responsible for some of their own meals and for all of their personal expenses. They are also responsible for arranging and funding the cost of their air travel to and from Britain, although they may select to take the group flight to London arranged by the Programme at competitive rates. They are provided with three meals a day for the first four or five days in Oxford and with a weekly catered meal in Ephraim Williams House during the eight weeks of term. They may also eat breakfast, lunch, and/or dinner on any day of the week at Exeter. Students will not be charged the full Williams board fee during their year in Oxford, but they will pay a proportion of the board fee to help cover these costs. For planning purposes, students and their parents should expect the cost of a year on the Programme to be roughly the same as a year at Williams. Financial aid eligibility will be figured on the usual basis of tuition, fees, room, board, and personal and book expenses, as if the student were at Williams for the year. Similarly, the normal self–help contribution would be expected. Since the academic year ends later at Oxford than at Williams, the summer earning expectations for students for the following year will be reduced by one half and the difference will be made up by additional Williams aid.

APPLICATION

Admission to the Programme is on a competitive but flexible basis. Students must apply to the Dean's Office by the prescribed deadline (normally early in February) and, prior to applying, should consult with the chair of their major department. Any questions students might have about curricular offerings at Oxford can also be raised with the director of the Programme in Oxford. In addition to completing the formal application form, students can expect to be interviewed at Williams and will subsequently need to complete an application for Visiting Student status at Oxford University. All admissions to the Programme are subject to approval by Exeter College. Students can expect to be notified of acceptance before Spring Break. It is normally expected that they will have completed the College's distribution requirement by the end of their sophomore year. In making its decisions, the Admissions Committee of the Williams–Exeter Programme at Oxford University takes student GPA into account, with a minimum GPA requirement of 3.0, expects all applicants to have demonstrated capacity for rigorous independent work and extensive essay writing, and looks favorably on those students whose intellectual maturity, curiosity and enthusiasm would best prepare them for a demanding course of study in Oxford. All applicants must identify two Williams faculty members who are willing to provide references. Because of the emphasis at Oxford on weekly written work for each tutorial course, at least one of those faculty members should be able to offer an assessment of the applicant's writing ability.

WILLIAMS–MYSTIC MARITIME STUDIES PROGRAM

Director, JAMES T. CARLTON

Faculty: JAMES T. CARLTON *(Williams College)*, LISA A. GILBERT *(Williams College),* GLENN S. GORDINIER *(Mystic Seaport Museum; University of Connecticut)*, CATHERINE ROBINSON HALL *(Mystic Seaport Museum);* MARY K. BERCAW–EDWARDS *(University of Connecticut; Mystic Seaport Museum)*, RICHARD J. KING *(Mystic Seaport Museum).*

The Williams College–Mystic Seaport Maritime Studies Program offers students a unique opportunity to explore the ocean, travel the Atlantic, Pacific, and Gulf coasts, and undertake original research of their own design in the humanities and sciences. Sophomores, juniors, and seniors of all majors welcome. A term at Williams–Mystic includes credit for one semester plus one winter study requirement, as well as intensive writing course credit. Four Williams courses are offered as an integrated, multidisciplinary curriculum in the semester–long program at Mystic Seaport, in Mystic, Connecticut: Maritime History, Literature of the Sea, Marine Policy, and either Marine Ecology or Oceanographic Processes (see the Maritime Studies section in this catalog). Travel includes an offshore voyage on the open ocean sailing aboard a tall ship, a seminar along the Pacific Coast, and a Louisiana field seminar, all of which are cross–disciplinary and interdisciplinary exercises. The Fall 2013 semester will include a field seminar to the Hawaiian Islands. Students live in historic, cooperative, co–ed houses at Mystic Seaport, the world's largest maritime museum, and have full access to world–class maritime collections, a maritime library, a state–of–the–art Marine Sciences teaching and research center, and diverse coastal habitats (where field research can be undertaken in a wide variety of environments, ranging from tidepools and salt marshes to sandy beaches and estuaries). Students also participate in maritime skills under professional instruction, with choices such as celestial navigation, music of the sea, boat building, or small boat handling and sailing. Williams–Mystic seeks candidates who are willing to try new things and work in a compelling academic environment. No sailing experience necessary. Participation in Williams–Mystic can also be used in partial fulfillment of the Maritime Studies Concentration at Williams. Interested students should email admissions@williamsmystic.org, call (860–572–5359), visit the website (http://mystic.williams.edu/), or obtain a Williams–Mystic catalog from the Dean's office. Applications are on the web and at the Dean's office.

MAST 211(F,S) Oceanographic Processes Crosslistings: MAST 211/GEOS 210
This course examines ocean and coastal environmental science issues including carbon dioxide and the ocean's role in climate, El Niño and other ocean–atmosphere oscillations that influence our weather, coastal erosion and other hazards, coastal pollution, and fisheries. The focus is on controlling processes with regional comparisons. Blue water oceanography is conducted in the Atlantic and comparative coastal oceanography includes trips to southern New England shores, and the West and Gulf coasts of the US as part of the Williams–Mystic program.
Class Format: lecture/laboratory, including coastal and near–shore field trips, 11 days offshore, and a laboratory or field research project **Requirements/Evaluation:** two tests, a research project, and a presentation
Extra Info: offered only at Mystic Seaport
Distributional Requirements: Division 3 **Other Attributes:** ENVI Natural World Electives
ENVS Group EB–B Electives
ENVS Group EG–C Electives
EXPE Experiential Education Courses
Fall 2014
LEC Section: 01 TBA Instructor: Lisa Gilbert
Spring 2015
LEC Section: 01 TBA Instructor: Lisa Gilbert

MAST 231(F,S) Literature of the Sea (W) Crosslistings: MAST 231/ENGL 231
Taking advantage of our maritime museum, coastal setting, and three field seminars, we study canonical and lesser–known American novelists, travel writers, and poets who set their works in the watery world, often in the exact places where we travel as a class. We read, for example—depending on fall or spring semester—Hemingway when sailing on the Straits of Florida, Steinbeck when exploring Cannery Row on Monterey Bay,

and Twain on a steamboat on the Mississippi. We read Rachel Carson beside the Mystic River estuary, Chopin on the sands of the Gulf of Mexico, Kipling out on Georges Bank, and Melville's masterpiece *Moby–Dick* aboard Mystic Seaport's historic whaleship, the *Charles W. Morgan*, a vessel nearly identical to the vessel he climbed aboard at age twenty–one. In the classroom we examine these works through a mixture of lecture, small–group discussion, and formal and creative writing. To further appreciation and analysis, this interdisciplinary course uses students' emerging knowledge of maritime history and marine science. Other authors and poets include, depending on fall or spring: Richard Henry Dana, Jr., Walt Whitman, Jack London, Joseph Conrad, T.S. Eliot, Langston Hughes, Elizabeth Bishop, Frederick Douglass, Timothy Egan, and Ursula K. Le Guin.
Class Format: small group tutorials with weekly lectures, including coastal and near–shore field trips, and 10 days at sea **Requirements/Evaluation:** regular papers, class participation, journal–writing, and a final paper
Extra Info: offered only at Mystic Seaport
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Arts in Context Electives
ENVI Humanities, Arts + Social Science Electives
ENVP SC–B Group Electives
Fall 2014
LEC Section: 01 TBA Instructor: Richard King
Spring 2015
LEC Section: 01 TBA Instructor: Richard King

MAST 311(F,S) Marine Ecology Crosslistings: MAST 311/BIOL 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.
Class Format: lecture/laboratory, including coastal and near–shore field trips, 10 days offshore, and a laboratory or field research project **Requirements/Evaluation:** two tests, a research project, and a presentation
Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor
Extra Info: offered only at Mystic Seaport
Distributional Requirements: Division 3 **Other Attributes:** ENVI Natural World Electives
ENVS Group EB–A Electives
EXPE Experiential Education Courses
Fall 2014
LEC Section: 01 TBA Instructor: James Carlton
Spring 2015
LEC Section: 01 TBA Instructor: James Carlton

MAST 351(F,S) Marine Policy Crosslistings: MAST 351/ENVI 351/PSCI 319
This seminar utilizes the interdisciplinary background of the other Williams–Mystic courses to examine national and international contemporary issues in our relationship with ocean and coastal resources. This seminar takes a topical approach to the study of marine law and policy, examining fisheries, harbor development, coastal zone management, admiralty law, law of the sea, marine pollution, and shipping.
Class Format: lecture, discussions, guest lectures by active professionals, and includes coastal and near–shore field trips, and 10 days offshore **Requirements/Evaluation:** an independent research paper, a presentation, and a final exam
Dept. Notes: this course satisfies the Environmental Policy requirement for the Environmental Policy major and the Environmental studies concentration
Extra Info: offered only at Mystic Seaport
Distributional Requirements: Division 2 **Other Attributes:** ENVI Environmental Policy
ENVP PTL Theory/Method Courses
ENVP PE–A Group Electives
ENVP PTL–A Group Electives
ENVP SC–A Group Electives
EXPE Experiential Education Courses
POEC International Political Economy Courses
Fall 2014
LEC Section: 01 TBA Instructor: Catherine Hall
Spring 2015
LEC Section: 01 TBA Instructor: Catherine Hall

MAST 352(F,S) America and the Sea, 1600–Present (W) Crosslistings: MAST 352/HIST 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.
Class Format: lecture/discussion, including coastal and near–shore field trips, 10 days offshore, and an independent, primary source research paper **Requirements/Evaluation:** an hour test, two papers, and a final exam Student papers will be a 5–page minimum and a 15–page minimum essay; the 15–page paper will be critiqued in three steps, as an outline, a draft, and a final paper, with attention to reasoning and style
Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor
Extra Info: offered only at Mystic Seaport
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
ENVP SC–B Group Electives
EXPE Experiential Education Courses
HIST Group F Electives – U.S. + Canada
HIST Group G Electives – Premodern
Fall 2014
LEC Section: 01 TBA Instructor: Glenn Gordinier
Spring 2015
LEC Section: 01 TBA Instructor: Glenn Gordinier

WILLIAMS PROGRAM IN TEACHING

Director, SUSAN ENGEL

The program in teaching is designed to enable Williams Undergraduates to study the ideas, questions, and practices involved in good teaching at all levels. The program seeks to promote and facilitate an exchange of ideas about teachers, learners and schools, within and beyond the Williams campus. The program offers a range of opportunities including courses on education, intensive supervised student teaching, workshops, advising, lecture series, and ongoing peer groups for those who teach. Students may participate in a variety of ways, ranging from taking one course to a sustained in–depth study of teaching and learning geared to those who want to become teachers, or educational psychologists. We seek to connect students with one another, to bring in expert teachers to provide mentoring, and to create links across the curriculum so that students can see the vital connections between what they study (French, Algebra or Biology for instance) and the process of teaching those topics to elementary and high school students. The program is 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.

The following provides a sample outline of the sequence of courses and experiences that an interested student might take

PSYC 101 Intro to Psych (required for further psychology courses);
PSYC 232 Developmental Psychology and/or
PSYC 242 Social Psychology;
PSYC 272 Psychology of Education;
PSYC 327 Optimizing Learning and Memory
PSYC 336 Adolescence;
PSYC 372 Advanced Seminar in Teaching and Learning
At least one Winter Study in an intensive teaching practicum. The major programs are in Berkshire County (under PSYC) or in New York City (under SPEC), although other opportunities may be listed elsewhere in the Winter Study section of the course catalogue.

No specific major is required to participate in the program—although some lend themselves easily to certification, such as Mathematics, English, Biology, American history, or French, almost all of our majors can provide the basis of teacher certification. Alternately, students can major in Psychology, take a concentration of courses in a different field, and then pursue that content area more intensively in graduate work.

Other courses of interest include:

LATS/AMST 332 Latinos and Education: The Politics of Schooling, Language, and Latino Studies
MATH 285 Teaching Mathematics
PHIL 242 Philosophy of Education: Why Are You Here?

PHIL 331 Contemporary Epistemology
PHIL/AMST 379 American Pragmatism
PSCI 410 Civic Education in America
PSYC 327 Cognition and Education
PSYC 331T Risk and Resilience in Early Development
PSYC 332 Cognitive Development
PSYC 350 Child Psychopathology
PSYC 351 Childhood Peer Relations

THE BOOK UNBOUND

"The Book Unbound" is a year–long initiative centered around the theme of books, libraries, and information, in conjunction with the opening of the new Sawyer Library. It focuses on exploring the diverse ways in which people preserve and convey ideas, creative works, data, and other forms of information. Courses offered as part of the initiative will engage with these topics from a range of critical and creative perspectives. Students and faculty participating in these courses will have numerous opportunities throughout the year to discuss and share their questions and findings.

AFR 482T(F) Fictions of African–American History (Long)
ARTH 416(S) Wright Writing (Johnson)
ARTS 267T(F) Artists' Books (Takenaga)
ASTR 340(S) Great Astronomers and Their Original Publications (Pasachoff)
BIOL 220(F) Field Botany & Natural History (Art)
BIOL 319(F) Integrative Bioinformatics, Genomics, and Proteomics (Banta)
CLAS 200(F) History of the Book (Dekel, Nugent)
CLAS 283(S) The Great Library of Alexandria Collection and Connoisseurship in the Ancient World (Rubin)
COMP 224(S) The Cookbook Through History (Goldstein)
COMP 401(F) Senior Seminar: Through the Looking Glass: Comparative Children's Literature (van de Stadt)
CSCI 107(S) Creating Games (McGuire)
CSCI 361(F) Theory of Computation (Heeringa)
CSCI 371(F) Computational Graphics (McGuire)
CSCI 374T(F) Machine Learning (Danyluk)
ECON 222(S) Economics of the Arts and Culture (Sheppard)
ENGL 113(F) Banned Books: The Question of Access (Taylor)
ENGL 228(S) Graphic Storytelling (Murphy)
ENGL 359(F) Origins of Literary Theory (Thorne)
ENGL 364T(F) Documentary Poetry (Fisher)
MATH 351(S) Applied Real Analysis (Garrity)
PHYS 315T(F) Computational Biology (Aalberts)
PHYS 316(S) Protecting Information (Wootters and Loepp)
PSYC 322(S) Concepts: Mind, Brain, and Culture (Zaki)
REL 210(F) The New Testament: Purpose, History and Method (Moxnes)
REL 229(S) Reel Jesus: Reading the Christian Bible and Film in the U.S.A. (Hidalgo)
RLFR 250(S) Women in Print: Gender, Power, and Publishing in Seventeenth– and Eighteenth–Century France (Curulla)
RLSP 301(S) Cervantes' "Don Quixote" (Rouhi)
SOC 368(F) Technology and Modern Society (Nolan)
THEA 331(F) Hamlet: Before and After (Pethica)
THEA 360(S) The Body as Book Memory and Reenactment in Dance & Theatre (Holzapfel, Dankmeyer)

EXPERIENTIAL EDUCATION COURSES

. A complete description of each course may be found in the relevant department's section. Students may obtain detailed information about experiential elements in a specific course from its instructor.

Students interested in incorporating fieldwork into courses not listed here should contact the Coordinator for help. Inclusion of experiential components depends on permission of the instructor.

SEMESTER COURSES:

AFR 245/MUS 242(F) Monk and the Bebop Revolution
AMST 201(F,S) Introduction to American Studies
ARTH/ENVI 201(F) American Landscape History
[ARTH 308/ENVI 308(S) The North–American Park Idea–last offered spring 2009]
ARTH 508(S) Art and Conservation: An Inquiry into History, Methods and Materials
BIOL 220/ENVI 220(S) Field Botany and Plant Natural History
BIOL 302/ENVI 312(F) Communities and Ecosystems
CHIN 352/LATS 383(S) Bridging Theory and Practice: Learning and Teaching Chinese as a Second Language
[ENGL 376(F) Documentary Technologies–last offered fall 2008]
ENVI 102(S) Introduction to Environmental Science
ENVI 302(F) Environmental Planning Workshop
ENVI 397/398(F,S) Independent Study of Environmental Problems
EXPR/MATH/PHIL/ENGL/ARTS 309(F) Exploring Creativity
GEOS 105(F) Geology Outdoors
GEOS 206/ENVI 206(S) Renewable Energy and the Sustainable Campus
GEOS/ENVI 214(S) Remote Sensing and Geographic Information Systems
LATS 220/AMST 221(F) Introduction to Urban Studies: Shaping and Living the City
LATS/THEA 230/ WGST 231(F) Approaching Performance Studies
[LATS 331(F) Sound and Movement in the Afro–Latin Diaspora–last offered fall 2008]
LING 400(F) Linguistics Research Seminar
MAST/GEOS/ENVI 104(S) Oceanography
MAST 211/GEOS 210(F,S) Oceanographic Processes (Williams/Mystic Program)
MAST 311/BIOL 231(F,S) Marine Ecology (Williams/Mystic Program)
MAST /ENVI 351(F,S) Marine Policy (Williams/Mystic Program)
MAST/HIST 352(F,S) America and the Sea, 1600–Present (Williams/Mystic Program)
MUS/AFR 235(F) African Rhythm, African Sensibility
POEC 402(S) Political Economy of Public Policy Issues
PSYC 352(S) Clinical and Community Psychology
PSYC 372(F) Advanced Seminar in Teaching and Learning
REL 286(F) Shopping, Desire, Compulsion and Consumption
RUSS 206(S) Topics in Russian Culture: Feasting and Fasting in Russian History
[WNY 307T(F,S) Work/Ethics: Frameworks for Observing People at Work (Williams in New York Program) – last offered spring2009]
[WNY 308(F) Explorations in the Urban Outback (Williams in New York Program) – last offered fall 2008]
[WNY 309(F) Covering the Other: A Course in Cross–Cultural and Community–based Film (Williams in New York Program) – last offered fall 2008]
[WNY 310(S) Art, Space and the City (Williams in New York Program) – last offered spring 2009]

[WNY 311(S) Imagining New York City (Williams in New York Program) – last offered spring 2009]

WINTER STUDY:

AFR 025/WGST 24 Youth, Gender and Social Activism in Tanzania
AMST 011 Singing School: Sacred Choral Traditions in the Berkshires and Beyond
AMST 015 Contemporary American Songwriting
ANSO 010 Meditation–Based Stress Reduction: Adopting a Mindfulness Practice
ANSO 011 Berkshire Farm Center Internship
ANSO 012 Children and the Courts: Internship in the Crisis in Child Abuse
ARTS 019 Introduction to the Craft and Art of Blacksmithing
CHIN 013 Theory and Practice of Chinese Cooking
CHIN 025 Study Tour to Taiwan
BIOL 014 Gestures of Time: A Visual Exploration
BIOL 015 From Populations to Species: Understanding the Evolution of Diversity
BIOL 021 Science Beyond Williams
CHEM 010 Zymurgy
CHEM 011/SPEC 011 Science for Kids
CHEM 016 Glass and Glassblowing
CSCI 010 Designing and Building a Desktop Computer
ECON 012 Negotiation: Theory and Practice
ECON 025 The Political Economy of Social Cohesion: Lessons from South Africa's Miracle
ENVI 010 The Winter Naturalist's Journal
ENVI 012 The Changing Forest
ENVI 014 Green Design Workshop and LEED Certification Course
ENVI 015 Get Focused and Step It Up–Climate Change Activism
ENVI 016 Problems with Plastics
ENVI 025 Sustainable Eleuthera: Energy, Environment and Economic Development
GEOS 012 Landscape Photography
HIST 012 Reading Childhood
HIST 015 The Great Depression: A Storied History
HIST 025/THEA 026 Fashionable London: Clothing and Fetishism from Victorian Street to Westwood Catwalk
LEAD 018 Wilderness Leadership
LGST 021 Creating a Non–Profit Organization
JAPN 025 Exploring Japanese Culture and Language
LING 012 Preliminary Introduction to American Sign Language
MATH 012 Mural
MATH 016/SPEC 016 Knitting: The Social History and Craft Form
MATH 023 Gaudino Winter Study Fellows Program
MUS 013 Math and Music
MUS 025 Musical Performance: Cultural Exchange in Argentina
PHIL 011 Aikido and the Creation of Ethical Policy
PHIL 013 Boxing
PHYS 15 Livres des Artists–The Artist Book
PSCI 021 Fieldwork in Public and Private Non–Profits/Volunteer Income Tax Assistance
PSCI 025 Williams in NOLA
PSYC 016 Rhythm Based Communication
PSYC 019 Psychology in Action
REL 025 Jerusalem: One City, Three Faiths, Many Narratives
RLSP 016/MUS 016 Music Circus: John Cage and His World
RUSS/SPEC 025 Williams in Georgia
STAT 013 Roulette
SPEC 010 Quest for College: Early Awareness in Berkshire County Schools
SPEC 015 Ski Patrol Rescue Techniques: Outdoor Emergency Care CPR
SPEC 019 Medical Apprenticeship
SPEC 021 The Psychology of the Workplace; a Field Study with Williams Alumni/Parents
SPEC 024 Eye Care and Culture In the Rural Atlantic Coast of Nicaragua
SPEC 026/MATH 026 Resettling Refugees in Maine
SPEC 028 Teaching Practica in New York City Schools
SPEC 035 Making Pottery on the Potter's Wheel

EXPLORING DIVERSITY INITIATIVE

THE EXPLORING DIVERSITY INITIATIVE REQUIREMENT—Williams College is committed to creating and maintaining a curriculum, faculty, and student body that reflects and explores a diverse, globalized world and the multi–cultural character of the United States. Courses designated "(D)" in the College Bulletin are a part of the College's Exploring Diversity Initiative (EDI); they represent our dedication to study groups, cultures, and societies as they interact with, and challenge, each other. Through such courses, students and faculty also consider the multiple approaches that engage these issues. Rather than simply focus on the study of specific peoples, cultures, or regions of the world, in the past or present, however, courses fulfilling the requirement actively promote a self–conscious and critical engagement with diversity. They urge students to consider the operations of difference in the world and provide them with the tools to do so. The ultimate aim of the requirement is to lay the groundwork for a life–long engagement with the diverse cultures, societies, and histories of the United States and the rest of the world.

Courses that comprise the Exploring Diversity Initiative may fall under a variety of categories, including (but not limited to) the following:

1. Comparative Study of Cultures and Societies. These courses focus on the differences and similarities between cultures and societies, and/or on the ways in which cultures, peoples, and societies have interacted and responded to one another in the past.
2. Empathetic Understanding. These courses explore diverse human feelings, thoughts, and actions by recreating the social, political, cultural, and historical context of a group in order to imagine why within that context, those beliefs, experiences, and actions of the group emerged.
3. Power and Privilege: These courses link issues of diversity to economic and political power relations, investigating how cultural interaction is influenced by various structures, institutions, or practices that enable, maintain, or mitigate inequality among different groups.
4. Critical Theorization: These courses focus on ways scholars theorize the possibilities of cross–cultural understanding and interaction; they investigate the ways that disciplines and paradigms of knowledge both constitute "difference" and are reconfigured by the study of diversity–related questions.
5. Cultural Immersion: In various ways these courses immerse students in another culture and give them the tools with which to understand that culture from the inside. They include those foreign language courses that explicitly engage in the self–conscious awareness of cultural and societal differences, traditions, and customs as an integral aspect of language study.

All students are required to complete ONE course that is part of the Exploring Diversity Initiative. 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.

By immersing students in foreign cultures, and often by furthering language acquisition, study abroad programs can offer a robust way to study cultural diversity. Students wishing to fulfill the EDI requirement via the completion of a study abroad program must submit a petition before departure proposing EDI credit for a particular course on their program, for particular experiences (such as independent research or a homestay), or for a specific language training program they will undertake while abroad. The petition will require students to describe how they believe their proposed study abroad experience will meet one or more of the goals of the Exploring Diversity Initiative; it will be considered by the Director of the Exploring Diversity Initiative working in concert with the Committee on Academic Standing.

AFR 113(S) Musics of Africa (Same as MUS 120) (D)

AFR 132(S) Contemporary Africana Social and Political Philosophy (Same as AMST 132 and PSCI 132) (D)

AFR 203(F) Modern African History (Same as HIST 203) (D)
AFR 211(F) Race and the Environment (Same as AMST 211, ENVI 211 and SOC 211) (D)
AFR 218(S) African American Environmental Culture from Slavery to Environmental Justice (Same as AMST 214 and ENVI 212) (D)*
AFR 229(F) European Imperialism and Decolonization (Same as HIST 229) (D)*
AFR 246T(F) Black Asia: From King Kong to Kung Fu and Beyond (Same as AMST 246T, COMP 245T and ENGL 246T) (D) (W)
AFR 248(F) The Caribbean: From Slavery to Independence (Same as HIST 248) (D)
AFR 259(S) Bilad al–Sudan and Beyond: Arts of the Afro–Islamic World (Same as ARAB 259 and ARTH 259) (D)
AFR 272(S) Examining African Media and Global Citizenship (D)
AFR 304(F) South Africa and Apartheid (Same as HIST 304) (D)
AFR 306(S) Queer of Color Critique: Race, Sex and Urban Life (Same as AMST 306, COMP 304, LATS 306 and WGSS 306) (D)
AFR 312(F) Francographic Islands (Same as COMP 312 and RLFR 312) (D)
AFR 322(S) Race, Culture and Incarceration (Same as AMST 322, INTR 322 and PSCI 313) (D) (W)
AFR 343T(S) Representations of Racial–Sexual Violence from Enslavement to Emancipation (Same as AMST 343T, INTR 343T and WGSS 343T) (D) (W)
AFR 346(S) History of Modern Brazil (Same as HIST 245) (D)
AFR 380(S) Who's Afraid of Failure? (Same as AMST 381, COMP 381 and ENGL 381 and WGSS 381) (D)
AFR 381(F) From Civil Rights to Black Power (Same as HIST 381) (D)
AFR 382(F) Amiri Baraka and Audre Lorde (Same as AMST 380, ENGL 380 and WGSS 380) (D)
AFR 419(F) Going to Ground: Considering Earth in the Arts of Africa (Same as ARTH 419) (D) (W)
AFR 450(F) Melville, Mark Twain, and Ellison (Same as ENGL 450) (D)
AFR 476(S) Black Radicalism (Same as HIST 476) (D)*
AMST 101(F) Artists Respond to Dangerous Times (Same as ArtS 101) (D)
AMST 132(S) Contemporary Africana Social and Political Philosophy (Same as AFR 132 and PSCI 132) (D)
AMST 201(F,S) Introduction to American Studies (D)
AMST 202(F) History Behind the Headlines (Same as HIST 201) (D)
AMST 207(F) Introduction to Latina/o Literatures (Same as COMP 211 and LATS 208) (D)
AMST 211(F) Race and the Environment (Same as AFR 211, ENVI 211 and SOC 211) (D)
AMST 214(S) African American Environmental Culture from Slavery to Environmental Justice (Same as AFR 218 and ENVI 212) (D)*
AMST 216(S) Environmental Humanities: Theory and Practice (Same as ENVI 217) (D)
AMST 240(S) Latina/o Language Politics: Hybrid Voices (Same as COMP 210 and LATS 240) (D)
AMST 241(S) Performing Masculinity in Global Popular Culture (Same as LATS 241, SOC 240, THEA 241, and WGSS 240) (D)
AMST 242(S) Americans Abroad (Same as COMP 242 and ENGL 250) (D) (W)*
AMST 246T(F) Black Asia: From King Kong to Kung Fu and Beyond (Same as AFR 246T, COMP 245T and ENGL 246T) (D) (W)
AMST 255(S) U.S. Cuban Life–Writing: Nationalism, Narrative, and Exile (Same as COMP 254, ENGL 243 and LATS 254) (D)*
AMST 306(S) Queer of Color Critique: Race, Sex and Urban Life (Same as AFR 306, COMP, 304, LATS 306 and WGSS 306) (D)
AMST 311(S) Development of American Indian Law & Policy (Same as HIST 368) (D)
AMST 313(F) Gender, Race, and the Power of Personal Aesthetics (Same as LATS 313 and WGSS 313) (D)
AMST 322(S) Race, Culture and Incarceration (Same as AFR 322, INTR 322 and PSCI 313) (D) (W)
AMST 332(F) Race, Gender, and Performance from Literature to Social Media (Same as COMP 339, LATS 335, THEA 322 and WGSS 330) (D)
AMST 334(F) Sexual Economies (Same as ANTH 301 and WGSS 301) (D)
AMST 340(F) The Aesthetics of Transnationalism in American Literature (Same as COMP 335 and ENGL 425) (D) (W)
AMST 343T(S) Representations of Racial–Sexual Violence from Enslavement to Emancipation (Same as AFR 343T, INTR 343T and WGSS 343T) (D) (W)
AMST 346(S) Latinas/os and the Media: From Production to Consumption (Same as LATS 346) (W) (D)
AMST 362(S) Difference and Desire (Same as ENGL 362 and WGSS 362) (D)
AMST 370(S) Immigrant Social Movements: Bridging Theory and Praxis (Same as INST 370, JLST 370, LATS 370 and SOC 370) (D)*
AMST 380(F) Amiri Baraka and Audre Lorde (Same as AFR 382, ENGL 380 and WGSS 380) (D)
AMST 381(S) Who's Afraid of Failure? (Same as AFR 380, COMP 381, ENGL 381 and WGSS) (D)
AMST 391(S) American Portraits: Capturing the Self in Word and Image (Same as ENGL 391) (D) (W)
AMST 411(F) Transnationalism and Difference: Comparative Perspectives (Senior Seminar in AMST) (Same as LATS 409 and WGSS 409) (D) (W)
AMST 412(F) Latina/o Collectivities: Family, Community, Nation (Same as LATS 412) (D)*
AMST 416(S) U.S. Settler Colonialism and Empire (Same as HIST 361) (D)
AMST 469(F) Notions of Race and Ethnicity in American Culture (Same as HIST 469) (D)*
ANTH 101(F,S) The Scope of Anthropology (D)
ANTH 211(F) Black, Indian, and Other in Brazil (Same as INST 211) (D)
ANTH 233(S) Spiritual Crossroads: Religious Life in Southeast Asia (Same as ASST 233 and REL 253) (D)
ANTH 246T(F) India's Identities: Religion, Caste, and Gender (Same as ASST 246T, REL 246T and WGSS 246T) (D) (W)
ANTH 248(S) Body Politics in South Asia: Gender, Sex, Religion, and Nation (Same as ASST 248, INST 248, REL 248 and WGSS 249) (D)
ANTH 301(F) Sexual Economies (Same as AMST 334 and WGSS 301) (D)
ANTH 328T(F) Emotions and the Self (D) (W)
SOC 211(F) Race and the Environment (Same as AFR 211, AMST 211 and ENVI 211) (D)
SOC 240(S) Performing Masculinity in Global Popular Culture (Same as AMST 241 and LATS 241, THEA 241 and WGSS 240) (D)
SOC 324(S) Memory and Identity (D)
SOC 370(S) Immigrant Social Movements: Bridging Theory and Praxis (Same as AMST 370, INST 370, JLST 370 and LATS 370) (D)*
ARAB 207(F) The Modern Middle East (Same as HIST 207, INST 101, JWST 217, LEAD 207 and REL 239) (D)
ARAB 259(S) Bilad al–Sudan and Beyond: Arts of the Afro–Islamic World (Same as AFR 259 and ARTH 259) (D)
ARTH 103(F) Asian Art Survey: From the Land of the Buddha to the World of the Geisha (Same as ASST 103) (D)
ARTH 239(F) Envisioning Empire: Geography in the Graeco–Roman World (Same as CLAS 341 and HIST 341) (D)
ARTH 259(S) Bilad al–Sudan and Beyond: Arts of the Afro–Islamic World (Same as AFR 259 and ARAB 259) (D)
ARTH 419(F) Going to Ground: Considering Earth in the Arts of Africa (Same as AFR 419) (D) (W)
ARTS 101(F) Artists Respond to Dangerous Times (Same as AMST 101) (D)
ARTH 583(S) Going to Ground: Considering Earth in the Arts of Africa (D)
ASST 103(F) Asian Art Survey: From the Land of the Buddha to the World of the Geisha (Same as ARTH 103) (D)
ASST 113(S) Interculturalism in East Asian Music (Same as MUS 113) (D)
ASST 233(S) Spiritual Crossroads: Religious Life in Southeast Asia (Same as ANTH 233 and REL 253) (D)
ASST 246T(F) India's Identities: Religion, Caste, and Gender (Same as ANTH 246T, REL 246T and WGSS 246T) (D) (W)
ASST 248(S) Body Politics in South Asia: Gender, Sex, Religion, and Nation (Same as ANTH 248, INST 248, REL 248 and WGSS 249) (D)
ASST 358(F) Impossible India: Modern South Asian Literature in English (Same as COMP 358 and ENGL 358) (D)*
ASST 384(S) Selected Topics in Asian American Studies (Same as HIST 384) (D)
ASST 488T(S) Gandhi: Nationalism, Philosophy, and Legacy (HIST 488T and INST 488T) (D) (W)*
CHIN 101(F)–W88–102(S) Basic Chinese (D)

CHIN 201(F), 202(S) Intermediate Chinese (D)
CHIN 301(F), 302(S) Upper–Intermediate Chinese (D)
CHIN 401(F), 402(S) Advanced Chinese (D)
JAPN 101(F)–W88–102(S) Elementary Japanese (D)
JAPN 201(F), 202(S) Intermediate Japanese (D)
JAPN 255(F) Love and Death in Modern Japanese Literature (Same as COMP 255) (D)
JAPN 301(F), 302(S) Upper–Intermediate Japanese (D)
JAPN 401(F), 402(S) Advanced Japanese (D)
CLAS 241T(S) Sex and Gender in Ancient Greece and Rome (Same as COMP 241T and WGSS 241T) (D) (W)
CLAS 341(F) (formerly 238) Envisioning Empire: Geography in the Graeco–Roman World (Same as ARTH 239 and HIST 341) (D)
COMP 115(S) Rumble in the Jungle: Major Postcolonial Writers and Movements (Same as ENGL 115) (D) (W)
COMP 151(F) Introduction to Theatre (Same as THEA 101) (D)
COMP 210(S) Latina/o Language Politics: Hybrid Voices (Same as AMST 240 and LATS 240) (D)
COMP 211(F) Introduction to Latina/o Literatures (Same as AMST 207 and LATS 208) (D)
COMP 241T(S) Sex and Gender in Ancient Greece and Rome (Same as CLAS 241T and WGSS 241T) (D) (W)
COMP 242(S) Americans Abroad (Same as AMST 242 and ENGL 250) (D) (W)*
COMP 245T(F) Black Asia: From King Kong to Kung Fu and Beyond (Same as AFR 246T, AMST 246T and ENGL 246T) (D) (W)
COMP 249(F) "Queering the Color Line": Queer Black and Latina/o Literature (Same as LATS 245) (D)*
COMP 254(S) U.S. Cuban Life–Writing: Nationalism, Narrative, and Exile (Same as AMST 255, ENGL 243 and LATS 254) (D)*
COMP 255(F) Love and Death in Modern Japanese Literature (Same as JAPN 255) (D)
COMP 263T(F) Colonial Landscapes: Latin America's Contemporary Environmental Literature (Same as ENVI 223T and RLSP 223T) (D) (W)*
COMP 304(S) Queer of Color Critique: Race, Sex and Urban Life (Same as AFR 306, AMST 306, LATS 306 and WGSS 306) (D)
COMP 312(F) Francographic Islands (Same as AFR 312 and RLFR 312) (D)
COMP 335(F) The Aesthetics of Transnationalism in American Literature (Same as AMST 340 and ENGL 425) (D) (W)
COMP 338(S) The Culture of Carnival (Same as THEA 335) (D)
COMP 339(F) Race, Gender, and Performance from Literature to Social Media (Same as AMST 332, LATS 335, THEA 322 and WGSS 330) (D)
COMP 348T(S) Postcolonial Theory and the World Literature Debates (Same as ENGL 348T) (D) (W)*
COMP 358(F) Impossible India: Modern South Asian Literature in English (Same as ASST 358 and ENGL 358) (D)*
COMP 381(S) Who's Afraid of Failure? (Same as AFR 380, AMST 381, ENGL 381 and WGSS 381) (D)
COMP 402(S) Before We Were Queer: Gay and Lesbian Lives before 1990 (Same as WGSS 404) (D)*
COMP 407(F) Literature, Justice, and Community (ENGL 407) (D)
DANC 125(F) Music and Social Dance in Latin America (Same as MUS 125) (D)
ECON 470(S) The Indian Economy: Development and Social Justice (D)
ENGL 115(S) Rumble in the Jungle: Major Postcolonial Writers and Movements (Same as COMP 115) (D) (W)
ENGL 206(F) We Aren't the World: Global Anglophone Literature in the 20th Century (Gateway) (W) (D)
ENGL 243(S) U.S. Cuban Life–Writing: Nationalism, Narrative, and Exile (Same as AMST 255, COMP 254 and LATS 254) (D)*
ENGL 246T(F) Black Asia: From King Kong to Kung Fu and Beyond (Same as AFR 246T, AMST 246T and COMP 245T) (D) (W)
ENGL 250(S) Americans Abroad (Same as AMST 242 and COMP 242) (D) (W)*
ENGL 329(F) Premodern Sexualities (Same as WGSS 329) (D)
ENGL 348T(S) Postcolonial Theory and the World Literature Debates (Same as COMP 348T) (D) (W)*
ENGL 358(F) Impossible India: Modern South Asian Literature in English (Same as ASST 358 and COMP 358) (D)*
ENGL 362(S) Difference and Desire (Same as AMST 362 and WGSS 362) (D)
ENGL 364T(F) Documentary Poetry (D)
ENGL 380(F) Amiri Baraka and Audre Lorde (Same as AFR 382, AMST 380 and WGSS 380) (D)
ENGL 381(S) Who's Afraid of Failure? (Same as AFR 380, AMST 381, COMP 381 and WGSS 381) (D)
ENGL 391(S) American Portraits: Capturing the Self in Word and Image (Same as AMST 391) (D) (W)
ENGL 407(F) Literature, Justice, and Community (COMP 407) (D)
ENGL 425(F) The Aesthetics of Transnationalism in American Literature (Same as AMST 340 and COMP 340) (D) (W)
ENGL 450(F) Melville, Mark Twain, and Ellison (Same as AFR 450) (D)
ENVI 211(F) Race and the Environment (Same as AFR 211, AMST 211 and SOC 211) (D)
ENVI 212(S) African American Environmental Culture from Slavery to Environmental Justice (Same as AFR 218 and AMST 214) (D)*
ENVI 217(S) Environmental Humanities: Theory and Practice (Same as AMST 216) (D)
ENVI 223T(F) Colonial Landscapes: Latin America's Contemporary Environmental Literature (Same as COMP 263T and RLSP 223T) (D) (W)*
GERM 316(S) "Wer ist wir?": Recent Debates over Multiculture in Germany (D) (W)
HIST 152(S) The Fourteenth Amendment and the Meanings of Equality (Same as WGSS 152) (D) (W)
HIST 201(F) History Behind the Headlines (Same as AMST 202) (D)
HIST 203(F) Modern African History (Same as AFR 203) (D)
HIST 207(F) The Modern Middle East (Same as ARAB 207, INST 101, JWST 217, LEAD 207 and REL 239) (D)
HIST 229(F) European Imperialism and Decolonization (Same as AFR 229) (D)*
HIST 245(S) History of Modern Brazil (Same as AFR 346) (D)
HIST 248(F) The Caribbean: From Slavery to Independence (Same as AFR 248) (D)
HIST 286(S) Latina/o History From 1848 to the Present (Same as LATS 286) (D)
HIST 304(F) South Africa and Apartheid (Same as AFR 304) (D)
HIST 332(F) Queering Europe: Sexualities and Politics since 1850 (WGSS 331) (D)
HIST 341(F) Envisioning Empire: Geography in the Graeco–Roman World (Same as ARTH 239 and CLAS 341) (D)
HIST 361(S) U.S. Settler Colonialism and Empire (Same as AMST 416) (D)
HIST 368(S) Development of American Indian Law & Policy (Same as AMST 311) (D)
HIST 376(F) Sex, Gender, and the Law in U.S. History (Same as JLST 376 and WGSS 376) (D)
HIST 381(F) From Civil Rights to Black Power (Same as AFR 381) (D)
HIST 384(S) Selected Topics in Asian American Studies (Same as ASST 384) (D)
HIST 386(F) Latinas in the Global Economy: Work, Migration, and Households (Same as LATS 386 and WGSS 386) (D)
HIST 469(F) Notions of Race and Ethnicity in American Culture (Same as AMST 469) (D)*
HIST 471(S) Comparative Latina/o Migrations (Same as LATS 471) (D) (W)
HIST 476(S) Black Radicalism (Same as AFR 476) (D)*
HIST 481T(S) America in the 1970s (D) (W)*
HIST 488T(S) Gandhi: Nationalism, Philosophy, and Legacy (ASST 488T and INST 488T) (D) (W) *
INST 101(F) The Modern Middle East (Same as ARAB 207, HIST 207, JWST 217, LEAD 207 and REL 239) (D)
INST 211(F) Black, Indian, and Other in Brazil (Same as ANTH 211) (D)
INST 213(F) From Putin to Pussy Riot: Discourses of Post–Soviet Gender (Same as RUSS 213 and WGSS 214) (D)

INST 248(S) Body Politics in South Asia: Gender, Sex, Religion, and Nation (Same as ANTH 248, ASST 248, REL 248 and WGSS 249) (D)
INST 370(S) Immigrant Social Movements: Bridging Theory and Praxis (Same as AMST 370, JLST 370, LATS 370 and SOC 370) (D)*
INST 488T(S) Gandhi: Nationalism, Philosophy, and Legacy (ASST 488T and HIST 488T) (D) (W)*
INTR 322(S) Race, Culture and Incarceration (Same as AFR 322, AMST 322, and PSCI 313) (D) (W)
INTR 343T(S) Representations of Racial–Sexual Violence from Enslavement to Emancipation (Same as AFR 343T, AMST 343T and WGSS 343T) (D) (W)
JWST 101(S) Judaism: Before the Law (Same as REL 203) (D)
JWST 217(F) The Modern Middle East (Same as ARAB 207, HIST 207, INST 101, LEAD 207 and REL 239) (D)
JLST 370(S) Immigrant Social Movements: Bridging Theory and Praxis (Same as AMST 370, INST 370, LATS 370 and SOC 370) (D)*
JLST 376(F) Sex, Gender, and the Law in U.S. History (Same as HIST 376 and WGSS 376) (D)
LATS 208(F) Introduction to Latina/o Literatures (Same as AMST 207 and COMP 211) (D)
LATS 240(S) Latina/o Language Politics: Hybrid Voices (Same as AMST 240 and COMP 210) (D)
LATS 241(S) Performing Masculinity in Global Popular Culture (Same as AMST 241, SOC 240, THEA 241 and WGSS 240) (D)
LATS 245(F) "Queering the Color Line": Queer Black and Latina/o Literature (Same as COMP 249) (D)*
LATS 254(S) U.S. Cuban Life–Writing: Nationalism, Narrative, and Exile (Same as AMST 255, COMP 254 and ENGL 243) (D)*
LATS 286(S) Latina/o History From 1848 to the Present (Same as HIST 286) (D)
LATS 306(S) Queer of Color Critique: Race, Sex and Urban Life (Same as AFR 306, AMST 306, COMP 304 and WGSS 306) (D)
LATS 313(F) Gender, Race, and the Power of Personal Aesthetics (Same as AMST 313 and WGSS 313) (D)
LATS 335(F) Race, Gender, and Performance from Literature to Social Media (Same as AMST 332, COMP 339, THEA 322 and WGSS 330) (D)
LATS 346(S) Latinas/os and the Media: From Production to Consumption (Same as AMST 346) (D) (W)
LATS 370(S) Immigrant Social Movements: Bridging Theory and Praxis (Same as AMST 370, INST 370, JLST 370 and SOC 370) (D)*
LATS 386(F) Latinas in the Global Economy: Work, Migration, and Households (Same as HIST 386 and WGSS 386) (D)
LATS 409(F) Transnationalism and Difference: Comparative Perspectives (Same as AMST 411 and WGSS 409) (D) (W)
LATS 412(F) Latina/o Collectivities: Family, Community, Nation (Same as AMST 412) (D)*
LATS 471(S) Comparative Latina/o Migrations (Same as HIST 471) (D) (W)
LEAD 207(F) The Modern Middle East (Same as ARAB 207, HIST 207, INST 101, JWST 217 and REL 239) (D)
MUS 111(F) (formerly 125) Music Cultures of the World (D)
MUS 113(S) Interculturalism in East Asian Music (Same as ASST 113) (D)
MUS 120(S) (formerly 113) Musics of Africa (Same as AFR 113) (D)*
MUS 125(F) Music and Social Dance in Latin America (Same as DANC 125) (D)
MUS 151(F) (formerly 130) History of Jazz (D)
MUS 211(S) Music, Nationalism, and Popular Culture (D) (W) *
MUS 278T(F) (formerly 246T) Carmen, 1845–Now (Same as WGSS 248T) (W) (D)*
PHIL 327T(F) Foucault (Same as WGSS 327) (D) (W)
PSCI 132(S) Contemporary Africana Social and Political Philosophy (Same as AFR 132 and AMST 132) (D)
PSCI 313(S) Race, Culture and Incarceration (Same as AFR 322, AMST 322 and INTR 322) (D) (W)
REL 203(S) Judaism: Before the Law (Same as JWST 101) (D)
REL 239(F) The Modern Middle East (Same as ARAB 207, HIST 207, INST 101, LEAD 207 and JWST 217) (D)
REL 246T(F) India's Identities: Religion, Caste, and Gender (Same as ANTH 246T, ASST 246T and WGSS 246T) (D) (W)
REL 248(S) Body Politics in South Asia: Gender, Sex, Religion, and Nation (Same as ANTH 248, ASST 248 INST 248 and WGSS 249) (D)
REL 253(S) Spiritual Crossroads: Religious Life in Southeast Asia (Same as ANTH 233 and ASST 233) (D)
RLFR 312(F) Francographic Islands (Same as AFR 312 and COMP 312) (D)
RLSP 204(S) Icons and Imaginaries: Culture and Politics in Latin America (D)
RLSP 223T(F) Colonial Landscapes: Latin America's Contemporary Environmental Literature (Same as COMP 263T and ENVI 223T) (D) (W)*
RLSP 301(S) Cervantes' Don Quijote (D) (W)*
RUSS 213(F) From Putin to Pussy Riot: Discourses of Post–Soviet Gender (Same as INST 213 and WGSS 214) (D)
THEA 101(F) Introduction to Theatre (Same as COMP 151) (D)
THEA 241(S) Performing Masculinity in Global Popular Culture (Same as AMST 241 and LATS 241, SOC 240 and WGSS 240) (D)
THEA 322(F) Race, Gender, and Performance from Literature to Social Media (Same as AMST 332, COMP 339, LATS 335 and WGSS 330) (D)
THEA 335(S) (formerly 205) The Culture of Carnival (Same as COMP 338) (D)
WGSS 101(F,S) Introduction to Women's, Gender and Sexuality Studies (W) (D)
WGSS 152(S) The Fourteenth Amendment and the Meanings of Equality (Same as HIST 152) (D) (W)
WGSS 202(F) Introduction to Sexuality Studies (D)
WGSS 214(F) From Putin to Pussy Riot: Discourses of Post–Soviet Gender (Same as INST 213 and RUSS 213) (D)
WGSS 240(S) Performing Masculinity in Global Popular Culture (Same as AMST 241 and LATS 241, SOC 240 and THEA 241) (D)
WGSS 241T(S) Sex and Gender in Ancient Greece and Rome (Same as CLAS 241T and COMP 241T) (D) (W)
WGSS 244T(F) Actually Existing Alternative Economies (D) (W)
WGSS 246T(F) India's Identities: Religion, Caste, and Gender (Same as ANTH 246T, ASST 246T and REL 246T) (D) (W)
WGSS 248T(F) Carmen, 1845–Now (Same as MUS 278T) (W) (D)*
WGSS 249(S) Body Politics in South Asia: Gender, Sex, Religion, and Nation (Same as ANTH 248, ASST 248, INST 248 and REL 248) (D)
WGSS 301(F) Sexual Economies (Same as AMST 334 and ANTH 301) (D)
WGSS 306(S) Queer of Color Critique: Race, Sex and Urban Life (Same as AFR 306, AMST 306, COMP 304 and LATS 306) (D)
WGSS 313(F) Gender, Race, and the Power of Personal Aesthetics (Same as AMST 313 and LATS 313) (D)
WGSS 327T(F) Foucault (Same as PHIL 327T) (D) (W)
WGSS 329(F) Premodern Sexualities (Same as ENGL 329) (D)
WGSS 330(F) Race, Gender, and Performance from Literature to Social Media (Same as AMST 332, COMP 339, LATS 335 and THEA 322) (D)
WGSS 331(F) Queering Europe: Sexualities since 1850 (HIST 332) (D)
WGSS 343T(S) Representations of Racial–Sexual Violence from Enslavement to Emancipation (Same as AFR 343T, AMST 343T and INTR 343T) (D) (W)
WGSS 362(S) Difference and Desire (Same as AMST 362 and ENGL 362) (D)
WGSS 376(F) Sex, Gender, and the Law in U.S. History (Same as HIST 376 and JLST 376) (D)
WGSS 380(F) Amiri Baraka and Audre Lorde (Same as AFR 382, AMST 380 and ENGL 380) (D)
WGSS 381(S) Who's Afraid of Failure? (Same as AFR 380, AMST 381, COMP 381 and ENGL 381) (D)
WGSS 386(F) Latinas in the Global Economy: Work, Migration, and Households (Same as HIST 386 and LATS 386) (D)
WGSS 404(S) (Junior/Senior Seminar) Before We Were Queer: Gay and Lesbian Lives before 1990 (Same as COMP 402) (D)*
WGSS 409(F) Transnationalism and Difference: Comparative Perspectives (Same as AMST 411 and LATS 409) (D) (W)AFR 113(S) Musics of Africa (Same as MUS 120) (D)

QUANTITATIVE/FORMAL REASONING COURSES

Williams students should be adept at reasoning mathematically and abstractly. The ability to apply a formal method to reach conclusions, to use numbers comfortably, and to employ the research tools necessary to analyze data lessen barriers to carrying out professional and economic roles. Prior to their senior year, all students must satisfactorily

complete a Quantitative/Formal Reasoning (QFR) course—those marked with a "(Q). Students requiring extra assistance (as assessed during First Days) are normally placed into Mathematics 100/101/102, which is to be taken before fulfilling the QFR requirement.

The hallmarks of a QFR course are the representation of facts in a language of mathematical symbols and the use of formal rules to obtain a determinate answer. Primary evaluation in these courses is based on multistep mathematical, statistical, or logical inference (as opposed to descriptive answers).

Courses that may be used to meet the requirement in 2014–2015:

ARTS 107(S) Creating Games (Same as CSCI 107) (Q)
ASTR 111(F) Introduction to Astrophysics (Q)
ASTR 221(S) Compact Stellar Remnants: White Dwarfs, Neutron Stars and Black Holes (Same as ASTR 421) (Q)
ASTR 420(S) Observational Cosmology: Observing and Modeling the Universe (Q)
ASTR 421(S) Compact Stellar Remnants: White Dwarfs, Neutron Stars and Black Holes (Same as ASTR 221) (Q)
BIMO 321(F) Biochemistry I–Structure and Function of Biological Molecules (Same as BIOL 321 and CHEM 321) (Q)
BIMO 322(S) Biochemistry II–Metabolism (Same as BIOL 322 and CHEM 322) (Q)*
BIOL 202(F) Genetics (Q)
BIOL 203(F) Ecology (Same as ENVI 203) (Q)
BIOL 305(S) Evolution (Q)
BIOL 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as CHEM 319, CSCI 319, MATH 319 and PHYS 319) (Q)
BIOL 321(F) Biochemistry I–Structure and Function of Biological Molecules (Same as BIMO 321 and CHEM 321) (Q)
BIOL 322(S) Biochemistry II–Metabolism (Same as BIMO 322 and CHEM 322) (Q)*
CHEM 116(S) Chemistry and Physics of Cooking (Q)
CHEM 151(F) Introductory Concepts of Chemistry (Q)
CHEM 153(F) Introductory Concepts of Chemistry: Advanced Section (Q)
CHEM 155(F) Principles of Modern Chemistry (Q)
CHEM 156(S) Organic Chemistry: Introductory Level (Q)
CHEM 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as BIOL 319, CSCI 319, MATH 319 and PHYS 319) (Q)
CHEM 321(F) Biochemistry I–Structure and Function of Biological Molecules (Same as BIMO 321 and BIOL 321) (Q)
CHEM 322(S) Biochemistry II–Metabolism (Same as BIMO 322 and BIOL 322) (Q)*
CSCI 107(S) Creating Games (Same as ARTS 107) (Q)
CSCI 109(F) The Art and Science of Computer Graphics (Q)
CSCI 134(F,S) Introduction to Computer Science (Q)
CSCI 135(S) Diving into the Deluge of Data (Q)
CSCI 136(F,S) Data Structures and Advanced Programming (Q)
CSCI 237(F) Computer Organization (Q)
CSCI 256(S) Algorithm Design and Analysis (Q)
CSCI 315T(F) Computational Biology (Same as PHYS 315T) (Q)
CSCI 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as BIOL 319, CHEM 319, MATH 319 and PHYS 319) (Q)
CSCI 334(S) Principles of Programming Languages (Q)
CSCI 354(F) Functional Programming and the Art of Recursion (Q)
CSCI 356T(S) Advanced Algorithms (Q)
CSCI 361(F) Theory of Computation (Same as MATH 361) (Q)
CSCI 371(F) Computational Graphics (Q)
CSCI 374T(F) Machine Learning (Q)
CSCI 432(S) Operating Systems (Q)
ECON 110(F,S) Principles of Microeconomics (Q)
ECON 120(F,S) Principles of Macroeconomics (Q)
ECON 213(S) Introduction to Environmental and Natural Resources Economics (Same as ENVI 213) (Q)
ECON 229(F) Law and Economics (Q)
ECON 231(S) Financial Markets (Q)
ECON 251(F,S) Price and Allocation Theory (Q)
ECON 252(F,S) Macroeconomics (Q)
ECON 255(F,S) Econometrics (Q)
ECON 378(F) Long–Run Perspectives on Economic Growth (Q)
ECON 381(F) Global Health Policy Challenges (Q)*
ECON 385(S) Games and Information (Q)
ECON 389(S) Tax Policy in Emerging Markets (Same as ECON 514) (Q)
ECON 471(F) Topics in Advanced Econometrics (Q)*
ECON 475(S) Advanced Microeconomic Theory (Q)
ECON 513(S) Empirical Methods in Macroeconomics (Q)
ECON 514(S) Tax Policy in Emerging Markets (Same as ECON 389) (Q)
ECON 523(S) Program Evaluation for International Development (Q)*
ENVI 108(S) Energy Science and Technology (Same as PHYS 108) (Q)
ENVI 203(F) Ecology (Same as BIOL 203) (Q)
ENVI 213(S) Introduction to Environmental and Natural Resources Economics (Same as ECON 213) (Q)
ENVI 215(F) Climate Changes (Same as GEOS 215) (Q)
GEOS 215(F) Climate Changes (Same as ENVI 215) (Q)
GEOS 301(F) Structural Geology (Q)
MATH 130(F,S) Calculus I (Q)
MATH 140(F,S) Calculus II (Q)
MATH 150(F,S) Multivariable Calculus (Q)
MATH 151(F) Multivariable Calculus (Q)
MATH 200(F,S) Discrete Mathematics (Q)
MATH 209(S) Differential Equations (Q)
MATH 210(S) Mathematical Methods for Scientists (Same as Physics 210) (Q)
MATH 250(F,S) Linear Algebra (Q)
MATH 285T(S) Mathematics Education (Q)*
MATH 316(S) Protecting Information: Applications of Abstract Algebra and Quantum Physics (Same as Physics 316) (Q)
MATH 317(F) Introduction to Operations Research (Same as STAT 317) (Q)*
MATH 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as BIOL 319, CHEM 319, CSCI 319 and PHYS 319) (Q)
MATH 321(S) Knot Theory (Q)
MATH 331(F) The little Questions (Q)
MATH 341(S) Probability (Same as STAT 341) (Q)

MATH 347T(S) Origami (Q)*
MATH 350(F,S) Real Analysis (Q)
MATH 351(S) Applied Real Analysis (Q)
MATH 355(F,S) Abstract Algebra (Q)
MATH 361(F) Theory of Computation (Same as Computer Science 361) (Q)
MATH 372(S) Complex Analysis (Q)
MATH 389(F) Advanced Analysis (Q)
MATH 402(F) Measure Theory and Probability (Q)
MATH 411(F) Commutative Algebra (Q)
MATH 433(S) Mathematical Modeling (Q)*
MATH 453(S) Partial Differential Equations (Q)
MATH 479(S) Additive Combinatorics (Q) (W)
STAT 101(F,S) Elementary Statistics and Data Analysis (Q)
STAT 201(F,S) Statistics and Data Analysis (Q)
STAT 202(S) Introduction to Statistical Modeling (Q)
STAT 317(F) Introduction to Operations Research (Same as MATH 317) (Q)*
STAT 341(S) Probability (Same as MATH 341) (Q)
STAT 346(F) Regression and Forecasting (Q)
STAT 360(F) Statistical Inference (Q)
STAT 372(S) Longitudinal Data Analysis: Modeling Change over Time (Q)*
STAT 442(S) Computational Statistics and Data Mining (Q)
STAT 462(S) Modern Nonparametric Statistics (Q)*
PHIL 203(S) Logic and Language (Q)
PHIL 312(S) Philosophical Implications of Modern Physics (Same as PHYS 312) (Q)
PHYS 108(S) Energy Science and Technology (Same as ENVI 108) (Q)
PHYS 109(S) Sound, Light, and Perception (Q)
PHYS 131(F) Introduction to Mechanics (Q)
PHYS 132(S) Electromagnetism and the Physics of Matter (Q)
PHYS 141(F) Mechanics and Waves (Q)
PHYS 142(S) Foundations of Modern Physics (Q)
PHYS 151(F) Seminar in Modern Physics (Q)
PHYS 201(F) Electricity and Magnetism (Q)
PHYS 202(S) Vibrations, Waves and Optics (Q)
PHYS 210(S) Mathematical Methods for Scientists (Same as MATH 210) (Q)
PHYS 301(F) Quantum Physics (Q)
PHYS 302(S) Statistical Mechanics and Thermodynamics (Q)
PHYS 312(S) Philosophical Implications of Modern Physics (Same as PHIL 312) (Q)
PHYS 315T(F) Computational Biology (Same as CSCI 315T) (Q)
PHYS 316(S) Protecting Information: Applications of Abstract Algebra and Quantum Physics (Same as MATH 316) (Q)
PHYS 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as BIOL 319, CHEM 319, CSCI 319 and MATH 319) (Q)
PHYS 402T(S) Applications of Quantum Mechanics (Q)*
PHYS 411T(F) Classical Mechanics (Q)*
POEC 253(F) Empirical Methods in Political Economy (Q)
PSCI 215(S) The Use and Abuse of Statistics in Politics (Q)
PSYC 201(F,S) Experimentation and Statistics (Q)*

THE WILLIAMS TUTORIAL PROGRAM

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

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

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

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

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

Since the program's inception in 1988, students have ranked tutorials among the most demanding—and rewarding—courses they have taken at Williams. While not designed to be more difficult than other courses, tutorials are nonetheless challenging, with frequent writing assignments and the expectation that students will be well prepared to participate actively and effectively in weekly discussions. At the same time, students have consistently placed tutorials among the most enriching and consequential courses they have taken. They have appreciated the close attention to their writing and argumentation skills; the opportunity to be held accountable, in a detailed way, for the extended implications of their ideas; the chance to develop their oral abilities as they engage in debate; and the close intellectual bonds tutorials build between teachers and students, and students with each other. Many students have formed important advising and mentoring relationships with their tutorial teachers.

Registration information: Students pre–register for tutorials as they would for any other course (but should first check the description for prerequisites and to see if permission of the instructor is required). Because of limited enrollments and the special logistical arrangements involved in organizing tutorials, students may not drop a tutorial after 4:00 PM on the day before the first scheduled day of organizational meetings each semester. It is therefore important that students determine, before the start of the term, their interest in and commitment to the course. If they are uncertain whether they wish to take the tutorial, they should consult with the instructor. Tutorials may not be taken on a pass/fail basis.

TUTORIALS OFFERED 2014–2015

AFR 246T(F) Black Asia: From King Kong to Kung Fu and Beyond (Same as AMST 246T, COMP 245T and ENGL 246T) (D) (W)
AFR 318T(F) Declining Significance of Race and Racism in U.S. Politics? (Same as PSCI 318T and SOC 318T) (W)
AFR 338T(F) Garveyism (Same as LEAD 338T and PSCI 338T) (W)
AFR 343T(S) Representations of Racial–Sexual Violence from Enslavement to Emancipation (Same as AMST 343T, INTR 343T and WGSS 343T) (D) (W)
AFR 482T(F) Fictions of African–American History (Same as HIST 482T) (W)
AMST 228T(S) North American Apocalyptic Thought (Same as REL 228T) (W)
AMST 246T(F) Black Asia: From King Kong to Kung Fu and Beyond (Same as AFR 246T, COMP 245T and ENGL 246T) (D) (W)
AMST 343T(S) Representations of Racial–Sexual Violence from Enslavement to Emancipation (Same as AFR 343T, INTR 343T and WGSS 343T) (D) (W)
AMST 372T(F) American Modernist Fiction (Same as ENGL 372T) (W)
ANTH 246T(F) India's Identities: Religion, Caste, and Gender (Same as ASST 246T, REL 246T and WGSS 246T) (D) (W)
ANTH 328T(F) Emotions and the Self (D) (W)
SOC 318T(F) Declining Significance of Race and Racism in U.S. Politics? (Same as AFR 318T and PSCI 318T) (W)
ARTH 321T(F) Architecture of Louis I. Kahn (W)
ARTH 361T(F) Writing about Bodies (Same as INTR 361T and WGSS 361T) (W)
ARTS 211T(F) Photographic Montage and Collage
ARTS 267T(F) Artists' Books
ARTS 310T(F) Appearance/Disappearance
ASST 121T(F) The Two Koreas (Same as HIST 121T) (W)
ASST 246T(F) India's Identities: Religion, Caste, and Gender (Same as ANTH 246T, REL 246T and WGSS 246T) (D) (W)
ASST 488T(S) Gandhi: Nationalism, Philosophy, and Legacy (HIST 488T and INST 488T) (D) (W)
JAPN 274T(S) Confronting Japan (Same as COMP 274T) (W)
ASTR 207T(F) Extraterrestrial Life in the Galaxy: A Sure Thing, or a Snowball's Chance? (W)
BIOL 219T(S) Dangerous Exposures: Environment, Immunity, and Infectious Disease (W)
BIOL 405T(F) Sociobiology (W)
CHEM 368T(S) Computational Chemistry and Molecular Spectroscopy
CLAS 241T(S) Sex and Gender in Ancient Greece and Rome (Same as COMP 241T and WGSS 241T) (D) (W)
CLAS 485T(F) After Rome (Same as HIST 485T) (W)
COMP 232T(S) Reading and Writing the Body (W)
COMP 241T(S) Sex and Gender in Ancient Greece and Rome (Same as CLAS 241T and WGSS 241T) (D) (W)
COMP 245T(F) Black Asia: From King Kong to Kung Fu and Beyond (Same as AFR 246T, AMST 246T and ENGL 246T) (D) (W)
COMP 263T(F) Colonial Landscapes: Latin America's Contemporary Environmental Literature (Same as ENVI 223T and RLSP 223T) (D) (W)
COMP 274T(S) Confronting Japan (Same as JAPN 274T) (W)
COMP 275T(S) Lying, Cheating, Stealing: Hidden Knowledge in American Drama (Same as ENGL 224T and THEA 275T) (W)
COMP 326T(S) Queer Temporalities (Same as LATS 426T, REL 326T and WGSS 326T) (W)
COMP 336T(S) Freud and Psychoanalysis (Same as PSCI 336T) (W)
COMP 348T(S) Postcolonial Theory and the World Literature Debates (Same as ENGL 348T) (D) (W)
CSCI 315T(F) Computational Biology (Same as PHYS 315T) (Q)
CSCI 356T(S) Advanced Algorithms (Q)
CSCI 374T(F) Machine Learning (Q)
ECON 228T(S) Water as a Scarce Resource (Same as ENVI 228T) (W)
ECON 374T(S) Poverty and Public Policy (W)
ECON 532T(S) Inclusive Growth: The Role of Social Safety Nets
ECON 534T(S) Long Term Fiscal Challenges
ECON 535T(S) International Financial Institutions
ENGL 224T(S) Lying, Cheating, Stealing: Hidden Knowledge in American Drama (Same as COMP 275T THEA 275T) (W)
ENGL 244T(S) Shakespearean Soliloquies & Dramatic Monologues (W)
ENGL 246T(F) Black Asia: From King Kong to Kung Fu and Beyond (Same as AFR 246T, AMST 246T and COMP 245T) (D) (W)
ENGL 323T(F) A Novel Education (W)
ENGL 348T(S) Postcolonial Theory and the World Literature Debates (Same as COMP 348T) (D) (W)
ENGL 364T(F) Documentary Poetry (D)
ENGL 372T(F) American Modernist Fiction (Same as AMST 372T) (W)
ENVI 223T(F) Colonial Landscapes: Latin America's Contemporary Environmental Literature (Same as COMP 263T and RLSP 223T) (D) (W)
ENVI 226T(S) The Oceans and Climate (Same as GEOS 226T and MAST 226T) (W)
ENVI 228T(S) Water as a Scarce Resource (Same as ECON 228T) (W)
GEOS 226T(S) The Oceans and Climate (Same as ENVI 226T and MAST 226T) (W)
HIST 121T(F) The Two Koreas (Same as ASST 121T) (W)
HIST 135T(F) The Great War, 1914–1918 (Same as LEAD 135T) (W)
HIST 140T(F) Fin–de–Siècle Russia: Cultural Splendor, Imperial Decay (W)
HIST 481T(S) America in the 1970s (D) (W)
HIST 482T(F) Fictions of African–American History (Same as AFR 482T) (W)
HIST 485T(F) After Rome (Same as CLAS 485T) (W)
HIST 488T(S) Gandhi: Nationalism, Philosophy, and Legacy (ASST 488T and INST 488T) (D) (W)
INST 488T(S) Gandhi: Nationalism, Philosophy, and Legacy (ASST 488T and HIST 488T) (D) (W)
INTR 219T(F) Women in National Politics (Same as PSCI 219 and WGSS 219) (W)
INTR 343T(S) Representations of Racial–Sexual Violence from Enslavement to Emancipation (Same as AFR 343T, AMST 343T and WGSS 343T) (D) (W)
INTR 361T(F) Writing about Bodies (Same as ARTH 361T and WGSS 361T) (W)
LATS 426T(S) Queer Temporalities (Same as COMP 326T, REL 326T and WGSS 326T) (W)
LEAD 135T(F) The Great War, 1914–1918 (Same as HIST 135T) (W)
LEAD 312T(S) American Political Thought (Same as PSCI 312T) (W)
LEAD 338T(F) Garveyism (Same as AFR 338T and PSCI 338T) (W)
LEAD 345T(S) Biography as American History
MAST 226T(S) The Oceans and Climate (Same as ENVI 226T and GEOS 226T) (W)
MATH 285T(S) Mathematics Education (Q)
MATH 347T(S) Origami (Q)
MATH 378T(F) Algebraic Geometry (Q)
MUS 205T(F), 206T(S) *(formerly 203T, 204T)* Composition I and II
MUS 272T(S) *(formerly 244T)* Music and Meaning (W)
MUS 278T(F) *(formerly 246T)* Carmen, 1845–Now (Same as WGSS 248T) (W) (D)
MUS 305T(S) *(formerly 221T)* Jazz Ear Training Tutorial
NSCI 317T(S) Nature via Nurture: The Psychobiology of Danger (Same as PSYC 317T)
PHIL 213T(S) Biomedical Ethics (W)
PHIL 235T(F) Morality and Partiality: Loyalty, Friendship, Patriotism (W)
PHIL 272T(F) Free Will and Responsibility (W)
PHIL 281T(S) Philosophy of Religion (Same as REL 302T) (W)
PHIL 291T(S) Violence: Its Trajectory and Its Causes (W)
PHIL 310T(S) Wittgenstein's Later Philosophy (W)
PHIL 327T(F) Foucault (Same as WGSS 327) (D) (W)
PHYS 315T(F) Computational Biology (Same as CSCI 315T) (Q)
PHYS 402T(S) Applications of Quantum Mechanics (Q)
PHYS 411T(F) Classical Mechanics (Q)

PSCI 208T(F) Wealth in America (W)
PSCI 219T(F) Women in National Politics (Same as INTR 219T and WGSS 219T) (W)
PSCI 248T(S) The USA in Comparative Perspective (W)
PSCI 312T(S) American Political Thought (Same as LEAD 312T) (W)
PSCI 318T(F) Declining Significance of Race and Racism in U.S. Politics? (Same as AFR 318T and SOC 318T) (W)
PSCI 336T(S) Freud and Psychoanalysis (Same as COMP 336T) (W)
PSCI 338T(F) Garveyism (Same as AFR 338T and LEAD 338T) (W)
PSCI 355T(S) Realism (W)
PSYC 317T(S) Nature via Nurture: The Psychobiology of Danger (Same as NSCI 317T)
PSYC 334T(F) Magic, Superstition, and Belief (W)
PSYC 348T(S) Is it the Thought that Counts? Examining Intentions and Outcomes in Intergroup Interaction (D) (W)
REL 228T(S) North American Apocalyptic Thought (Same as AMST 228T) (W)
REL 246T(F) India's Identities: Religion, Caste, and Gender (Same as ANTH 246T, ASST 246T and WGSS 246T) (D) (W)
REL 302T(S) Philosophy of Religion (Same as PHIL 281T) (W)
REL 326T(S) Queer Temporalities (Same as COMP 326T, LATS 426T, and WGSS 326T) (W)
RLSP 223T(F) Colonial Landscapes: Latin America's Contemporary Environmental Literature (Same as COMP 263T and ENVI 223T) (D) (W)
THEA 275T(S) Lying, Cheating, Stealing: Hidden Knowledge in American Drama (Same as COMP 275T and ENGL 224T) (W)
WGSS 219T(F) Women in National Politics (Same as INTR 219T and PSCI 219T) (W)
WGSS 241T(S) Sex and Gender in Ancient Greece and Rome (Same as CLAS 241T and COMP 241T) (D) (W)
WGSS 244T(F) Actually Existing Alternative Economies (D) (W)
WGSS 246T(F) India's Identities: Religion, Caste, and Gender (Same as ANTH 246T, ASST 246T and REL 246T) (D) (W)
WGSS 248T(F) Carmen, 1845–Now (Same as MUS 278T) (W) (D)
WGSS 326T(S) Queer Temporalities (Same as COMP 326T, LATS 426T and REL 326T) (W)
WGSS 327T(F) Foucault (Same as PHIL 327T) (D) (W)
WGSS 343T(S) Representations of Racial–Sexual Violence from Enslavement to Emancipation (Same as AFR 343T, AMST 343T and INTR 343T) (D) (W)
WGSS 361T(F) Writing about Bodies (Same as ArtH 361T and INTR 361T) (W)

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 2014–2015:

AFR 104(S) Travel Narratives and African History (Same as HIST 104) (W)
AFR 129(S) Twentieth–Century Black Poets (Same as ENGL 129) (W)
AFR 167(S) Let Freedom Ring: African Americans and Emancipation (Same as AMST 167 and HIST 167) (W)
AFR 240(S) Introduction to the Music of Duke Ellington (Same as MUS 251) (W)*
AFR 246T(F) Black Asia: From King Kong to Kung Fu and Beyond (Same as AMST 246T, COMP 245T and ENGL 246T) (D) (W)
AFR 318T(F) Declining Significance of Race and Racism in U.S. Politics? (Same as PSCI 318T and SOC 318T) (W)
AFR 322(S) Race, Culture and Incarceration (Same as AMST 322, INTR 322 and PSCI 313) (D) (W)
AFR 338T(F) Garveyism (Same as LEAD 338T and PSCI 338T) (W)
AFR 343T(S) Representations of Racial–Sexual Violence from Enslavement to Emancipation (Same as AMST 343T, INTR 343T and WGSS 343T) (D) (W)
AFR 419(F) Going to Ground: Considering Earth in the Arts of Africa (Same as ARTH 419) (D) (W)
AFR 482T(F) Fictions of African–American History (Same as HIST 482T) (W)
AMST 124(S) The Poetics of Place (Same as ENGL 124) (W)
AMST 167(S) Let Freedom Ring: African Americans and Emancipation (Same as AFR167 and HIST 167) (W)
AMST 168(F) 1968–1969: Two Years in America (Same as HIST 168) (W)
AMST 228T(S) North American Apocalyptic Thought (Same as REL 228T) (W)
AMST 229(S) Reel Jesus: Reading the Christian Bible and Film in the U.S.A. (Same as REL 229) (W)
AMST 242(S) Americans Abroad (Same as COMP 242 and ENGL 250) (D) (W)*
AMST 246T(F) Black Asia: From King Kong to Kung Fu and Beyond (Same as AFR 246T, COMP 245T and ENGL 246T) (D) (W)
AMST 247(F) Modernist Regionalism (Same as ENGL 247) (W)
AMST 272(S) American Postmodern Fiction (Same as ENGL 272) (W)
AMST 322(S) Race, Culture and Incarceration (Same as AFR 322, INTR 322 and PSCI 313) (D) (W)
AMST 333(F) An American Family and "Reality" Television (Same as ARTH 310, COMP 316 and WGSS 312 (W)*
AMST 338(F) The American Renaissance (Same as ENGL 338) (W)
AMST 340(F) The Aesthetics of Transnationalism in American Literature (Same as COMP 335 and ENGL 425) (D) (W)
AMST 343T(S) Representations of Racial–Sexual Violence from Enslavement to Emancipation (Same as AFR 343T, INTR 343T and WGSS 343T) (D) (W)
AMST 346(S) Latinas/os and the Media: From Production to Consumption (Same as LATS 346) (W) (D)
AMST 372T(F) American Modernist Fiction (Same as ENGL 372T) (W)*
AMST 391(S) American Portraits: Capturing the Self in Word and Image (Same as ENGL 391) (D) (W)
AMST 411(F) Transnationalism and Difference: Comparative Perspectives (Senior Seminar in AMST) (Same as LATS 409 and WGSS 409) (D) (W)
ANTH 210(S) Governing Nature (Same as ENVI 210 and JLST 210) (W)
ANTH 222(F) Heroes, Saints and Celebrity (Same as REL 273) (W)
ANTH 246T(F) India's Identities: Religion, Caste, and Gender (Same as ASST 246T, REL 246T and WGSS 246T) (D) (W)
ANTH 299(S) Ritual, Power and Transgression (Same as REL 274) (W)
ANTH 312(F) Paradoxes of Human Rights: Addressing Violence Against Women (Same as INST 313 and WGSS 314) (W)
ANTH 328T(F) Emotions and the Self (D) (W)
SOC 315(F) Culture, Consumption, and Modernity (W)
SOC 318T(F) Declining Significance of Race and Racism in U.S. Politics? (Same as AFR 318T and PSCI 318T) (W)
ARAB 230(S) Reading Reading: An Introduction to the Qur'an and Islam (Same as COMP 260 and REL 230) (W)
ARAB 232(F) The Texting of the Divine: Language and Imagination in Islamic Thought (Same as REL 232) (W)
ARAB 261(F) Comparative Postcolonial Narratives: Novels from the Arab World, Latin–America and the Caribbean (Same as COMP 261) (W)
ARTH 310(F) An American Family and "Reality" Television (Same as AMST 333, COMP 316 and WGSS 312 (W)*
ARTH 321T(F) Architecture of Louis I. Kahn (W)*
ARTH 361T(F) Writing about Bodies (Same as INTR 361T and WGSS 361T) (W)
ARTH 416(S) Wright Writing (W)*
ARTH 419(F) Going to Ground: Considering Earth in the Arts of Africa (Same as AFR 419) (D) (W)
ASST 115(S) The World of the Mongol Empire (Same as HIST 115) (W)
ASST 117(F) Bombay/Mumbai: Making of a Modern Metropolis (Same as HIST 117 and INST 117) (W)*
ASST 121T(F) The Two Koreas (Same as HIST 121T) (W)*
ASST 246T(F) India's Identities: Religion, Caste, and Gender (Same as ANTH 246T, REL 246T and WGSS 246T) (D) (W)
ASST 465(S) War and Remembrance in Vietnam (Same as HIST 465) (W)*
ASST 488T(S) Gandhi: Nationalism, Philosophy, and Legacy (HIST 488T and INST 488T) (D) (W)*
JAPN 274T(S) Confronting Japan (Same as COMP 274T) (W)
ASTR 340(S) Great Astronomers and their Original Publications (Same as HSCI 340 and LEAD 340) (W)*
ASTR 207T(F) Extraterrestrial Life in the Galaxy: A Sure Thing, or a Snowball's Chance? (W)
ASTR 412T(F) Solar Physics (W)
BIMO 401(S) Topics in Biochemistry and Molecular Biology (W)
BIOL 219T(S) Dangerous Exposures: Environment, Immunity, and Infectious Disease (W)
BIOL 405T(F) Sociobiology (W)

CHEM 342(S) Synthetic Organic Chemistry (W)
CLAS 210(F) The New Testament: Purpose, History and Method (Same as COMP 213 and REL 210) (W)
CLAS 241T(S) Sex and Gender in Ancient Greece and Rome (Same as COMP 241T and WGSS 241T) (D) (W)
CLAS 306(F) The Good Life in Greek and Roman Ethics (Same as PHIL 306) (W)
CLAS 485T(F) After Rome (Same as HIST 485T) (W)*
COMP 111(F) The Nature of Narrative (Same as ENGL 120) (W)
COMP 115(S) Rumble in the Jungle: Major Postcolonial Writers and Movements (Same as ENGL 115) (D) (W)
COMP 117(F) Introduction to Cultural Theory (Same as ENGL 117) (W)
COMP 213(F) The New Testament: Purpose, History and Method (Same as CLAS 210 and REL 210) (W)
COMP 222(S) Detective Fiction (W)
COMP 232T(S) Reading and Writing the Body (W)
COMP 239(F) The Novel in Theory (Same as ENGL 240) (W)
COMP 240(S) Introduction to Literary Theory (Same as ENGL 230) (W)
COMP 241T(S) Sex and Gender in Ancient Greece and Rome (Same as CLAS 241T and WGSS 241T) (D) (W)
COMP 242(S) Americans Abroad (Same as AMST 242 and ENGL 250) (D) (W)*
COMP 245T(F) Black Asia: From King Kong to Kung Fu and Beyond (Same as AFR 246T, AMST 246T and ENGL 246T) (D) (W)
COMP 246(S) Bloody Vampires: From Fiction to Film and Fashion (Same as ENGL 287) (W)
COMP 257(S) Chekhov and His Time (Same as RUSS 256) (W)
COMP 260(S) Reading Reading: An Introduction to the Qur'an and Islam (Same as ARAB 230 and REL 230) (W)
COMP 261(F) Comparative Postcolonial Narratives: Novels from the Arab World, Latin–America and the Caribbean (Same as ARAB 261) (W)
COMP 263T(F) Colonial Landscapes: Latin America's Contemporary Environmental Literature (Same as ENVI 223T and RLSP 223T) (D) (W)*
COMP 274T(S) Confronting Japan (Same as JAPN 274T) (W)
COMP 283(F) Great Big Books (Same as ENGL 233) (Gateway) (W)
COMP 316(F) An American Family and "Reality" Television (Same as AMST 333, ARTH 310 and WGSS 312 (W)*
COMP 326T(S) Queer Temporalities (Same as LATS 426T, REL 326T and WGSS 326T) (W)
COMP 335(F) The Aesthetics of Transnationalism in American Literature (Same as AMST 340 and ENGL 425) (D) (W)
COMP 336T(S) Freud and Psychoanalysis (Same as PSCI 336T) (W)
COMP 340(F) Literature and Psychoanalysis (Same as ENGL 363) (W)
COMP 348T(S) Postcolonial Theory and the World Literature Debates (Same as ENGL 348T) (D) (W)*
ECON 228T(S) Water as a Scarce Resource (Same as ENVI 228T) (W)
ECON 230(S) The Economics of Health and Health Care (W)
ECON 374T(S) Poverty and Public Policy (W)
ENGL 110(F) American Love Stories (W)
ENGL 113(F) Banned Books: The Question of Access (W)
ENGL 114(F) Literary Speakers (W)
ENGL 115(S) Rumble in the Jungle: Major Postcolonial Writers and Movements (Same as COMP 115) (D) (W)
ENGL 116(F) The Ethics of Fiction (W)
ENGL 117(F) Introduction to Cultural Theory (Same as COMP 117) (W)
ENGL 120(F) The Nature of Narrative (Same as COMP 111) (W)
ENGL 122(S) Modernism (W)*
ENGL 123(F) Borrowing and Stealing: Originality in Literature and Culture (W)
ENGL 124(S) The Poetics of Place (Same as AMST 124) (W)
ENGL 125(S) Theater and Politics (W)
ENGL 129(S) Twentieth–Century Black Poets (Same as AFR 129) (W)
ENGL 135(F) Vengeance (W)
ENGL 150(S) Expository Writing: The Literary Essay (W)
ENGL 152(F) Other People's Lives: Contemporary American Memoir (W)
ENGL 162(F) Robots, Puppets, and Dolls (W)*
ENGL 206(F) We Aren't the World: Global Anglophone Literature in the 20th Century (Gateway) (W) (D)
ENGL 214(S) Playwriting (Same as THEA 214) (W)
ENGL 221(S) Reading the Signs (Gateway) (W)
ENGL 222(S) Lyric Poetry (Gateway) (W)
ENGL 226(S) The Irish Literary Revival (Gateway) (W)
ENGL 228(S) Graphic Storytelling (Gateway) (W)
ENGL 230(S) Introduction to Literary Theory (Same as COMP 240) (Gateway) (W)
ENGL 231(F,S) Literature of the Sea (Same as MAST 231) (W) (Offered only at Mystic Seaport.)
ENGL 232(F) The Art of the Long Story (W)
ENGL 233(F) Great Big Books (Same as COMP 283) (Gateway) (W)
ENGL 236(S) Fields of Barley, Streets of Gold: Utopia in Fiction (W)
ENGL 240(F) The Novel in Theory (Same as COMP 239) (Gateway) (W)
ENGL 244T(S) Shakespearean Soliloquies & Dramatic Monologues (W)
ENGL 246T(F) Black Asia: From King Kong to Kung Fu and Beyond (Same as AFR 246T, AMST 246T and COMP 245T) (D) (W)
ENGL 247(F) Modernist Regionalism (Same as AMST 247) (Gateway) (W)
ENGL 250(S) Americans Abroad (Same as AMST 242 and COMP 242) (D) (W)*
ENGL 258(S) Poetry and the City (Gateway) (W)
ENGL 265(S) Topics in American Literature: Transnational America (Gateway) (W)
ENGL 272(S) American Postmodern Fiction (Same as AMST 272) (Gateway) (W)
ENGL 287(S) Bloody Vampires: From Fiction to Film and Fashion (Same as COMP 246) (W)
ENGL 323T(F) A Novel Education (W)*
ENGL 338(F) The American Renaissance (Same as AMST 338) (W)
ENGL 346(S) The Abbey Theatre (Same as THEA 336) (W)
ENGL 348T(S) Postcolonial Theory and the World Literature Debates (Same as COMP 348T) (D) (W)*
ENGL 354(F) Hamlet (Same as THEA 331) (W)
ENGL 363(F) Literature and Psychoanalysis (Same as COMP 340) (W)
ENGL 372T(F) American Modernist Fiction (Same as AMST 372T) (W)*
ENGL 391(S) American Portraits: Capturing the Self in Word and Image (Same as AMST 391) (D) (W)
ENGL 425(F) The Aesthetics of Transnationalism in American Literature (Same as AMST 340 and COMP 340) (D) (W)
ENVI 210(S) Governing Nature (Same as ANTH 210 and JLST 210) (W)
ENVI 223T(F) Colonial Landscapes: Latin America's Contemporary Environmental Literature (Same as COMP 263T and RLSP 223T) (D) (W)*
ENVI 226T(S) The Oceans and Climate (Same as GEOS 226T and MAST 226T) (W)
ENVI 228T(S) Water as a Scarce Resource (Same as ECON 228T) (W)
ENVI 309(S) Environmental Politics and Policy (Same as HSCI 309, PSCI 301 and SCST 309) (W)
GEOS 226T(S) The Oceans and Climate (Same as ENVI 226T and MAST 226T) (W)
GEOS 302(S) Sedimentology (W)
GERM 202(S) German Comics (W)
GERM 316(S) "Wer ist wir?": Recent Debates over Multiculture in Germany (D) (W)
GERM 317(F) The New Woman in Weimar Culture (Same as WGSS 317) (W)
HIST 104(S) Travel Narratives and African History (Same as AFR 104) (W)
HIST 115(S) The World of the Mongol Empire (Same as ASST 115) (W)
HIST 117(F) Bombay/Mumbai: Making of a Modern Metropolis (Same as ASST 117 and INST 117) (W)*
HIST 121T(F) The Two Koreas (Same as ASST 121T) (W)*
HIST 130(S) The First Crusade (W)

HIST 135T(F) The Great War, 1914–1918 (Same as LEAD 135T) (W)*
HIST 140T(F) Fin–de–Siècle Russia: Cultural Splendor, Imperial Decay (W)*
HIST 152(S) The Fourteenth Amendment and the Meanings of Equality (Same as WGSS 152) (D) (W)
HIST 165(F) Going Nuclear: American Culture in the Atomic Age (Same as LEAD 165) (W)
HIST 167(S) Let Freedom Ring? African Americans and Emancipation (Same as AFR 167 and AMST 167) (W)
HIST 168(F) 1968–1969: Two Years in America (Same as AMST 168) (W)
HIST 352(F,S) America and the Sea, 1600–Present (Same as MAST 352) (Offered only at Mystic Seaport.) (W)
HIST 357(F) Leadership at the American Founding (Same as LEAD 357) (W)
HIST 465(S) War and Remembrance in Vietnam (Same as ASST 465) (W)*
HIST 471(S) Comparative Latina/o Migrations (Same as LATS 471) (D) (W)
HIST 481T(S) America in the 1970s (D) (W)*
HIST 482T(F) Fictions of African–American History (Same as AFR 482T) (W)
HIST 485T(F) After Rome (Same as CLAS 485T) (W)*
HIST 488T(S) Gandhi: Nationalism, Philosophy, and Legacy (ASST 488T and INST 488T) (D) (W) *
HSCI 309(S) Environmental Politics and Policy (Same as ENVI 309, PSCI 301 and SCST 309) (W)
HSCI 340(S) Great Astronomers and their Original Publications (Same as ASTR 340 and LEAD 340) (W)*
INST 117(F) Bombay/Mumbai: Making of a Modern Metropolis (Same as ASST 117 and HIST 117) (W)*
INST 313(F) Paradoxes of Human Rights: Addressing Violence Against Women (Same as ANTH 312 and WGSS 314) (W)
INST 488T(S) Gandhi: Nationalism, Philosophy, and Legacy (ASST 488T and HIST 488T) (D) (W)*
INTR 219T(F) Women in National Politics (Same as PSCI 219 and WGSS 219) (W)
INTR 322(S) Race, Culture and Incarceration (Same as AFR 322, AMST 322, and PSCI 313) (D) (W)
INTR 343T(S) Representations of Racial–Sexual Violence from Enslavement to Emancipation (Same as AFR 343T, AMST 343T and WGSS 343T) (D) (W)
INTR 361T(F) Writing about Bodies (Same as ARTH 361T and WGSS 361T) (W)
JLST 210(S) Governing Nature (Same as ANTH 210 and ENVI 210) (W)
JLST 402(F) Senior Seminar in International Relations: Human Rights in International Politics and Law (Same as PSCI 420) (W)
LATS 345(S) Race in Latin American Politics (Same as PSCI 346) (W)
LATS 346(S) Latinas/os and the Media: From Production to Consumption (Same as AMST 346) (D) (W)
LATS 409(F) Transnationalism and Difference: Comparative Perspectives (Same as AMST 411 and WGSS 409) (D) (W)
LATS 426T(S) Queer Temporalities (Same as COMP 326T, REL 326T and WGSS 326T) (W)
LATS 471(S) Comparative Latina/o Migrations (Same as HIST 471) (D) (W)
LEAD 135T(F) The Great War, 1914–1918 (Same as HIST 135T) (W)*
LEAD 165(F) Going Nuclear: American Culture in the Atomic Age (Same as HIST 165) (W)
LEAD 311(F) Congress (Same as PSCI 311) (W)
LEAD 312T(S) American Political Thought (Same as PSCI 312T) (W)*
LEAD 314(F) Leadership in American Political Development (Same as PSCI 314) (W)
LEAD 338T(F) Garveyism (Same as AFR 338T and PSCI 338T) (W)
LEAD 340(S) Great Astronomers and their Original Publications (Same as ASTR 340 and HSCI 340) (W)*
LEAD 357(F) Leadership at the American Founding (Same as HIST 357) (W)
MAST 226T(S) The Oceans and Climate (Same as ENVI 226T and GEOS 226T) (W)
MAST 231(F,S) Literature of the Sea (Same as ENGL 231) (Offered only at Mystic Seaport.) (W)
MAST 352(F,S) America and the Sea, 1600–Present (Same as HIST 352) (Offered only at Mystic Seaport.) (W)
MATH 479(S) Additive Combinatorics (Q) (W)
MUS 211(S) Music, Nationalism, and Popular Culture (D) (W) *
MUS 251(S) (formerly 240) Introduction to the Music of Duke Ellington (Same as AFR 240) (W)*
MUS 272T(S) (formerly 244T) Music and Meaning (W)
MUS 278T(F) (formerly 246T) Carmen, 1845–Now (Same as WGSS 248T) (W) (D)*
PHIL 112(F,S) Philosophy and Human Nature (W)
PHIL 114(F,S) Freedom and Society (W)
PHIL 115(F,S) Personal Identity (W)*
PHIL 121(F,S) Truth, Goodness and Beauty (W)
PHIL 123(F,S) Objectivity in Ethics (W)
PHIL 213T(S) Biomedical Ethics (W)
PHIL 227(S) Death and Dying (W)
PHIL 235T(F) Morality and Partiality: Loyalty, Friendship, Patriotism (W)*
PHIL 272T(F) Free Will and Responsibility (W)
PHIL 281T(S) Philosophy of Religion (Same as REL 302T) (W)
PHIL 291T(S) Violence: Its Trajectory and Its Causes (W)
PHIL 306(F) The Good Life in Greek and Roman Ethics (Same as CLAS 306) (W)
PHIL 310T(S) Wittgenstein's Later Philosophy (W)*
PHIL 327T(F) Foucault (Same as WGSS 327) (D) (W)
PHIL 337T(F) Justice in Health Care (W)
PHIL 373(S) Antigone (Same as PSCI 373 and WGSS 373) (W)
PHIL 401(F) Senior Seminar: Skepticism (W)*
PSCI 219T(F) Women in National Politics (Same as INTR 219T and WGSS 219T) (W)
PSCI 248T(S) The USA in Comparative Perspective (W)
PSCI 301(S) Environmental Politics and Policy (Same as ENVI 309, HSCI 309 and SCST 309) (W)
PSCI 311(F) Congress (Same as LEAD 311) (W)
PSCI 312T(S) American Political Thought (Same as LEAD 312T) (W)*
PSCI 313(S) Race, Culture and Incarceration (Same as AFR 322, AMST 322 and INTR 322) (D) (W)
PSCI 314(F) Leadership in American Political Development (Same as LEAD 314) (W)
PSCI 318T(F) Declining Significance of Race and Racism in U.S. Politics? (Same as AFR 318T and SOC 318T) (W)
PSCI 323(S) Oil and International Security (W)*
PSCI 324(F) International Legitimation (W)*
PSCI 336T(S) Freud and Psychoanalysis (Same as COMP 336T) (W)
PSCI 338T(F) Garveyism (Same as AFR 338T and LEAD 338T) (W)
PSCI 341(S) Modern Midas? Resource Abundance and Development (W)*
PSCI 345(S) Cosmology and Rulership in Ancient Chinese Political Thought (W)
PSCI 346(S) Race in Latin American Politics (Same as LATS 345) (W)
PSCI 355T(S) Realism (W)
PSCI 373(S) Antigone (Same as PHIL 373 and WGSS 373) (W)
PSCI 420(F) (formerly 369) Senior Seminar in International Relations: Human Rights in International Politics and Law (Same as JLST 402) (W)
PSCI 420(S) Senior Seminar in International Relations: Trials and Transitions (W)
PSYC 334T(F) Magic, Superstition, and Belief (W)
PSYC 335(S) Early Experience and the Developing Infant (W)
REL 210(F) The New Testament: Purpose, History and Method (Same as CLAS 210 and COMP 213) (W)
REL 228T(S) North American Apocalyptic Thought (Same as AMST 228T) (W)
REL 229(S) Reel Jesus: Reading the Christian Bible and Film in the U.S.A. (Same as AMST 229) (W)
REL 230(S) Reading Reading: An Introduction to the Qur'an and Islam (Same as ARAB 230 and COMP 260) (W)
REL 232(F) The Texting of the Divine: Language and Imagination in Islamic Thought (Same as ARAB 232) (W)
REL 246T(F) India's Identities: Religion, Caste, and Gender (Same as ANTH 246T, ASST 246T and WGSS 246T) (D) (W)
REL 273(F) Heroes, Saints and Celebrity (Same as ANTH 222) (W)
REL 274(S) Ritual, Power and Transgression (Same as ANTH 299 (W)

REL 302T(S) Philosophy of Religion (Same as PHIL 281T) (W)
REL 326T(S) Queer Temporalities (Same as COMP 326T, LATS 426T, and WGSS 326T) (W)
RLSP 223T(F) Colonial Landscapes: Latin America's Contemporary Environmental Literature (Same as COMP 263T and ENVI 223T) (D) (W)*
RLSP 301(S) Cervantes' Don Quijote (D) (W)*
RUSS 256(S) Chekhov and His Time (Same as COMP 257) (W)
RUSS 401(F) Senior Seminar: Representations of the Caucasus in Russian Literature and Film (W)*
SCST 309(S) Environmental Politics and Policy (Same as ENVI 309, HSCI 309 and PSCI 301) (W)
THEA 214(S) Playwriting (Same as ENGL 214) (W)
THEA 331(F) Hamlet (Same as ENGL 354) (W)
THEA 336(S) The Abbey Theatre (Same as ENGL 346) (W)
WGSS 101(F,S) Introduction to Women's, Gender and Sexuality Studies (W) (D)
WGSS 152(S) The Fourteenth Amendment and the Meanings of Equality (Same as HIST 152) (D) (W)
WGSS 219T(F) Women in National Politics (Same as INTR 219T and PSCI 219T) (W)
WGSS 241T(S) Sex and Gender in Ancient Greece and Rome (Same as CLAS 241T and COMP 241T) (D) (W)
WGSS 244T(F) Actually Existing Alternative Economies (D) (W)
WGSS 246T(F) India's Identities: Religion, Caste, and Gender (Same as ANTH 246T, ASST 246T and REL 246T) (D) (W)
WGSS 248T(F) Carmen, 1845–Now (Same as MUS 278T) (W) (D)*
WGSS 312(F) An American Family and "Reality" Television (Same as AMST 333, ARTH 310 and COMP 316) (W)*
WGSS 314(F) Paradoxes of Human Rights: Addressing Violence Against Women (Same as ANTH 312 and INST 313) (W)
WGSS 317(F) The New Woman in Weimar Culture (Same as GERM 317) (W)
WGSS 326T(S) Queer Temporalities (Same as COMP 326T, LATS 426T and REL 326T) (W)
WGSS 327T(F) Foucault (Same as PHIL 327T) (D) (W)
WGSS 343T(S) Representations of Racial–Sexual Violence from Enslavement to Emancipation (Same as AFR 343T, AMST 343T and INTR 343T) (D) (W)
WGSS 361T(F) Writing about Bodies (Same as ArtH 361T and INTR 361T) (W)
WGSS 373(S) Antigone (Same as PHIL 373 and PSCI 373) (W)
WGSS 409(F) Transnationalism and Difference: Comparative Perspectives (Same as AMST 411 and LATS 409) (D) (W)

WINTER STUDY PROGRAM

REMINDERS ABOUT WSP REGISTRATION

All students who will be on campus during the 2014-2015 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 January 29, 2015. *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 September 25, 2014.

AFRICANA STUDIES

AFR 10 Black Radical Film CROSSLISTING: HIST 12
COURSE DESCRIPTION: We will watch, discuss and analyze several films from two of the foremost voices of Black radicalism in film today, Raoul Peck and Euzhan Palcy, both from the French/Haitian West Indies. Their films range from depicting radical movements for decolonization (Lumumba, Aime Cesaire), to the struggle against apartheid (Dry White Season), to the Civil Rights movement (Ruby Bridges) and the Attica prison riot in the U.S. (The Killing Yard), to the travesties of Western 'aid' in post-earthquake Haiti (Fatal Assistance).
METHOD OF EVALUATION: 2 short papers (5 pages) or class presentation
PREREQUISITES: None
ENROLLMENT LIMIT: 30
METHOD OF SELECTION: Africana concentrators; History majors, order of preference
COST: None
MEETING TIME: afternoons
INSTRUCTOR: Shanti Singham

AFR 11 Heroes/Anti-Heroes in Contemporary TV and Cinema CROSSLISTING: PSCI 11
COURSE DESCRIPTION: Who are heroes and anti-heroes? What do these two terms mean? This course explores competing representations of the philosophies and politics surrounding heroes and anti-heroes through exploration of contemporary television and cinema. In order to accomplish our analytical objectives, we will screen and examine three series from among the following possibilities: *Game of Thrones, Luther, Breaking Bad, Scandal, House of Cards, Homeland, Heroes, 30 for 30*, and the *Dark Knight* trilogy.
METHOD OF EVALUATION: class participation, a weekly screening e-response post, and 10-page final paper.
PREREQUISITES: none.
ENROLLMENT LIMIT: 20
METHOD OF SELECTION: Preference: Africana Studies concentrators and Political Science majors.
COST: $50
MEETING TIME: mornings
INSTRUCTOR: Neil Roberts

AFR 25 Touring Black Religion in the "New" South CROSSLISTING: ENVI 26/REL 26
COURSE DESCRIPTION: In February of 1927 anthropologist Franz Boas asked folklorist Zora Neale Hurston to identify an ideal location in which to study and collect data about "Negro culture in the South" Hurston's reply, without hesitation, was the central and gulf coast of Florida because she believed there, "it was possible for [her] to get a cross section of the Negro South in one state" Hurston traveled directly to Eatonville, the town she eventually claimed as her birth home, and for over a decade, utilized the information she collected as the backdrop to her fiction as well as her nonfiction explorations of Black religion.
Taking Hurston's lead, this course (the first team-taught travel winter study offered solely by Africana Studies faculty) will utilize Florida's gulf coast as the backdrop to exploring the diverse manifestations of modern black religious expression. Because of its diverse geographical, political structures, populations, and economy, Florida has historically been characterized as a "new South" with distinctive cultural expressions. With this history in mind, this course will address four critical questions: (1) What is Black religion?; (2) What are the distinctive aspects of southern expressions of Black Protestant religion; (3) How do Black communities see themselves in relation to broader social concerns? and (4) How, if at all, is religious expression in Florida unique?
To answer these questions, we will travel to Florida's west coast and visit three different church communities to understand Black Protestant religion as currently expressed in the "New South" This includes Bryant Chapel Christian Methodist Episcopal Church (CME), a small mainstream denominational church in Talleveast Florida; Old Landmark Cathedral Church of God in Christ (COGIC), a Pentecostal-Holiness church in St. Petersburg, Florida; and Revealing Truth Ministries, a mega-church in Tampa, Florida. As participant-observers we will take part in worship services, and when possible, interview local residents about the role each church plays in its respective community. In addition to learning about Black religion along the western coast of Florida through participant observation, students will visit and tour local historical sites significant to Black religious experiences, and will meet with local academics, archivists, and leaders. These will include: touring the Zora Neale Hurston National Museum of the Fine Arts in Eatonville; visiting the Public Archaeology Lab at New College of Florida with Professor Uzi Baram; holding conversations about doing ethnograhic work with author and scholar Robert Hayden; and touring the Family Heritage Museum at the State College of Florida with Freddie Brown and Kathie F. Marsh. Surveying Black history archives was especially important in the previous iteration of the course because they enlivened the historical and ethnographic literatures the students read.
In addition to their roles as participant observers, students will have access to an electronic reading packet that will ground them briefly, though comprehensively, on Florida's history, ethnographic methods, and Black religious expressions. We will also use sources that contextualize church responses to current social concerns such as environmental racism, homelessness, and health care. A completed draft of the course reading packet is provided in the itinerary below.
PREREQUISITES: No previous experience or religious affiliation is necessary, and we especially invite students who are interested in experiential learning.
METHOD OF EVALUATION: Evaluation will be based on an electronic field journal, participation in weekly colloquies, and an oral presentation.
ENROLLMENT LIMIT: 8
METHOD OF SELECTION: We will review application essays and hold interviews with the top 10 applicants. Preference will be given to majors and concentrators in Africana Studies, Religion, and Environmental Studies. Priority will also be given to students with a background in ethnographic methods.
COST: $3,000.
INSTRUCTORS: James Manigault-Bryant and Rhon Manigault-Bryant

AFR 30 Senior Project
To be taken by students registered for Africana Studies 491 who are candidates for honors.

AMERICAN STUDIES

AMST 13 The Great Asian American Novel CROSSLISTING: ENGL 13
See under ENGL for full description

AMST 15 Contemporary American Songwriting CROSSLISTING: MUS 15/SPEC 15
See under SPEC for full description

AMST 18 Chasin' the Blues: A Journey through American Music CROSSLISTING: HIST 18
See under HIST for full description

AMST 30 Senior Honors Project
To be taken by students registered for American Studies 491 or 492.

ANTHROPOLOGY AND SOCIOLOGY

ANSO 11 Berkshire Farm Residential Program for Adolescent Males Externship
COURSE DESCRIPTION: The Winter study class at Berkshire Farm Center provides on site opportunities for students to directly observe interventions working with traumatized adolescent

males. Students can chose observing and providing support in a classroom setting, participating in adventure based counseling experiences teaching though activities, or providing support in the workforce development sites teaching youth workforce readiness skills. Berkshire's mission is to help strengthen youth and families to live safely, productively and independently within their home communities. The residential program provides evidence based practices to assists families heal from past traumas, be reunified and get on a path for success. Williams students will be placed in the various sites 12-15 hours a week and participate in seminar learning for 2 hours a week. Berkshire is 30 minutes from Williams so transportation arrangements are required. Reading, journaling and a final give back project are additional components for learning.
METHOD OF EVALUATION: Journaling, reading, final project
PREREQUISITES: none
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: class standing and major
COST: $20
MEETING TIME: TBA
ADJUNCT INSTRUCTOR: Donelle Hauser

ADJUNCT BIO: Donelle Hauser, LMSW has been in the child welfare field for over 20 years. She is currently the Vice President of the Residential program overseeing the Substance Abuse program, clinical services, medical services, cottage living, therapeutic recreation and food services.

ANSO 12 Children and the Courts
COURSE DESCRIPTION: This is an interdisciplinary course that offers students an opportunity to observe the Juvenile Court in Western Massachusetts. Students will accompany Judge Locke and or Attorney Chenail to court, meet with lawyers, probation officers, social workers and other professionals working in juvenile justice. There is a weekly dinner at the instructor's home to discuss the observations. Requirements: a weekly journal, a final project and participation in a mock trial.
METHOD OF EVALUATION: journal entries, final project and participation in mock trial
PREREQUISITES: none
ENROLLMENT LIMIT: 10
METHOD OF SELECTION: Seniors will receive consideration if overenrolled, compelling reason from other students
COST: $0
MEETING TIME: other; see description
ADJUNCT INSTRUCTOR: Judith Locke

ADJUNCT BIO: Judge Judith Locke has been a Juvenile Judge for 15 years, prior she worked for DCF, the District Attorney's office and was in private practice. Much of the previous employment was centered on families and children.

ANSO 19 Conducting Social Science Research at the American Institute for Economic Research CROSSLISTING: ECON 19
COURSE DESCRIPTION: Students in this course will have the opportunity to conduct original social science research at the American Institute for Economic Research, a nationally-renowned think tank based in Great Barrington, Massachusetts. With me, students will develop a content area of interest to explore during the four weeks. Then students will be matched with a supervisor at AIER. The projects at AIER range from the Affordable Care Act and financialization to immigration, labor, and retirement policy. Students will also have myriad opportunities to learn different research methodologies, such as time series analysis, survey project design and qualitative analysis, census data collection, and Stata analysis. Students will have regular meetings with me to ensure they grow in their own areas of interest as well as regular progress report meetings with their one-on-one supervisors at AIER.
METHOD OF EVALUATION: Supervisor evaluations and students' original research contributions
PREREQUISITES: None
ENROLLMENT LIMIT: 8
METHOD OF SELECTION: Telephone Interview
COST: $0
MEETING TIME: 8:30 a.m.-4:30 p.m., two-three days a week; students will be responsible for arranging transportation to and from AIER.
ADJUNCT INSTRUCTOR: Anna N. Kreisberg

ADJUNCT BIO: Nicole Kreisberg is a Senior Research Analyst at AIER. She has her MA from the University of Chicago, and her research areas are demography, survey research, immigration, labor, and poverty.

ANTHROPOLOGY

ANTH 14 The Role of Epidemiology in Public Health and Evidence-Based Medicine CROSSLISTING: CHEM 12
COURSE DESCRIPTION: Clinical decisions are increasingly being made on evidence from the medical literature rather than "solely" from the clinical experience of the physician. What kinds of questions (hypotheses) are being asked and how are they answered, and answered reliably? How does a conscientious physician keep up with this evidence and evaluate it both critically and efficiently?
After an introduction to the methods of epidemiology, as developed in real time epidemic investigations, and as employed in answering some of the important questions involving the etiology of disease, treatment, management, and prognosis (natural history), the course will turn to the medical literature, and discuss individual papers, or groups of papers bearing on important public health and clinical issues. We will operate as a journal club, with groups of students responsible for presenting and critiquing the design, conduct and analysis of the paper(s) of the day.
It is expected that some students will suggest issues perceived to be important to them, perhaps from their own private reading, their personal or family health experience, or from actively shadowing a physician in the WS Course offered annually by Ms. Jane Cary. While both courses cannot be taken at the same time, students shadowing a physician may wish to review the literature to delve more deeply into a problem they have seen. They will be welcome to suggest a topic and join this course on an ad hoc basis to discuss it more thoroughly than may be possible in the hospital or outpatient setting. Since these student are occupied during the day, we may add evening sessions on reasonable notice to accommodate their more complicated schedules.
It is hoped that this model will continue into the Spring Term as an informal Williams Journal Club activity for those interested in both public health and clinical decision making.
This WS Course is designed to be a serious academic experience. Students will be expected to read and present, and also participate actively in the discussion that follows.
We will meet at least three times a week for a total of 6 class hours. Preparation for class, which will be organized in groups of 3 or 4 is expected to take at least 12 hours per week. Applicants will be interviewed by the instructor.
METHOD OF EVALUATION: Preparation and quality of presentation. Honors requires a special paper arranged with instructor
PREREQUISITES: A course in basic statistics is helpful but not required
ENROLLMENT LIMIT: 12
METHOD OF SELECTION: By interview
COST: $200 for materials
MEETING TIME: mornings
ADJUNCT INSTRUCTOR: Nicholas Wright

ADJUNCT BIO: Nicholas Wright '57, MD, MPH, is a retired medical epidemiologist living in Williamstown. Most recently, he was on the faculty of Robert Wood Johnson Medical School in NJ, but also spent over 30 years in international public health work, 7 of them living in Sri Lanka and Thailand.

ANTH 19 "The Feather'd Hook": An Introduction to Streamside Entomology and Fly-Tying CROSSLISTING: ENVI 19
COURSE DESCRIPTION: For over a thousand years anglers have imitated the insects upon which fish feed - most notably trout and salmon - by tying bits of feather, fur, and other materials to their hooks. Over time the practice has developed into a minor art, with its own tools, techniques, aesthetics, and competing theories of animal behavior. In this course students will learn the gentle art of fly-tying, concentrating on imitations of the various distinctive stages in the life cycles of the four main insect orders on which trout feed: Ephemeroptera, Trichoptera, Diptera, and Plecoptera (mayflies, caddis flies, midges, and stoneflies). We will in particular focus on the imitation of species most likely to be encountered in New England trout streams.
Course Requirements: Attendance at all classes is mandatory. As their principal project for the course students will prepare the presentation of a fly pattern (or series of patterns) to be given before the class in the last week of classes. A presentation should consist of
· a description of the historical context of the fly
· of the insect and stage of development imitated by the fly (as appropriate)
· of the materials and techniques used to make the fly
· of the preferred presentation of the fly
· of the theory of attraction according to which the fly was designed
· and a demonstration of how the fly is tied
A number of books will be placed on reserve in Sawyer Library and students will be assigned readings (on-line or handouts) from various non-fiction literary works on flies, fly-tying, and river ecology. They will also have available the Chapin Library's collection of classic piscatoriana for research purposes.
The course will meet on Tuesdays, Wednesdays, and Thursdays, from 10:00-12:30. We will have one mandatory field trip to the American Museum of Fly Fishing in Manchester, VT.
METHOD OF EVALUATION: Final project and presentation
PREREQUISITES: none
ENROLLMENT LIMIT: 24
METHOD OF SELECTION: Interview
COST: $80 for a basic fly-tying kit. Incidental field trip costs.
MEETING TIME: mornings; 10-12:30
INSTRUCTORS: Nicolas Howe and Peter Just

ANTH 31 Senior Thesis
To be taken by students registered for Anthropology 493-494.

SOCIOLOGY

SOC 10 Intentional Communities and the American College
COURSE DESCRIPTION: The exponential growth of opportunities for higher education in a low cost on line environment has presented an existential question to residential colleges and universities. What additional value does a traditional collegiate experience provide given the enormous cost of such an education? President Falk partially answered that question when he spoke about the unique pedagogic value of human to human interaction in didactic learning. What Falk did not address, but is of equal importance, is the role of a college as an intentional community that teaches its members how to live in community. While this has always been important, the need for such an education is greater now than it ever has been. As Robert Putnam has written, many of the mediating institutions of society have disappeared from the contemporary culture. More students than ever before never have experienced a neighborhood, their families are not members of civic organizations and if they attend a house of worship, frequently even that institution no longer acts as much of a locus for community life. The last, and often the only opportunity for young

people to live in community is when they live in a residential institution of higher learning.
In this course, we will look briefly at the history of higher education from its monastic beginnings through the development of the research university model to the present. We will examine the need for teaching how to live in community and different models of intentional communities that may have saliency in their adaptation to the collegiate environment. Finally, we will look at what changes within the institutions would be required to implement such an educational goal.
Last year's syllabus included readings from Robert Putnam, Eva Brann, Richard De Millo, Victor Farrell, Charles Vest, Frank Donohue, Henry Rosovsky, Clark Kerr, Andrew Del Blanco, Alan Duesterhaus, Benjamin Ginsberg, Robert Birnbaum, Francis Wayland, Ernst Boyer, Richard Brodhead, A. Bartlett Giamatti and me. Last year our guests speakers included, the Provost, Dean of Faculty and Director of Athletics at Williams College as well as Matthew Derr, the President of Sterling College.
METHOD OF EVALUATION: In addition to class participation, students will write a reaction paper on the readings for each class that will be posted on line and will be encouraged to comment upon classmates postings. Students will be responsible for leading class discussions on particular readings each class.
PREREQUISITES: none
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: An email to the instructor as to reasons why s/he wishes to enroll.
COST: 150 (whatever the cost of the packet will be from the copy center.)
MEETING TIME: other
EXPLANATION OF MEETING TIME: Mondays and Fridays, 10:30 a.m.-12:30 p.m., break for lunch, and then return for an afternoon session from 1:30-3:30 p.m.
ADJUNCT INSTRUCTOR: James Nuzzo

ADJUNCT BIO: Dr Nuzzo taught this course last Winter Term and is a research psychoanalyst. He is writing a book on this subject: "Modern Monasteries: Intentional Communities and American Higher Education."

SOC 11 Wendell Berry and the Agrarian Tradition
COURSE DESCRIPTION: Wendell Berry-Kentucky farmer, poet, novelist, and cultural critic-has for decades been writing about topics that have in recent years become matters of growing public concern. The importance of local economy, the impact of new technologies on community and agriculture, sustainability, environmental stewardship, citizenship, and the value of place are among the themes in Berry's work that will be considered in the course. Students will read both Berry's fiction as well as a variety of his non-fiction essays, which address related subject matters. Among those deeply influenced by Berry's writings are such popular environmentalists as Michael Pollan and Bill McKibben, some of whose work will also be explored in the course. Students will have the opportunity to visit a local Community Supported Agriculture (CSA) farm and will be required to write two short essays.
METHOD OF EVALUATION: Two short essays
PREREQUISITES: None
ENROLLMENT LIMIT: 18
METHOD OF SELECTION:
COST: $75
MEETING TIME: mornings
INSTRUCTOR: James Nolan

SOC 31 Senior Thesis
To be taken by students registered for Sociology 493-494.

ARABIC STUDIES

ARAB S.P. Sustaining Program for Arabic 101-102
Students registered for Arabic 101-102 are required to attend and pass the Arabic Sustaining Program.
Prerequisite: Arabic 101.
Evaluation will be based on regular attendance and active participation.
Meeting time: mornings, 9:00-9:50.

ARAB 25 Transnational Itineraries CROSSLISTING: COMP 25/RLSP 25
COURSE DESCRIPTION: For this course, we will travel to Spain and Morocco in order to study transnational migration from an interdisciplinary perspective. We will analyze this often sensitive aspect of a long, complex relationship that is often framed in problematic contrasts such as East/West, North/South, Europe/Africa and Christianity/Islam. We will visit different NGO's, government organizations and academic institutions to "consider how human mobility is shaped by religion, security, youth culture, desertification, poverty, and other pressing issues and how mobility engenders transnational art and multilayered identities" (CCCL, Rabat). In addition, we will examine the legal and political response to the human drama of migration, as well as social attitudes towards migrants. This program includes weekend home stays with families in both Morocco and Spain and community service.
METHOD OF EVALUATION: There will be preliminary readings and screenings of documentaries and films (posted online) on the historical relationship between Spain and Morocco, as well as the topic of migration between them. Students are expected to keep an experiential journal with daily entries and a final 10-page self-assessment that will integrate their formal studies and personal experiences.
PREREQUISITES: None. This course is aimed towards students wishing to better understand international migration and who have transnational and multi-cultural interests.
ENROLLMENT LIMIT: 10
METHOD OF SELECTION: Interested students will be asked to write a 500-word essay describing their interest in this course, relevant experiences and general disposition in multicultural environments. If necessary, finalists will have a personal interview.
COST: $4,000.00
MEETING TIME: international travel
INSTRUCTOR: Armando Vargas and Jane Canova

ARAB 31 Senior Thesis
To be taken by students registered for ARAB 493-494.

ART

ART HISTORY

ARTH 14 The other Greek Mythology: The "Great God Pan" and other Small-Fry
COURSE DESCRIPTION: Waiting in the wings of Greek mythology, outside the limelight occupied by Herakles, Venus, and other celebrities, is a misfit cast of minor characters. This scruffy chorus is made up of nature's "extras." Horse-men, goat-men, bull-men, cat-women, tree-women, fish-girls, snake-people, and so forth. The recipe is simple: take one human, take one animal, blend thoroughly. Individual specimens occasionally interact with gods or heroes, and end up in the pages of a book. But animal-human hybrids are usually envisioned en masse and exist primarily in pictorial or sculptural art, where they thrive, to this day. The conceptual or cognitive value of these half-breeds has changed over time, keeping up with developments in ethical anxieties and hierarchies of genre and taste. The small-fry of Greek mythology have been subordinated to the status of decoration, if not banished altogether. But they are hardly ornamental. Embodied in satyrs, nymphs, Pan, and the others is a collective vision of an alternate evolutionary trajectory and cultural history. In this parallel world, humans and animals not only talk to each other, they live similar lives, intermarry, and create new species. The distinction between nature and culture is not meaningful. Male and female are more or less equal. The industrial revolution never happens.
In this course, we will explore the alternate world of mythological hybrids by examining works of ancient art, including sculpture and painted vases, and reading ancient texts, such as Hesiod's Theogony and Ovid's Metamorphoses. We will contextualize the representations within ancient intellectual history via texts that range from Old Comedy and political theory to religious history, philosophy, and ethics (e. g., Aristophanes, Demokritos, Polybios, and Lucretius). We will also investigate the survival of the ancient myth of evolutionary alterity. This will include consideration of the imagery of fifteenth- and sixteenth-century Italian painters such as Piero di Cosimo, Nietzsches' first book, The Birth of Tragedy, and several twentieth-century artists, such as Picasso and Matthew Barney.
The goals of the course will be to chart the obscure history of the mythological underclass from its origins in antiquity until today, and to explore the relationships between the mythology and philosophies of the environment.
The requirements of the course will include: attendance; preparing and answering questions for discussion; at least one illustrated presentation to the class; one short paper or equivalent offering based on the presentation; one day-long field trip to New York to the Metropolitan Museum of Art and perhaps the Museum of Modern Art. Student participation will be key: while I know the ancient material very well, much modern material will be as new to me as it may be to you.
METHOD OF EVALUATION: Presentation plus 10-page paper or equivalent project
PREREQUISITES: none
ENROLLMENT LIMIT: 20
METHOD OF SELECTION: priority will be given to students with prior coursework in art history, classics, or environmental studies
COST: $25
MEETING TIME: mornings
INSTRUCTOR: Guy Hedreen

ARTH 18 Hidden Treasures and the Amber Room: Impressionist Art Held Hostage CROSSLISTING: ASTR 19/HIST 19
See under ASTR for full description

ARTH 31 Senior Thesis
To be taken by students registered for ArtH 494. For requirements of entry into the course, please see "The Degree with Honors in Art, Art History" in the catalogue or on the Art Department's webpage.
Enrollment limited to 8.
Students need permission of the department to register for this course.
FILIPCZAK

ARTH 33 Honors Independent Study
To be taken by candidates for honors by the independent study route.

ART STUDIO

ARTS 10 Observational Drawing CROSSLISTING: BIOL 10
See under BIOL for full description

ARTS 14 Contemporary Treehouse Design
COURSE DESCRIPTION: This course will provide an introduction to the creative and technical aspects of contemporary treehouse design. Students will identify a site and design a treehouse based on measurements taken in the field. An array of design strategies and construction techniques will be studied through lectures, videos, and assignments. Regular desk critiques will help guide the investigation, and each project will culminate in a final presentation and exhibition of work. Evaluation will be based on completion of assignments, design development, and the quality of the final project. Attendance and participation will also be taken into account. We will meet twice a week for three hour sessions, with most of the design work completed outside of class.
METHOD OF EVALUATION: Final project and presentation.
PREREQUISITES: None
ENROLLMENT LIMIT: 20
METHOD OF SELECTION: Seniority and familiarity with architectural drafting.
COST: $50
MEETING TIME: mornings
ADJUNCT INSTRUCTOR: Christopher Yorke
SPONSOR: Ben Benedict

ADJUNCT BIO: Christopher Yorke (Williams '06) holds an MArch from Princeton and currently runs an architectural design studio in Palau. He has also designed and built treehouses for the past seven years, including two years with Pete Nelson, the star of Treehouse Masters.

ARTS 15 Large-Format Photography
COURSE DESCRIPTION: An introduction to studio/view cameras, processing sheet film and making contact prints from large negatives. Studio exercises will deal with the use of camera movements to alter shape and increase depth of field, and with basic lighting techniques; darkroom 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 have the opportunity to learn the principles of traditional photographic image making by producing large-format negatives and translating them into effective black-and-white prints, principally in 4x5 formats but perhaps as well in 5x7 and 8x10.
Each student will be expected to make a few exhibition-quality prints, which may be enlargements or contact prints from 4x5 negatives, or contract prints from larger ones. The prints will be exhibited in a group show at the end of Winter Study.
Class will meet as a group for a minimum of ten hours a week for demonstrations in the studio and dark room, and later for discussion and criticism of work. In addition to this time, students will be expected to spend at least 20 hours a week in the studio and darkroom working individually, under the supervision of the course instructor and the photography technician.
METHOD OF EVALUATION: based on commitment to the course, measured by participation in discussion sessions, work in the studio and darkroom and the quality of the prints.
PREREQUISITES: none, although some dark room experience would be an advantage
ENROLLMENT LIMIT: 10
METHOD OF SELECTION: majors first, then in descending class order
COST: lab fee of $225 lab fee will be charged to cover the cost of film, paper and chemicals
MEETING TIME: M-F (everyday), 10 a.m.-12:30 p.m.
ADJUNCT INSTRUCTOR: Ralph Lieberman
SPONSOR: Aida Laleian
ADJUNCT BIO: Ralph Lieberman is an art historian and photographer who lives in Williamstown. He holds a PhD from the Institute of Fine Arts. His photo-graphs have appeared in many publications and are to be found in major American and European art-historical study collections. A large exhibition of his work was on show at the Williams College Museum for several months in 2009.

ARTS 16 Glass and Glassblowing CROSSLISTING: CHEM 16
See under CHEM for full description

ARTS 17 Printmaking: Experiments and Chance Processes
COURSE DESCRIPTION: Typically, printmaking processes are intended to produce multiple impressions of the same image. This requires the artist to exert precision and control at every step, from drawing the image, prepping the plate, to printing. However, because of its many technical and chemical variables, printmaking is also a medium that can yield unintended and surprising outcomes. This course will take printmaking's fortuitous disposition as its starting point and will introduce students to the diverse and radical roles chance can play in an artistic practice. Students will investigate chance processes and experimental printmaking methods with a focus on the creation of monoprints and collagraphs, two mediums that are flexible in form and technique. Alongside making prints, students will explore and consider the various roles chance has played in the work of Modernist avant-gardes and artists including, Jean Arp, Marcel Duchamp, Francis Alÿs, Lygia Clark, John Cage, Andy Warhol, Yoko Ono, and John Baldessari. In addition to studio projects, in class time will include brief slide lectures, group discussions, and critiques. We will visit WCMA and take one class trip to New York City. Outside-of-class work will include some short readings and additional studio time to complete projects.
METHOD OF EVALUATION: Evaluation will be based on class participation, assignments and a final project/exhibition.
PREREQUISITES: none
ENROLLMENT LIMIT: 12
METHOD OF SELECTION: Preference will be given to students who have taken ARTS 100.
COST: $75
MEETING TIME: MTR, 10am-12:50pm
ADJUNCT INSTRUCTOR: Beverly Acha
SPONSOR: Barbara Takenaga

ADJUNCT BIO: Beverly Acha ('09) has an MFA in Painting and Printmaking from Yale University and a BA in Studio Art and American Studies from Williams College. She currently lives and works in New York City and teaches at Dia: Beacon and El Museo del Barrio.

ARTS 18 Stories and Pictures CROSSLISTING: ENGL 18
See under ENGL for full description

ARTS 19 Design School CROSSLISTING: MATH 19
See under MATH for full description

ARTS 31 Senior Studio: Independent Project Art Studio
Independent project to be taken by candidates for honors in Art Studio.
TAKENAGA

ASIAN STUDIES

ASST 15 Spice Routes: The History and Practice of Indian Food CROSSLISTING: HIST 15
See under HIST for full description

CHINESE

CHIN S.P. Sustaining Program for Chinese
Students registered for Chinese 101-102 are required to attend and pass the Chinese Sustaining Program.
Evaluation will be based on regular attendance and active participation.
Prerequisite: Chinese 101.
Meeting time: MTR 9:00-9:50.
Cost to student: one Xerox packet.
LANGUAGE FELLOWS

CHIN 31 Senior Thesis
To be taken by all students who are candidates for honors in Chinese.

JAPANESE

JAPN S.P. Sustaining Program for Japanese
Students registered for Japanese 101-102 are required to attend and pass the Japanese Sustaining Program.
Evaluation will be based on regular attendance and active participation.
Prerequisite: Japanese 101.
Meeting time: MTR 9:00-9:50.
Cost to student: one Xerox packet.
JINHWA CHANG

JAPN 11 The Samurai in Japanese Film
Some of the finest films ever crafted and celebrated in cinematic history have projected the lives and legends of the samurai. Like the gunfighter and cowboy of the American West, the samurai is an extraordinarily iconic figure, if not, an enduring expression of a distinct Japanese ethos. This course will examine the samurai genre, the formulation of the samurai character, the code of Bushido he lived by, and the multiple roles he has assumed in Japanese filmmaking. Whether as a warrior or loyal retainer to his lord, a symbol of purity of purpose or tragic sacrifice, the samurai has usually been apotheosized as a noble, revered hero. Why? Notwithstanding this image, the films in this course will trace the rise and fall of the samurai class, the tangled legacies of its demise, and ultimate disappearance at the end of the Shogunate era, when Samurai cut their top knots before the turn of the twentieth century, and put up their swords for good.
The focus of this class will be on the films of Kurosawa, Gosha, Kobayashi, Okamoto and Inagaki.
METHOD OF EVALUATION: Class attendance and participation. Short papers after completion of films. Final 5-6 page paper.
PREREQUISITES: None
ENROLLMENT LIMIT: 30
METHOD OF SELECTION: Upper classmen will be given priority.

COST PER STUDENT: $25
MEETING TIME: MWF, 1-3 p.m. with additional film screenings to be announced.
ADJUNCT INSTRUCTOR: Frank Stewart
SPONSOR: K. Yamamoto

ADJUNCT BIO: From 1990-2004 Frank Stewart was an Associate Professor in the Faculty of Law at Hiroshima Shudo University in Hiroshima, Japan. He lived a short distance from Heiwa Koen, the Peace Park, the epi-center of where the A-bomb was detonated.

JAPN 31 Senior Thesis
To be taken by all students who are candidates for honors in Japanese.

ASTRONOMY/ASTROPHYSICS

ASTR 19 Hidden Treasures and the Amber Room: Impressionist Art Held Hostage CROSSLISTING: ARTH 18/HIST 19
COURSE DESCRIPTION: The course looks at Impressionist art as a route into cultural history, beginning with an in-depth discussion of the Impressionists in Paris at the time of the Franco-Prussian War and after; the initial failure of the movement in France; foreign avant-garde collectors who bought the art, and the art's dislocation during World Wars I and II; and finally, a description of the pillaging of art treasures by the warring nations and the efforts of Allied art professionals such as the Monuments Men to restore the art to their original owners, despite controversy about restitution and the right of return.
Lecture format with weekly reading and class participation expected. Independent research for final paper/presentation. Guided visit to the Clark Art Institute to study Impressionist and Academic art in the collection.
METHOD OF EVALUATION: Ten-page paper and class presentation
PREREQUISITES: None, though exposure to art history or modern European history would be useful
ENROLLMENT LIMIT: 30
METHOD OF SELECTION: brief essay on reasons for wanting to take the course
COST: under $10 for course packet
MEETING TIME: mornings
ADJUNCT INSTRUCTOR: Margo Bowden

ADJUNCT BIO: Margo Bowden is a former independent school history and politics teacher in New York as well as a NYC Teaching Fellow and an adjunct professor at Queens College. She served as a docent at the Guggenheim Museum before becoming a docent at the Clark Art Institute.

ASTR 31 Senior Research
To be taken by students registered for Astronomy 493, 494.

ASPH 31 Senior Research
To be taken by students registered for ASPH 493, 494.

BIOLOGY

BIOL 10 Observational Drawing CROSSLISTING: ARTS 10
COURSE DESCRIPTION: This is a drawing and watercolor course for students interested in developing their skills in observing and drawing from nature. Much of the class work will deal with drawing directly from plant forms and specimens from the animal world and to this end we will be using an interesting collection of stuffed mounts and skeletons that belong to the Williams Biology department. We will also spend time in the Morley greenhouse. There will also be an emphasis on the use of watercolor. Beyond the subject matter at hand, assignments will also address and analyze the more formal aspects of drawing and two-dimensional design with outside assignments including mandatory and scheduled visits to the Clark, the WCMA study collection and the Chapin Library of Rare Books.
Evaluation will be based on both the completion of in-class work and outside assignments, with a focus on the depiction of content, level of effort, and development of the work. Evidence of technical and skill development as well as attendance and participation will also be taken into consideration. There will be a considerable amount of scheduled time outside of regular class meetings for additional assignments so be prepared to commit to the necessary amount of time. Exhibition and review of work at the final class meeting is required.
Requirements: ongoing review of work and final exhibition.
No prerequisites.
Enrollment limit: 15.
Method of selection: seniority and concentration.
Cost: $110.
Meeting time: Tuesday, Wednesday and Thursday afternoons--some mornings.
METHOD OF EVALUATION: Review of work, attendance and final exhibition
PREREQUISITES: None
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: Seniority and concentration
COST: $110
MEETING TIME: afternoons
EXPLANATION OF MEETING TIME: Tuesday, Wednesday, and Thursday afternoons, some mornings
ADJUNCT INSTRUCTOR: John Recco

ADJUNCT BIO: John Recco lives and works in Hoosick, NY and holds an MFA from Columbia University. He has taught at a variety of institutions including Bennington College and Williams. He is the recipient of numerous awards including a Fulbright, fellowships at Yaddo, The Millay Colony, The European Cultural Centre of Delphi, Greece and a NYSCA Individual Artist Grant. His work is included in two recent publications; 100 Boston Painters published by Schiffer Publishing and Galvanized Truth: A Tribute to George Nick, By: Kimberlee C. Alemian.

BIOL 11 Project BioEYES: Teaching 4th Grade about Zebrafish
COURSE DESCRIPTION: BioEYES brings tropical fish to 4th grade classrooms in Williamstown and Greylock Elementary schools, in a science teaching workshop. Elementary school students will breed fish in the classroom, then study their development and pigmentation during one week. Williams students will adapt BioEYES lesson plans to the science curriculum for the schools we visit, work with classroom teachers to introduce concepts in genetics and development, help the 4th grade students in the classroom, and assess elementary student learning. A final eight-page paper describing the goals and outcomes for each grade level is required. No zebrafish experience is necessary; during the first week students will learn to set up fish matings, and learn about embryonic development and the genetics of fish pigmentation as well as practice teaching the 4th grade BioEYES lesson plans with hands-on experiments using living animals. In the subsequent two weeks we will work at the schools, and in the final week, students will write up the assessment data.
METHOD OF EVALUATION: 8 page paper
PREREQUISITES: none
ENROLLMENT LIMIT: 12
METHOD OF SELECTION: preference to seniors
COST: $0
MEETING TIME: other; varies depending on needs of schools and laboratory requirements; occasional morning meetings to collect zebrafish
ADJUNCT INSTRUCTOR: Jennifer Swoap

ADJUNCT BIO: Jennifer Swoap, an elementary school teacher, currently coordinates Williams Elementary Outreach, where Williams students teach hands-on science lessons at area elementary schools.

BIOL 12 New Orleans-Style Jazz and Street Performance
This course has a focus on making music based on the principles of improvisation and street performance embodied by New Orleans-Style jazz. Typically composed of brass instruments, this course welcomes musicians and performers of all types, from the classically trained to those with no experience who are willing to play washboards, kazoos, and experiment with other forms of sound-making. For when you travel the world after Williams, this course will prepare you to "busk," or make money playing music on the street, where some of the most dynamic forms of jazz and improvisation have been created. The course will include various street performances and culminate in a "gig" at a local music venue.
PREREQUISITES: none
METHOD OF EVALUATION: Evaluation will be based on class attendance and participation in the final project which will be in the form of a performance.
ENROLLMENT LIMIT: 20.
MEETING TIME: We will meet twice a week for three-hour sessions, with extra band practices to be scheduled in accordance to our needs.
ADJUNCT INSTRUCTOR: ANDY KELLY (akelly21@berkshire.rr.com)
SPONSOR: SWOAP

Andy Kelly, a local Jazz musician and former busker, Williams College Class of '80, now travels the world bridging cultures with music, using American jazz to make peace in the world.

BIOL 13 Introduction to Animal Tracking
COURSE DESCRIPTION: This course is an introduction to the ancient art and science of animal tracking, and its use for ecological inventory. Participants will deepen their skills as naturalists, their awareness of the natural world, and discover that even the greens at Williams College are abundant with wildlife. Students will have field time in class at Hopkins Forest as well as through independent study at a convenient outdoor location of each student's choosing. Basic concepts of animal tracking, its history and use by indigenous people throughout the world will be discussed through video and slide show. Students are required to create journals and site maps of Hopkins and their personal study areas, including all major features of the landscape, flora and fauna activity. There will be required reading assignments in the field guides for this class as well as a thousand word final research paper on one of the mammals present in their study area.
METHOD OF EVALUATION: Evaluation will be based on attendance, participation a final presentation of their maps and journals, with attention to detail and content and the research paper.
ENROLLMENT LIMIT: 15
COST: $75; students are expected to have appropriate outdoor gear for winter conditions.
MEETING TIME: 10 a.m.-2 p.m., twice a week for four hour sessions, primarily in the field. Students are also required to do extensive independent field study, demonstrating observations through journals and site maps.
ADJUNCT INSTRUCTOR: DAN YACOBELLIS (miye_yelo@yahoo.com)
Sponsor: SWOAP

Dan Yacobellis is a local naturalist and wildlife tracker who has explored forest and field for the last 20 years. He teaches courses on wilderness skills and tracking at nature education centers in Massachusetts and New York.

BIOL 14 Biology and Psychology of Food Intake and Taste CROSSLISTING: PSYC 16
COURSE DESCRIPTION: This course will examine the biological and psychological factors that influence how we consume and experience food. Topics covered will include: sensory experience of various tastes, the role of olfaction, hunger and cravings, and developmental or environmental influences. We will combine class lectures & discussions with kitchen- or lab-based activities that allow students to experience or experiment with tastants and ingredients.
Class will meet for 6 hours a week, split into at least one lab / kitchen session and lectures / discussions. Students will be expected to complete outside readings as well as research and cook or bake for a final project.
METHOD OF EVALUATION: Evaluation will be based on in-class participation, completion of labs, and a final project.
PREREQUISITES: none
ENROLLMENT LIMIT: 30
METHOD OF SELECTION: seniority, priority given to biology / psychology / neuroscience majors or concentrators
COST: 20
MEETING TIME: afternoons
INSTRUCTOR: Matt Carter and Mariko Moher

BIOL 26 Opportunities and Challenges: Living and Working with Immigrants and Refugees in Portland, ME CROSSLISTING: SPEC 26
See under SPEC for full description

BIOL 31 Senior Thesis
To be taken by students registered for Biology 493, 494.

CHEMISTRY

CHEM 11 Science for Kids CROSSLISTING: SPEC 11
COURSE DESCRIPTION: 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 24, 25) 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.
METHOD OF EVALUATION: 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.
PREREQUISITES: No prerequisites; you need not be a science major; all that is needed is enthusiasm.
ENROLLMENT LIMIT: 25
METHOD OF SELECTION: seniors, juniors, sophomores
COST: None
MEETING TIME: other; classes meet three times a week for approximately three hours each session. The workshop is run on the third weekend of Winter Study (January 24, 25) and attendance from 9:00 a.m. to 3:00 p.m. is mandatory that weekend. There are also one or two brief meetings held in the fall term for preliminary planning.
INSTRUCTOR: Jimmy Blair

CHEM 12 The Role of Epidemiology in Public Health and Evidence-Based Medicine CROSSLISTING: ANTH 14
See under ANTH for full description

CHEM 13 Ultimate Wellness: Concepts For a Happy Healthy Life
COURSE DESCRIPTION: This course provides an opportunity to drastically improve your life by introducing concepts that can start making a difference in the way you feel today! We will approach nutrition, lifestyle, and happiness from a holistic perspective. Students will learn how to tune out mixed media messages and look within to find ultimate health and wellness.
TOPICS INCLUDE:
Ayurveda
Cleansing
Preventative medicine
Yoga and meditation
Food intolerance awareness
Healthy eating and meal planning
Deconstructing cravings and overcoming sugar addiction
Finding your happiness
Evaluation will be based on completion of assignments, class participation, reflective 10-page paper or equivalent creative project, and final presentation that demonstrates a level of personal growth. After signing up for this course please email Nicole at nicole@zentreewellness.com with a brief statement describing your interest in the course and what you hope to achieve in it. In the event of over-subscription, these statements will be used in the selection process.
We will meet twice a week for three-hour sessions as a group.
There will be several books and a DVD required for this class
*Course will include three individual sessions. An initial health assessment and two additional sessions designed to personalize the course and assist the student in applying the learned techniques.
METHOD OF EVALUATION: Final project and presentation
PREREQUISITES: No
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: After signing up for this course please email Nicole at nicole@zentreewellness.com with a brief statement describing your interest in the course and what you hope to achieve in it. In the event of over-subscription, these statements will be used in the selection process.
COST: $100 or less
MEETING TIME: mornings
ADJUNCT INSTRUCTOR: Nicole Anagnos

ADJUNCT BIO: Nicole Anagnos is a health & nutrition coach and founder and director of Zen Tree Wellness in Williamstown. She also holds a masters degree in education.

The WSP Committee has asked that you provide a reading list and also more details in the course description. They also ask that you require students to do some written work in addition to the final project.

CHEM 14 Beyond Hooking Up: Creating Meaningful Relationships CROSSLISTING: PSYC 14/SPEC 14
COURSE DESCRIPTION: Looking back on past loves and crushes, have you ever wondered "What on earth was I thinking?!" or "Why do I keep picking the wrong guys/girls for me?" While intense sexual attraction or urges may first call the shots, people who take the time to carefully choose and build caring, mutual relationships tend to be happier, healthier and more successful in their lives than those who don't. So how do we get there from here and make sense of all this? Well, no matter where you are on the dating spectrum, this self-exploration and relationship-skill-building course is for you if you are ready to learn how to follow your heart AND your mind to co-create a fulfilling relationship within the vortex of the "hook up" culture. The Myers-Briggs Type Indicator, "How to Avoid Falling In Love with A Jerk," and "Keeping the Love You Find" curricula will guide this introspective, interactive relationship mastery course through meaningful discussions and exercises that explore the common issues, dirty fighting tactics, subconscious directives and emotional allergies that often sabotage relationships. Experiential exercises, personal experiences and journaling will also give you the opportunity to practice effective communication and conflict resolution skills that honor the constructive use of differences and promote intimacy.
Evaluation is based on 8 hours of attendance per week, class participation, MBTI inventory completion, 20-hours per week of assigned readings, journaling, assignments, 1:1 consultations, and final 10-page reflective paper/event proposal and project. Email your statement of interest to ssmith@williams.edu if you are curious about relationships, ready and willing to BE the change, delve into personal growth and take your relationships to the next level.
METHOD OF EVALUATION: Requirements: attendance, class participation, reading, journaling, 1:1 meetings with instructor, assignments and 10-page final paper/project.
PREREQUISITES: statement of interest. Enrollment limit: 20. Preference will be based on meaningful statement of interest.
ENROLLMENT LIMIT: 20
METHOD OF SELECTION: meaningful statement of interest
COST: $100
MEETING TIME: TBA
ADJUNCT INSTRUCTOR: Rachelle Smith

ADJUNCT BIO: Rachelle Smith, MSW, is a holistic, strengths-based clinical social worker, consultant, educator, and mentor bridging relationships, wellness and energy psychology.

CHEM 16 Glass and Glassblowing CROSSLISTING: ARTS 16
COURSE DESCRIPTION: 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.
METHOD OF EVALUATION: Evaluation is based on class participation, exhibition of glass projects, a 10-page paper, and a presentation to the class.
PREREQUISITES: No prerequisites
ENROLLMENT LIMIT: 10
METHOD OF SELECTION: Preference is given to juniors, sophomores, and those who express the most and earliest interest and enthusiasm by e-mail to Professor Thoman.
COST: $75 for supplies
MEETING TIME: other

EXPLANATION OF MEETING TIME: 9:00 a.m. to noon, M-F.
INSTRUCTOR: Jay Thoman

CHEM 18 Introduction to Research in Biochemistry
COURSE DESCRIPTION: 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, and the molecular basis of bacterial gene regulation.
METHOD OF EVALUATION: A 10-page written report is required.
PREREQUISITES: variable, depending on the project (at least CHEM 151) and permission of the Department. Since projects involve work in faculty research labs, interested students must consult with one or more of the faculty instructors listed below and with the Department Chair before electing this course.
ENROLLMENT LIMIT: Enrollment limited to space in faculty research lab.
METHOD OF SELECTION:
COST: None
MEETING TIME: mornings
INSTRUCTOR: Amy Gehring, Becky Taurog

CHEM 20 Introduction to Research in Inorganic Chemistry
COURSE DESCRIPTION: 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 (I) the design and development of biorenewable material-based sensors and adsorbents for environmental imaging of pollutants and (2) luminescent lanthanide ion (Ln(III)) complexes incorporating gemini surfactants for highly penetrating and efficient cellular imaging. Students will be guided through the fundamentals of project planning, record keeping, scientific writing, and presentation. The interdisciplinary nature of the research will expose students to a variety of areas including synthetic inorganic and organic chemistry for preparing Ln(III) complexes, analytical chemistry and spectroscopy in the characterization of all new materials, physical chemistry in the rationalization of the photophysical properties of the Ln(III) complexes, and applied chemistry through the development of a biorenewable platform for the prepared molecular sensors.
METHOD OF EVALUATION: A 10-page written report is required.
PREREQUISITES: variable, depending on the project (at least CHEM 151) and permission of the Department. Since projects involve work in faculty research labs, interested students must consult with one or more of the faculty instructors listed below and with the Department Chair before electing this course. Non-science majors are invited to participate.
ENROLLMENT LIMIT: Enrollment limited to space in faculty research lab.
METHOD OF SELECTION:
COST: None
MEETING TIME: mornings
INSTRUCTOR: Patrick Barber

CHEM 24 Introduction to Research in Physical Chemistry
COURSE DESCRIPTION: 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 observing the dynamics in glasses using single molecule spectroscopy and molecular dynamics simulations.
METHOD OF EVALUATION: A 10-page written report is required.
PREREQUISITES: variable, depending on the project (at least CHEM 151) and permission of the Department. Since projects involve work in faculty research labs, interested students must consult with one or more of the faculty instructors listed below and with the Department Chair before electing this course. Non-science majors are invited to participate.
ENROLLMENT LIMIT: Enrollment limited to space in faculty research lab.
METHOD OF SELECTION:
COST: None
MEETING TIME: mornings
INSTRUCTOR: Enrique Peacock-Lopez and Jay Thoman

CHEM 31 Senior Research and Thesis
To be taken by students registered for Chemistry 493, 494.

CLASSICS

CLAS 11 Alexander the Great CROSSLISTING: HIST 11
COURSE DESCRIPTION: In this course we will be exploring the many different Alexanders that have existed in literature, myth, art for over two millennia, and in film and popular culture more recently. In different places and ages Alexander the Great has been the ideal warrior-king; the pious leader whose exploits serve God; the brilliant but vulnerable boy-king corrupted by sudden wealth and power; the philosopher-king who debated the sages of India or lived a life of Stoic virtues; the isolated, out-of-touch mad leader; the liberator of the oppressed; the lonely romantic seeker; the tyrannical despot. Ancient accounts of his life evolved into mythologies for the new world he had created with his conquests. These tales circulated throughout Greece, North Africa, the Near East and India, and later by way of Rome throughout the western world, growing into separate and distinct traditions as each culture made Alexander its own.
METHOD OF EVALUATION: Two 2-page analyses of selected course materials, an oral presentation, and a final 5-7-page paper, in addition to preparation for and participation in class.
PREREQUISITES: No prerequisites other than an interest in Alexander and his multiform legacy.
ENROLLMENT LIMIT:
METHOD OF SELECTION: If the course is oversubscribed, preference will be given to majors in Classics, History, Comparative Literature, and Art History.
COST: $75
MEETING TIME: afternoons
INSTRUCTOR: Kerry Christensen

CLAS 14 Plato's Symposium and Its Afterlife CROSSLISTING: COMP 14/PHIL 14/WGSS 14
COURSE DESCRIPTION: Plato's Symposium ostensibly commemorates a gathering held at the home of the tragic poet Agathon of Athens, in 416 BCE, whose participants dedicate their evening to delivering speeches in praise of love (eros). This dialogue is among Plato's most widely read, and its influence has ranged far beyond philosophy. We will read the Symposium in translation, with close attention to is dramatic setting, its remarkable narrative structure, and the content of each character's speech, as well as the conversations that come between. Our examination of Plato's text will be interwoven with consideration of selected receptions of and reactions to the Symposium. These may include texts from later antiquity to the Renaissance to modernity (e.g., Philo, Plotinus, Ficino, Shelley, Woolf, Mann, Forster, Eliot, Mishima) as well as visual and cinematic takes on aspects of Plato's work, ranging from Rubens to Hedwig and the Angry Inch. We will also consider a recent evocation of the Symposium in the American courts (Romer v. Evans, 882 P. 2d 1335 Colorado Supreme Court, 1994).
METHOD OF EVALUATION: Evaluation will be based on contributions to class discussion including oral reports, several very short essays, and a final paper or project.
PREREQUISITES: No prerequisites.
ENROLLMENT LIMIT: 10
METHOD OF SELECTION: Preference given to majors and intended majors in Classics, Comparative Literature, Philosophy, and Women, Gender and Sexuality Studies.
COST: $30.00 (books + coursepack)
MEETING TIME: mornings
INSTRUCTOR: Amanda Wilcox

CLAS 31 Senior Thesis
May be taken by students registered for Classics 493, 494.

COGNITIVE SCIENCE

COMPARATIVE LITERATURE

COMP 11 Historical Book Binding
COURSE DESCRIPTION: As part of the Book Unbound Initiative, this course will explore the craft, practice, and history of bookbinding through the making of three historic models. In addition to outside readings and in-class discussion, we will visit Chapin Library to examine relevant objects in their collection.
We will start with one of the earliest examples of the codex structure from the Nag Hammadi Library, which was uncovered in Egypt and dates to 350 AD. Then we'll move to a wooden board Ethiopian-style binding, an ancient account book structure still in use in Ethiopia today. And finally, we'll make a limp long stitch binding, which was commonly used as a type of temporary structure for manuscripts as they moved from printer to binder. While the course will focus on the mastery of techniques and refinement of hand-skills, we will discuss how these historic practices can be applied today in conjunction with experimental materials and content. Through making, we will gain insight into the materiality of the book and its place in history and society.
Students should be willing to work in the studio a minimum of twenty hours a week.
METHOD OF EVALUATION: Students will be evaluated by the care and quality of their craftsmanship and their effort in the studio.
PREREQUISITES: none
ENROLLMENT LIMIT: 12
METHOD OF SELECTION: Relevance to other studies and work
COST: $115
MEETING TIME: TBA; probably evenings
ADJUNCT INSTRUCTOR: Kate Barber
SPONSOR: Christopher Nugent

ADJUNCT BIO: Kate Barber has an MFA in Book Arts from the University of Alabama. Her work spans from making historical full leather bindings to creating unique artist's books.

COMP 12 Film Propaganda CROSSLISTING: RUSS 12
See under RUSS for full description

COMP 14 Plato's Symposium and Its Afterlife CROSSLISTING: CLAS 14/PHIL 14/WGSS 14
See under CLAS for full description

COMP 23 Adorno's Aesthetic Theory CROSSLISTING: ENGL 23
See under ENGL for full description

COMP 25 Transnational Itineraries CROSSLISTING: ARAB 25/RLSP 25
See under ARAB for full description

COMP 31 Senior Thesis
To be taken by students registered for Comparative Literature 493, 494.

COMPUTER SCIENCE

CSCI 12 Stained Glass Tiling
COURSE DESCRIPTION: This course combines medieval craftsmanship with contemporary geometry. Each student will build a piece of stained glass using colored glass tiles that fit together to form two or three-dimensional tiling patterns. Students will learn how to cut glass; to paint and print on glass with kiln-fired enamels; and to assemble and solder a stained glass window. Assignments require both artistic decision-making and practical problem-solving in figuring out ways to support, connect and assemble the tiles into a unique work of art. Instructional sessions on the use of tools and safe handling of materials are included where necessary.
Time commitment: Instruction and supervised workshop sessions from 10am - 1pm Monday to Friday. Students will be required to work approximately fifteen additional hours per week on their own time.
The course includes a field trip to see hand-painted stained glass in North Adams and southern Vermont (mandatory). Exhibition of projects on the last day of Winter Study is mandatory.
METHOD OF EVALUATION: Evaluation will be based on final project plus a 10 page written paper on some aspect of stained glass or tiling patterns. Overall attendance, effort, creativity and teamwork whilst mounting final exhibition will also be taken into account.
PREREQUISITES: No prerequisites. Previous experience in art or geometry is not necessary, however, ideal applicants will have an interest in art or mathematics, patience and good hand skills.
ENROLLMENT LIMIT: 10
METHOD OF SELECTION: Preference to seniors and those who express an early or specific interest.
COST: $250 for materials, kiln firings, tools and art supplies.
MEETING TIME: Monday to Friday, 10 a.m. to 1 p.m.
ADJUNCT INSTRUCTOR: Debora Coombs

ADJUNCT BIO: Debora Coombs' stained glass windows are exhibited and commissioned internationally. She is a Fellow of the British Society of Master Glass Painters with a Masters degree from London's Royal College of Art and 35 years of experience in the design, fabrication and teaching of stained glass. Contact: (802) 423-5640 debora@coombscriddle.com. Photos: http://www.coombscriddle.com and http://coombscriddle.wordpress.com

CSCI 13 Designing for People CROSSLISTING: PSYC 13
COURSE DESCRIPTION: Many technologically-innovative and aesthetically-beautiful products fail because they are not sensitive to the attitudes and behaviors of the humans who interact with them. The field of Human Factors combines aspects of psychology and sociology with information technology, education, architecture, and physiology, to design objects and information that are easy for people to learn and easy for people to use. The course will provide students with a theoretical framework for analyzing ease-of-learning and ease-of-use, as well as practical knowledge of a variety of human factors testing methodologies. The course will examine usability of a wide variety of designed objects, including buildings, publications, websites, software applications, and consumer electronics gadgets. Students will demonstrate their understanding of human factors theory through a short paper and participation in class discussion. Students identify a usability problem and design a solution which they will evaluate by heuristic analysis and a usability test with 8-10 human test subjects. Findings will be presented to the class. Books to be purchased: *The Design of Everyday Things* by Donald Norman and *The Inmates are Running the Asylum* by Alan Cooper. Students will also be assigned additional readings.
METHOD OF EVALUATION: Five-page paper on usability theory, and presentation of usability design and testing project.
PREREQUISITES: none
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: Instructor seeks a diverse group of students with interests in design, psychology, and human-computer interaction
COST: $36
MEETING TIME: afternoons
ADJUNCT INSTRUCTOR: Rich Cohen '82

ADJUNCT BIO: Rich Cohen '82 has designed communications, social networking and education applications used by over 100 million people and has conducted usability research on four continents.

CSCI 23 Introduction to Research and Development in Computing
COURSE DESCRIPTION: An independent project is completed in collaboration with a member of the Computer Science Department. The projects undertaken will either involve the exploration of a research topic related to the faculty member's work or the implementation of a software system that will extend the students design and implementation skills. It is expected that the student will spend 20 hours per week working on the project. At the completion of the project, each student will submit a 10-page written report or the software developed together with appropriate documentation of its behavior and design. In addition, students will be expected to give a short presentation or demonstration of their work. Students must consult with the instructor before the beginning of the Winter Study registration period to determine details of projects that might be undertaken.
METHOD OF EVALUATION: Final paper and presentation/demonstration
PREREQUISITES: Permission of instructor
ENROLLMENT LIMIT: none
METHOD OF SELECTION: Preference given to sophomores and juniors
COST: $0
MEETING TIME: TBA
EXPLANATION OF MEETING TIME: TBD
INSTRUCTOR: Williams Lenhart

CSCI 31 Senior Honor Thesis
To be taken by students registered for Computer Science 493-494.

CONTRACT MAJOR

DANCE

DANC 12 Intermediate/Advanced Ballet Technique and Rehearsal
COURSE DESCRIPTION: Intermediate/Advanced level ballet students will have a ballet technique class that will include pointe work for women and extra work on jumps and turns for men. A rehearsal will follow in which an original short ballet will be created on eligible, participating students. The class will meet in the studio three times per week, for three hours each meeting. Students will be expected to review and rehearse material on their own in preparation for the next meeting. The resulting work will be shown in the Dance Department's informal Winter Study showing during the last week of Winter Study.
Students who wish to take course for PE credit only must take the technique portion of the class (one-and-a-half hours) a minimum of two times per week.
METHOD OF EVALUATION: Evaluation is based on quality of participation and progress, and final performance.
PREREQUISITES: At least three years of prior ballet training. *Students must contact instructor prior to signing up for permission to join*.
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: Students currently enrolled in dance department ensembles or classes will be given priority.
MEETING TIME: afternoons
INSTRUCTOR: Janine Parker

ECONOMICS

ECON 10 Introduction to Financial Reporting and Statement Analysis
COURSE DESCRIPTION: This course covers the concepts and methods underlying financial statements and the tools to analyze financial statements effectively as part of the process of evaluating a company's strategic and operating decisions in the context of its industry. This process is neither superficial nor one-dimensional, as it requires a thorough understanding of accounting principles and frameworks and the ability to identify the effects of management decisions on financial statements and ratios. Using topical exercises and problems based on current corporate annual reports, we will walk through the fundamentals of financial accounting and financial statements first and then examine the methods and disclosure requirements for specific transactions that most companies undertake. For example, what are the consequences of Facebook's acquisition of WhatsApp? Or of Verizon's decision to issue up to $50 billion in bonds? In pairs, students will complete a project analyzing the current financial statements and ratios of a public company and assess its profitability and risk, focusing on the connections between the company's strategic choices and its financial results.
We will meet as a group for 6 hours a week for the first three weeks, and I will meet with project pairs separately. The last week will be devoted to completion of the projects.
METHOD OF EVALUATION: Evaluation will be based on the two-person project culminating in a presentation and short paper, as well as participation in class discussions.
PREREQUISITES: None
ENROLLMENT LIMIT: 30
METHOD OF SELECTION: Lottery
COST: $150 (estimated) for textbook
MEETING TIME: mornings
ADJUNCT INSTRUCTOR: Virginia Soybel '79

ADJUNCT BIO: Ginny Soybel teaches financial accounting and financial statement analysis in the graduate, undergraduate and executive education programs at Babson College. She earned her BA at Williams in 2011 where she majored in History and American Civilization, and an MBA and PhD at Columbia University. Before joining the Babson College faculty, she taught at the Amos Tuck School of Business at Dartmouth College.

ECON 11 Public Speaking
COURSE DESCRIPTION: This course will help students become effective and organized public speakers, whether public speaking means giving a class presentation, participating in a debate, or giving a formal speech before a large audience. We will primarily use extemporaneous and prepared class presentations as a means of learning this skill, but we will also study the great American speeches and presidential debates of the twentieth century for further insights into persuasive public speaking techniques. The class will provide a supportive environment to help each student create his or her own public speaking style that is comfortable, confident, and conversational. We will also focus on organizational techniques, handling visual aids effectively, eye contact and body language. Finally, receiving feedback and providing constructive criticism to other students in the class will be an important part of the course.

METHOD OF EVALUATION: Evaluation will be based on in-class presentations, class participation, and a 10-page written critique of the student's own videotaped presentations.
PREREQUISITES: None
ENROLLMENT LIMIT: 10
METHOD OF SELECTION: Priority will be based on written statement of interest.
COST: $25
MEETING TIME: mornings
INSTRUCTOR: David Love

ECON 12 Introduction to For Profit and Nonprofit Organizations
COURSE DESCRIPTION: This course uses case study method to expose students to concepts and techniques of business management. Topics include marketing, strategy, finance, operations, organizational structure, and human relations. Most of the cases taught are published by Harvard Business School and include:
Marketing:
Organic Growth at Walmart
Fisher Price Toys
Strategic Planning:
Marvel Enterprises
Nantucket Nectars
Strategy and Public Relations:
Drug Testing in Nigeria -- Pfizer
LiveStrong
Operations:
Oakland A's
Logistics and HR:
Dabbawalla
Language and Globalization: Rakuten
Finance:
Manning Electronics
A 2-3 page summary of each case is required no later than one week after discussion of the case.
We will meet 3 times a week for 2 hours each session.
Enrollment is limited to 15.
Meeting times: afternoons
METHOD OF EVALUATION: Evaluation will be based on case summary grades (50%) and class participation (50%).
PREREQUISITES: n/a
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: lottery
COST: $15. All case materials will be provided.
MEETING TIME: afternoons
ADJUNCT INSTRUCTOR: Elizabeth Gilbert-Bono

ADJUNCT BIO: Elizabeth Gilbert-Bono, a Lecturer at Brown University and Marketing Consultant for Too Faced, Inc, has a BA from Brown University and MBA from Harvard Business School. She has held VP -- Marketing positions at Houghton Mifflin Co. and LEGO Inc. She lives in Wellesley, MA and has three children (the second, Bryson, is a sophomore at Williams).

ECON 13 Tools for Evaluating New Business Ideas
COURSE DESCRIPTION: Tools for Evaluating a New Business Idea is based on the fact that start-up businesses are temporary organizations in search of a scalable, profitable business model. Start-ups have to continually pivot as they discover what customers really want. This course teaches the Business Model Canvas which is a structured approach to defining and continually testing the assumptions behind the business idea. Class participants will work in groups around a business idea and work with real customers and others to test their hypotheses. Business owners will present their own experiences starting their businesses and adapting to the market as they discovered their own assumptions about their customers and the market were wrong. The aim is to understand the market and the customer and determine whether a market opportunity exists and, if it does, what the company needs to do and be to meet the needs of customers.
METHOD OF EVALUATION: Evaluation is based on class participation, written assignments, and the final group presentation
PREREQUISITES: none
ENROLLMENT LIMIT: 16
METHOD OF SELECTION: The first ones to choose will have preference, in later rounds, more senior students have preference
COST: $40
MEETING TIME: afternoons
ADJUNCT INSTRUCTOR: Steven Fogel

ADJUNCT BIO: I have worked with start-up businesses for over 30 years and have helped over 1,000 people start businesses. I work with students competing in the business plan competition.

ECON 14 Hospitality Real Estate Development/ Business Methodology for Entrepreneurs
COURSE DESCRIPTION: The purpose of this course is to provide students with an understanding of the methodology required to successfully develop a new business in the hospitality /commercial real estate sector. By utilizing a real world scenario the students will be encouraged to act as entrepreneurs who will take advantage of the opportunity to create a new hotel. The class will be divided into two teams whose task will be to develop a business plan for either a new hotel project, or the redevelopment of an existing hotel. The simulation will use Williamstown as the locale for the new businesses. The objective of the two teams (or 4 teams depending on class size) will be to create a concept and business plan for their assigned hotel project. The plans will be presented in a final wrap session and discussion. As a final result the class will decide on which plan they would consider as the best project to pursue.
Course instruction will include discussion and application of important business principles including, due diligence practices, pro forma development, market share evaluations, project financing, branding decisions, business positioning, competition analysis, franchising structures, profit and loss analysis, marketing techniques(public relations, advertising, direct sales, social media etc.) and management skills.
It is expected that the class will meet in 3 sessions per week that will be 2 hours in length. The students will be required to work as teams outside the classroom to work on the development of their plan and presentation. They will also need to conduct research into market conditions and analysis of competition factors.
METHOD OF EVALUATION: Presentation of a business plan that will be created by each of the student development teams
PREREQUISITES: none
ENROLLMENT LIMIT: 30
METHOD OF SELECTION: Econ majors will be given priority
COST: Minimal if any
MEETING TIME: mornings
ADJUNCT INSTRUCTOR: Bernie English

ADJUNCT BIO: My background experience is based about 35 years of experience in hotel management and hospitality real estate development projects. Working with partners we created new hotel projects of all varieties in cities including Washington DC, Philadelphia, Chicago, Denver, Atlanta and several other smaller locales. The Rittenhouse Hotel, Hotel George, Hotel Derek and the Sheraton Atlanta represent a few of the most notable projects developed by my partners and me. My wife and I are Berkshire County natives and we currently reside in Williamstown having returned home after living in a variety of different major metropolitan areas of the country.

ECON 15 Introduction to Indian Cinema
COURSE DESCRIPTION: 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 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 Hindi cinema's norms and conventions to those used by Hollywood.
We will meet twice a week to watch the films (a total of seven) and once a week for discussion. Students will write a 2 page response to each film. Reading will consist of articles from film journals like Screen and Jump Cut.
METHOD OF EVALUATION: Students will write a two-page response paper to each film.
PREREQUISITES: None
ENROLLMENT LIMIT: 10
COST: $25 for readings
MEETING TIME: afternoons
INSTRUCTOR: Anand Swamy

ECON 16 Mechanisms of Arbitrage
COURSE DESCRIPTION: Arbitrage is a central concept of economics. This course is an introduction to mechanisms in markets which cause arbitrage to occur, as well as a discussion of factors which limit arbitrage, particularly when mechanisms counteract others. The emphasis will be on markets in public instruments and the firms which issue them, as well as on markets e.g. commodities, which overlap with those in public securities. Emphasis will be on distortions caused by agency issues, regulations, venues and intellectual "bucketing". The processes by which these issues are at least partially resolved in current markets will be emphasized, although there will be historical readings and backgrounds in market mechanisms.
METHOD OF EVALUATION: There will be an average of 100 pages of reading per class provided by the instructor and there will be an expectation of 10-12 pages of papers, typically as 1- to 2-page papers for class.
PREREQUISITES: None
ENROLLMENT LIMIT: 25
METHOD OF SELECTION: Priority in inverse order of years remaining to graduation
COST: $0
MEETING TIME: afternoons
ADJUNCT INSTRUCTOR: Paul Isaac

ADJUNCT BIO: Paul Isaac '72 is manager of Arbiter Partners Capital Management LLC, a money management firm based in New York City. He was formerly Chief Investment Officer at Cadogan Management LLCC, a hedge fund of funds firm, and a partner at Mabon Securities and its predecessor firm Mabon Nugent & Co. He has 40 years of investment management experience. He currently serves on the Visiting Committee of the Center for Development Economics. An extended interview for background purposes can be found at: http://www4.gsb.columbia.edu/filemgr?&file_id=7222906 .

ECON 17 Viewing U.S. Economic History through the Visual Arts
COURSE DESCRIPTION: This course will explore topics and events in U.S. economic history through their portrayals in various visual artistic media such as photography, painting, and film. Each session will be dedicated to a particular media and a specific topic in American economic history. Topics may include early industrial development, slavery, organized labor, prohibition, the Great Depression, the post-war golden era, the Reagan era, and the tech boom of the 1990s. Assigned readings for each class session will motivate our discussion of visual artwork related to that day's topic. For example, one session will confront readings on living conditions under slavery and then watch the film 12 Years A Slave to compare and contrast the academic studies with the visual depiction of the institution. In another session, we will read about the New Deal as a response to the Great Depression, and then, in class, we will study the WPA photography held by WCMA. The class will meet three times per week for approximately 2 hours each. In small groups, the students will be required to initiate each class's discussion of a particular visual media and economic historical topic. The final paper assignment will ask students to study how a specific piece of visual artwork sheds light on our understanding of American economic history.
METHOD OF EVALUATION: 6-8 page paper; in-class presentation; participation in class discussions.
PREREQUISITES: none
ENROLLMENT LIMIT: 25
METHOD OF SELECTION: If overenrolled, preference will be given to actual or potential economics, history, or political economy majors.
COST: 40 (reading packet)
MEETING TIME: mornings
INSTRUCTOR: Steven Nafziger

ECON 18 The Practice and Empirics of Monetary Policy in Emerging and Developing Economies
COURSE DESCRIPTION: This course is an introduction to the empirical analysis of practical macroeconomic policy issues, particularly those having to do with monetary policy. One objective is to provide an exposure to a few of the relevant econometric techniques. A second is to supply the background necessary for the critical evaluation of applied macroeconomic research. Third, with a final paper as the main requirement, the course will furnish an opportunity to practice writing about economic issues.
METHOD OF EVALUATION: 12-page paper
PREREQUISITES: Econ 505
ENROLLMENT LIMIT: 10
METHOD OF SELECTION: Recommendation of Econ 505 instructor
COST: $0
MEETING TIME: mornings
INSTRUCTOR: Kenneth Kuttner

ECON 19 Conducting Social Science Research at the American Institute for Economic Research CROSSLISTING: ANSO 19
See under ANSO for full description

ECON 20 Quantitative Equity Analysis
COURSE DESCRIPTION: This class will introduce students to applied quantitative equity research. We will briefly review the history and approach of academic research in equity pricing via a reading of selected papers. Students will then learn the best software tools (R and R Studio) for conducting such research. Students will work as teams to replicate the results of a published academic paper and then extend those results in a non–trivial manner. This course is designed for two types of students: first, those interested in applied economic research, and second, those curious about how that research is used and evaluated by finance professionals.
METHOD OF EVALUATION: final project
PREREQUISITES: None
ENROLLMENT LIMIT: 30
METHOD OF SELECTION: by instructor
COST PER STUDENT: 0
MEETING TIME: afternoons
INSTRUCTOR: David Kane '88

David Kane '88 has a Ph.D. in Political Economy and Government and is a Fellow at IQSS at Harvard University. He is a former member of the Harvard faculty and currently works as a portfolio manager.

ECON 22 Volunteer Income Tax Assistance (VITA) CROSSLISTING: POEC 22/WGSS 22
COURSE DESCRIPTION: This course examines tax policy towards low-income families in the United States, and has the following three objectives: 1) For students to understand the shift of redistributive policy in the United States from income support through the transfer system (Aid to Families with Dependent Children/Temporary Assistance for Needy Families) towards support of working individuals through the tax system (primarily the Earned Income Tax Credit (EITC); 2) For students to understand the challenges that low income individuals have "making ends meet" and to understand the role that the EITC has played in increasing the standard of living of the working poor; and 3) To enable students to understand the tax code well enough to prepare simple income tax returns, including those for filers claiming the EITC. Students will be trained by the IRS to prepare income tax returns for low-income individuals and families. At the end of the term, students will use their newly acquired expertise to help individuals and families in Berkshire County prepare and file their returns. Class meetings will involve a mixture of discussion of assigned readings, and exercises that help develop tax preparation skills and understanding of poverty. Assignments outside of class include: a variety of short readings on tax policy, the challenges of living in poverty in the U.S., and public policies that address these challenges; completion of an online course in IRS VITA training; and staffing approximately six hours of tax preparation assistance during the final week of winter term. The volunteer tax preparation sessions take place in North Adams and are usually Wednesday and Thursday evenings during the final week of Winter Study, and then Thursday evenings and Saturday mornings after that.
METHOD OF EVALUATION: Evaluation is based on the results of the IRS certification test, students' work as tax preparers, and a ten-page analytical and reflective essay.
PREREQUISITES: None
ENROLLMENT LIMIT: 14
METHOD OF SELECTION: If overenrolled, students will be selected based on a written statement of interest.
COST: Cost: $100 for texts and coursepack.
MEETING TIME: mornings, with possible occasional afternoon sessions to accommodate visiting speakers, plus the volunteer tax preparation sessions discussed in the course description.
INSTRUCTOR: Lucie Schmidt

ECON 23 Introduction to the Economics, Geography and Appreciation of Wine
COURSE DESCRIPTION: This course provides an introduction to the economics, geography and appreciation of wine. We will be studying the economics and geography of wine production, and will also learn to identify, understand and appreciate the major wine types of the world. The course will involve lectures, outside readings, and in-class wine tastings. We will focus primarily on the Old World wine styles and regions of France, Italy, Germany, Austria, Spain and Portugal. The course has been expanded to also cover some New World wine regions, including California, Oregon, Chile, Argentina, South Africa, New Zealand and Australia.
METHOD OF EVALUATION: Evaluations will be based on short quizzes, including blind tastings, and either an oral presentation or 10-page paper at the conclusion of the course.
PREREQUISITES: Students must be 21 years old on or before January 5, 2015.
ENROLLMENT LIMIT: 10
METHOD OF SELECTION: If overenrolled, selection will be on the basis of a mix of academic record and diversity of backgrounds and interests.
COST: approximately $275.00 in the form of a course fee, to be used for the cost of wine purchases for the course
MEETING TIME: evenings, two nights a week
INSTRUCTOR: Peter Pedroni

ECON 25 Socio-economic Impact of 20 Years of Democracy in South Africa CROSSLISTING: POEC 25/PSCI 25
COURSE DESCRIPTION: South Africa remains 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 vast informal settlements house some of Africa's poorest people. This travel course will examine the impact of twenty years of democracy on the social and economic lives of South Africans. The newly elected government in 1994 inherited a challenging legacy of historical deprivation and inequity. Twenty years later, remarkable progress in many socio-economic areas contrasts with persistent challenges--particularly youth unemployment. This course will explore the impact of government policies and programs tackling poverty and unemployment and investigate how such a skewed distribution of resources has persisted, and what government policies have succeeded in redressing. 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 still characterizes South Africa's society, and the government interventions that have succeeded in redressing past imbalances and inequities while promoting pro-poor economic growth and inclusive development. The itinerary will focus on Cape Town and rural areas within the Western Cape province. First-hand experience combined with educational presentations and discussions will illuminate the challenges and opportunities policy-makers have faced and document the progress achieved during South Africa's first twenty years tackling the persistent legacy of apartheid. Students will receive a reading package to provide background and analysis of South Africa's socio-economic context and will write a ten-page paper analyzing the impact of one of South Africa's social or economic policies. Students will present the results of their work back at Williams in the final week of the WSP.
PREREQUISITES: none
METHOD OF EVALUATION: 10 page paper and final presentation
ENROLLMENT LIMIT: 12 (or other as recommended)
METHOD OF SELECTION: by essay based on expressed student interest
COST: $3485
ITINERARY: Introductory sessions: January 5-7 Depart USA: January 8 Arrive Cape Town, in-country orientation: January 9
Meetings: January 10-11
Departure to rural Western Cape: January 12 Meetings in Mossel Bay and Knysna: January 13 Rural Western Cape visits: January 14-15 Return to Cape Town: January 16 Meetings in Cape Town: January 17-19 Depart for USA: January 20 Arrival USA: January 21 Student presentations: January 26-28

ECON 27 Sustainable Business Strategies CROSSLISTING: ENVI 18
See under ENVI for full description

ECON 51 Practical Tools for Development Economists
COURSE DESCRIPTION: This class is designed to fill the gaps between real world constraints and the research frontier. Often government economists need answers to policy questions in a matter of hours or days instead of the months or years necessary to build a cutting edge research model. This class will stay away from complex econometrics. All of the techniques will be implemented in Excel. This class is aimed at improving your job performance immediately. The curriculum is based on suggestions from CDE alumni. The class has three main parts: advanced Excel/data techniques, IMF FPP Analysis, and a writing component. Undergraduates taking this class do not need to complete the first half of the writing component.
METHOD OF EVALUATION: Two 10-page papers, 12 homework assignments
PREREQUISITES: ECON 110 and ECON 120
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: The professor will select if overenrolled: Priority given to CDE students, then ECON majors, and then others.

COST PER STUDENT: 0
MEETING TIME: afternoons
INSTRUCTOR: Michael Rolleigh

ECON 52 Micro-Simulation Modeling for Ex Ante Policy Analysis
COURSE DESCRIPTION: Micro-simulation modeling provides one of the most powerful tools for ex ante evidence-based analysis of economic and social policy interventions. Rooted in representative household surveys of a country's population, the models provide a picture of poverty, employment, consumption and income levels throughout the country. A micro-simulation model enables researchers to investigate the impact of existing economic and social policy interventions (such as tax and public benefit interventions) on income levels, poverty, inequality and other outcomes. In addition, researchers are able to simulate the impact and estimate the cost of new policy interventions.
During this course, students will learn to apply these methods to analyze public policies and interpret the findings. The course examines measurement issues, analytical tools and their application to household survey data for a range of developing countries. The course also links the outcomes of the analysis with the challenges of policy implementation, exploring how the political environment and/or institutional setting may result in the implementation of second-best options. This is a hands-on modeling course, and students will build a micro-simulation model for a country of their choice and use this model in completing the course requirements. The course will employ Excel, Stata and advanced micro-simulation packages. The final requirement for the course is a policy paper that provides students with an opportunity to write accessible prose that communicates the methodology adopted and the key lessons of the analysis.
METHOD OF EVALUATION: exercises, presentation, policy papers
PREREQUISITES:
ENROLLMENT LIMIT: 15
METHOD OF SELECTION:
COST: $0
MEETING TIME: mornings
INSTRUCTOR: Michael Samson

ECON 30 Honors Project
The "Specialization Route" to the degree with Honors in Economics requires that each candidate take an Honors Winter Study Project in January of their senior year. Students who wish to begin their honors work in January should submit a detailed proposal. Decisions on admission to the Honors WSP will be made in the fall. Information on the procedures will be mailed to senior majors in economics early in the fall semester.
Seniors who wish to apply for admission to the Honors WSP and thereby to the Honors Program should register for this WSP as their first choice.
Some seniors will have begun honors work in the fall and wish to complete it in the WSP. They will be admitted to the WSP if they have made satisfactory progress. *They should register for this WSP as their first choice.*

ECON 31 Honors Thesis
To be taken by students participating in year-long thesis research (ECON 493-W31-494).

ENGLISH

ENGL 10 Proust: *The Guermantes Way* and *Sodom and Gomorrah*
COURSE DESCRIPTION: In this course we will read the two central novels from Marcel Proust's sequence *In Search of Lost Time*: *The Guermantes Way* (1920-21) and *Sodom and Gomorrah* (1921-22). Proust's fiction is usually encountered through *Swann's Way*, the meditative portrait of the artist's childhood and early adolescence, which scrutinizes the nature of memory, art, and desire. But in these two novels, the young adult narrator enters the more dazzling world of the artistic and aristocratic salons of turn-of-the-century Paris, which he anatomizes with avid and satirical eye. We will discuss social maneuvering; monetary and cultural wealth; the anti-Semitic schisms in high society and the French military precipitated by the Dreyfus crisis; disruptions of class and social mores at the advent of a modern technological age; and the losses, scandals, and disorienting fulfillments that attend obsessional love and multiple forms of sexual desire. Three class meetings, reading assignments, and writing will amount to about 20 hours per week.
METHOD OF EVALUATION: Three 3- to 4-page class reports.
PREREQUISITES: None.
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: Preference to students with a literary-studies major (e.g., English, COMP, French).
COST: $35
MEETING TIME: afternoons
INSTRUCTOR: Stephen Tifft

ENGL 11 How to Write for Magazines (and Why Anybody Would Want To)
COURSE DESCRIPTION: A course about the nature of magazine feature writing. The course will begin with readings that survey the history of feature writing in the 20th century, starting with the work of investigative journalists for McClure's in the early 1900's, continuing through the glory days of The New Yorker and Esquire in mid-century, and ending with contemporary writers at a variety of print and online venues. The main focus of the course, however, will be a practical guide to reporting and writing for print magazines, and a discussion of how and why print magazine journalism still matters in an increasingly virtual media world. Students will learn about the process of making contacts with editors, pitching stories, reporting them, and editing them for publication, in four main genres: personal essays, profiles, reported features, and investigative stories. (Weekly readings in all four genres will be assigned.) As final projects, each student will complete a full story, and those who wish to pitch a story to an actual magazine will receive guidance through that process.
Requirements: class participation, at least two one-on-one meetings outside of class, and one story of a minimum of 15 pages. Attendance at a handful of film screenings may also be required.
METHOD OF EVALUATION: 15-page paper
PREREQUISITES: none
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: letter describing reasons for wanting to take the course, and one writing sample
COST: $150
MEETING TIME: afternoons
ADJUNCT INSTRUCTOR: Michael Joseph Gross

ADJUNCT BIO: Michael Joseph Gross (Williams '93) is a contributing editor at Vanity Fair, where he writes about topics including politics, crime, technology, and national security. After attending Princeton Theological Seminary and working as a political speech writer, he began writing freelance for The New York Times Magazine, The Atlantic, The Nation, Elle, GQ, Out, and many other magazines and newspapers. Starstruck: When a Fan Gets Close to Fame, his book about relationships between celebrities and their admirers, was published by Bloomsbury USA.

ENGL 12 Listening to Strangers
This is a workshop in making audio documentaries. Students will learn basic interview, audio recording, and editing techniques. Our focus will be in learning how to capture one or two of the manifold stories circulating invisibly around us, through the process of interviewing strangers about their lives.
Course requirements include five hours of class meetings, three technical workshops, and four hours of outside listening and reading per week. Investigating stories, interviewing subjects, and editing stories will also require ten to twelve hours weekly. Students will be required to participate in a final listening session in which we will share finished projects.
METHOD OF EVALUATION: Class performance, submission of a 5-10 minute final audio documentary, participation in final listening session
PREREQUISITES: none
ENROLLMENT LIMIT: ten
METHOD OF SELECTION: on the basis of short written expressions of interest and experience in related fields (creative writing, video production, journalism
COST: $75
MEETING TIME: afternoons
INSTRUCTOR: Shawn Rosenheim

ENGL 13 The Great Asian American Novel CROSSLISTING: AMST 13
COURSE DESCRIPTION: For those in the know, Asian American literature has no shortage of excellent novels, yet these have mostly always seemed to be more appropriately classified in ethnic terms-as Chinese American novels, Filipino American novels, and so on. The genre best suited to narrating the peculiar specificity of that pan-ethnic political identification has always been the anthology. Then, in 2010, Karen Tei Yamashita published I Hotel, a playful, brainy, rollicking, carefully researched, and formally virtuosic account of the Asian American Movement, quite possibly the first and the only example of a truly Asian American novel. Not surprisingly, it's a doorstopper-essentially a single-authored anthology of ten novellas-and doing it justice may require the coordinated effort of a team of readers with some time on their hands and an interest in digging up lost histories of Asian American radicalism. We'll see what we can do.
METHOD OF EVALUATION: Active participation and numerous, informal but research-based writing assignments
PREREQUISITES: None
ENROLLMENT LIMIT: 20
COST: $50
MEETING TIME: mornings
INSTRUCTOR: Vince Schleitwiler

ENGL 14 Hurston, Black Folk, and the Literati
Zora Neale Hurston was one of the most brilliant, charismatic, and provocative figures of the Harlem Renaissance. She grew up in an all-black town in Florida and studied at Columbia with the great anthropologist, Franz Boas. She became a preeminent collector of African American and Afro-Caribbean folklore and a one of the most accomplished fiction writers of her era. A dazzling and controversial writer and personality, Zora remains an indispensable and challenging presence in our cultural history.
This course will examine her works of folklore, fiction, autobiography, and cultural and political commentary. We will also read at least one biography and various other materials, ranging from book reviews to personal letters by her contemporaries, in order to assess her accomplishments as a folklorist and writer and the reactions she has continued to provoke from her enthusiasts and detractors.
The final writing assignment for the course will be a paper of twelve to fifteen pages.
METHOD OF EVALUATION: a final 12-15 page paper
PREREQUISITES: none
ENROLLMENT LIMIT: 20
METHOD OF SELECTION: preference to English majors & Africana Studies concentrators
COST: $100
MEETING TIME: mornings
INSTRUCTOR: David L Smith

ENGL 15 Media Battlegrounds: A Workshop in Media Criticism CROSSLISTING: PSCI 15
See under PSCI for full description

ENGL 16 Henry James' The Golden Bowl
COURSE DESCRIPTION: In this course we will read Henry James' late novel, The Golden Bowl, which dramatizes many of James' crucial preoccupations. Centered on a wealthy American collector living in England at the turn of the twentieth century, the novel examines the personal and cultural costs of an American obsession with amassing relics of a collapsing European empire, as well as the potentially ruinous effects of wealth and refined sensibility on tangled love relations. The novel's ethical and perceptual intricacies are conveyed in an ingeniously demanding style that presses syntax to its limits. We will read critical essays on the novel, and draw on Walter Benjamin's work on collecting and on the Arcades of 19th century Paris.  
METHOD OF EVALUATION: 10-page paper
PREREQUISITES: 100 or 200-level English course
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: Preference based on major and seniority
COST: $20.
MEETING TIME: afternoons
INSTRUCTOR: Anita Sokolsky

ENGL 17 The Winter Naturalist's Journal CROSSLISTING: ENVI 17
See under ENVI for full description

ENGL 18 Stories and Pictures CROSSLISTING: ARTS 18
COURSE DESCRIPTION: What would you do if Vladimir Nabokov suddenly appeared and said: "Read this thing I wrote, and then make a twenty second stop-motion animation that captures what it feels like to long for a country that doesn't exist anymore. You have a week."? What if Etgar Keret demanded you made a drawing which offered a realistic solution to a magical problem? You don't even want to know what Kurt Vonnegut would want from you.
Stories and Pictures can help you prepare for these kinds of situations. In this class, we will read short stories and produce visual responses to them. We will design movie posters for movies that don't exist and create the work of imaginary artists. We will talk about the different ways in which the written word can provide fuel for image-making, and figure out how to make good art fast. In our meetings we will look at how other visual artists have used narrative to inform their work and try out various art-making techniques such as drawing, collage, digital photography and video. We will meet 3 times weekly for 2-hour sessions and go on at least one field-trip.
Students of all intellectual and creative persuasions are welcome.
METHOD OF EVALUATION: Students are required to complete four artworks and vigorously participate in all class discussions.
PREREQUISITES: none
ENROLLMENT LIMIT: 12
METHOD OF SELECTION: If over-enrolled, preference will be given to students who write the instructor a short email explaining their interest in the class.
COST: $50
MEETING TIME: mornings
INSTRUCTOR: Gabriela Vainsencher

ADJUNCT BIO: Gabriela Vainsencher is a visual artist living and working in Brooklyn, NY. She was Williams College's Levitt fellow in 2009 when she taught this class for the first time. Since then she has taught it as a winter study class in January 2012, 2013, and 2014. Her recent exhibitions include a two-person show at the Musée d'art Moderne André Malraux in Le Havre, France and a solo show at Recession Art gallery in New York.

ENGL 20 Humor Writing CROSSLISTING: MATH 20
See under MATH for full description

ENGL 22 Twenty-First Century Jewish American Fiction CROSSLISTING: JWST 22/REL 22
See under REL for full description

ENGL 23 Adorno's Aesthetic Theory CROSSLISTING: COMP 23
COURSE DESCRIPTION: Theodor Adorno was one of the twentieth century's most challenging thinkers -- a German Jewish refugee who loathed the United States but ended up in Los Angeles, who had no hope for Germany but returned there after the war. His intellectual contributions are too extensive to list: He produced groundbreaking work in philosophy, musicology, literary criticism, sociology, and political theory. The last book he ever wrote was called Aesthetic Theory and summed up a lifetime of thinking about what had happened to art in the twentieth century. Its questions will be our questions: What is the responsibility of art in the face of suffering? What kind of art is possible in a world reduced to rubble? Is it possible to produce a form of art that does not dominate others, that cannot be put in the service of their domination? The book is almost impossible to read cold, so we'll meet every weekday for a couple of hours to read it together.
METHOD OF EVALUATION: 10-page paper
PREREQUISITES: Coursework in continental philosophy or critical theory is strongly recommended, but not strictly necessary.
ENROLLMENT LIMIT: 20
METHOD OF SELECTION: priority given to seniors and juniors
COST: $30
MEETING TIME: afternoons
INSTRUCTOR: Christian Thorne

ENGL 25 Journalism Today
COURSE DESCRIPTION: This course will give students an in-depth, personal view of the inner workings of various facets of journalism. It will feature the perspectives of several distinguished Williams alumni who work in a broad spectrum of today's media universe, including print, broadcast, and new media. In previous years, visitors have represented such outlets as the Wall Street Journal, the New York Times, the New Yorker, ABC News and Bloomberg News. Each guest lecturer will discuss specific skills and experiences in his or her background (students should be aware that our precise meeting schedule week by week may vary, to accommodate the schedules and availability of our guests). In addition to readings of work by guests, there will be one required text about reporting and writing. Students will be expected to complete several reporting and writing exercises, and complete one feature-length news story on a topic to be assigned at the beginning of the course. There will be a week-long trip to New York for field work and to visit various newsrooms. In previous years, organizations visited have included CNN, the New York Times, the Columbia School of Journalism, Good Morning America and Morning Joe, Pro Publica, the Wall Street Journal and more.
PREREQUISITES: none; not open to first-year students.
METHOD OF EVALUATION: Participation in class discussions and reporting and writing exercises, and the completion of one fully-reported, original, feature-length news story about a topic to be assigned at the beginning of the course.
ENROLLMENT LIMIT: 16
METHOD OF SELECTION: Preference will be given to students with a demonstrated interest in journalism or media (as explained in a statement of interest), with a priority given to upperclassmen/
resources: We will need access to one seminar meeting room on a daily basis to account for the scheduling flexibility we'll need for our guests.
ADJUNCT INSTRUCTOR: Christopher Marcisz

ENGL 27 Shakespeare on Film CROSSLISTING: THEA 12
See under THEA for full description

ENGL 30 Honors Project: Specialization Route
Required during Winter Study of all seniors admitted to candidacy for honors via the specialization route.

ENGL 31 Honors Project: Thesis
Required during Winter Study of all seniors admitted to candidacy for honors via the thesis route.

ENVIRONMENTAL STUDIES

ENVI 10 - Accepting the Challenge: Pursuing Living Building Challenge Certification for the New Environmental Center
The new Environmental Center at Williams - opening in the early winter of 2014/2015 - has been designed and constructed to achieve Living Building Challenge certification. Living Building Challenge is a sustainable building certification system that aims to raise the bar for the way in which we define sustainability. It defines the most advanced measure of sustainability in the built environment possible today and acts to diminish the gap between current limits and ideal solutions. Living Building Challenge requires that a building not just be designed and built to be sustainable *in principle*, but to be sustainable *in practice* and to do so under a very demanding interpretation of sustainability- to be net zero energy, net zero water, and to have agriculturally productive land as part of the building site. These goals can only be met with enthusiastic participation from the campus community.
Students taking this course will learn the basics of the Living Building Challenge certification system. They will become familiar with the innovative systems that are integral to Williams' new environmental center: rain water capture, composting toilets, constructed wetlands and rain gardens, solar photovoltaic arrays and air-to-air heat exchangers. Students will then design and implement projects that elucidate and interpret the goals, technologies, and progress of the building, Projects could include posters, tours, art projects, digital displays, apps, workshops, presentations and more. Workshops and readings will introduce students to several different models for behavior change and cultural shift, giving them additional tools for the projects.
METHOD OF EVALUATION: Evaluation will be based on participation and a final project. In-class meeting time is expected to be approximately six hours per week, with the possibility of one full day workshop and one full day field trip.
PREREQUISITES: none
ENROLLMENT LIMIT:15.
METHOD OF SELECTION: Preference will be given to Sophomores and Juniors.
COST: approximately $50 for textbooks and reading packets
ADJUNCT INSTRUCTOR: Amy Johns, Zilkha Center

ENVI 11 The Winter Woods
COURSE DESCRIPTION: This course will focus on the winter season and its effect in molding the natural landscapes of New England. We will take a hands-on approach toward investigating how plants and animals are adapted to enduring the winter conditions of our region. We will make frequent field trips to Hopkins Forest and other regional sites to explore topics ranging from micro-climate and snow pack to physiological, morphological, behavioral adaptation, winter plant identification, wildlife tracking and observation and personal acclimation to the cold. We will also consider the effects of climate change and human impacts upon the winter landscape. In addition students will be expected to spend time out of class making and recording their individual observations. Field activities will be supplemented by readings and class discussions. Students should be prepared to spend many hours out in the elements and be able to hike several miles in

winter conditions. Some field trips will necessitate that students be away from campus beyond normal class hours.
METHOD OF EVALUATION: 10-page paper or equivalent
PREREQUISITES: none
ENROLLMENT LIMIT: 10
METHOD OF SELECTION: seniority
COST: 150
MEETING TIME: mornings
ADJUNCT INSTRUCTOR: Drew Jones

PREFIX: ADJUNCT BIO: Drew Jones has been the Manager of Hopkins Memorial Forest for fifteen years. He has a Masters Degree in Forestry and has worked as a Wildlife Biologist and Naturalist from the Southern Appalachians to the North Woods.

ENVI 12 Landscape Photography CROSSLISTING: GEOS 12
See under GEOS for full description

ENVI 13 United States Environmental Law: Its Historic Past, Its Uncertain Future CROSSLISTING: JLST 13
See under JLST for full description

ENVI 14 Animal Consciousness CROSSLISTING: RLSP 14
See under RLSP for full description

ENVI 17 The Winter Naturalist's Journal CROSSLISTING: ENGL 17
COURSE DESCRIPTION: This course will engage with the natural world though writing, drawing, and personal observation, supported by reading and discussion. Students will spend time out of doors exploring the ecosystem of the Williamstown area, and indoors practicing reflective writing (both
poetry and prose), and observational drawing. Everyone will be required to keep a nature journal, to be shared and displayed as part of the final project. The writing component of the course will be equivalent of a 10-page paper. This course is designed for students who are interested in environmental
studies, creative writing and drawing.
METHOD OF EVALUATION: Writing component is the equivalent of a 10 page paper.
PREREQUISITES: none
ENROLLMENT LIMIT: 12
METHOD OF SELECTION: If overenrolled, students will be chosen based on seniority and the need to create a group that is diverse in majors and interests.
COST: $60 for books and art supplies.
MEETING TIME: mornings
ADJUNCT INSTRUCTOR: Christian McEwen

ADJUNCT BIO: Christian McEwen (instructor) Christian McEwen is the author of "World Enough & Time: On Creativity and Slowing Down," and the editor of "Jo's Girls: Tomboy Tales of High Adventure" (1997) and "The Alphabet of the Trees: A Guide to Nature Writing" (2000). She lives in Northampton, MA.

ENVI 18 Sustainable Business Strategies CROSSLISTING: ECON 27
COURSE DESCRIPTION: This course explores case studies of "sustainable business strategies," as that concept continues to evolve. We will develop our own definition of "sustainability" that encompasses both financially success as well as long run impact on climate and the environment. Topics include:
· What are the criteria for sustainability? Does (only) renewable energy qualify?
· How does the concept of externalities relate to sustainability? Must all external costs and benefits be "internalized" in order for a business to be truly sustainable?
· Can sustainable business models coexist with traditional shareholder value maximization models? Evaluate the role of "B" companies allowing directors to take into account the interest of all stakeholders including workers, consumers, the society at large, and the environment.
· How does sustainability reconcile with the priority of economic growth, particularly in the developing world?
· What is the relationship to fair labor standards and environmental regulation?
· What is the proper role and purpose of governmental subsidies? When should subsidies sunset and leave industries to succeed (or fail) on their own?
Students will read two books: Encounters with the Archdruid and Breakthrough, plus a collection of 4-5 substantial articles.
We are likely to make two mandatory off-campus trips: a day with at least one sustainable company (Ecovative Design in Troy) and travel to NYC for an intensive day long seminar with professional investors in this sector.
Teams of 2-3 students will target a company of their choice and present a critical evaluation of that company's progress, challenges, and prospects for success both financially and in terms of their sustainability goals.
METHOD OF EVALUATION: Team presentations on target companies; active class participation.
PREREQUISITES: None, though some background in economics is very helpful
ENROLLMENT LIMIT: 24
METHOD OF SELECTION: By letter describing their interest.
COST: $90 (books and some travel meals)
MEETING TIME: afternoons
ADJUNCT INSTRUCTOR: Don Carlson
EMAIL: don.carlson@me.com

ADJUNCT BIO: Don Carlson is a serial entrepreneur, board member and investor in dozens of growth stage companies. Don has been a Williams faculty member (CES and chair of political economy, 1990-92); an executive at Goldman Sachs; a business leader at Axiom, CEB, and BIA; a trial lawyer at Williams & Connolly, and legislative director for Congressman Kennedy. He graduated from Williams as a poli ec major in 1983 and Harvard Law School in 1986. Don lives in Greenwich, CT, with his wife and three teenage children.

ENVI 19 "The Feather'd Hook": An Introduction to Streamside Entomology and Fly-Tying CROSSLISTING: ANTH 19
See under ANTH for full description

ENVI 20 Politics after the Apocalypse CROSSLISTING: PSCI 20
See under PSCI for full description

ENVI 25 A New Paradigm for Eleutheran Agriculture: Building a Sustainable Indigenous Food System
COURSE DESCRIPTION: The course is a hands-on group research and community development project in collaboration with two island organizations: One Eleuthera Foundation and the Cape Eleuthera Institute. The Cape Eleuthera Institute is a scientific research institution focused on marine biology and place based academic research. One Eleuthera is a non-governmental organization working to improve public health on the island. They raised funds to build, equip and staff emergency response centers, built the only women's health clinic on the island, and raise awareness about nutrition and fitness on an island where obesity and heart disease rates are significantly higher than they are in the US. One Eleuthera has recently turned their attention to creating a stronger island food system. Their goal is to improve food security and increase the supply of local healthy food by promoting organic farming, preserving the traditional farms for future food production, and focusing public attention on the benefits of fresh fruits and vegetables.
One Eleuthera's multi-pronged food system initiative also includes expanding the garden programs at the local high schools to train future farmers, purchasing land to create an incubator farm, building a canning plant, buying a mobile processing unit, establishing a seed bank, working with the existing farmers on transitioning to a less chemical intensive agriculture and connecting growers to buyers. This class will work as a team to conduct fieldwork to further these projects, focusing on connecting growers to buyers. Class work will include interviewing the established traditional farmers about their operations and discuss the possibility of converting their farm to sustainable agriculture, assessing demand for local produce by interviewing purchasers at stores, restaurants and hotels, as well as interviewing high school about their interest in farming and government officials and other stakeholders in the food system. Research on sustainable tropical farming methods, agricultural economics, and Bahamian politics and government will also be involved. The work will culminate in a presentation to the local organizations as well as a written report of findings and recommendations.
PREREQUISITES: Some environmental studies coursework recommended; not open to first-year students.
METHOD OF EVALUATION: Evaluation will be based on students' participation in the group research project, degree of commitment to project and to being part of a research team, effort and quality of work, professionalism in working with community partners, final report (each student will write a section), and final presentation (each student will present a section).
ENROLLMENT LIMIT: 10
METHOD OF SELECTION: Priority to environmental studies concentrators and majors and public health concentrators; priority to students with coursework in environmental studies/agriculture/food systems/public health or work experience in these fields; consideration of students who have had little or no opportunity to travel.
COST: student fees will be covered by the Class of 1963 Sustainability Fund.
INSTRUCTOR: Sarah Gardner

ENVI 26 Touring Black Religion in the "New" South CROSSLISTING: AFR 25/REL 26
See under AFR for full description

ENVI 31 Senior Research and Thesis
To be taken by students registered for Environmental Studies 493-494.

GEOSCIENCES

GEOS 10 Coastal Destruction: Were People Meant to Live Along the Coast?
COURSE DESCRIPTION: Can people live safely and permanently along the coast? The answer depends on who you ask, and where along the coast you are standing. Yet, regardless of the actual answer, people continue to flock to the coast even as the shoreline recedes and destructive storms and tsunamis occur with alarming regularity. The fact is there are underlying social, political and economic factors that draw people toward the coast, and thus amplify the destruction caused by natural processes and events. For example, the magnitude of destruction caused by a hurricane that blows across a deserted island is very different from that of a hurricane that hits New York City. Rising sea levels associated with climate change and rapidly growing coastal cities will only exacerbate the situation. During this class, students will first gain a basic understanding of the physical processes (e.g., coastal erosion) and events (e.g., storms, tsunamis) that dominate changes in and destruction to the coastal environment. Students will then delve into how the effects of these physical processes and events can be amplified (or mitigated) by social, political and economic realities, especially those that promote continued coastal development. By the end of this class students will have a greater appreciation for the complex processes that dominate the coastal-human environment, as well as how science can inform policy decisions.

Students can expect to meet in class for approximately 8 hours per week. Outside of class, students should expect to read a variety of different materials (e.g., book chapters, journal papers, newspaper articles) and research specific topics related to the class.
METHOD OF EVALUATION: Class participation, individual research outside of class, weekly memos, and either a final oral presentation or written paper
PREREQUISITES: None
ENROLLMENT LIMIT: 16
METHOD OF SELECTION: in case of over-enrollment, preference will be given based on a short statement of interest emailed to the professor and to ensure a wide range of academic backgrounds are represented
COST: $0
MEETING TIME: mornings
INSTRUCTOR: Alex Apotsos

GEOS 12 Landscape Photography CROSSLISTING: ENVI 12
COURSE DESCRIPTION: This class will broaden students' appreciation for the appearance and history of the landscape and teach the skills of making a successful photograph. Williamstown, situated in a valley between the Green and Taconic Mountains and bisected by the Green and Hoosic Rivers, is a place of great natural beauty. The local landscape is a subject that inspires both professional and amateur photographers alike. While Williamstown will be the subject of most of our work, we will use it to learn principles of universal application. Students will discover the importance of light in making a photograph. They will also learn camera skills and the mechanics of digital photography, which will be reviewed at biweekly class meetings. In addition to photographing and critiquing images, the class will visit collections at the Clark Art Institute and WCMA to see original work and examine and discuss books on reserve at Sawyer Library. An overview of the history of landscape photography will be provided with an emphasis on American workers such as Carlton Watkins, Eadweard Muybridge, Alfred Stieglitz, Eliot Porter and Ansel Adams. We will also demonstrate examples of different cameras such as a large format. Students will produce a body of successful photographs that will be projected at the Winter Study presentation day and on display at http://drm.williams.edu/projects/, http://nicholaswhitmanphoto.com/winterstudy2014/.
Students will submit short written explanations with each of their photographic assignments.
METHOD OF EVALUATION: Evaluation will be based on attendance, the student's photography, and their presentation.
PREREQUISITES: Prerequisites: students will need a digital single lens reflex camera (DSLR) or a new generation electronic viewfinder (DSL) camera such as those by Sony or Olympus. See http://digital-photography-school.com/blog/how-to-buy-a-dslr-camera/. Also a laptop pc, with Adobe Lightroom 5 and a 1T external hard drive.
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: Preference given to first-year students and sophomores.
COST: $100-
MEETING TIME: mornings
ADJUNCT INSTRUCTOR: Nicholas Whitman
EMAIL: nwhitman@roadrunner.com

ADJUNCT BIO: : Nicholas Whitman is a professional photographer and the former Curator of Photography at the New Bedford Whaling Museum. A 1977 graduate of the Rochester Institute of Technology, he has honed his craft to make landscape photographs of power and depth. See more at www.nwphoto.com.

GEOS 31 Senior Thesis
To be taken by students registered for Geology 493-494.

GERMAN

GERM S.P. Sustaining Program for German 101-102
Something new and different for students enrolled in German 101-102. Practice in the use of German for everyday purposes; creation and performance of short dramatic sketches through group collaboration; games; songs; storytelling; reading. No homework.
Requirements: active participation and regular attendance earn a "Pass" grade.
Prerequisites: German 101 or equivalent. Limited to German 101-102 students.
Cost: approximately $5 for photocopied materials.
Meeting time: mornings, three times a week 9-9:50 a.m.

GERM 14 The Life and Death of a Vanished Nation: East Germany, 1949-1990 CROSSLISTING: HIST 14
See under HIST for full description

GERM 30 Honors Project
To be taken by honors candidates following other than the normal thesis route.

GERM 31 Senior Thesis
To be taken by students registered for German 493-494.

HISTORY

HIST 11 Alexander the Great CROSSLISTING: CLAS 11
See under CLAS for full description

HIST 12 Black Radical Film CROSSLISTING: AFR 10
See under AFR for full description

HIST 14 The Life and Death of a Vanished Nation: East Germany, 1949-1990 CROSSLISTING: GERM 14
COURSE DESCRIPTION: In 1989, in the wake of the rapid crumbling of their power in the face of massive popular resistance, the authorities in the German Democratic Republic (Deutsche Demokratische Republik, or DDR) opened the Berlin Wall. Within a year the wall had been torn down and the East German state voted itself out of existence, absorbed wholly into the belly of its larger and more powerful neighbor to the West. Suddenly, the nation born of the promise to create a genuine people's democracy and claiming the moral high ground as an anti-Fascist state had vanished, its political culture and social institutions suddenly erased. What were the promises of the regime and what happened to those promises? What were the contradictions in East German society and why and where did resistance slowly build to the point where the entire edifice came crashing down? This course will briefly chart the short history of the DDR, from the founding of the Socialist Unity Party in the Soviet occupation zone of a defeated Germany at the end of the Second World War to the total collapse of the regime in 1989/90. The course will explore key moments in the political history of the DDR, including the uprisings of 1953 and the building of the Berlin Wall in 1961. It will also focus on the social and cultural practices of East German society, exploring the nature of everyday life under the Communist regime. The course will meet three times per week for the four weeks of Winter Study and part of the evidence for our discussions will come from the viewing and analysis of seven films, the majority of which were made in the DDR during its short existence. A textual history of the DDR will also be accompanied by a packet of additional reading materials that will be discussed in class.
METHOD OF EVALUATION: Final ten-page paper
PREREQUISITES: none
ENROLLMENT LIMIT: 20
METHOD OF SELECTION: Preference given to History and German majors
COST: $75
MEETING TIME: mornings
INSTRUCTOR: Chris Waters

HIST 15 Spice Routes: The History and Practice of Indian Food CROSSLISTING: ASST 15
COURSE DESCRIPTION: This course aims to introduce students to the history of Indian food alongside its practice: preparing and cooking select dishes that emerged through the historical encounters they will read about. The course will focus on three key historical frameworks: the Mughal Empire, India and the Indian Ocean world, and India's colonial links with Britain. We will think about notions of power, culture and identity, and the way in which such forces shaped the most basic of activities, preparing and consuming food. Readings will include books, articles, cookbooks and historical primary sources. The dishes students will learn to cook will give them a different window onto the global spice trade, multiple forms of empire, religion and caste, gender, and other issues raised by the readings and crucial to the understanding of Indian history as a whole.
METHOD OF EVALUATION: 3-4 page weekly papers and short final presentation
PREREQUISITES: None
ENROLLMENT LIMIT: 10
METHOD OF SELECTION: Students will be selected on the basis of a short paragraph on their favorite Indian dish and why it is their favorite. Email the paragraph as a word document or pdf to Professor Kapadia (ak16@williams.edu)
COST: approximately $75. This includes groceries required for the cooking during the course, books and course packet. Any purchases made at the Indian grocery store, other than what is required for the course, including snacks/meals eaten at the restaurant (which is in the Indian grocery store), will have to be paid for by the students themselves.
MEETING TIME: mornings; two 3-hour morning classes, divided between discussions of readings and practical cooking sessions ending with lunch (that we cooked in class) and cleaning up. We will also make one trip to the Indian grocery store in Albany at the beginning of the course (most likely on January 8).
INSTRUCTOR: Aparna Kapadia and Aruna D'Souza

NOTE: We will be cooking both vegetarian and non---vegetarian dishes. However, it will not be possible to accommodate strict dietary restrictions. Contact instructors before signing up if you have concerns about this.

ADJUNCT BIO: Aruna D'Souza is a writer who focuses primarily on issues of food, colonialism, and diasporic experience. She writes a blog, Kitchen Flânerie, and is completing a book manuscript of the same name. She has also published widely on the subject of modern and contemporary art, feminism, and globalization.

HIST 16 American Wars: Directed Independent Reading and Research
COURSE DESCRIPTION: An independent reading and research course on American wars from colonial times to the present. All participants will share a few common readings, but there will be no formal classes. Instead, each participant will meet individually with the instructor to develop a unique reading list on a topic of their choice. Once their topic is decided, they will spend the rest of the Winter Study researching and writing a substantial paper (at least 25 pages) on their topic.78
METHOD OF EVALUATION: Requirements: a research paper of at least 25 pages in length.
PREREQUISITES: No prerequisites except interest in American military history.

ENROLLMENT LIMIT: 20
METHOD OF SELECTION: Preference will be given to History majors and those students who have demonstrated an interest in the history of warfare.
COST: $40
MEETING TIME: other
EXPLANATION OF MEETING TIME: Individual meetings; no formal classes
INSTRUCTOR: James Wood

HIST 17 Russia, Ukraine, Crimea CROSSLISTING: LEAD 17
COURSE DESCRIPTION: Responding to the "Maidan Revolution" in Ukraine, in March 2014 the Russian Federation annexed the Crimean peninsula, an action condemned as illegal by the new Ukrainian government and most of the international community but hailed by most of the Russian population. Ukrainian and Western critics denounced Russian President Vladimir Putin for acting aggressively and irrationally and claimed that he sought to resurrect the former Soviet Union or Russian Empire, while Putin's Russian supporters praised him for righting what they considered "an historic wrong" and for returning Crimea to its Russian homeland and Russia to its rightful place in the world. While Putin was vilified by much of the international press, his popularity in Russia soared. In eastern Ukraine, encouraged by the Crimean example shadowy groups of Russian nationalist Ukrainians and "volunteers" from Russia seized control of several cities and, by means of force and questionable referenda, asserted regional independence, hoping to provoke Russian annexation but instead inciting violent civil unrest. Though sparked and shaped mainly by events in Ukraine between the winter of 2013 and the early summer of 2014, this still on-going international tension and turmoil in Ukraine also have roots in the past, reflecting both the complicated history of Ukrainian national identity and statehood and Russia's imperial heritage. This course will explore how the past and historical memory shape the present and how knowledge of the past can help us understand the present by examining the current conflict within Ukraine and between Ukraine and Russia, particularly with regard to Crimea. Hence the first two weeks of the course will be devoted to a consideration of such historical questions as the development of Ukrainian culture, national identity, and statehood, the experiences of Ukrainians and Crimean Tatars within the Russian Empire and its Soviet successor, and the nature of Russian and Soviet imperialism and colonialism and their impact on Russian national identity and "territorialism." The final week will focus on recent events and how they might be understood from an historical perspective.
METHOD OF EVALUATION: Final 10-page paper
PREREQUISITES: None
ENROLLMENT LIMIT: 20
METHOD OF SELECTION: Preference to students with some background in European/Russian history/Studies, International Studies, and/or Political Science
COST: $75
MEETING TIME: afternoons
INSTRUCTOR: William Wagner

HIST 18 Chasin' the Blues: A Journey through American Music CROSSLISTING: AMST 18
COURSE DESCRIPTION: Before Eric Clapton and Janis Joplin, there was Rev. Gary Davis and Memphis Minnie. This course will examine the lives and times of the early American blues musicians who recorded in the late Twenties and Thirties, and then "rediscovered" in the Sixties. We will explore this genre of American music through its connections to African music, its development in the American rural south, and its later transformation into the urban blues of the 1940s-1960s. We will trace this journey through readings, audio recordings, and video footage. In addition to regular class attendance, students will be required to write a 10-page research paper and offer their findings in an oral presentation to the class.
METHOD OF EVALUATION: 10-page research paper and an oral presentation
PREREQUISITES: none
ENROLLMENT LIMIT: 20
METHOD OF SELECTION: demonstrated interest in the subject by contacting the professor
COST: $25.00
MEETING TIME: mornings
INSTRUCTOR: Scott Wong

HIST 19 Hidden Treasures and the Amber Room: Impressionist Art Held Hostage CROSSLISTING: ARTH 18/ASTR 19
See under ASTR for full description

HIST 30: Workshop in Independent Research
COURSE DESCRIPTION: This course is intended for both junior History majors and sophomores intending on majoring in history who think they might like to do a senior thesis, but who would like to gain more experience in independent research. Students who are interested in exploring a possible topic for a senior thesis are especially encouraged to sign up. This workshop will help familiarize students with methods for doing historical research, including how historians define good research questions; become familiar with the historiography; strategize doing primary research; and identify their sources. Students will also be introduced to doing archival work. Students will pursue their own research on any topic of their own choosing for a 10-page final paper, and we'll use a workshop format to discuss the research and writing of that paper.
METHOD OF EVALUATION: Class participation and final paper
PREREQUISITES: None
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: Interest in course subject
COST: $200 (gas + lunch money for one field trip to an archive nearby)
MEETING TIME: Tuesdays and Thurdays
INSTRUCTOR: Karen Merrill

HIST 31 Senior Thesis
To be taken by all senior honors students who are registered for HIST 493 (Fall) and HIST 494 (Spring), HIST 31 allows thesis writers to complete their research and prepare a draft chapter, due at the end of WSP.
SINIAWER

INTERNATIONAL STUDIES

INST 30 Senior Honors Project
To be taken by candidates for honors in International Studies.

JEWISH STUDIES

JWST 22 Twenty-First Century Jewish American Fiction CROSSLISTING: ENGL 22/REL 22
See under REL for full description

JWST 31 Senior Thesis
To be taken by students registered for JWST 493 or 494.

JUSTICE AND LAW

JLST 13 United States Environmental Law: Its Historic Past, Its Uncertain Future CROSSLISTING: ENVI 13
Taught from the perspective of an experienced trial attorney, this course will examine the role environmental law plays in the United States today in light of how that role has developed during the nearly fifty years since the modern era of environmental law began. We will also consider the reasons why the law's early application in the first half of the 20th century almost exclusively to the conservation and preservation of natural resources took on in the second half a markedly different approach, one emphasizing pollution control and all but ignoring resource conservation.
The course will begin by tracing the development of an American consciousness towards the environment through an examination of our law and our literature, using over fifty slides of paintings and sculptures to help tell the story. We will examine the historical and legal choices we as Americans have made which have put our environment on trial. Our journey begins with the Puritans of New England and the planters of Virginia and their predecessors in the New World and then moves swiftly to the beginning of the modern era in environmental law and to its now uncertain future.
METHOD OF EVALUATION: ?
PREREQUISITES: None
ENROLLMENT LIMIT: ?
METHOD OF SELECTION: ?
COST: $0
ADJUNCT INSTRUCTOR: Philip McKnight

Philip R. McKnight '65 is a trial and appellate attorney. At Williams he completed the honors program for both American History and Literature and European History. He earned his law degree from The University of Chicago Law School and then practiced in the state and federal courts of New York and Connecticut, as well as in Europe.

JLST 14 Mock Trial
COURSE DESCRIPTION: This course was offered in 2012 and 2013 and provides students an opportunity to learn how a trial lawyer goes about preparing and trying a case. The instructors have secured course materials from the American Mock Trial Association, and this year's case likely will be a defamation case brought by a political candidate against a reporter. Two teams will be formed and the individual teams will work together to present two trials, one as plaintiff and one as defendant. The students will play the roles as both witnesses and attorneys to present the case. The initial lecture is called "Anatomy of a Trial," and introduces the students to the basic elements of a civil trial, including selection of witnesses, creation of an overall theme, use of evidence, direct and cross examination and trial tactics. Subsequent classes will involve the teams working with the lecturers to select effective trial witnesses from a pool of potential witnesses and to prepare opening statements, direct and cross examinations, and closing arguments. The final two days will be devoted to the trial of the case, with the teams switching sides on the second day. In the past, we have been able to secure local attorneys to play the role of judge and local residents to serve as jurors.
METHOD OF EVALUATION: Two trials are presented in the last two days, one as plaintiff and one as defendant so students have to learn both sides of the case. Students will be evaluated on their work preparing and presenting the case.
PREREQUISITES: None
ENROLLMENT LIMIT: Hope for 12 minimum and 24 maximum, 8 minimum
METHOD OF SELECTION: has never happened
COST: costs for duplication of materials is minimal
MEETING TIME: Mondays and Tuesdays -- 12:00 to 4:00 on Mondays and 10:00 to 2:00 on Tuesdays
ADJUNCT INSTRUCTOR: David Olson '71 and Gene Bauer '71

ADJUNCT BIO: Dave Olson and Gene Bauer, both Williams '71, are attorneys with many years experience as civil trial attorneys working for law firms and corporations to conduct trials and supervise major pieces of civil litigation. They have taught this same course, using different cases, on two prior occasions, 2012 and 2013.

LATINA/O STUDIES

LATS 31 Latina/o Honors Thesis Seminar
Students must register for this course to complete an honors project begun in the fall or begin one to be finished in the spring.
Prerequisite: approval of program chair.
Enrollment limited to senior honors candidates.

LEADERSHIP STUDIES

LEAD 10 Institutional Leadership and Social Responsibility
COURSE DESCRIPTION: This course will examine a wide variety of issues related to leadership and responsibility in both public- and private- sector settings. We will explore these issues through the experiences of men and women who have held leadership roles in these contexts. The majority of class sessions will be led by guest speakers, most, though not all, of whom are distinguished alumni of the college. Students will be expected to take an active role in introducing and helping to lead discussions involving the guest speakers.
METHOD OF EVALUATION: attendance, preparation, participation in class discussion, a final 10-page paper
PREREQUISITES: None
ENROLLMENT LIMIT: 18
METHOD OF SELECTION:
COST: $0
MEETING TIME: mornings
ADJUNCT INSTRUCTOR: Earl Dudley and Peter Berek

ADJUNCT BIO: Earl Dudley-Professor of Law, University of Virginia School of Law, 1989-2008; Private law practice, Washington, DC 1968-1975, 1977-1989; General Counsel, Judiciary Committee, U.S. House of Representatives 1975-1977. Peter Berek-Professor of English, Williams College, 1967-1990; Dean of the College, Williams, 1975-78; Special Assistant to the President, Williams 1987-90; Dean of Faculty and Provost, Mt. Holyoke College, 1990-1998 (interim president, fall 1995); Professor of English, Mt. Holyoke, 1990-2011; Visiting Professor of English, Amherst College, 2009-present.

LEAD 17 Russia, Ukraine, Crimea CROSSLISTING: HIST 17
See under HIST for full description

LEAD 18 Wilderness Trip Leadership & Leadership in Wilderness Emergency Care
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 14 days in length. The Director of the Williams Outing Club will assist students in their search if necessary. Upon choosing a program and being accepted, students will meet with the Director in a pre-program meeting in December to create a framework for observing group dynamics and studying a variety of leadership styles. A required 10-page paper based on their journals will be required immediately after their return to campus for the start of third quarter. There will also be a follow up class to debrief the experience in the first week of February. All programs must meet with the approval of the Outing Club Director. In addition to off-campus opportunities, there will be a Wilderness First Responder Emergency Care course that will take place on campus which is open to all class years. Contact Scott Lewis for details.
Requirements: course approval by WOC Director, daily journal writing with focus on leadership and group dynamics, 10-page paper and 2 class meetings pre and post trip. Student assessment will be based on ten page paper and class discussions.
No prerequisites. Off-campus opportunities are not open to first-year students. Interested students must consult with WOC Director before registration.
Enrollment limit: 20.
Cost to student will vary depending on the program selected-range is generally from $1,500-3,000.
ADJUNCT INSTRUCTOR: SCOTT LEWIS, Director of the Outing Club
Sponsor: MELLOW

LEAD 20 Student Leadership Development CROSSLIST: SPEC 20
See under SPEC for full description

MARITIME STUDIES

MATHEMATICS AND STATISTICS

MATHEMATICS

MATH 10 Pilates: Physiology and Wellness
COURSE DESCRIPTION: General Description: During the first half of the twentieth century, Joseph Pilates developed a series of exercises he called Contrology designed to strengthen core muscles and improve overall health. Now known as Pilates, these exercises are meant to increase flexibility, strength, endurance, and spinal health. In this course, we will study the physiology and origins of the Pilates exercises as well as how Pilates can be incorporated into an overall wellness plan. Class time will include both Pilates routines, discussion, and guest lecture. There will be weekly quizzes, readings, and a final project. We will meet 3 mornings per week.
METHOD OF EVALUATION: class participation, quizzes, and final project
PREREQUISITES: None.
ENROLLMENT LIMIT: 10
METHOD OF SELECTION: Selection will be based on student responses to a course survey.
COST: 125 for books and equipment
MEETING TIME: mornings
INSTRUCTOR: Allison Pacelli

MATH 11 History of Deaf Culture in America
COURSE DESCRIPTION: 1817 was a critical point in American deaf history: the American School for the Deaf (ASD) opened. Prior to this event, deaf individuals developed ways of communicating through various forms of sign language but a common nationwide language was absent. However, this changed after Thomas Hopkins Gallaudet spent time in France learning the manual method of teaching deaf students (i.e. through sign language). Upon returning to the United States Gallaudet helped open the ASD, which implemented manualism. These methods were introduced into other schools and ultimately led to the development of what is now known as American Sign Language (ASL). In this course, we will learn about the history of deaf culture beginning with the work of Gallaudet and continuing through today. We will discuss controversies surrounding the introduction of manualism and the push by some individuals to use oralism instead (i.e. teaching through spoken language). Further, we will learn about modern deaf culture. For example, we will examine life as a deaf person in a hearing family and vice versa, cochlear implants, and the evolution of society's perception of the deaf community.
METHOD OF EVALUATION: Evaluation will be based on attendance and class participation. There will also be a final 10-page paper or final project and in-class presentation.
PREREQUISITES: none
ENROLLMENT LIMIT: 30
METHOD OF SELECTION: Preference will be given to students with expressed interest in deaf culture based on a short description of why they are taking the course.
COST: approximately $60
MEETING TIME: mornings
INSTRUCTOR: Julie Blackwood

MATH 12 The Mathematics of LEGO Bricks
COURSE DESCRIPTION: Since their introduction in 1949, LEGO bricks have challenged and entertained millions. In this course we'll explore some of the connections between LEGO bricks, mathematics and popular culture. Topics include the following:

Given a collection of LEGO bricks, how many different structures may be built using only the standard snapping? The analysis requires us to develop some of the theory of combinatorics, and deal with the issue of two configurations that look different but are the same after standard moves (such as rotation, flipping about a line, and so on). We will use this problem as a springboard to study related issues in mathematics, especially in game theory.

Given a collection of LEGO bricks, how can you build desired objects? This ranges from building miniature replicas to functional items (which can now be done through 'special' pieces).

The business model of the LEGO Group has changed greatly since the '40s and '50s. While they still hold their products to the highest standard, the generic themes (such as city and space) are now greatly supplemented by various alliances (Superheros, Star Wars, Harry Potter, Lord of The Rings, ...). We will examine some business cases involving LEGO in order to get a sense of how companies determine priorities, including a discussion of the recent LEGO Friends line and gender issues.

One of the greatest computational advances is the ability to parallelize certain computations. Some programs must be run in order, where Step N cannot be done until Step N-1 is completed. Other problems, however, are such that multiple steps can be done simultaneously; examples include GIMPS (the Great Internet Mersenne Prime Search), SETI, mapping the human genome, factorizing numbers, and checking the Riemann Hypothesis. We will discuss the general theory of such computations and its effect on attacking important problems. We will implement our skills by parallelizing the building of the LEGO Star Wars Superstar Destroyer; as it is 3152 pieces, we see the need of having a good, efficient strategy if we are to complete it during the course! We tried to do it in under 10 minutes last year and just failed at 10:21; save me from doing this course three years in a row!

Last year's homepage here: http://web.williams.edu/Mathematics/sjmiller/public_html/legos/
METHOD FOR EVALUATION: Evaluation will be based on class participation, the completion of problem sets involving the mathematical concepts, a final report on one of the topics, and adherence to 'Leg Godt'.
PREREQUISITES: None.
ENROLLMENT LIMIT: 100
METHOD OF SELECTION: Preference will be determined if needed by an application essay, interview and/or meeting.

COST: $25.00
MEETING TIME:
EXPLANATION OF MEETING TIME: TBD
INSTRUCTOR: Steven Miller

MATH 13 Calculus Preparation
COURSE DESCRIPTION: Taking Calculus in the Spring? Want to beef up you math skills? This course will help students prepare for a Spring Semester Calculus course by reviewing algebra, pre-calculus, and introductory calculus material, and covering topics that may be missing from a student's background.
Students will meet with the instructor to discuss their background and plan a course of study. Coursework will be done independently and working in small groups with the instructor.
METHOD OF EVALUATION: Evaluation will be based on participation and homework.
PREREQUISITES: None. Have to be enrolled in calculus in the spring
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: Preference will be given to QS students and those going into Math 130 or Math 140
COST: $25.00
MEETING TIME: mornings
ADJUNCT INSTRUCTOR: Lori Pedersen

ADJUNCT BIO: Lori Pedersen has taught many regular semester courses at Williams including precalculus, calculus and discrete mathematics.

MATH 14 Introductory Photography: People and Places CROSSLISTING: SPEC 10
COURSE DESCRIPTION: This is an introductory course in photography, both on color and black & white photography and using the digital camera. The main themes will be portraiture and the landscape. No previous knowledge is assumed, but students are expected to have access to a 35 mm (or equivalent) digital camera, with manual override or aperture priority. The topics covered will include composition, exposure, camera use, direction and properties of light, and digital imaging. Students will develop their eye through the study of the work of well-known photographers and the critical analysis of their own work. We will discuss the work of contemporary photographers such as Mary Ellen Mark, Joel Meyerowitz, Constantine Manos, and Eugene Richards. Students will be expected to spend a considerable amount of time practicing their own photography outside of class. There will be one required local half-day field trip. Students will also be introduced to Photoshop and Lightroom, and will work on their own images with these programs.
METHOD OF EVALUATION: Evaluation will be based on class participation, an in-class quiz and a final project.
PREREQUISITES: None
ENROLLMENT LIMIT: 12
METHOD OF SELECTION: Email questionnaire
COST: $60.00
MEETING TIME: mornings
INSTRUCTOR: Cesar Silva

MATH 16 The National Parks: America's Best Idea
COURSE DESCRIPTION: Inspired by Ken Burns' documentary which gave the title of this course, we will talk about the history, development, geography, ecology, environmental issues, as well as other challenges faced by the US National Parks. We will go in order and talk about each of the 59 National Parks and select a few to discuss in detail. Each student will choose one National Park and will become the "local expert" in that park. The students will be asked to prepare a Final Project on a National Park of their choice and give an in-class presentation.
METHOD OF EVALUATION: Evaluation will be based on attendance and class participation. There will also be a 10-page Final Project and an in-class presentation.
PREREQUISITES: None
ENROLLMENT LIMIT: 20
METHOD OF SELECTION: Preference will be given to students with expressed interest in the course based on a short description of why they want to be in the class.
COST: 25
MEETING TIME: mornings
INSTRUCTOR: Mihai Stoiciu

MATH 17 The History, Geography and Economics of the Wines of France
COURSE DESCRIPTION: The history of wine making in France is long, dating back to the Greeks and later the Romans. Of course, geography and climate play an essential and important role in grape growing The first areas to be planted were the areas around present day Marseille, (Massalia in Ancient Greece) in Provence, and the areas just north farther up the Rhône river valley. We will briefly survey the history of wine in France from the Romans through the middle ages, the influence of monasteries on wine production, the impact of the French revolution and the evolution of the modern classification system in the 19th century, which is still in place today. We will look at temperature data and study the relationship between temperature change and quality. We will discuss the impact of wine \"scorers\" such as Robert Parker as his influence on the economics of the French wine market. Finally, we will discuss the role of wine in French cuisine and the importance of wine to French culture.
We will read about the history of wine production, study the geography of France and perform various statistical analyses relating to quality, temperature and production. In particular we will study the relationship between price and quality. We will sample wines during much of the course, so students will need to be of legal age to take part in the course.
[1] Climate, hydrology, land use, and environmental degradation in the lower Rhone Valley during the Roman period, SE Van der Leeuw - Comptes Rendu, Geosciences, 2005, Elsevier [2] The red and the white : a history of wine in France and Italy in the nineteenth century / by Leo A. Loubère ; drawings by Mark Blanton and Philip Loubère Albany : State University of New York Press, 1978 [3] Climate Change and Global Wine Quality, Jones, G. V. White, M. A. Cooper, O. R. Storchmann, K.,Climatic Change, 2005, VOL 73; NUMBER 3, pages 319-343.
[4] Wine Growers'Syndicalism in the Languedoc: Continuity and Change, Jean Phillpe Martin, Sociologia Ruralis, 36,3,1996.
[5] The Table Comes First: Family, France, and the Meaning of Food, Adam Gopnik, Knopf, 2011 (Possible required book).
[6] Wine and War: The French, the Nazis, and the Battle for France\'s Greatest Treasure, D. Kladstrup and P. Kaldstrup , Broadway Books, 2002.
METHOD OF EVALUATION: There will be several short papers on various topics that we discuss as well as an individual research topic paper of 10-15 pages that will be due and presented at the end of the course.
PREREQUISITES: None, but students must be 21 years of age at the time of the course.
ENROLLMENT LIMIT: 12
METHOD OF SELECTION: By short essay
COST PER STUDENT: $150.00 for wines
MEETING TIME: afternoons, Monday and Wednesday, 2 - 5 pm
INSTRUCTOR:: Richard De Veaux

MATH 19 Design School CROSSLISTING: ARTS 19
Stanford has a world-renowned school of design, a synthesis between classical academics, silicon valley technology, and a startup culture. Our class brings this approach to the purple mountains, using design thinking in order to tackle big-scale projects at Williams, such as dorm-room and class-room space reallocation, online database interfaces, the future of collegiate athletics, the role of physical versus online learning, or any other ventures the class find exciting. After a week of learning to quickly prototype models and fostering teamwork between diverse disciplines, the majority of the course will focus on collaborative attempts in sketching, creating, and presenting visual thinking solutions to these big problems. And in this spirit, the course is jointly taught by mathematics and WCMA, bringing together art, design, space, and theory.
METHOD OF EVALUATION: Primarily on attendance and participation, including a final project that consists of written materials about the process, a design video, and a physical prototype.
PREREQUISITES: None
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: Priority for those with experience in or intense curiosity for visual design, or those who are involved in large-scale projects at Williams.
COST: about $40 for books
MEETING TIME: mornings
INSTRUCTOR: Satyan Devadoss (Mathematics) and ADJUNCT INSTRUCTOR: Tina Olsen (Director of WCMA)

MATH 20 Humor Writing CROSSLISTING: ENGL 20
COURSE DESCRIPTION: What is humor? The dichotomy inherent in the pursuit of comedic intent while confronting the transient nature of adversity can ratchet up the devolving psyche's penchant for explication to a catastrophic threshold, thwarting the existential impulse and pushing the natural proclivity for causative norms beyond the possibility of pre-situational adaptation. Do you know what that means? If so, this is not the course for you. No, we will write funny stuff, day in and day out. Or at the very least, we will think it's funny. Stories, essays, plays, fiction, nonfiction, we'll try a little of each. And we'll read some humor, too.
Is laughter the body's attempt to eject excess phlegm? Why did Plato write dialogues instead of monologues? Who backed into my car in the Bronfman parking lot on the afternoon of March 2, 2014? These are just a few of the questions we will not explore in this course. No, we won't have time because we will be busy writing. (But if you know the answer to the third question, there's a $10 reward.)
Plan to meet 6 hours a week, and to spend at least 20 hours a week on the course. No slackers need apply. Produce or become produce. Everyone will submit at least one piece for publication.
METHOD OF EVALUATION: Completion of writing assignments, which will include at least 20 pages of writing.
PREREQUISITES: Sense of humor(broadly interpreted.)
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: They will submit writing to the instructor for evaluation.
COST: $40
MEETING TIME: mornings
INSTRUCTOR: Colin Adams

MATH 30 Senior Project
To be taken by candidates for honors in Mathematics other than by thesis route.

MATH 31 Senior Thesis
To be taken by students registered for Mathematics 493-494.

STATISTICS

STAT 10 Data Visualization
COURSE DESCRIPTION: Through modern technology, our world is becoming increasingly quantifiable, and it is now easier than ever to collect accurate and timely data from sources of myriad variety. Data visualization provides one means to detect patterns and structure in "big data" which can translate into accessible information to further scientific knowledge and improve decision

making.
In this course, we will study techniques for creating effective visualizations based on principles from graphic design, visual art, perceptual psychology, and neuroscience. The class will meet about 8 hours a week for lecture and discussion. In addition to participating in class discussions, students will be expected to keep a daily journal, complete short programming and data analysis exercises as well as a final data visualization project. Students will be expected to write up their process and present their final visualization to the class.
There are no prerequisites for the class; however, basic knowledge of statistics and an eagerness to learn some computer programming will be useful.
METHOD OF EVALUATION: Active participation, programming exercises, journals, and a final project and presentation.
PREREQUISITES: None
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: Preference will be given to students writing to the instructor with a short paragraph about why they want to be in this class.
COST: 60
MEETING TIME: afternoons
INSTRUCTOR: Brianna Heggeseth

STAT 30 Senior Project
To be taken by candidates for honors in Statistics other than by thesis route.

STAT 31 Senior Thesis
To be taken by students registered for Statistics 493-494.

MUSIC

MUS 10 Chamber Orchestra of Williams (COW)
COURSE DESCRIPTION: The Chamber Orchestra of Williams will be a dual purpose ensemble. COW will offer an opportunity for students interested in conducting to work in front of a live orchestra. The students will learn to address the many issues involved in the craft of conducting; ensemble, intonation, balance, rhythm, tempo, beat patterns, etc. A primary focus will be the development of leadership skills associated with directing an orchestra. In addition to working with student conductors the orchestra will perform as a chamber group without a conductor. Under my guidance every student in the orchestra will have an opportunity during rehearsals to comment on, and make suggestions about rehearsal issues. Discussions about how to fix problems involves careful diplomacy, as the fixes often involve small groups or individuals. I will work with the conductors and oversee the process of the conductorless orchestra. COW will rehearse 6 hours per week with me. I'll meet with the conductors separately 3 to 6 hours each week. Additional rehearsals can be scheduled by the members of the orchestra. Students will be required to practice their parts before scheduled rehearsals. A final performance will be take place at the end of Winter Study.
METHOD OF EVALUATION: The students will be expected to practice their parts in order to be prepared for every rehearsal.
PREREQUISITES: Clearly a student must be able to read music and play an orchestral instrument. Pianists and singers would be eligible to conduct.
ENROLLMENT LIMIT: 30
METHOD OF SELECTION: by audition, or if there is a need for a specific instrument to fill out the orchestra
COST: $0
MEETING TIME: afternoons
INSTRUCTOR: Ronald Feldman

MUS 11 Hildegard of Bingen: Medieval Mysticism and Music CROSSLISTING: REL 11
COURSE DESCRIPTION: The 12th-century German abbess Hildegard of Bingen was one of the most remarkable people of her age. She was a mystical theologian and reformer, poet, composer, dramatist, artist, and author of treatises on natural science and medicine; she corresponded with royalty and popes as well as monastics and laity. Yet she lived most her long life in a remote cloister on the banks of the river Rhine, and was virtually lost to history until her recent rediscovery 900 years after her birth. This discussion course draws on recent recordings, films, and scholarship to explore the life and times of this extraordinary woman, using her music as the window into her spirituality, her thought, and her world. If possible, we will take a field trip to visit the Abbey of Regina Laudis in Bethlehem, CT.
METHOD OF EVALUATION: Evaluation will be based on class participation, two short class presentations, and a final project with presentation. Students who wish to incorporate musical performance or other artistic aspects into their presentations and final project are encouraged to do so. Attendance is mandatory.
PREREQUISITES: No prerequisites. An ability to read music is not required.
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: Preference given to freshmen and sophomores, and to students with a demonstrated interest in music, religion, medieval history, or medieval art.
COST: no more than $100
MEETING TIME: mornings
INSTRUCTOR: M. Jennifer Bloxam

MUS 12 Performing the Ramayana
COURSE DESCRIPTION: The Hindu epic, the Ramayana, has captivated the interest and imagination of both religious and secular audiences; the story has served as the inspiration for artists in every imaginable discipline. This course has two major parts: in the first we will survey a range of genres and works that tell or interpret the Ramayana in some way. We will explore interpretations of the story and its characters through imagery and iconography, written material, movies and performance art. In the process, students will be introduced to a number of art forms, and religious and cultural practices, from throughout the Hindu world. Sources range from classical concert pieces to comic books, tourist shows to heavy metal concerts. In the second part of the course, students will create their own performed interpretation of a selected segment of the Ramayana, to be completed by individuals and/or small groups. The course will culminate in a retelling of selections of the Ramayana through the students' original works.
METHOD OF EVALUATION: In addition to regular attendance and completing a final performance piece, students will be expected to keep a journal and contribute discussion points to class meetings.
PREREQUISITES: None
ENROLLMENT LIMIT: 20
METHOD OF SELECTION: Preference to Seniors
COST: $50
MEETING TIME: mornings
INSTRUCTOR: Corinna Campbell

MUS 13 Introduction to Klezmer Music
COURSE DESCRIPTION: This course provides an introduction to Klezmer music. Students will focus on different types of Klezmer tunes, including Bulgars, Hurras, Doinas, Shers and Chosidls. Sephardic tunes and Yiddish Theater tunes from the United States will also be studied. The various melodic and harmonic modes of Klezmer music will be studied, including Major, Minor, Ahava Raba, Misheberakh and Adonai Molokh. Emphasis will be placed on learning to phrase in the Klezmer style, the functions of the different instruments in a Klezmer group, harmonic phrase structure, melodic and rhythmic interpretation, and the role of embellishment and improvisation in Klezmer music. Coachings and performance critiques will provide feedback on student work.
In addition, the course material will include discussion of the history and development of Klezmer music, both in Europa and the United States. Reading assignments will be given from books such as The Essential Klezmer by Seth Rogovoy, Discovering Jewish Music by Marsha Bryan Edelman, The Compleat Klezmer by Henry Sapoznik and Stempenyu by Sholom Aleichem. The film "A Tickle in the Heart," about the Epstein brothers and their role in Klezmer music in the United States will be shown and discussed during one of the classes. If feasible, a field trip to the National Yiddish Book Center at Hampshire College will be planned.
The class will meet twice a week for three hour sessions. Outside of class, it is expected that the students will practice and rehearse the music individually and with the group, and complete the assigned reading.
METHOD OF EVALUATION: Evaluation based on participation in the musical coachings and class discussions about the the assigned materials. On the last day of class there will be a performance by the student klezmer group and individual oral presentations on a klezmer music topic relating to the readings and/or the music studied. The performance and oral presentations will be evaluated. Attendance and class participation will also be taken into account.
PREREQUISITES: facility on a musical instrument
ENROLLMENT LIMIT: 8
METHOD OF SELECTION: Audition on the instrument of the student's choice
COST: $0. Students must supply their own musical instruments, except for piano and drum set.
MEETING TIME: afternoons
ADJUNCT INSTRUCTOR: Paul Green
SPONSOR: W. Anthony Sheppard

ADJUNCT BIO: Paul Green, a professional clarinetist in the Berkshires, has a B.A in Theory and Composition of Music from Yale College, an M.S. in Performance from the Juilliard School and an M.M. in Jazz Performance from Florida International University. He has taught music at a variety of Institutions, including the Lynn University Conservatory of Music, Florida International University, Florida Atlantic University, the Hotchkiss School and the Berkshire Music School.

MUS 15 Contemporary American Songwriting CROSSLISTING: AMST 15/SPEC 15
See under SPEC for full description

MUS 31 Senior Thesis
To be taken by students registered for Music 493, 494.

NEUROSCIENCE

NSCI 31 Senior Thesis
To be taken by students registered for Neuroscience 493-494.

PHILOSOPHY

PHIL 10 What Should We Do With Our Brain?/Reading Catherine Malabou
COURSE DESCRIPTION: Is the mind a mirror? A computer? A projector? How might a Hegelian talk about neuroscience? Are there interesting and meaningful parallels between the ways in which we talk about brain structures and social and economic structures? Why, if at all, should we be interested in the metaphors we use to talk about the brain? How might the concept of "plasticity" help us rethink "destruction," "loss," and "death"? In this Winter Study tutorial we read short works by the French philosopher Catherine Malabou to begin to answer these questions.

Readings may include: What Should We Do With Our Brains? (2008), Ontology of the Accident (2009) and The New Wounded: From Neurosis to Brain Damage (2012).
METHOD OF EVALUATION: 2 5-page tutorial papers
PREREQUISITES: One upper level course in Philosophy, Political Theory, or Critical Theory
ENROLLMENT LIMIT: 10
METHOD OF SELECTION: Student petitions containing background information and reasons for choosing the course.
COST: $60
MEETING TIME: other
EXPLANATION OF MEETING TIME: Tutorial meetings and one or two seminar meetings.
INSTRUCTOR: Jana Sawicki

PHIL 12 Ethics in Public Health
COURSE DESCRIPTION: It is the beginning of Winter Study on the Williams campus. Students are just arriving after their semester break, and along with them, a novel and highly transmissible strain of avian flu. It is a fictional scenario, but not unimaginable. Over the course of the winter study period we will watch it unfold, and use it as a launch pad for investigating ethics in public health. In particular, the various stages of the epidemic will give us the opportunity to explore the ethics of disease surveillance, research, resource allocation, and compulsion within the public health context (e.g., mandated reporting of disease, isolation and quarantine, compulsory vaccination and treatment), among other topics. Students will be expected to complete background readings in public health ethics taken from the philosophical, bioethics, and professional public health literature, and to participate actively in class discussions. In addition, students are responsible to give in-class presentations in which they propose public health measures at various stages of the fictional epidemic, and defend the ethical dimensions of the measures they propose. (These may be team presentations, depending on class enrollment.) Each student will submit a brief (e.g., 2-3 page) written response to at least three other presentations.
METHOD OF EVALUATION: One in-class presentation, three short (2-3 page) response papers, and participation
PREREQUISITES: none
ENROLLMENT LIMIT: 12
METHOD OF SELECTION: public health concentrators and philosophy majors will receive enrollment priority
COST: $20 for reading packet
MEETING TIME: afternoons
INSTRUCTOR: Julia Pedroni

PHIL 13 Boxing
COURSE DESCRIPTION: Boxing is one of the world's oldest sports, and there are 3000 year old artistic representations of boxing from ancient Egypt. The history of boxing in the United States during the nineteenth and twentieth centuries reflects the history of the nation. Issues of class, ethnicity, race, and gender have played a central role in the sport. Stories about boxing also play a central role in the popular culture. In this course we will look at some treatments of boxing by social historians, examine some depictions of boxing in documentary and dramatic films, and watch some classic fights.
We will also learn some of the fundamental skills involved in boxing. Training as a boxer will give men and women a better appreciation of the physical demands involved. Four days a week we will engage in an intensive training regimen working on basic punching technique, footwork, defense and conditioning. The workouts will involve minimal contact, but will be physically demanding. Students will need to purchase boxing gloves, handwraps, and a jump rope.
Evaluation will be based on attendance, participation, and a 10-page final paper.
No prerequisites. *Enrollment limit: 20.*
Cost to student: $150.
Meeting time: mornings workouts; movies, discussions and seminars in the afternoon and evening
INSTRUCTOR: Keith McPartland

PHIL 14 Plato's Symposium and Its Afterlife CROSSLISTING: CLAS 14/COMP 14/WGSS 14
See under CLAS for full description

PHIL 15 Deleuze: Philosophy, Literature and the Arts
COURSE DESCRIPTION: The French philosopher Gilles Deleuze (1925-1995) is considered one of the most important thinkers of the 20th century by many people interested in continental philosophy, post-structuralism and post-modernism. He has had a huge influence not only within philosophy itself, but also in as varied disciplines as literature, art theory, cinema, architectural theory and contemporary dance, to name a few. His multi-faceted work spans from remarkable re-readings of classical philosophers (Spinoza, Nietzsche, Hume, Bergson, Kant and Leibniz) to the development of his own philosophy centered on becoming and affirmation via works on literature, art, cinema, political and psychoanalytical theory.
This course will offer an introduction to different aspects of Deleuzian thought, starting out with his re-definition of philosophy, art and science as creating activities. We will subsequently address some of Deleuze's core themes: the nature of philosophy and the image of thought, the body and its affectivity, the nature of time through concepts like becoming, event and lines of flight, the relationship between philosophy and literature (in particular, American), and what it means to have an idea in cinema. Through a reading of a selection of texts and chapters from his different books, we will aim to develop an overarching understanding of one of the key figures in contemporary philosophy, as well as to see how philosophy as such is intimately connected to literature, art and cinema - to see how it is possible to think philosophically not only within philosophy, but with, and from out of, other creative disciplines.
Format: seminar (introduction to the texts given by the professor, followed by discussion).
METHOD OF EVALUATION: Attendance, participation in discussions, 10 pgs final paper
PREREQUISITES: None. Basic knowledge of the history of philosophy is recommended but not required.
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: In case of overenrollment, preference will be given to students interested in philosophy, literature, film and political theory.
COST: Books and course package: 30 $
MEETING TIME: afternoons; 3x2 hour meetings per week + film viewing.
ADJUNCT INSTRUCTOR: Fredrika Spindler

ADJUNCT BIO: Fredrika Spindler, PhD, Associate professor of philosophy at Södertörn University, Stockholm, Sweden; STINT Fellow and Richmond Visiting Professor at Williams College 2013-2014; Visiting Professor at PUC University, Rio de Janeiro, Brazil regularly since 2006. Areas of specialization: Continental philosophy, Spinoza, Nietzsche, Deleuze.

PHIL 25 Eye Care and Culture in Nicaragua
COURSE DESCRIPTION: Students will be divided into two groups. One group will read extensive excerpts from Steven Kinzer's Blood of Brothers, which will introduce them to Nicaragua's complex history. A second group will read excerpts from Gioconda Belli's The Country Under My Skin, a memoir focusing on its author's involvement in the Sandinista revolution, and several documents specifically concerning the Atlantic Coast Autonomous Regions of Nicaragua. The groups will make presentations to each other (this a practice first used in 2014, when it was a great success).
The eye-care work the students will do in Nicaragua is described in this proposal's account of the intellectual substance of the course.
PREREQUISITES: None, although it is helpful to include at least three students who are fluent in Spanish.
method of evaluation: Presentations and journals as described above, along with on-site observation of the students' participation in the eye clinics.
ENROLLMENT LIMIT: 12
METHOD FOR SELECTION: Students will submit applications indicating why they want to take the course. In 2014, we were able to include (1) all seniors who applied, and (2) all students who had applied for inclusion in the course in earlier years but been excluded. Others were selected on the basis of their applications. Those who were excluded were informed that if they reapplied in later years, we would attempt to accommodate them. We hope to be able to continue to do so. As indicated above, it is important to have some students who are fluent in Spanish, so that may be a factor in some cases.
resources: Classroom space for three mornings prior to the trip to Nicaragua, and one following our return to Williamstown; classroom space for somewhat longer on the day on which students are trained in giving eye exams. Perhaps photocopies of reading materials (although these may instead be posted on Glow). Health Services provides students with information, innoculations, and some medications.
budget: Spreadsheet sent to Barbara Casey
COST: 3100
INSTRUCTOR: Alan White, Robert Peck and Elise Harb

PHIL 31 Senior Thesis
To be taken by students registered for Philosophy 493-494.

PHYSICS

PHYS 10 Holography
COURSE DESCRIPTION: 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. The later part of the month will be mainly open laboratory time during which students, working in small groups, will conduct an independent project in holography approved by the instructor. Attendance at lectures and laboratory is required. Requirements: students will be expected to attend and participate in all class sessions as well as mandatory study sessions in museums once a week. 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. All class sessions are mandatory as well as one session per week at the Clark and Williams College Museums.
METHOD OF EVALUATION: Evaluation will be based on regular attendance, completion of 4 laboratory exercises, and a holography laboratory project with either a poster presentation to the class at the end of WSP or a 10-page paper approved by the instructor.
PREREQUISITES: none
ENROLLMENT LIMIT: 30
METHOD OF SELECTION: if overenrolled, selection will be based on seniority.
COST: $50
MEETING TIME: mornings
INSTRUCTOR: Ward Lopes

PHYS 11 The Making of the Atomic Bomb
COURSE DESCRIPTION: We will delve into the science and technological impact of the atomic bomb. Richard Rhodes' Pulitzer Prize winning account of the Manhattan Project, Michael Frayn's Tony Award winning play Copenhagen, and some movies will form the basis for explosive discussions. There will be 1000+ pages to read thoughtfully and one hands-on laboratory.
METHOD OF EVALUATION: 20 chapter summaries, discussion participation and leadership, participation in the lab
PREREQUISITES: high school physics
ENROLLMENT LIMIT: 20

METHOD OF SELECTION: passion, or alphabetical
COST: $30
MEETING TIME: afternoons
INSTRUCTOR: Daniel Aalberts

PHYS 12 Drawing as a Learnable Skill
COURSE DESCRIPTION: Representational drawing is not merely a gift, but a learnable skill. If you wanted to draw, but have never had the time to learn; or you enjoy drawing and wish to deepen your understanding and abilities, then this course is for you. This intensive course utilizes traditional drawing exercises to teach representational drawing. By using simple techniques and extensive exercises you will learn to see more accurately and realistically represent the physical world. You will learn to draw a convincing portrait, interior, and still life. This course is designed to develop your powers of observation and enhance your innate creative problem solving abilities, which are applicable in any field. Students need no previous artistic experience, just the willingness and desire to learn a new skill. Students will be expected to attend and participate in all class sessions as well as mandatory study sessions in museums once a week. They will also be required to keep a sketchbook recording their progress and complete a final project. All class sessions are mandatory as well as one session per week at the Clark and Williams College Museums.
METHOD OF EVALUATION: Evaluations will be based on participation, effort, and development.
PREREQUISITES: none
ENROLLMENT LIMIT: 18
METHOD OF SELECTION: Selection will be based on seniority if over enrolled
COST: textbook and $5 for materials
MEETING TIME: mornings
ADJUNCT INSTRUCTOR: Stella Ehrich

ADJUNCT BIO: Stella Ehrich lived in Italy for sixteen years, where she spent seven years studying figurative realism in the Studio Simi in Florence. She holds an MFA in painting from Bennington College. Stella is a professional painter whose work includes portraits, landscapes and still life subjects.

PHYS 13 Loop d' Loop d' Loop d' Loop d' Loop d' Loop...
COURSE DESCRIPTION: This class is about music, but you don't have to be a musician to take it. It is about recursion, but you don't have to be a computer scientist to get it. We will play with the subjective and social meanings of sound-art, but you don't have to be an artist to play along.
Imagine that you record yourself speaking in a room; You record the sound of that recording as it plays back in that same room; You record the recording of the recording; You sit back and let this loop repeat and repeat. Eventually your words are smoothed out by the resonances of the room into a rich melody.
In this class we will explore the world of sound-art. We will transmute audio samples by harnessing the resonances of architectural spaces in Williamstown, from dorm room to theater. Emphasizing hands-on projects, students will create, listen, read, and field trip their way to a new understanding of sound and recursion.
METHOD OF EVALUATION: A final project that could range from creating a new piece of sound-art, to an acoustical experiment, to an essay. Students are welcome to work in groups.
PREREQUISITES: NONE
ENROLLMENT LIMIT: 20
METHOD OF SELECTION: If overenrolled, selection will be based on seniority.
COST: $0
MEETING TIME: 10AM-12PM MTR
ADJUNCT INSTRUCTOR: Daniel Fox

ADJUNCT BIO: Daniel Fox is a composer and a mathematician interested in the sense of space that one can create using music and sound.

PHYS 14 Electronics
COURSE DESCRIPTION: Electronic circuits and instruments are indispensable parts 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. Class will include a mixture of lab, lecture, and discussion, providing ample opportunity for hands-on experience. 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.
METHOD OF EVALUATION: Participation, completion of both laboratory work and occasional homework, and quality of final project or paper
PREREQUISITES: Mathematics 140 or equivalent calculus
ENROLLMENT LIMIT: 16
METHOD OF SELECTION: Priority given to seniors first, first-years last
COST: $50
MEETING TIME: afternoons
INSTRUCTOR: Jefferson Strait

PHYS 16 3D Design and Fabrication for Rapid Prototyping and Advanced Manufacturing
COURSE DESCRIPTION: Advances in 3D design and fabrication technology are fundamentally changing the landscape of product development and manufacturing. Sophisticated tools for design and analysis are widely available and lower in cost. Concept to prototype design cycles have shrunk from months to days or even hours. Advanced manufacturing technology is creating more complex and intricate components with higher throughput, producing better products but creating fewer jobs. In this course, we will engage in hands-on exploration of the technology that is driving the change in products that affect our lives, but also in our economy and society.
Utilizing state-of the-art 3D CAD (computer-aided design) tools, we will model a variety of objects using both parametric and non-parametric methods. We will create dynamic simulations of mechanisms and perform stress analysis. We will use a 3-D printer to create rapid-prototypes. After verifying the design through prototypes, we will use CAM (computer-aided manufacturing) to create a program for a state-of-the-art 5-axis CNC milling machine. This CNC system will produce metal objects of virtually any shape or complexity at high-speed.
To gain further understanding of the impact of advanced manufacturing on jobs and the economy, we will visit several manufacturing companies in New England that use both traditional and highly advanced manufacturing technologies to create parts for industries such as aerospace and medical devices. In the last week, students will create a final project fabricated from their own design. At the conclusion of the class students will display and discuss the projects in a public poster display and reception.
METHOD OF EVALUATION: Final project and poster form public display and reception
PREREQUISITES: none
ENROLLMENT LIMIT: 10
METHOD OF SELECTION: Preference based on one-paragraph explanation of student's interest in the course.
COST: 75
MEETING TIME: afternoons
ADJUNCT INSTRUCTOR: Michael Taylor

ADJUNCT BIO: Michael Taylor is an engineer and inventor with 30 years of experience in product development and manufacturing. Broad-based hands-on mechanical and electrical fabrication skills. Experienced in 3D CAD and rapid proto-typing. Owns and operates a product development and consumer products company. Full-time college employee in the Bronfman Science Shop. B.S./M.S in Engineering Sciences (Univ. of Florida)

PHYS 22 Research Participation
Several members of the department will have student projects available dealing with their own research or that of current senior thesis students. Approximately 35 hours per week of study and actual research participation will be expected from each student.
Students will be required to keep a notebook and write a 5-page paper summarizing their work. Those interested should consult with members of the department as early as possible in the registration period or before to determine details of projects then expected to be available.
Prerequisites: permission of instructor.
Enrollment limit: 1 or 2 per project.
Cost: $0.
Meeting time: to be arranged with instructor.
TUCKER-SMITH and members of the department

PHYS 31 Senior Thesis
To be taken by students registered for Physics 493, 494.

POLITICAL ECONOMY

POEC 17 Social Entrepreneurship: Impact in the Social Sector
COURSE DESCRIPTION: Operating as consultants, students will work in small teams to develop solutions to challenges faced by leading social enterprises ("clients") working in areas such as economic development, education, and health care. Projects will focus on current, actual challenges, e.g. how best to evaluate a program's impact, how best to engage a target constituency, or how to achieve financial sustainability. Student teams will develop project plans, collect and analyze relevant information, and seek input from a variety of experts. They will present their final recommendations to client organizations' leadership teams. The course will feature several guest speakers who will address developments and trends in the field of social entrepreneurship. The class will travel to New York City to meet with leading social enterprises and impact investors.
METHOD OF EVALUATION: class participation, project contributions, quality of final written and oral presentations, and the value of the input that students provide to clients.
PREREQUISITES: none
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: If oversubscribed, selection will be based on a statement of student interest in the course.
COST: $250
MEETING TIME: mornings
ADJUNCT INSTRUCTOR: Jeffrey D. Thomas

ADJUNCT BIO: Jeffrey Thomas is the Executive Director of Lever, a center for entrepreneurship and social innovation based in North Adams, Massachusetts.

POEC 21 Fieldwork in Public Affairs and Private Non-Profits (Same as PSCI 21)
See under PSCI for full description

POEC 22 Volunteer Income Tax Assistance (VITA) CROSSLISTING: ECON 22/WGSS 22
See under ECON for full description

POEC 23 Institutional Investment
The Williams College Investment Office, based in Boston, is seeking three sophomores or
juniors to join the Investment Office for four weeks in January 2015. The Investment Office manages the investments of the College's $2.0 billion endowment. The endowment plays a major role in supporting the operations of the College and the role of the Investment Office is to develop critical understanding of markets and investment managers to provide the best financial support possible to the College.
What is it?
This unique opportunity is a structured program designed to give students an overview of
endowment and investment management. Through formal training and project work, Winter Study Analysts will gain a better understanding of how an institutional investment portfolio is managed and how investment managers are selected and monitored. Students will learn about global equities, hedge funds, venture capital, buyouts, commodities, real estate and fixed income. Exposure will cut across U.S. and non-U.S. markets, both developed and emerging. Winter Study Analysts will sharpen their professional skills and have the opportunity to meet investment professionals from across the investment industry.
Students are expected to work at the office for a minimum of 32 hours a week (four days/week), complete a set of relevant readings, keep a journal, and present a final project. No prerequisites are required.
When is it?
The Winter Study Analyst program will be based in Boston and will run for four weeks
during Winter Study (January 5 - January 29).
Where is it?
The Winter Study Analyst program will be based in the Investment Office in Boston, MA
and housing will be provided for the Analysts.
How do I apply?
To apply for enrollment, please select this course (WS POEC 23) as your first choice when
registering for Winter Study. Additionally, please send an email with your resume and a cover letter discussing why you are interested in this course and what you hope to gain from it to: investmentoffice@williams.edu by 11:59 PM ET on Sunday, October 12, 2014. Enrollment limit: 3. If oversubscribed, students will be selected via interviews.
What does it cost?
Low/no-cost housing and class related materials (i.e. books and articles) will be provided by
the Investment Office. Students are responsible for the cost of food, incidentals and transportation to and from Boston at the beginning and end of the month.

Instructors?
This Winter Study Class is taught by the investment team that staffs the Williams College
Investment Office. The three lead instructors for the program for January 2015 are Collette Chilton (Chief Investment Officer), Abigail Wattley (Director), and Caitlyn Clark (Investment Analyst). The entire Investment Office staff is integrally involved and supportive of the program and students will interact regularly with all team members.

Collette Chilton, Chief Investment Officer - Collette joined Williams College in October 2006. Prior to joining Williams, Collette was President and Chief Investment Officer at Lucent Asset Management Corporation from 1998 to 2006. While at Lucent, Collette was responsible for the investment and oversight of approximately $40 billion in pension and retirement savings assets for the company. Collette received a Bachelor of Science degree in Political Economy of Natural Resources from the University of California, Berkeley in 1981 and a Masters of Business Administration from the Amos Tuck Graduate School of Business at Dartmouth College in 1986.

Abigail Wattley, Director - Abigail rejoined Williams College in September 2010 as an Investment Associate. From 2007 to 2008 Abigail worked in the Williams Investment Office in the role of Investment Analyst. Prior to working for Williams, Abigail worked as a Senior Consulting Associate at Cambridge Associates. Abigail received a B.A. in Economics from Williams College in 2005 and a Masters of Business Administration from the Harvard Business School in 2010.

Caitlyn Clark, Investment Analyst - Caitlyn joined Williams College in July 2013.
Caitlyn received a B.A. in Chemistry from Williams College in 2013. During her time at Williams, Caitlyn was captain of the women's varsity soccer team.

What if I have questions?
If you would like to learn more about the endowment you can find our investment report at:
http://investment.williams.edu
If you have questions you can email us at Investmentoffice@williams.edu

POEC 25 Socio-economic Impact of 20 Years of Democracy in South Africa CROSSLISTING: ECON 25/ PSCI 25
See under ECON for full description

POEC 31 Honors Thesis
To be taken by students registered for Political Economy 493.

POLITICAL SCIENCE

PSCI 11 Heroes/Anti-Heroes in Contemporary TV and Cinema CROSSLISTING: AFR 11
See under AFR for full description

PSCI 12 The Art of War
COURSE DESCRIPTION: This course will examine the meaning and uses of the classical Chinese text, The Art of War, by Sun Tzu. Students will consider Sun Tzu's insights both in the context of ancient Chinese philosophy and in terms of their contemporary relevance. The first half of the course will concentrate on placing Sun Tzu in historical and philosophical context; the second half will examine how The Art of War has been used in a variety of modern fields.
Evaluation will include mandatory class attendance and participation, and a 10-page paper.
METHOD OF EVALUATION: Evaluation will include mandatory class attendance and participation, and a 10-page paper.
PREREQUISITES: none
ENROLLMENT LIMIT: 20
METHOD OF SELECTION: Seniors and juniors will have priority
COST: 75
MEETING TIME: mornings
INSTRUCTOR: Sam Crane

PSCI 13 Race, Politics, and Scandal
COURSE DESCRIPTION: "Scandal," a popular television series and political thriller, has caught the attention of many Americans. While the show's plot is largely focused on Olivia Pope's efforts to manage the images of America's political elite, its audience is largely fascinated by the show's sub-plots. Here, we are presented questions of morality, depictions of familial relationships, illustrations of power and gender dynamics, and challenges concerning the meaning and processes of democracy. What's more, while the lead character is a Black woman and the cast is racially and ethnically diverse, the extent to which race is factor in the lives the characters is up for debate. "Race, Politics, and Scandal" is a course aimed to delve into the conversations in which creator Shonda Rhimes encourages her audience to engage. We will use the show to explore issues around race, gender, democracy and political scandal. Students should have some familiarity with the show; we will view select scenes during class but discussion will mainly focus on how the readings around the course's central themes are portrayed in this popular television series.
METHOD OF EVALUATION: class participation, short reflection papers, presentation
PREREQUISITES: None.
ENROLLMENT LIMIT: 18
METHOD OF SELECTION: First and second year students will get preference
COST: $0
MEETING TIME: afternoons
INSTRUCTOR: Candis Smith

PSCI 14 The CIA and the Politics of Intelligence
COURSE DESCRIPTION: This course will trace the evolution of CIA from an organization largely focused, in its early days, on coups and regime change under the Dulles brothers, to its present role in the war on terror and beyond. Students will consider how intelligence is and ought to be gathered, and the political issues that emerge from those activities. Some of the Agency's signal successes and failures will be examined, and some of its directors will be evaluated. The fluctuating relationship between CIA and the FBI will also be discussed. Stress will be placed on the personal experiences of those who have served in the Agency.
METHOD OF EVALUATION: Evaluation will include class attendance and participation, and a 10-page paper.
PREREQUISITES: none
ENROLLMENT LIMIT: 18
METHOD OF SELECTION: Preference to Political Science majors and Leadership Studies concentrators.
COST: 50$
MEETING TIME: afternoons
ADJUNCT BIO: Donald Gregg served in CIA from 1951-82, worked in the White House from 1979-89, and was US Ambassador to South Korea from 1989-93. He is now chairman emeritus of The Korea Society. 1980-89, taught a second-year graduate level course at the Master of Science in Foreign Service Program of Georgetown University. He is now chairman of the Pacific Century Institute in Los Angeles.
ADJUNCT INSTRUCTOR: Donald Gregg

PSCI 15 Media Battlegrounds: A Workshop in Media Criticism CROSSLISTING: ENGL 15
COURSE DESCRIPTION: More than ever, people are unhappy with journalism and reporting in the US. And there is a lot to complain about. But what do these complaints tell us about the larger battle to control and shape news media, and politics, in the US?
This course is a hands-on critical inquiry and discussion experience. We will compare the methods, arguments, and conclusions of groups contesting - and influencing - news and media production. Readings will introduce students to different styles of criticizing journalism and mass media by intellectuals, politicians, think tanks, activists, media professionals, and others. Students will also discover and discuss examples of media criticism from the worlds of political satire, everyday life, or elsewhere. In class discussions, we will collaborate to pin down the standards are arguments used by various media critics to challenge and legitimize media practices and connect media criticism with broader intellectual movements and relations of power.
Students will be challenged to define their own standards for "good" media and develop their own method of criticism, employing it to analyze media texts of their choosing -- everything from

articles, videos, radio stories, films, and more. The course will culminate in presentations of each student's findings.
METHOD OF EVALUATION: Participation in class, regular short analytical writing, and final project/presentation
PREREQUISITES: none
ENROLLMENT LIMIT: 16
METHOD OF SELECTION: Preference to juniors, seniors, and students with demonstrated interest in the field
COST: 30
MEETING TIME: mornings
ADJUNCT INSTRUCTOR: James Owens

ADJUNCT BIO: James Owens is an independent media researcher and activist whose studies of journalism and politics appear in scholarly and movement-based publications alike. He is a co-founder of Chicago Media Action and holds an MA in Communication from the University of Illinois at Chicago.

PSCI 16 Political Aikido: How to Form the More Perfect Union
COURSE DESCRIPTION: Preamble: For over 50 years, Williams has helped shape the world by training students at the Center for Developmental Economics to become finance ministers and policy advisors to their respective governments and central banks. This Winter Study course, which might also be summarized as "Aikido and Adolescent Democracies", is dedicated to the proposition that a sister program, perhaps known as the Center for Developmental Politics, could in a similar way help shape the world by training students to conduct themselves as politicians and policy advocates in a way that seeks harmony rather than division, that relies on hope rather than fear, and that insists on justice for all. Students in this course will take on the pioneering task of demonstrating exactly what such a sister program might accomplish.
Premise: Hyper-Partisanship necessarily steers the ship of state back and forth from one ideological direction to the other as the political power of opposing parties rises and falls. Much of the political energy is spent destructively, and therefore is not available to implement positive change. More progress would be made if the ship of state sailed in one more consistent direction without so much of the side to side, and if political capital could be spent on progress rather than persecution.
The Course: Strategies for finding a common direction forward in the midst of opposing political energies will emerge from the student's embodied study of martial arts, specifically Aikido, which is sometimes called "The Art of Peace". Aikido is a Japanese martial tradition that combines the samurai arts of sword and grappling with the philosophical desire to manifest harmony in the face of conflict. As such, Aikido addresses situations of conflict that manifest themselves physically, but also offers insight into how to prevent or redirect the energies - social, political, or psychological - that might otherwise become conflict in one or another aspect of our lives. The physical training (2 hours each weekday morning in Currier Ballroom) will improve each student's strength, balance, posture, and flexibility. Everyone will also learn how to throw their friends across the room. About 25% of training time will be devoted to sword, staff, and dagger techniques. Students will focus their academic work on researching the political landscape within one particular country, developing Aikido-inspired recommendations to improve the imperfect democratic systems and circumstances they find there, and articulating why those recommendations are implementable and would have the desired effects. Students will perform this work in groups of approximately five. Potentially interesting choices for academic focus include such imperfect democracies as the US, China, the Dominican Republic, the European Union, and the hypothetical Palestinian State.
METHOD OF EVALUATION: Students will be evaluated on the quality of their participation in both physical and intellectual course components (class discussions, final project) Students are encouraged to correspond with the instructor (rkent-at-williams.edu) before registration begins if they have questions.
PREREQUISITES: Same physician's approval on file as the school requires to participate on sports teams. Students do not have to be especially athletic, and in Aikido women train as equals with men.
ENROLLMENT LIMIT: 20
METHOD OF SELECTION: should the course oversubscribe, selection will be via a short survey.
COST: $150 (for which you get an aikido uniform and training weapons)
MEETING TIME: mornings (daily aikido training), and over lunch (academic discussions in smaller groups 1-2 times/ week)
ADJUNCT INSTRUCTOR: Robert Kent

ADJUNCT BIO: Robert Kent '84 spent 3 years in Kyoto, Japan earning his Sho Dan (first degree black belt), directly after majoring in both Philosophy and Religion at Williams. He currently holds a Yon Dan rank (Fourth degree black belt) and serves as President of Aiki Extensions, Inc., a nonprofit that supports programs that bring the strategic insights and practical wisdom of Aikido into non-traditional settings. He is also founder of The PeaceCamp Initiative (a scholarship program that seeks to use Aikido principles to heal the Israeli/Palestinian conflict a few kids at a time) for which he won Ben & Jerry's 2008 Peace Pioneer Prize. He earned a Masters degree in Philosophy at Claremont Graduate School in 1993, writing his thesis on the Ethics of Authenticity. This will be the 9th time he has offered an Aikido-based Winter Study course.

PSCI 17 The Third World City
COURSE DESCRIPTION: In 2007, the world became majority urban. But most of these urbanites live not in places like New York or Tokyo but rather in places like Lagos or Mumbai, dwelling in shantytowns and working in petty commerce. Their cities' path of urbanization diverges from the "normal" one accompanying industrialization in the West and in East Asia. About this phenomenon, arguably the most important social fact in today's world, observers have adopted wildly divergent normative and theoretical stances, from the romantically optimistic to the apocalyptic. We read a few of these, including Mike Davis, Rem Koolhaas, Hernando De Soto, and Robert Neuwirth, and watch some films and videos on the subject.
METHOD OF EVALUATION: 10-page paper
PREREQUISITES: none
ENROLLMENT LIMIT: 20
METHOD OF SELECTION: Preference to Political Science majors
COST: small course packet and books (about $70)
MEETING TIME: mornings
INSTRUCTOR: James Mahon

PSCI 18 Girl meets World: Films from 5 Continents CROSSLISTING: WGSS 18
COURSE DESCRIPTION: This course brings together a selection of films that challenge the narrative of girl-meets-boy as the privileged formula for representing the growth and development of young women around the world. Sometimes girl does meet boy, but the challenge that these films put to us is to re-imagine the path to womanhood as mediated by other factors as well: girls' own curiosity and ambition, their resourcefulness in the face of poverty and exploitation, resistance against being gendered in conventional ways, their friendships and romantic ties with one another, and their many creative ways of defining how one becomes a woman. To support our analysis of the films, we will also consider how some transnational feminist movements have responded to the challenges and creative energies of girlhood. Special attention will be given to the difficulty of securing girls' rights through international conventions that implicitly treat all children (ages 0-18) as male, and all women as adults. Films and film-makers will likely be selected from the following countries: Korea, India, Great Britain, Belgium, Senegal, France, Australia, Colombia, Argentina, and the United States.
METHOD OF EVALUATION: Active class participation and either 3 policy memos (3 pages each) or one 10-page final paper
PREREQUISITES:
ENROLLMENT LIMIT: 20
METHOD OF SELECTION: Preference to Political Science and WGSS majors
COST: $50 for reading materials
MEETING TIME: afternoons
INSTRUCTOR: Nimu Njoya

PSCI 19 Law as a Tool for Social Justice
COURSE DESCRIPTION: The law is a powerful tool to attain goals of social justice. It may be deployed in two ways: through the enactment of legislation, and by use of the judicial system. Racial justice and justice for the impoverished are the two goals dealt with by this course; however, the class will focus more on the legal process and courses of action to achieve them. While the materials impart knowledge of the legal system and courtroom practice, the course always will view the law and its evolution in the context of the larger political, social and economic settings of the time. While at times the law will have a heroic cast, the course also will examine the limitations of its use as a tool for social justice due to overriding political, social and economic obstacles. The class will focus on four engaging and highly praised books:
Gilbert King, Devil in the Grove; the story of a 1949 Florida interracial rape case involving horrific injustice that was taken to the Supreme Court by Thurgood Marshall. Winner, 2013 Pulitzer Prize nonfiction.
Anthony Lewis, Gideon's Trumpet; the setting, by the Supreme Court, of a new legal precedent providing impoverished persons with legal counsel in State felony cases. Winner, 1965 Edgar Prize nonfiction.
Adam Hochschild, Bury the Chains; the story of an ultimately successful grass-roots movement to enact anti-slavery legislation in Great Britain in the first half of the 19th century. Finalist, 2005 National Book Award nonfiction.
J. Anthony Lukas, Common Ground; the author follows 3 families (Black, Irish-Catholic, and Boston Brahmin) as a sharply divided Boston reacts to a Federal court busing order to achieve integration. Winner, 1985 Pulitzer Prize nonfiction.
METHOD OF EVALUATION: Evaluation will include class attendance and participation, and a 10-page paper.
PREREQUISITES: none
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: seniority
COST: $70
MEETING TIME: mornings
ADJUNCT INSTRUCTOR: Richard Pollet

ADJUNCT BIO: Richard Pollet graduated from Williams in 1969, cum laude, with Honors in Political Science, and thereafter obtained a J.D. from Columbia Law. He spent 40 years practicing law, the last 26 as General Counsel of J.Walter Thompson (JWT), retiring from the company last June. He now does some legal consulting, which primarily consists of teaching/mentoring newly hired lawyers of WPP, the parent company of JWT.

PSCI 20 Politics after the Apocalypse CROSSLISTING: ENVI 20
COURSE DESCRIPTION: The zombies are coming! Climate change will destroy us all! Bird-flu pandemic! Contemporary film, journalism, pop culture, and science continually remind us that we live on the edge of cataclysm - reminders that are sometimes alarmist, sometimes fanciful, and sometimes all too realistic. What will happen if (when?) we slip over that edge? What shape will human life and society take after the apocalypse? Which aspects of political order (and disorder) will survive the fire, pestilence, war, or other ground-clearing disaster to give shape to the lives of survivors? What new political forms will emerge upon that cleared ground? Will humanity go backwards or forwards after the purge? Will we even be "human" at that point?
This class will ponder an eclectic array of sources from television, film, literature, social science, and critical theory that envision politics after the apocalypse. We will approach these sources as thought experiments akin to other theoretical devices in the cannon of political theory: most obviously, efforts to imagine politics after the apocalypse seem analogous to and in tension with classical accounts of the "state of nature" and its overcoming in social contract theory. What does it say about a particular dimension of politics to imagine either its erasure or its persistence after the end times? What kinds of aspirations for our contemporary, pre-apocalyptic moment are engendered by fantasies - be they dark, comic, or both - of bands of survivors scraping together an existence in fictive post-apocalyptic moments?
Course materials will include the films 28 Days Later and How to Survive a Plague, the climate-disaster novel Far North, the television drama The Walking Dead, selections from Locke and Hobbes' social contract theories, and contemporary academic works such as Daniel W. Drezner's Theories of International Politics and Zombies and Jacques Derrida's "Of an Apocalyptic Tone

Recently Adopted in Philosophy." In addition to regular, brief analytic writings, students will develop and present a final project: either a traditional academic paper or a creative work of post-apocalyptic fiction (i.e. a short story or a video short).
METHOD OF EVALUATION: class participation, regular response pieces, final project and its presentation.
PREREQUISITES: none
ENROLLMENT LIMIT: 20
METHOD OF SELECTION: preference to first years, sophomores and Poli Sci majors
COST: 30
MEETING TIME: afternoons
INSTRUCTOR: Laura Ephraim

PSCI 21 Fieldwork in Public Affairs and Private Non-Profits (Same as POEC 21)
This course is a participant-observation experience in which students work full-time for a governmental or nongovernmental (including voluntary, activist, and grassroots) organization or for a political campaign. Students may find placements in government and nonprofit organizations in which their work involves significant involvement with public issues. Examples include: town government offices; state or federal administrative offices (e.g., environmental agencies, housing authorities); interest groups that lobby government (e.g., ACLU, NRA); nonprofit organizations such as service providers or think tanks (e.g., Habitat for Humanity, Cato Institute); and grassroots, activist or community development organizations (e.g., Greenpeace or neighborhood associations). The instructors will work with each student to arrange a placement; such arrangements must be made in advance of the Winter Term. Students should first make their own contracts with an institution or agency. The instructors and members of the Political Science Department are available to help students find placements, if necessary. Each student's fieldwork mentor shall send a confirmation letter to the instructor verifying the placement and describing the nature of the work to be performed by the instructor, and write a final paper summarizing and reflecting upon the experience. A group meeting of all students will occur after winter study to discuss the experience.
Requirements: 90 hours of fieldwork; satisfactory evaluation from the institutional sponsor; 10-page final paper or equivalent; participation in final meeting. At the time of preregistration, interested students should send a resume and letter of interest to Paula Consolini.
Prerequisites: none.
Enrollment limit: 30.
Selection will be based on a resume and letter of interest.
Cost: approximately $15 for readings, student covers transportation costs to and from internship site.
Meeting time: some meetings will take place prior to Winter Study and at the end, as students are off-site in internships during the term.
Instructor: PAULA CONSOLINI (Paula.M.Consolini@williams.edu)

Paula Consolini is the Director of the Center for Learning in Action.

PSCI 22 Learning Intervention for Troubled Teens (LIFFT)
The objective of this program and winter study course is to provide an alternative sentence for adolescents involved in the Juvenile Court system in Berkshire County. Many of these children cut school, are disruptive in the classroom, and do not find learning stimulating. The goal of this program is to teach these children, through experience, that learning can be fun, providing them with the motivation to succeed in school. These students, under the guidance of Williams College undergraduates, will select a topic of interest and learn how to research and present this topic to their peers in the program, with access to Williams College facilities. Williams undergraduate students will gain experience in teaching and motivating troubled teenagers and will also present a topic of their choosing to the students in the program, modeling a classroom setting. Furthermore, Williams students will be exposed to the Juvenile Court system, gaining insight into the causes of and solutions to the incidence of juvenile crime. Williams students will be expected to read relevant training materials, meet with their teenagers three times a week in the afternoon, give a final presentation, and keep a weekly journal detailing the meetings.
Evaluation will be based on the quality of the journal and the Williams students' own topic presentations.
No prerequisites.
Enrollment limit: 8.
Preference to sophomores, juniors, and seniors. Students will be asked to write a paragraph describing why they want to take the course.
Cost: $0.
Meeting time: students will meet on Mondays for a Group Discussion from 2-4 PM, Tuesdays-Thursdays with their teens from 3-5 PM, and on Fridays for field trips from 8 AM-12 PM. The estimated total required time per week is 12 hours.
Instructor: MICHAEL WYNN (mwynn@pittsfieldpd.org)
Sponsor: SHANKS

Mike Wynn is the Chief of the Pittsfield Police Department and graduated from Williams in 1993. s

PSCI 25 Socio-economic Impact of 20 Years of Democracy in South Africa CROSSLISTING: ECON 25/POEC 25
See under ECON for full description

PSCI 31 Senior Thesis
To be taken by students registered for Political Science 493-494.

PSCI 32 Individual Project
To be taken by students registered for Political Science 495 or 496.

PSYCHOLOGY

PSYC 12 Alcohol 101: Examining and Navigating the College Drinking Scene
COURSE DESCRIPTION: Seventy-two percent of college students report that they used alcohol at least once within the past 30 days. Where is the line between fun and danger? This course will examine the realities of the role of alcohol in the social lives of college students. Students will engage in active discussions of outside readings, in-class videos, and myths vs. facts, as well as personal observations and opinions. Class structure will involve 3-hour classes that meet twice weekly. Participants will learn scientific facts about alcohol, including how it gets metabolized in the body differently in men and women, and how to recognize and respond to the signs of alcohol poisoning. Films will include evocative footage and interviews, such as "College Binge Drinking and Sober Reflections." We will hear from emergency personnel about alcohol-related medical emergencies and problem-solve strategies to stay safe when choosing to use alcohol. Statistical data from colleges here in the Northeast will be reviewed, including survey results from the Core Institute and the Harvard School of Public Health Alcohol study.
Requirements: outside readings, in-class participation and the final presentation of a project aimed at educating peers.
METHOD OF EVALUATION: In-class participation and the final presentation of a project aimed at educating peers.
PREREQUISITES: none
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: permission of instructor (if overenrolled)
COST: $25
MEETING TIME: afternoons
ADJUNCT INSTRUCTOR: Kathryn Niemeyer

ADJUNCT BIO: Kathy Niemeyer holds an M.A. in Counseling Psychology from Boston College and is a Licensed Mental Health Counselor with current private practices in Williamstown and Pittsfield. She has worked in the Fitchburg State and Stonehill College Counseling Centers and was also the AOD Prevention Program Coordinator at Stonehill. She taught the semester-long Alcohol and Other Drugs course at Boston College and has been a regular guest lecturer at Williams.

PSYC 13 Designing for People CROSSLISTING: CSCI 13
See under CSCI for full description

PSYC 14 Beyond Hooking Up: Creating Meaningful Relationships CROSSLISTING: CHEM 14/SPEC 14
See under CHEM for full description

PSYC 15 Ephquilts: An Introduction to Traditional Quilting
COURSE DESCRIPTION: This studio course will lead the student through various piecing, appliqué and quilting styles and techniques, with some non-traditional methods included. Samples will be made of techniques learned, culminating in the completion of a sizeable project of the student's choosing (wall quilt or lap-size quilt). There will be an exhibit of all work (ephquilts), at the end of winter study. "Woven" into the classes will be discussions of the history of quilting, the controversy of "art" quilts vs. "traditional" quilts, machine vs. hand-quilting and the growing quilting market. Reading list: Pieces of the Past by Nancy J. Martin; Stitching Memories: African-American Story Quilts by Eva Ungar Grudin; Sunshine and Shadow: The Amish and Their Quilts by Phyllis Haders; A People and Their Quilts by John Rice Irwin; Treasury of American Quilts by Cyril Nelson and Carter Houck; The Quilt: New Directions for an American Tradition, Nancy Roe, Editor. Requirements: attendance of all classes (including field trip), a love of fabric, design and color, an enthusiasm for handwork, participation in exhibit. Extensive time will be spent outside of class working on assigned projects.
METHOD OF EVALUATION: 2 projects: a techniques sampler quilt and a quilt of student's choosing (to be approved by instructor) and participation in exhibit
PREREQUISITES: none
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: seniors, juniors, sophomores, first years
COST: $250.00
MEETING TIME: afternoons
ADJUNCT INSTRUCTOR: Debra Rogers-Gillig

ADJUNCT BIO: Debra Rogers-Gillig, one of the top quilters in New England, has been quilting for 30 years, and teaching classes and coordinating shows and exhibits for 25 years. She has received numerous prizes and awards from quilt shows in New York and New England and been published in quilt magazines.

PSYC 16 Biology and Psychology of Food Intake and Taste CROSSLISTING: BIOL 14
See under BIOL for full description

PSYC 18 Knocking on Heaven's Door: Thanatology 101
COURSE DESCRIPTION: Of the two great themes that peoples of all cultures have reflected upon since the dawn of time, love and death, the latter has only been recently addressed in undergraduate curricula. In this important and ground-breaking class, we will attend to central issues dealing with the experiences of dying people; decision-making at the end of life; challenges for the

care-givers; manifestations of grief as a healing process; and, that which constitutes a "death system." Our sources and materials will be drawn from literature, film, psychology, philosophy, religion, ethics and the law. Some of our sessions will feature first-person narratives of individuals discussing real-world scenarios. Students will be expected to interview someone who has lost a loved one and to learn about his or her grief experience; or, to spend one-on-one time with a dying person, or a funeral director. We will have a field trip to a local funeral home. Your study of a death system will be an opportunity to explore your local area and learn what policies and resources are in place that effect the death and dying experiences in your community.
As we reflect upon the dying process, we will consider our reactions to our own mortality and to that of those close to us.
METHOD OF EVALUATION: Evaluation will be based on class participation, one in-class presentation, and the final five to ten-page essay
PREREQUISITES: None
ENROLLMENT LIMIT: 20
METHOD OF SELECTION: Preference will be given to students who have a special interest in, or experience with, death and dying.
COST: $30 - 40
MEETING TIME: We will meet two or three afternoons a week.
ADJUNCT INSTRUCTORS: Deborah Alecson and David Elpern
Deborah Golden Alecson, M.S. is a thanatologist and author who teaches, lectures, and writes about death, dying and bereavement. Her books include *Lost Lullaby* (University of California Press, 1995) and *We Are So Lightly Here: A Story About Conscious Dying* (Goldenwords, Ink, 2010). Her new book of poetry, *Complicated Grief*, will be available in the Fall 2014.
David J. Elpern, M.D is a Williamstown physician who has written and taught courses about the medical humanities for the past thirty years.

PSYC 19 Psychology Internships
Would you like to explore applications of psychology in the "real world?" This course gives students an opportunity to work full time during winter study in a mental health, business, education, law or other setting in which psychological theories and methods are applied to solve problems. Students are responsible for locating their own potential internships whether in the local area, their hometowns, or elsewhere, and are welcome to contact the course instructor for suggestions on how to do this. In any case, all students considering this course must consult with the instructor about the suitability of the internship being considered before the winter study registration period. Please prepare a brief description of the proposed placement, noting its relevance to psychology, and the name and contact information of the agency supervisor. Before Thanksgiving break, the student will provide a letter from the agency supervisor which describes the agency, and the student's role and responsibilities during Winter Study. Enrolled students will meet the instructor before Winter Study to discuss matters relating to ethics and their goals for the course, and after Winter Study to discuss their experiences and reflections.
Evaluation will be based on a 10-page minimum final paper summarizing the student's experiences and reflections, a journal kept throughout the experience, and the supervisor's evaluation.
Prerequisites: approval of Professor Zaki is required.
Enrollment limit: 20.
Cost: travel expenses in some cases.
INSTRUCTOR: Jennifer Crosby

PSYC 22 Introduction to Research in Psychology
This course provides a research opportunity for students who want to understand how psychologists ask compelling questions and find answers about behavior. Several faculty members, whose subfields include behavioral neuroscience, cognitive psychology, social psychology, clinical psychology, developmental psychology, and the psychology of education, will have student projects available. Since projects involve faculty research, interested students must consult with members of the Psychology Department before electing this course.
Required activities: a minimum of 20 hours per week of research participation will be expected of each student.
Evaluation will be based on the quality of research participation, student's lab journal and either an oral presentation or a written 10-page report of the research project.
Prerequisites: permission of instructor.
Enrollment limit: space available in faculty research labs.
Selection will be based on evaluation of departmental application and number of faculty available as mentors.
Meeting time: other.
INSTRUCTOR: Laurie Heatherington

PSYC 31 Senior Thesis
To be taken by students registered for Psychology 493-494.
K. SAVITSKY

PUBLIC HEALTH

PHLH 23 Uncomfortable Learning: Gaudino Fellowship
The Gaudino Fund is offering Gaudino Fellowships for a group of 3 to 4 students during Winter Study 2014, based upon a proposed domestic or foreign collaborative project to be held in the same general location, reflecting values identified in the Gaudino Mission Statement, including separate home stays for each fellow, either joint or separate work/engagement internships, and a structure to facilitate collaborative action and learning. The team selected will be guided and overseen by the Gaudino Scholar who will help assure successful arrangements and will conduct appropriate preparatory discussions and follow-up sessions to optimize and help students articulate lessons learned from the overall experience.
Students should form teams of 3 or 4 and organize their projects around two main components: direct encounter with otherness and self-reflection. The Gaudino Board is particularly interested in projects that encourage students to confront their own personal beliefs, values or views regarding the subject and that also develop the "habits of mind" of applying conceptual thinking and intellectual analysis to a challenging experience. The Gaudino Board is looking for projects that address specific intellectual problems through direct experience, undertaken preferably in a social milieu that is previously unfamiliar or even uncomfortable to the applicant. For example, proposed projects could address issues of socioeconomic class, race, public health, environmental degradation, religion, sexuality, violence or migration.
N.B. Although this course is housed in PHLH, projects are not limited to public health.
Each team is expected to meet with the Gaudino Scholar in late September and submit their group application by October 4th. The Scholar along with a group of Gaudino Trustees will pick one project to award the Gaudino Fellowship. That team will then meet and consult with the Gaudino Board during their meeting on October 19th.
Projects will be evaluated on whether they do subject the students to "uncomfortable learning", i.e. having an experience that challenges and perhaps alters one's view of what it is to live a good life and the group's commitment to incorporate home stays as part of their project and overall experience. In fact, a home/family stay is required at the location. Simply encountering people or cultures that differ from those of the applicant is not sufficient. We are looking for something closer to total immersion, actually living and participating in an unfamiliar culture. The intent is to open the student to an understanding (of both the familiar and unfamiliar) that could not be achieved otherwise.
Each student is expected to write a short (3-4 page) self-reflection before leaving for the WSP, keep a journal of their experience, as well as write a 8-10 page paper by the end of the Winter Study period reflecting on the WSP experiences and what has possibly changed in the student's perceptions and beliefs from the opening essay. They will also meet the other members of the team on a weekly basis during Winter Study and regularly update the Gaudino Scholar by email and/or Skype calls. The team that receives the Gaudino Fellowship will give a brief presentation to the Board about their experience at the Board's spring meeting in April.
The team whose project is approved will receive the Gaudino Fellow designation. In addition, students on Financial Aid will receive Gaudino funding from a minimum of 50% to a maximum of 90% of the budget for the project up to $2,500, as determined by the Financial Aid office. No additional funding for students' projects will be provided by the College. Students selecting this course will register for PHLH 23.
INSTRUCTOR: Lois Banta

RELIGION

REL 11 Hildegard of Bingen: Medieval Mysticism and Music CROSSLISTING: MUS 11
See under MUS for full description

REL 14 Yoga: A Practical and Theoretical Exploration in Three Phases
Yoga has grown considerably in popularity in recent years, often as a form of exercise but increasingly as a way to reduce stress and increase well-being. Familiarity with key traditional ideas behind yoga is also increasing, along with considerable confusion. This course provides a framework to organize the main yogic ideas and practices into three phases which correlate to the historical development of both Hindu and Buddhist yoga in India, as well as with a path of personal development through yoga. Following traditional teachings, these three phases sequentially address 1. individual freedom 2. benefitting others 3. fully conscious embodiment. In addition to class meetings you are offered the tools and invited on a daily basis to practice meditation, yoga asana, and contemplation of philosophical texts. In the process you gain a foothold from which to unfold your yoga practice going forward. Understanding the theoretical underpinnings of yoga from both Buddhist and Hindu traditional sources, you are invited to formulate your view of the path of yoga in a way that supports your ongoing capacity to digest its various and deep offerings.
Required texts: *The Yoga Sutras of Patanjali, Barbara Stoler Miller tr, The Bhagavad Gita, Barbara Stoler Miller tr, The Secret of Self-Recognition, Jaideva Singh tr.*, *The Path to Enlightenment, The Dalai Lama*
Materials: Yoga mat (Yoga block and belt - recommended)
METHOD OF EVALUATION: ?r
PREREQUISITES: ?
ENROLLMENT LIMIT: ?
METHOD OF SELECTION: ?
COST: ?
MEETING TIME: ? ADJUNCT INSTRUCTOR: Natasha Judson

Missing Judson bio.

REL 22 Twenty-First Century Jewish American Fiction CROSSLISTING: ENGL 22/JWST 22
COURSE DESCRIPTION: This course offers an opportunity to read recently published novels and short stories that can fruitfully be classified as contributions to Jewish American fiction. How should we interpret the meanings of "Jewishness" and "Judaism" in these works? What do they suggest about the experiences, emotions, ideas, values and aspirations of contemporary Jewish Americans? How does Jewishness, in these works, relate to controversial social categories like race, religion, gender, secularism, ethnicity, class and sexuality? How do the narratives use humor, fantasy, and memory? How do they engage Jewish rituals and symbols, Jewish history and politics? What else is going on in these books? How might they resist classification as "Jewish American fiction"? The course will involve lively discussions prompted by these and any other questions that are provoked by the reading. Possible authors include: Dara Horn, Gary Shteyngart, Allegra Goodman, Michael Chabon, Rebecca Goldstein and Nathan Englander.
METHOD OF EVALUATION: Class participation and a 10-page interpretive essay on any topic in one or more of the readings.
PREREQUISITES: None
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: preference is given to students who have taken REL 259/ENG 259/JWST 259 or REL 209/JWST 209. Otherwise, short letters of interest sent to the instructor will determine selection.
COST: $45 for books.
MEETING TIME: afternoons
INSTRUCTOR: Jeffrey Israel

REL 25 Jerusalem: One City, Two Cultures, Three Religions, Many Narratives
COURSE DESCRIPTION: Students will be required to read JERUSALEM: ONE CITY, THREE FAIHS by Karen Armstrong and INNOCENTS ABROAD by Mark Twain prior to WS, as well as short films and articles that will be available on GLO.
Our class sessions will introduce Judaism, Christianity, and Islam and their relation to this particular place. We will look at religious, political, and cultural history, to prepare us for our experiences on-the-ground.
Prerequisites: open minds, open hearts, curiosity.
Method of evaluation: Following the trip, students will write a ten page reflection to try to capture the meaning of the experiences of the class. In late February, There will be a reunion of travelers from this class in February to reflect on the highlights, wonders, and confusions of the trip.
ENROLLMENT LIMIT: 10
METHOD FOR SELECTION: The instructor will conduct personal interviews and solicit application essays that will facilitate selection of a diverse group, representing (but not limited to) the three major religious faiths who claim a home in Jerusalem.
COST: $3500
ADJUNCT INSTRUCTOR: Robert Scherr

ADJUNCT BIO: Cantor BOB SCHERR, Jewish Chaplain for the College.

REL 26 Touring Black Religion in the "New" South CROSSLISTING: AFR 25/ENVI 26
See under AFR for full description

REL 30 Senior Projects
COURSE DESCRIPTION: An advanced course for Senior Religion majors (who are not writing theses) to further develop their senior seminar paper into a polished 25 page research paper (which will also be the focus of a brown-bag presentation during the Spring semester). The course will help the students with general research methods, workshopping, paper writing, and presentation practice.
METHOD OF EVALUATION: polished 25 page paper
PREREQUISITES: Senior Religion Majors only
ENROLLMENT LIMIT:
METHOD OF SELECTION:
INSTRUCTOR: Jason Josephson

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 five 50-minute meetings per week.
Meeting time: mornings; 9-9:50 a.m.
TBA (Teaching Associates)

RLFR 12 Audible Imagination: Exploring Sound Across the Arts
COURSE DESCRIPTION: This is a course about sound and its relationship to the visual arts, technology, and the environment. We focus on sound art, an interdisciplinary movement that emerged from the twentieth-century avant-garde. Our purpose will be to study and make sound art: artists and non-artists will be invited to test the boundaries between art and everyday life, between seeing and hearing, and between noise and music. The first two weeks cover the fundamentals of sound production: how to make your own microphones, how to record, and how to use basic production software. In the third week, you'll apply these production techniques in a project of your own design. In the fourth week, you'll share your final project with professional sound artists who will visit and perform in our classroom. Class meets twice a week for three hours. Work for the course includes readings (Cage, Oliveros, Schwitters, Westerkamp), weekly online postings to the course blog, two short projects, and final sound project.
METHOD OF EVALUATION: Five online posts and final audio/visual project
PREREQUISITES: All are welcome
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: Preference will be given to students majoring in Romance Languages, Art, Theater and Dance, English or Comp. Lit
COST: $0
MEETING TIME: afternoons
ADJUNCT INSTRUCTOR: Matthew Anderson

ADJUNCT BIO: Matt Anderson is a multimedia artist who has worked in sound, performance, and installation since 1993. He studied at the Studio for Interrelated Media at the Massachusetts College of Art and has exhibited and performed in venues including the Centre for Contemporary Arts, Glasgow, UK; Kunstraum Michael Barthel, Leipzig, Germany; and Los Angeles Contemporary Exhibitions (LACE), Los Angeles, CA.

RLFR 30 Honors Essay
To be taken by candidates for honors other than by thesis route.

RLFR 31 Senior Thesis
To be taken by students registered for French 493-494.

ITALIAN

RLIT S.P. Sustaining Program for Italian 101-102
Students registered for 101-102 are required to attend and pass the sustaining program during the Winter Study Period. Three 50-minute meetings per week.
Meeting time: mornings; 9-9:50 a.m.
NICASTRO

SPANISH

RLSP S.P. Sustaining Program for Spanish 101-102
Students registered for 101-102 are required to attend and pass the sustaining program during the Winter Study Period. Three 50-minute meetings per week.
Meeting time: mornings; 9-9:50 a.m.
TEACHING ASSOCIATES

RLSP 14 Animal Consciousness CROSSLISTING: ENVI 14
COURSE DESCRIPTION: If you've ever owned a cat or dog, you've probably found yourself looking into those well-loved eyes and asking, "What are you thinking?" This course explores literature and films that take that question as their point of departure. We will examine works by a very distinguished group of artists - Virginia Woolf, Leo Tolstoy, Horacio Quiroga, Franz Kafka, Robert Bresson, Verlyn Klinkenborg, and others - all of whom endeavor to imagine and represent the subjective experience of a nonhuman animal. Some focus on companion animals, while others explore the interior life of an insect, a reptile, a beast of burden, or a so-called "predator." These works are often humorous, but they are also surprisingly serious: they raise issues ranging from the mixed blessings of domestication to the role of instinct, the hierarchy of species, and the rights of non-human animals. Through them, we will explore questions about the limits of human nature and our ethical relationships with the nonhuman others who inhabit our lives and our planet. Requirements include regular response papers, oral presentations/discussion-leading, and a final paper. Enrollment limit: 12.
METHOD OF EVALUATION: 10 page paper, response papers, presentations, discussion-leading
PREREQUISITES: None
ENROLLMENT LIMIT: 12
METHOD OF SELECTION: Students will be asked to submit a short statement describing their motivation for taking the course.
COST PER STUDENT: $100
MEETING TIME: mornings
INSTRUCTOR: Jennifer French

RLSP 16 The Poetics of Southern Spain
COURSE DESCRIPTION: This course will take an imaginary journey, geographical, temporal, literary and cultural, through Andalucía (the southern provinces of Spain). Starting with its first Phoenician settlements in the second millennium BCE and ending with the region's present day reality we will look at the terrain; its rivers, forests, mountains and fabled coast, through the eyes of writers, poets, musicians and filmmakers including: Abu l-Qasim al-Manishi (12th Century, Sevilla), Avienus (Roman, 4th Century CE), Richard Ford, Alexandre Dumas, Gustave Doré, Rainer Maria Rilke, Byron, Washington Irving, Federico García Lorca, Luis Cernuda, Gerald Brennan, Ernest Hemingway and Camarón de la Isla. Students will be required to read and discuss readings that will be provided for them and to interpret scenes from Lorca's 'Blood Wedding' and 'Doña Rosita the Spinster'. We will listen to flamenco music discussing its traditions and roots. We will view and discuss the films: 'Guadalquivir' (Joaquín Gutiérrez Acha), 'Blood Wedding' (Carlos Saura, 1981), 'El Sur' (Víctor Erice, 1983), 'Federico García Lorca' (Healey, 1998), 'Solas' (Benito Zembrano, 1999) and 'Camarón' (Jaime Chávarri, 2005). The course will be conducted in Spanish (with the exception of readings by authors whose original texts are not in Spanish).
METHOD OF EVALUATION: A 10-page paper will be assigned based on what each student most takes away from the class.
PREREQUISITES: Fluency in Spanish
ENROLLMENT LIMIT: 10
METHOD OF SELECTION: Personal interviews
COST: $0
MEETING TIME: mornings; class will meet twice a week for three hour sessions.
ADJUNCT INSTRUCTOR: John Healey

ADJUNCT BIO: The instructor lived in Southern Spain for over twenty years, is a published author, is fluent in Spanish and directed the feature length documentary film 'Federico García Lorca' (1998-RTVE/A.r.t.e.)

RLSP 25 Transnational Itineraries CROSSLISTING: ARAB 25/COMP 25
See under ARAB for full description

RLSP 30 Honors Essay
To be taken by candidates for honors other than by thesis route.

RLSP 31 Senior Thesis
To be taken by students registered for Spanish 493-494.

RUSSIAN

RUSS S.P. Sustaining Program for Russian 101-102
Required of all students enrolled in Russian 101-102. Three meetings per week, 50 minutes per session. Practice in speaking and comprehension based on material already covered as well as some new vocabulary and constructions. Designed to maintain and enhance what was acquired during fall semester, using new approaches in a relaxed atmosphere. No homework.
Regular attendance and active participation required to earn a "Pass." Open to all.
Meeting time: mornings; 9-9:50 a.m.
TBA

RUSS 12 Film Propaganda CROSSLISTING: COMP 12
COURSE DESCRIPTION: Since its birth over a century ago, cinema has demonstrated a peculiar propensity for propaganda, with some of the twentieth century's greatest directors producing films that explicitly seek to alter spectators' beliefs and behavior. This course explores the curious relationship between film and propaganda by examining ten cinematic masterworks from the twentieth century, including D.W. Griffith's The Birth of Nation (1915), Dziga Vertov's Man With a Movie Camera (1929), Leni Riefenstahl's Triumph of the Will (1935), Stanley Kubrick's Dr. Strangelove (1964), and Francis Ford Coppola's Apocalypse Now (1979), among others. Our viewing will be accompanied by a variety of short critical texts that will help us to understand what propaganda is, why it lends itself so readily to film, and what it has to do with politics, entertainment, and art. In addition to watching ten of the greatest movies ever made, students will maintain a course blog that chronicles our viewing experience and create their own works of video propaganda by the end of winter study. We will meet 3-4 times per week for 90 minutes to discuss what we are watching and reading in the afternoons, as well as 3-4 evenings each week to watch the assigned films together.
METHOD OF EVALUATION: Students' participation in the course blog and their works of video propaganda.
PREREQUISITES: none
ENROLLMENT LIMIT: none
METHOD OF SELECTION: Preference given to students majoring or planning to major in Russian and Comparative Literature, as well as students with a demonstrated interest in film and/or video.
COST: $10.00
MEETING TIME: other
EXPLANATION OF MEETING TIME: 3-4 evening film screenings each week; 3-4 afternoon meetings (90 minutes each) per week
INSTRUCTOR: Julie Cassiday

RUSS 25 Republic of Georgia CROSSLISTING: SPEC 24
COURSE DESCRIPTION: Williams has a unique program in the Republic of Georgia, which offers students the opportunity to engage in three-week-long internships in any field. Our students have worked in the Georgian Parliament, helped in humanitarian relief organizations like Save the Children, interned in journalism at The Georgian Times, taught unemployed women computer skills at The Rustavi Project, documented wildlife, studied with a Georgian photographer, done rounds at the Institute of Cardiology, and learned about transitional economies at the Georgian National Bank. In addition to working in their chosen fields, students experience Georgian culture through museum visits, concerts, lectures, meetings with Georgian students, and excursions. Visit the sacred eleventh-century Cathedral of Sveti-tskhoveli and the twentieth-century Stalin Museum, take the ancient Georgian Military Highway to ski in the Caucasus Range, see the birth-place of the wine grape in Kakheti and the region where Jason sought the Golden Fleece. Participants are housed in pairs with English-speaking families in Tbilisi, Georgia's capital city. At the end of the course students will write a 10-page paper assessing their internship experience.
Knowledge of Russian or Georgian is not required.
PREREQUISITES: none; not open to first-year students
ENROLLMENT LIMIT: 8.
METHOD OF EVALUATION: 10-page paper
METHOD FOR SELECTION: Through short essays describing why they want to participate, and through personal interviews, if necessary
COST: $2500
INSTRUCTOR: Darra Goldstein

RUSS 30 Honors Project
May be taken by candidates for honors other than by thesis route.

RUSS 31 Senior Thesis
To be taken by students registered for Russian 493-494.

SOCIOLOGY-See under ANTHROPOLOGY AND SOCIOLOGY

THEATRE

THEA 12 Shakespeare on Film CROSSLISTING: ENGL 27
COURSE DESCRIPTION: The greatest English language playwright composed his dramas for a remarkably spare and simple theatrical setting. Yet that same playwright is undoubtedly the one whose work has spawned more film productions and adaptations than any other in history. (Wikipedia lists over 410 full-length film and TV versions of his works.) How do we reconcile Shakespeare's minimalist Elizabethan theatrical vision with his explosion onto the high-tech screens of the 20th and 21st centuries? What happens when the "unworthy scaffold" of the Globe Theater's "wooden O" morphs into wide angles, cross cuts, live action, and even digital animation. This Winter Study course will investigate these questions through reading and then viewing film versions of a selection of Shakespeare's major plays.
Requirements: Attendance at each session, participation in discussion. Completion/Presentation of final project where students imagine their own adaptations of a favorite Shakespeare play.
METHOD OF EVALUATION: Completion/Presentation of final project where students imagine their own adaptations of a favorite Shakespeare play.
PREREQUISITES: None
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: Theatre majors, English majors
COST:
MEETING TIME: mornings
EXPLANATION OF MEETING TIME: Prefer M/W/Th 10-12:50
INSTRUCTOR: Robert Baker-White

THEA 13 Comic Theory
COURSE DESCRIPTION:
What makes us laugh, and why? In this course, we'll examine why we find things funny and discuss the cornerstones of comedy criticism: the elements and conventions of Greek and Roman comedy (the happy idea, the confusion of realms, critiques of human intervention), Hobbes and Baudelaire on superiority, Bakhtin's theories of the grotesque and carnivalesque, Bergson's idea of the mechanical encrusted upon the living, Freud's economy of psychic expenditure, Frye's theory of archetypes and social transformation, and others. We'll also watch, read, and discuss great comedies, including "Ivona, Princess of Burgundia." You'll always have answers for that eternal question: what's so funny?
METHOD OF EVALUATION: 10-page paper, final project, or presentation
PREREQUISITES:
ENROLLMENT LIMIT: 30
METHOD OF SELECTION:
COST: $0
MEETING TIME: mornings
ADJUNCT INSTRUCTOR: Ilya Khodosh

ADJUNCT BIO: Ilya Khodosh '08 has an MFA in Dramaturgy and Dramatic Criticism from the Yale School of Drama.

THEA 14 American Theatre Festivals in New York City and Beyond
COURSE DESCRIPTION: "January is the Coolest Month Onstage" in NYC (NT Times - January 3, 2012). Theatre Festivals around the world showcase the talents and ideas of successive generations of writers, directors, designers and actors. Famously, festivals in Edinburgh, Avignon, Grahamstown in South Africa, and many, many others draw the attention of theatre people throughout the world. In this course we will look at the seasons of some of those festivals and try to gauge the forces that have inspired them. Not least indeed, amongst cities that host theatre festivals, is New York. We will pay particular attention to current festivals, and pay a visit to the city. During January, The Association of Performing Arts Presenters (APAP) has its annual "trade conference", which draws tens of thousands of artists and arts facilitators to buy and sell their wares. The class will pay a 3 to 4 day weekend visit to New York to attend some of the Theatre Festivals that occur during that time. We will go to Under The Radar; Coil; American Realness; CultureMart and others.
METHOD OF EVALUATION: A final ten minute presentation to the class, based on each students findings.
PREREQUISITES: NONE
ENROLLMENT LIMIT: 10
METHOD OF SELECTION: Some theatre or theatre-going experience will be considered.
COST: $200
MEETING TIME: afternoons
INSTRUCTOR: David Eppel

THEA 15 Plays For The Festival And Beyond
COURSE DESCRIPTION: In 2014, Mandy Greenfield will assume the artistic directorship of WTF. With a strong background in developing and producing new plays, Mandy will develop several new works for the Festival in 2015. Actress and teacher Jessica Hecht will lead a developmental workshop of three of the scripts to be included at the Festival in Summer 2015. These

developmental workshops will offer students the chance to act, direct and dramaturge in collaboration with the playwrights and will culminate in a trip to New York where they will have class with Mandy and do a final reading of all three plays. This project was initiated by Jessica at NYU where she teaches in the Experimental Theatre Wing and carried out on commissions for the Manhattan Theatre Club, The Public and the Vineyard with writers including Adam Rapp, Liz Flahive and Jenny Schwartz. Students will be expected to read each of the three WTF plays and at least one other play from all 3 writers in advance of the start date. Outside class, students will be required to rehearse scenes and read newly generated material. Acting in the final reading is not required but students must be open to reading in class. Jessica's work includes many Broadway plays , the new works of Sarah Ruhl, Richard Greenberg and Diana Son, and the tv series Breaking Bad and Friends. Mandy is the current Artistic Producer of The Manhattan Theatre Club and will take over the Festival this Fall. As mentioned, students will meet the writers and have the input of one or two other professional actors and or directors who have been working with Jessica in this developmental process over the past several years.
METHOD OF EVALUATION: Final Presentation. Detailed script notes are required for all, If not performing, additional dramaturgical material is requested.
PREREQUISITES: 2 semesters of theatre - performance preferred but not required
ENROLLMENT LIMIT: 20 is preferred-24 MAX
METHOD OF SELECTION: students screened through a letter of interest and/or resume
COST: $225 to cover cost of 2-day field trip to NYC.
MEETING TIME: other
EXPLANATION OF MEETING TIME: Class will likely be a Monday intensive (8hrs) with approximately 4 hours of rehearsal scheduled during the week and an additional meeting with the playwright/director or Jessica. Total: 14-15 hours
ADJUNCT INSTRUCTOR: Jessica Hecht

ADJUNCT BIO: Jessica Hecht is a Tony award nominated actress known for originating characters in several new plays on Broadway and off. She teaches at NYU Tisch School of the Arts and has done 8 seasons at the Williamstown Theatre Festival

THEA 32 Senior Honors Thesis
See description of Degree with Honors in Theatre.

WOMEN'S, GENDER and SEXUALITY STUDIES

WGSS 14 Plato's Symposium and Its Afterlife CROSSLISTING: CLAS 14/COMP 14/PHIL 14
See under CLAS for full description

WGSS 18 Girl meets World: Films from 5 Continents CROSSLISTING: PSCI 18
See under PSCI for full description

WGSS 22 Volunteer Income Tax Assistance (VITA) CROSSLISTING: ECON 22/POEC 22
See under ECON for full description

WGSS 25: Creating Social Enterprises with Marginalized Ugandan Youth
Teams of Williams students have been working for several years now in Uganda to empower groups of HIV+ youth there in their activism against the AIDS pandemic and the underlying issues of poverty, inequality and social marginalization. Over the last two years we have been focusing on building a network of training and support for the creation of social enterprises to be run by groups of marginalized youth. This year we will take the next step: a smaller group of Williams students will go to Uganda to learn and teach about worker–owned cooperatives and work with our Ugandan partners to open their own worker–owned business.
This approach stems from the realization that grassroots activism is usually done most effectively by those who live inside the community in question and are themselves intimately affected by the issues. When it comes to HIV Uganda now has a generation of youth who have grown up with the virus, including many who were born HIV+ and have reached adulthood thanks to the availability of antiretroviral drugs. Now in their teens and twenties, these youth have become, or are becoming sexually active and often want to have children of their own. They are crucial actors in the future of the pandemic, whether it will become more deeply entrenched in intergenerational cycles of stigma, poverty and inequality or communities will be able to lift themselves out of those spirals. When supported and mobilized positive youth make extraordinary activists. Yet many of them find themselves isolated and stigmatized, unable to disclose their status to friends, colleagues or teachers, or find support from other youth in similar situations. Other groups of youth find themselves marginalized because of their sexual orientation or gender expression: these young people are often thrown out of families, schooling, and employment and left few alternatives to sex work and chaotic, unstable living situations, putting them at high risk for HIV.
When these affected actors become activists they can be very powerful, but given their marginal economic status they are usually extremely dependent on outside funding. Without that they lack the resources even to take public transport to attend meetings or go out into the community to do sensitization or advocacy. Their activist work becomes dependent on funding cycles and the whims and fashions of the donor community. The idea we have been working with, then, is to collaborate with them to create social enterprises that train the activists in income–generating skills, give them the opportunity to generate income as a group, and use some of that income to fund their own continuing activism.
Worker cooperatives are a model that has been used in Europe and the US since the 1800s, and is increasingly being used in Latin America. They are particularly appropriate for marginalized groups as a means of building solidarity and democratic practices, jointly accessing capital, and building income and assets. The UN declared 2012 the 'year of the co–op', and it has been argued that it is a particularly appropriate form for African contexts. Uganda has more experience with farmers' cooperatives than worker co–ops, but there is growing interest and expertise in the region. Week 1 of our trip will include a training program in Kampala, jointly taught by the Williams group and our Ugandan collaborators, including visits to existing co–ops and lectures from local experts on mentoring social enterprises. For week 2 we will divide into small groups to develop proposals and business plans for creating new co–ops. The entire team will then vote on a proposal to move forward with. During week 3 the groundwork for a particular co–op will begin, building the experience that, over the next two years, will help develop a Kampala co–op incubator with the capacity to create and mentor future co–ops as social enterprises for marginalized youth. In our down time we will have a chance to view some of Uganda's natural beauty and wildlife, as well as moving around Kampala, a vibrant East African hub.
METHOD OF EVALUATION: Evaluation will be based on student journals and participation throughout the class.
ENROLLMENT LIMIT: 8
METHOD OF SELECTION: Students will be chosen through an application form and interview.
ESTIMATED COST: $3,650 including flights.
INSTRUCTOR: Kiaran Honderich

WGSS 30 Honors Project
To be taken by candidates for honors other than by thesis route.

SPECIALS

SPEC 10 Introductory Photography: People and Places CROSSLISTING: MATH 14
See under MATH for full description

SPEC 11 Science for Kids CROSSLISTING: CHEM 11
See under CHEM for full description

SPEC 14 Beyond Hooking Up: Creating Meaningful Relationships CROSSLISTING: CHEM 14/PSYC 14
See under CHEM for full description

SPEC 15 Contemporary American Songwriting CROSSLISTING: AMST 15/MUS 15
COURSE DESCRIPTION: Contemporary American Songwriting
This course will focus on learning how to write and perform songs in a contemporary style. Topics addressed will include song structure, how to create a lyric that communicates, vocal and instrument presentation, performing techniques, publicity for events, and today's music industry. This class will culminate in a public performance of material written during the course. To successfully pass this course, students are required to create, edit, perform and possibly record two original songs. These songs must be conceived during the course period (previously written material is not usable). Students will be guided to create both music and lyrics. They may also be required to participate in a co-write session. At least one of these songs will be presented during the final performance, preferably by the student. Attendance at classes, feedback sessions, and all officially scheduled events is mandatory. A short writing assignment based on the assigned reading will be passed in on the last day of class.
No pre-requisites. Students with a musical background and the ability to play and instrument may be given preference, but anyone interested is encouraged to register. (Bernice.Lewis@williams.edu). Enrollment limit: 14.
Please be aware that this course meets four days a week.
METHOD OF EVALUATION: Attendance, Final Performance, and writing assignment
PREREQUISITES: None
ENROLLMENT LIMIT: 14
METHOD OF SELECTION: 14 per section, upperclassmen may be given priority, also experience as musicians, and gender balancing,
COST: $35 class fee
MEETING TIME: mornings
ADJUNCT INSTRUCTOR: Bernice Lewis

SPEC 17 Addiction Studies and Diagnosis
The goal of this class is to help students develop an effective understanding of the definition, impact, and treatment of addiction. Students will be familiarized with the DSM-5, the text used to diagnose mental illness in the US. Students will read a history of addiction in the US and the central text of Narcotics Anonymous to understand the structure of 12 Step recovery. Speakers will tell their stories in their journey from addiction to recovery. Students will be expected to accurately diagnose the speaker according to the criteria in the DSM-5. Finally, an extensive annotated bibliography and oral presentation will be presented in groups at the end of the course. The course will be capped at 15 students.
Calendar of Classes
Mon January 5 Introduction and Lecture on Chemical Dependency and 12 Step Counseling
Readings: Slaying the Dragon pages 1-78 Narcotics Anonymous - start reading
Wed January 7 "My Name is Bill W." 1st Quiz
Readings: Slaying the Dragon- pages 79-197 Narcotics Anonymous - continue reading
Mon January 12 Guest Speaker - 1st Presentations
Readings: Slaying the Dragon- pages 199-260 Narcotics Anonymous - continue reading
Wed January 14 "Days of Wine and Roses" -2nd Quiz
Readings: Slaying the Dragon- pages 263- 341 -Narcotics Anonymous - continue reading
Mon January 19 Martin Luther King Jr. Day - Guest speaker -Narcotics Anonymous - continue reading Narcotics Anonymous

Wed January 21 Third Quiz -Readings Narcotics Anonymous - continue reading 3rd Quiz
Mon January 26 Guest Speaker -Readings Narcotics Anonymous - finish reading (stories optional)
Wed January 28 Group Presentations, evaluations and wrap up
Grading for the class
Annotated Bibliography and Oral Presentation(s) 30%
Journal entries - 1 page minimum each topic (@ 250 words) - Attend and comment on three 12 Step meetings. Reports on three people who took the CAGE, MAST and Johns Hopkins test - one person must 'pass' one of the tests. Choices nearby are Al-Anon, OA, AA, and NA. Eight entries, 5% each, 40% total
Attendance - 15%
Quizzes- 15%
Texts - "Slaying the Dragon: The History of Addiction Treatment and Recovery" by William White and "Narcotics Anonymous, 6th Edition"
MEETING TIME: MW 12:30-3:30
ADJUNCT INSTRUCTOR: Rick Berger

SPEC 18 Live! from Studio 275
COURSE DESCRIPTION: This course is designed to explore roles, technology and workflows associated with writing, producing and directing a "live" studio-based video production.
Class time will consist of lecture mixed with hands-on instruction/participation learning the various tech systems (lighting, cameras, audio and tri-caster) installed in Video Studio 275 at the Center for Educational Technology. In tandem, we will explore the roles and responsibilities of a studio production crew through lecture, student research and class presentations.
Midway through the course, we will form groups to conceive of, write, produce and direct multiple 30-minute shows. Each student will take on the role of writer, producer or director for their show, assigning others from the class to production crew roles.
We will meet for 3, two-hour sessions each week (lecture and workshop) with an additional required research/sofware learning/production time (minimum of 6 hours/week, additional during the final production week)
Enrollment limited to 12
METHOD OF EVALUATION: Topic based research and class presentation, class participation, completion of shows (final project).
PREREQUISITES: interest in studio-based video production
ENROLLMENT LIMIT: 12
METHOD OF SELECTION: Short essay submission.
COST:
MEETING TIME: mornings
ADJUNCT INSTRUCTORS: Tamra Hjermstad and Bruce Wheat

SPEC 19 Medical Apprenticeship
Firsthand experience is a critical component of the decision to enter the health professions. Through this apprenticeship, students can clarify their understanding of the rewards and challenges that accompany the practice of all types of medicine. Apprenticeships are arranged in two distinct ways: some students live on campus and are matched with a local practitioner, while others make independent arrangements to shadow a distant professional. The expectation is that each student will observe some aspect of medicine for the better part of the day, five days per week. In recent years, students have shadowed physicians, veterinarians, dentists, nurses, and public health experts.
A 5-page reflective paper is required, as is attendance (for those shadowing near campus) at three Tuesday evening programs. Students will meet from 6:30-8:30 p.m. over dinner to hear from invited speakers from the medical community as a stimulus to discussion about their apprenticeship experiences.
Prerequisites: interested students must attend an information meeting in early October. Local enrollment is limited by the number of available practitioners. Preference for placements will be given on the basis of seniority and demonstrated interest in the health professions.
Cost: local apprenticeships: required vaccinations, local transportation and possibly lunches. Distant apprenticeships: costs will vary based upon location.
Instructors: Steven Anisman, M.D.; David Armet. P.T.; Childsy Art, M.D.; Deborah August, M.D.; Victoria Cavalli, M.D.; Jonathan Cluett, M.D.; Lee Delaney, D.V.M.; Marianne Demarco, M.D.; Michael Disiena. D.O.; Paul Donovan, D.O.; Simon Drew, M.D.; Stuart Dubuff, M.D.; William Duke, M.D.; Robert Fanelli, M.D.; Wade Gebera, M.D.; David Gorson, M.D.; Alison Hastings, D.O..; Deborah Henley, M.D.; Eric Holmgren, D..D.S./M.D.; Judith Holmgren, M.D.; Orion Howard, M.D.; Laura Jones, D.V.M.; Joshua Kleederman, D.M.D.; William Kober, M.D.; Jonathan Krant, M.D.; William Levy, M.D.; Rebecca Mattson, D.V.M.; Mark Mcdermott, M.D.; Ronald Mensh, M.D.; Graham Moore, M.D.; Boris Murillo, M.D.; Charles O'neill, M.D.; Judy Orton, M.D.; Daniel Perregaux, M.D.; Fernando Ponce, M.D.; Richard Provenzano, M.D.; Daniel Robbins, M.D.; Oscar Rodriguez, M.D.; Scott Rogge, M.D.; Paul Rosenthal, M.D.; Robert Sills, M.D.; Themarge Small, M.D.; Anthony Smeglin, M.D.; Anne Marie Swann, M.D.; Spyridon Triantos, M.D.; Elizabeth Warner, M.D.; Elizabeth Whatley, M.D.; James Whittum, M.D.; Katie Wolfgang, D.V.M.; Nicholas Wright, M.D.; Jeffrey Yucht, M.D.; Mark Zimpfer, M.D.; and others.
ADJUNCT INSTRUCTOR: JANE CARY, Health Professions Advisor

SPEC 20 Student Leadership Development CROSSLIST: LEAD 20
COURSE DESCRIPTION: As students move through their time in college, many will opt to take on roles of leadership in the Williams community. This desire to be engaged and involved leads to the development of life skills and abilities that become highly marketable traits post-graduation. Student Leadership Development is focused on facilitating student awareness of their unique interests and abilities, their connection to their involvement at Williams College and within their communities, and how their extracurricular involvement interfaces with their career trajectory.
This course will utilize student development theories as conceptual frameworks to analyze student leadership and involvement, and offer coursework involving career and personality assessments, case study analyses, class discussion, short-term experiential learning projects, and exposure to guest speakers who expose students to the breadth of opportunities on campus.
Through the duration of the course, students will engage in ongoing dialogue and will have the opportunity to create and share a small group presentation connected to one of the topics of focus as related to a selected case study. Students will leave the course with an enhanced awareness of their own leadership potential, the relationship between their leadership skills and career options, and insight into the factors and experiences that shape them as today's student leaders, and tomorrow's engaged citizens and community builders.
METHOD OF EVALUATION:
Students will be evaluated based on class participation, a weekly journal that must be kept, and 2 papers (mid-winter study, and final).
PREREQUISITS:
None
ENROLLMENT LIMIT:
20
HOW STUDENTS WILL BE SELECTED:
Preference will be given to first year and second year students
ESTIMATED COST TO STUDENT:
$50 - This will include the purchase of self-assessment tests, and a required text
MEETING TIMES:
Students will meet in a lecture/discussion format for 6 hours per week (M/W/F for two hours each) and will spend between 4-6 hours each Thursday doing experiential learning in the given weeks' focus area
ADJUNCT INSTRUCTORS: Benjamin Lamb and Mike O'Connor

INSTRUCTOR BIOS:
Benjamin Lamb -Assistant Director for Student Involvement - Student Organizations: Ben joined Williams in January 2010 as an intern in the Office of Student Life, in May 2010 he joined on as a full-time staff. In his role he works with student groups, leadership and identity development. With a background in the sciences, Ben has worked has worked as a wildland firefighter, salmon population researcher, chemist, ecotourism manager, career counselor, admissions councilor, high school guidance counselor, and also currently serves as a City Councilor in the City of North Adams.
Patricia Leahey-Hays - Assistant Director for Student Involvement - Residential Programs: Patricia has a degree in public policy and a MBA but has spent most of her professional career working in higher education administration in student development. She is currently working with a very talented group of Williams College students in her role focusing on residential life and leadership development.
Mike O'Connor - Director of the Career Discovery Program: Mike O'Connor joined Williams in September 2013 after spending three years as Director of Career Planning at the Sage Colleges in Albany and Troy, NY, where he oversaw two campus Career Service offices for a population of 3000 liberal arts, business, health science, and education students at the Bachelors, Masters, and Doctoral levels. Mike has been assisting students with all areas of Career Planning for over eight years, having also worked at Hiram College, Union College, and as a private tutor in Granada, Spain. Mike has a M.A. in Student Affairs & Diversity from Binghamton University and a B.A. in Psychology from the University of Connecticut.

SPEC 21 - Experience the Workplace; an Internship with Williams Alumni/Parents
II. Course description: Field experience is a critical element in the decision to enter a profession. Through this internship, students can clarify their understanding of the rewards and challenges that accompany the practice of many different aspects within a profession, and understand the psychology of the workplace. Internship placements are arranged through the Career Center, with selected alumni and parent acting as on-site teaching associates. The expectation is that each student will observe some aspect of the profession for the better part of the day, five days per week. It is also expected that the teaching associate will assign a specific project to be completed within the three-to-four week duration of the course depending upon appropriateness.
Intellectual Merit: Participation in this winter study will require the student to quickly assess the work environment, make inferences about corporate culture, performance norms and expectations, and to take initiative not only to learn from this experience, but also to contribute where and when appropriate. Understanding the dynamics within a work environment is critical to success in any organization and this hands-on experience will illuminate lessons learned in the classroom. Upon completion of the winter study, it is expected that the student write a thorough report evaluating and interpreting the experience.
a. Method of evaluation: It is expected that students will complete assigned readings, keep a daily journal, and write a 5-10 page expository review and evaluation that will become public record as a resource for other students.
b. Required activities and meeting times: The expectation is that each student will be in the field to observe some aspect of the profession for the better part of the day, five days per week. In addition to observation there may be an opportunity to work on distinct projects generated by the instructor depending upon appropriateness.
c. Prerequisites: interested students must attend an information meeting in early October, and meet individually with Career Center staff to go over the details of their placements.
d. Enrollment: Enrollment is limited by the number of available teaching associates (instructors).
e. Student selection criteria: Placements will be determined by the individual alum or parent sponsor based on application and possible telephone interview.
f. Meeting Times: each student will be in the field to observe some aspect of the profession five days per week, at least 6 hours per day.
g. Cost to students: Local apprenticeships - local transportation. Distant apprenticeships - costs will vary based upon location, BUT ARE THE RESPONSIBILITY OF THE STUDENT. The college has no extraordinary funding to support the internship.
h. Teaching Associates (*instructors*): Williams College alumni and parents of current Williams students will be recruited to become instructors for this course. A broad range of professions will be represented as the course develops. Alumni and parents will receive individual orientations with the course director in person or via telephone conference.
i. Sponsor's Name: John Noble, Director of the Career Center and Dawn Dellea, Manager of Alumni and Parent Engagement Programs
III. Budget: we would like to use the $500 maximum budget allocation to recognize the contribution of the instructors, in the form of an appropriate plaque or certificate.
IV. Bibliography: a bibliography of readings would be selected from such works as:
Ready or Not, Here Life Comes by Mel Levine, 2005.
What Should I do with My Life? by Po Bronson, 2003.
Working by Studs Terkel, 1974.

Zen and the Art of Making a Living by Laurence Boldt, 1993.
V. Addendum: it is the intention of the course to offer a wide variety of traditional and non-traditional field placements for students that are not offered by other Winter Study courses. I'm happy to report that 100% of the students surveyed said they would recommend this course.

SPEC 24 Republic of Georgia CROSSLISTING: RUSS 25
See under RUSS for full description

SPEC 25 Digging Deep into Winter Food: Farm-to-Plate Living in Vermont
COURSE DESCRIPTION: Vermont is a leader in food sustainability. The state is rich in farms using sustainable agriculture techniques. Communities in Vermont often embrace locally grown food as a marker of identity. This one-week residency at Green Mountain Girls Farm in Northfield, Vermont offers students hands-on learning in the context of the farm as well as exposure to current food policy work in Vermont. Students will learn about ecological agricultural approaches such as permaculture, work with dairy goats and laying hens, and cook and process food from the farm. Visits to farms and organizations in the immediate area will frame the theme of sustainable food in the context of community. This includes hearing from government officials and non-profit leaders in nearby Montpelier.
This course will meet twice prior to leaving campus and twice following return to campus. The residency at Green Mountain Girls Farm lasts one week, from Tuesday, January 13 to Tuesday, January 20. Students will write one two-page paper detailing their understanding of course themes and expectations for the course prior to departure. Readings for this course focus on food systems design and the impact of regional food systems on local Vermont economies, such as the 2011 Farm to Plate Strategic Plan from the Vermont Sustainable Jobs Fund. While at the farm, students will research and present creative individual projects. Students will submit a second two-page paper reflecting on their experience upon returning to Williams.
Requirements: Vermont is cold in January, and many activities will take place outside. Students must bring layered cold-weather clothing, including sturdy insulated boots suitable for snowshoeing, insulated gloves, neck warmers or scarves, winter hats, and sunglasses. Students are welcome to bring cross-country skis for recreation. Snowshoes will be provided for forest outings.
Enrollment limit: 9. Students expressing convincing interest in the themes of the course will be preferred.
COST: $1000.00
ADJUNCT INSTRUCTORS: Brent Wasser and Mari Omland '89
SPONSOR: Zilkha Center

SPEC 26 Opportunities and Challenges: Living and Working with Immigrants and Refugees in Portland, ME CROSSLISTING: BIOL 26
COURSE DESCRIPTION: This Winter Study project will allow students to experientially explore questions of identity and privilege, as well as the current challenges and opportunities surrounding resettlement of diverse groups of immigrants and refugees. Students experience these questions through three weeks of living and working with host families in Portland, a city of 65,000 people which is home to approximately 13,000 resettled refugees. Each student will live as part of a culture within another dominant culture. In the spirit of past Gaudino programs in experiential education, this program encourages students to take an active role in the learning process. Students will learn from their experience through rigorous and critical dialogue, reflection, and activity. They will encounter first-hand the issues they have previously read or heard about and they will actively use those experiences both during the WSP, as well as back on campus through follow-up activities and discussions in and out of the classroom
Sponsored by the Gaudino Scholar and Gaudino Fund since 2008, this Winter Study course will allow a small group of students to have a cultural immersion experience in the U.S. Portland, Maine, a refugee resettlement city for over 30 years, has over 60 languages spoken by students in its schools, and residents from over 80 countries all over the world. Inspired by the transformative Williams-at-Home program, each student will live with a refugee or immigrant host family, and work either as a teacher or medical apprentice. Most students will work in one of the Portland school or adult education classrooms with students whose families are new to the United States. The Williams student will gain practical experience as a teacher, tutor, and mentor in multiple classrooms with many diverse students. Students will also have a chance to talk with senior teachers and administrators about the challenges facing 21st century schools in the United States in an increasingly diverse society and global economy. There will also be an opportunity for a student or two seeking medical or public health experience to shadow medical or mental health practitioners in several community clinics serving the refugee and immigrant populations. Students will be challenged to reflect upon their own identity, assumptions, privileges, and values.
In December students will receive articles and orientation materials to prepare for their experience, and must write a 5-page reflective essay due on arrival in Maine on their experience of their identity: ethnicity, national identity, race, and/or class, and its impact on their lives. Each student must also keep a journal during the program and at the end turn in a 5-page reflective essay addressing how her or his impressions, assumptions, or values were challenged or changed concerning those topics addressed in the opening essay. The student group will have a day-long orientation upon arrival in Maine, will meet weekly to share insights and challenges, and will have the opportunity for one on one reflection time
prerequisites: Open to sophomores, juniors, seniors
method of evaluation: 5-7 page final paper
enrollment limit: 6
method for selection: If the course is over-enrolled, the Instructor will give preference to those students who demonstrate, in a short conversation with and/or essay submitted to the instructor, their interest in experiential learning generally and the problems confronting recent immigrants to the U.S. specifically.
COST: Cost: $750 ($30/day) for room and board to host families, plus travel to and from Portland. Students on Financial Aid will receive Gaudino funding as determined by the Financial Aid office.
itinerary: January 5 - Students arrive in Maine, begin orientation January 6 - Student orientation January 7 - Students tour work placement sites, meet host families January 8 - Work placements begin January 13 - Group check-in January 17 - Group discussion/Activity January 21 - Individual check-ins January 24 - Host family potluck January 28 - Wrap-up, evaluation, closing January 29 - Last day of Winter Study
ADJUNCT INSTRUCTOR: Heather Foran '04

SPEC 28 Class of 1959 Teach NYC Urban Education Program
Students in this course learn about the front-line challenges of urban public education by working in one of New York City's public schools. Participants will be expected to pursue a full day's program of observing, teaching, tutoring and mentoring in their choice of more than 20 different school situations from elementary through high school. Each of the participating schools will have a resident supervisor who will meet with the January interns to arrange individual schedules and provide mentoring during the month. There will be weekly seminar meetings of all the interns who are expected to participate in group discussions, keep a journal and write a 5 page paper reflecting upon their experience. The course will conduct orientation meetings with students prior to January, matching each student's interest with appropriate teaching subject areas and a host school. Dormitory-style housing will be provided along with some assistance with transportation and food costs-estimated at $400 for the term. Further assistance is available for financial aid students.
Evaluation will be based on a journal and a 5-page paper.
Prerequisites: sophomore, junior or senior standing; not open to first-year students.
Enrollment limit: 12.
Cost: $400.
Meeting time: off-campus fieldwork: daily 8:30 a.m.-3 p.m. and weekly seminar dinners.
ADJUNCT INSTRUCTOR: TRACY FINNEGAN
Sponsor: WINTER STUDY COMMITTEE

Tracy Finnegan is a master's level teacher with training and teaching experience in a variety of approaches and settings.

SPEC 35 Making Pottery on the Potter's Wheel
Each class will begin with a lecture-demonstration, followed by practice on the potter's wheel. Each student will have the use of a potter's wheel for every class. Pottery making classes will be held in the mornings, 9 AM to 12:15 PM, at Oak Bluffs Cottage Pottery in Pownal, Vermont. 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. Early in the Winter Study Session there will be a 1.5-hour slide presentation held one afternoon at a location on Campus. After the tenth pottery making class meeting, all completed work will be biscuit-fired. The eleventh meeting will be devoted to glazing the biscuited 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, held at Oak Bluffs Cottage Pottery early in the new semester, will be devoted to a "final project" (positive-orientation) critique in the studio of your finished work. Woven into lecture-demonstrations will be presentations on various topics relating to the science and history of pottery making.
Requirements: attendance at all class sessions and enthusiasm for learning the craft of pottery making.
No prerequisites or potterymaking experience necessary. *Enrollment limit: 9.*
Cost: $335 lab fee, plus makeup class fees ($50.00 per class) if applicable. No makeup class fee charged for excused absence.
Meeting time: mornings, plus one afternoon slide presentation, and one final 1-hour critique session early in the spring semester at a time to be arranged.
ADJUNCT INSTRUCTOR: RAY BUB

Ray Bub is a ceramic artist and teacher at Oak Bluffs Cottage Pottery in Pownal, Vermont, 10 minutes north of the Williams College campus. All class meetings except the slide show take place at Oak Bluffs Cottage Pottery. Learn more about Ray Bub at www.raybub.com

SPEC 39 "Composing A Life:" Finding Success and Balance in Life After Williams
COURSE DESCRIPTION: To be at Williams you have learned to be a successful student, but how do you learn to be successful in life? How will you define success in both your career and in your personal life? How will you achieve balance between the two? In short, what will constitute the "good life" for you? We borrow the concept of "composing a life" from Mary Catherine Bateson, as an apt metaphor for the ongoing process of defining success and balance in life. This course is designed: (1) To offer college students an opportunity to examine and define their beliefs, values, and assumptions about their future personal and professional lives before entering the "real" world; (2) To encourage students to gain a better understanding of how culture, ideology, and opportunity affect their life choices; (3) To provide an opportunity for students to consider different models of success and balance through "living cases" (in the form of guests from various professions and lifestyles); and (4) To aid students in contemplating their own life/career options through individual advising and introducing various career and life planning resources. Using selected readings, cases, and guest speakers, we will explore both the public context of the workplace as well as the private context of individuals and their personal relationships in determining life choices.
Requirements: regular attendance, class participation, field interview, and a 10-page final paper, weekly assignments include cases and readings from a variety of related fields, and some self-reflection exercises.
No prerequisites. Questions about the course: please contact Michele Moeller Chandler at (413) 458-8106 or michele.chandler2@gmail.com
METHOD OF EVALUATION: 10-page paper
PREREQUISITES: none
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: preference to juniors and seniors
COST: approximately $35-40 for reading materials and cases
MEETING TIME: mornings
ADJUNCT INSTRUCTOR: Michele Moeller Chandler and Chip Chandler

ADJUNCT BIO: Michele Moeller Chandler ('73) and Chip Chandler ('72) have taught this Winter Study course for the past eighteen years. Michele, a former college administrator, has an M.A. from Columbia, and a Ph.D. from Northwestern. Chip, a retired McKinsey senior partner, has an M.B.A. from Harvard, and currently teaches in the Leadership Studies Program.

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*Thomas P. Murtagh, *Professor of Computer Science*
Kenda B. Mutongi, *Professor of History*

**Steven E. Nafziger, *Associate Professor of Economics*
EricNathan, *Visiting Assistant Professor of Music*
***Gail M. Newman, *Harold J. Henry Professor of German*
Anthony J. Nicastro, *Visiting Professor of Romance Languages*
Nimu Njoya, *Assistant Professor of Political Science*
James L. Nolan Jr., *Professor of Sociology*
Carrie Noland, *Clark Oakley Fellow*
Christopher M. B. Nugent, *Associate Professor of Chinese*
Carol Ockman, *Professor of Art*
Kristen Oehlrich, *Postdoctoral Research Fellow in the Graduate Program in Art History*
**Will Olney, *Assistant Professor of Economics*
**Allison Pacelli, *Associate Professor of Mathematics*
Eyvindur A. Palsson, *Assistant Professor of Mathematics*
Lee Y. Park, *Professor of Chemistry*
Paul C. Park, *Lecturer in English*
Janine Parker, *Visiting Artist in Residence in Dance*
Jay M. Pasachoff, *Chair and Field Memorial Professor of Astronomy*
Darel E. Paul, *Professor of Political Science*
Enrique Peacock–Lopez, *Professor of Chemistry*
Julie A. Pedroni, *Lecturer in Philosophy*
Peter L. Pedroni, *Professor of Economics*
***Ileana Perez Velazquez, *Professor of Music*
James L. Pethica, *Senior Lecturer in English and Theatre*
Gregory Phelan, *Assistant Professor of Economics*
***Katarzyna M. Pieprzak, *Chair and Associate Professor of Francophone Literature, French Language, and Comparative Literature*
***Michelyne J. Pinard, *Assistant Professor of Physical Education and Head Women's Soccer Coach*
Jonathan Pitcher, *Visiting Associate Professor of Spanish Language and Literature*
**Amy D. Podmore, *Professor of Art*
Daniel E. Prindle, *Visiting Instructor in Music*
Christopher L. Pye, *Class of 1924 Professor of English*
Lawrence E. Raab, *Harry C. Payne Professor of Poetry*
Ashok S. Rai, *Associate Professor of Economics*
Anjuli F. Raza Kolb, *Assistant Professor of English*
**Anne Reinhardt, *Associate Professor of History*
Mark T. Reinhardt, *Class of 1956 Professor of American Civilization*
Bernard J. Rhie, *Associate Professor of English*
David P. Richardson, *William R. Kenan, Jr. Professor of Chemistry*
Kathryn Ringer–Hilfinger, *Visiting Assistant Professor of Spanish*
++Jeffrey S. Roberts, *Visiting Assistant Professor of Music*
Neil Roberts, *Associate Professor Africana Studies and Faculty Affiliate in Political Science*
Michael M. Rolleigh, *Visiting Assistant Professor of Economics*
Shawn J. Rosenheim, *Professor of English*
Leyla Rouhi, *John B. McCoy and John T. McCoy Professor of Romance Languages*
Reginold A. Royston, *C3 Mellon Postdoctoral Fellow in Africana Studies*
*Merida Rua, *Associate Professor of Latina/o Studies and American Studies*
Benjamin B. Rubin, *Assistant Professor of Classics*
++Marketa Rulikova, *Visiting Assistant Professor of Sociology*
+T. Michael Russo, *Assistant Professor of Physical Education, Head Men's Soccer Coach and Coordinator of Physical Education*
Alison B. Sachet, *Visiting Assistant Professor of Psychology*
Sophie F. Saint–Just, *Visiting Assistant Professor of French Language and Francophone Cultures*
Michael Samson, *Senior Lecturer in Economics*
*Noah J. Sandstrom, *Professor of Psychology and Co–Director of the Williams–Exeter Programme at Oxford University*
++Marlene J. Sandstrom, *Professor of Psychology and Co–Director of the Williams–Exeter Programme at Oxford University*
Omar A. Sangare, *Associate Professor of Theatre*
Robert M. Savage, *Professor of Biology*
***Kenneth K. Savitsky, *Professor of Psychology*
Jana Sawicki, *Carl W. Vogt '58 Professor of Philosophy*
Vincent J. Schleitwiler, *Assistant Professor of English*
Lucie Schmidt, *Professor of Economics*
+Silvia Schultermandl, *Fulbright Visiting Assistant Professor of American Studies*
Shaila Seshia Galvin, *Mellon Postdoctoral Fellow in Environmental Studies*
Justin B. Shaddock, *Visiting Assistant Professor of Philosophy*
Cheryl Shanks, *Professor of Political Science*
James R. Shepard, *J. Leland Miller Professor of American History, Literature, and Eloquence*
Karen L. Shepard, *Senior Lecturer in English*
Stephen C. Sheppard, *Class of 2012 Professor of Economics*
W. Anthony Sheppard, *Chair and Professor of Music*
Olga Shevchenko, *Chair and Associate Professor of Sociology*
Grant Shoffstall, *Visiting Assistant Professor of Sociology*
Lara D. Shore–Sheppard, *Professor of Economics*
Glenn W. Shuck, *Assistant Professor of Religion*
Cesar E. Silva, *Hagey Family Professor of Mathematics*
Shanti M. Singham, *Professor of History*
Eiko Maruko Siniawer, *Chair and Associate Professor of History*
Kyle W. Smesko, *Lecturer in Physical Education, Assistant Football Coach*
*David C. Smith, *Senior Lecturer in Biology*
Candis W. Smith, *Assistant Professor of Political Science*
David L. Smith, *John W Chandler Professor of English*
Thomas E. Smith, *Chair and Professor of Chemistry*
Laura E. Sockol, *Visiting Assistant Professor of Psychology*
Anita R. Sokolsky, *Professor of English*
***Paul R. Solomon, *Professor of Psychology*
Stefanie Solum, *Chair and Professor of Art*
Steven P. Souza, *Senior Lecturer in Astronomy*
*Patrick K. Spero, *Assistant Professor of History and Leadership Studies*
Doris J. Stevenson, *Lyell B Clay Artist in Residence, Piano*
Mihai Stoiciu, *Associate Professor of Mathematics*
Nick C. Stone, *Visiting Lecturer in Physical Education and Head Swimming Coach*
Jefferson Strait, *Professor of Physics*
Frederick W. Strauch, *Associate Professor of Physics*
Laura R. Strauch, *Instructor in Chemistry*
*Catherine B. Stroud, *Assistant Professor of Psychology*
LaShandra P. Sullivan, *Postdoctoral Fellow in Environmental Studies and Anthropology / Sociology*
Alison M. Swain, *Assistant Professor of Physical Education and Head Coach of Women's Tennis*
Anand V. Swamy, *Professor of Economics*
Karen E. Swann, *Morris Professor of Rhetoric*
++Jane M. Swift, *Visiting Lecturer in Leadership Studies*

Steven J. Swoap, *Chair and Professor of Biology*
***Barbara E. Takenaga, *Mary A and William Wirt Warren Professor*
+Gregory S. Tate, *Sterling Brown '22 Visiting Professor of Africana Studies*
Rebecca E. Taurog, *Assistant Professor of Chemistry*
Christopher Taylor, *Visiting Assistant Professor of English*
John W. Thoman Jr., *J. Hodge Markgraf Professor of Chemistry*
David Thompson, *Assistant Professor of Physical Education, Head Men's Track & Field Coach*
ChristianThorne, Associate Professor of English
Stephen J. Tifft, *Professor of English*
Claire S. Ting, *Associate Professor of Biology*
Tony Truran, *Lecturer in Chemistry*
*David R. Tucker–Smith, *Associate Professor of Physics*
Ji–YoungUm, *Visiting Assistant Professor of English and American Studies*
Janneke van de Stadt, *Professor of Russian*
Armando Vargas, *Assistant Professor in the Program of Comparative Literature*
Natalie B. Vena, *Gaius Charles Bolin Fellow in Anthropology and Environmental Studies*
William G. Wagner, *Brown Professor of History*
**Dorothy J. Wang, *Associate Professor of American Studies and Faculty Affiliate in English*
Guowei Wang, *Artist–in–Residence in Chinese Music Performance*
Wendy Wang, *Assistant Professor of Statistics*
Chris Waters, *Hans W. Gatzke '38 Professor of Modern European History*
Tara E. Watson, *Associate Professor of Economics*
+Barbara Young Welke, *W. Ford Schumann Visiting Professor in Democratic Studies*
Brad Wells, *Lyell B. Clay Artist in Residence and Director of Choral/Vocal Activities, Lecturer in Music*
Peter S. Wells, *Assistant Professor of Physical Education, Coordinator of Men's and Women's Crew, and Head Coach of Men's Crew*
Carmen T. Whalen, *Professor of History*
Alan White, *Mark Hopkins Professor of Philosophy*
Amanda R. Wilcox, *Associate Professor of Classics*
Heather Williams, *William Dwight Whitney Professor of Biology*
Mason B. Williams, *Visiting Assistant Professor of Leadership Studies*
Lauren L. Williamson, *Visiting Assistant Professor of Psychology*
Bud Wobus, *Edna McConnell Clark Professor of Geology*
Scott Wong, *James Phinney Baxter III Professor of History and Public Affairs*
***James B. Wood, *Charles R. Keller Professor of History*
William K. Wootters, *Barclay Jermain Professor of Natural Philosophy*
Saadia Yacoob, *Mellon Postdoctoral Fellow in Religion*
Kasumi Yamamoto, *Chair and Professor of Japanese*
Brent A. Yorgey, *Visiting Assistant Professor Computer Science*
Li Yu, *Associate Professor of Chinese*
Safa R. Zaki, *Professor of Psychology*
Betty Zimmerberg, *Chair and Howard B. Schow '50 and Nan W. Schow Professor of Neuroscience*
David J. Zimmerman, *Professor of Economics and Orrin Sage Professor of Political Economy*

LIBRARIES

David M. Pilachowski, *College Librarian*
B.A. (1971) University of Vermont; M.L.S. (1973) University of Illinois

Karen Gorss Benko, *Catalog Librarian*
B.A. (1994) Yale; M.L.S. (1999) S.U.N.Y., Albany

Christine W. Blackman, *Catalog Librarian*
B.A. (1989) Notre Dame; M.L.S. (1999) Simmons College

Sylvia B. Kennick Brown, *College Archivist/Special Collections Librarian*
A.B. (1977) Oberlin; M.S.L.S. (1981) Simmons College

David A. Chalifoux, *Library Shelving Facility Supervisor*
A.S. (2005) Berkshire Community College

Lori A. DuBois, *Reference and Instruction Librarian*
B.A. (1994) Colby College; M.S.L.S. (1997) University of Illinois at Urbana-Champaign

Jessica Drmacich, Records Manager and Digital Resources Archivist
B.A. (1999) S.U.N.Y., Fredonia; M.A. (2003) C.U.N.Y. Graduate Center; M.A. (2006) New York University

Susan G. Galli, *Library Administrator*
A.S. (1975) Berkshire Community College

Wayne G. Hammond, *Assistant Chapin Librarian*
B.A. (1975) Baldwin-Wallace; A.M.L.S. (1976) University of Michigan

Robin Kibler, *Head of Collection Management*
B.Mus. (1975) Southern Methodist; M.L.S. (1990) S.U.N.Y., Albany

Walter Komorowski, *Head of Library Systems*
B.A. (1979) North Adams State College; M.A. (1984) S.U.N.Y., Binghamton; M.L.S. (1988) S.U.N.Y., Albany

Christine Ménard, *Head of Research and Reference Services*
B.A. (1987) University of Tours, France; M.A. (1988) University of Tours, France; M.L.S. (1991) S.U.N.Y., Albany

Alison R. O'Grady, *Interlibrary Loan Supervisor*
B.A. (1982) Providence College

Rebecca Ohm, *Reference and Government Documents Librarian*
B.A. (1975) University of Illinois, Springfield; M.L.S. (1995) S.U.N.Y., Albany

Jodi Psoter, *Science Librarian*
B.S. (1995) Virginia Polytechnic Institute and State University; M.L.S. (1999) Southern Connecticut State University

Emery Shriver, *Reference and Web Development Librarian*
B.A. (1999) University of Michigan; M.S.I. (2001) University of Michigan

Robert L. Volz, *Custodian of the Chapin Library*
B.A. (1962) Marquette; M.A.L.S. (1963) University of Wisconsin

Helena Warburg, *Head of the Science Library*
B.S. (1980) Indiana University; M.L.I.S. (1987) Indiana University

TBA, *Head of Access Services*

COMMITTEES 2014-2015

Numbers in parentheses indicate respectively the number of faculty members, ex-officio members (often officers of administration) and student members. The faculty, staff members and students for 2014-2015 as well as ex-officio members appear in brackets.

Academic Standing (CAS) (6-4-0): Responsible for maintaining academic standards. Reviews records of students with inadequate academic performance; rules on requests for the waiving of academic regulations or other unusual academic activities; and decides on some requests for readmission. [Ngoni Munemo, *Chair*, Dick DeVeaux, Dave Edwards, Luana Maroja, Lucie Schmidt, Candis Smith, Dave Johnson*, Richard Nesbitt*, Sarah Bolton*, Barbara Casey*.]

Appointments and Promotions (CAP) (3-3-0): advises the President and trustees about faculty appointments and advancement. Although students do not sit with the committee, the CAP receives student opinion about faculty from the departments. Departments gather student opinion through student advisory committees, direct interviews with students, and the Student Course Evaluation Survey. In addition, students may volunteer evaluations to department chairs or the the Dean of the Faculty directly. [Andrea Danyluk, Leyla Rouhi, Dave Zimmerman, Adam Falk*, Will Dudley*, Denise Buell*.]

Calendar and Schedule (3-2-3): Deals with proposing the academic calendar to the faculty and with approving the class hour schedules submitted by the departments. [Leslie Brown, *Chair*, Marjorie Hirsch, Fred Strauch, Bud Fisher*, Stephen Sneed*, Barbara Casey*, students to be announced.]

Discipline (8-1-8): Hears and rules upon cases of alleged violations of College regulations. All the student members also serve as the Student Honor Subcommittee, which hears cases of alleged violations of the Honor Code and recommends appropriate action to the Dean. Four faculty members of the Discipline Committee serve in an advisory capacity to the Honor Committee. [Gretchen Long, *Chair*, Quamrul Ashraf, Jimmy Blair, Kris Herman (fall), Jeff Israel, Steve Kuster (spring), Liz McGowan, Rob Savage, Cheryl Shanks, Sarah Bolton*, students to be announced.]

Diversity and Community: The Committee on Diversity and Community focuses on issues of diversity and community on campus and makes recommendations on both curricular and extracurricular matters with the intention of promoting better understanding between and among groups on campus. [Cecilia Chang, *Chair,* Jen Chuks, Dan Greenberg, Roger Kittleson, Jim Mahon, Ashok Rai, Karen Swann, Christian Thorne, Wendy Wang, students to be announced.]

Educational Policy (7-4-6): Recommends educational policy and maintains a College-wide overview of the curriculum. [Peter Low, *Chair*, Julie Cassiday, Phoebe Cohen, Sara Dubow, Jessica Fisher, Greg Mitchell, Mihai Stoiciu, Sarah Bolton*, Denise Buell*, Barbara Casey*, Adam Falk*, students to be announced.]

Faculty Steering Committee (6-0-0): discusses topics of particular interest to faculty and meets with student groups from time to time to discuss issues in common. [Cathy Johnson, *Chair,* Lois Banta, Mea Cook, Edan Dekel, Nick Howe, Ben Rubin.]

Honorary Degrees (3-2-3): Makes recommendations to the President and Trustees on honorary degree recipients and speakers at Commencement and Convocation. [Laylah Ali, David Dethier, Laura Ephraim, Jay Thoman*, Keli Gail*, students to be annouced.]

Information Technology (4-5-3): Recommends policies for use of computers and word processors in courses and for research; advises on the acquisition of hardware and software needed to support academic computing. [Bill Lenhart, *Chair,* Jason Josephson, Nate Kornell, Aida Laleian, Will Dudley*, David Pilachowski*, Dinny Taylor*, two administrators appointed by the Provost*, students to be announced.]

Lecture (4-0-4): Schedules and makes arrangements for visiting lecturers. [Mike Glier, *Chair*, Rose Kelanic, two faculty to be announced, students to be announced.]

Library (3-3-3): Makes recommendations on matters of library policy, including the allocation of the purchasing budget among the academic departments. [Amanda Wilcox, *Chair*, Brent Heeringa, Eric Knibbs, Denise Buell*, David Pilachowski*, Robert Volz*, students to be announced.

Priorities and Resources (4-7-3): Reviews trends in the annual College budget and consults with the Provost, Vice Provost and Treasurer on them as well as on matters relating to priorities in fundraising and resources for capital expenditures, principally for middle-to-long-range spans of time. [Rob Baker-White, *Chair*, Sara LaLumia, Claire Ting, Bill Wagner, Will Dudley*, Steve Klass*, John Malcolm*, Fred Puddester*, Matthew P. Sheehy*, Chris Winters*, students to be announced.]

Undergraduate Life (5-3-6): Recommends policy on all non-academic aspects of student life including faculty-student relations, student governance, student housing, and athletic activities. [Bojana Mladenovic, *Chair*, Matt Carter, Scott Lewis, Carolyn Miles, Steve Tifft, students to be announced.]

Winter Study (5-4-4): Recommends policy on the Winter Study Program and administers it, including review of all faculty and student projects for approval and allocation of funding. [Jerry Caprio, *Chair*, Julie Blackwood, David Morris, Alison Swain, Li Yu, students to be announced.]

* Ex-officio

SPECIAL ADVISORS 2014-2015

Architecture: Ann K. McCallum
Business Schools and Business Opportunities: Robin Meyer
Divinity Schools: Richard E. Spalding
Engineering: Jefferson Strait
Faculty Fellowships: John Gerry
Federally Funded Faculty Fellowships (NSF, Fulbright, HHMI, etc.): Chris Winters
Graduate Fellowships and Scholarships: Katerina King

Churchill Scholarship
Fulbright Predoctoral Grants
Luce Scholars Program
NSF Scholarships
Rhodes, Marshall, Mitchell Scholarships
Harry S. Truman Scholarship
Udall Scholarship
Watson Fellowship

Graduate Schools of Arts and Sciences: Department Heads
Health Professions Advisor: Jane D. Cary
International Student Advisor: Laura B. McKeon
Law Schools: Michelle Shaw
National Science Foundation: Department Chairs
Peace Corps: John Noble
Public and International Affairs Schools and Foreign Service: James McAllister, John Noble
Special Academic Programs: Molly L. Magavern
Student Writing Tutorial Program: Stephanie E. Dunson
Study Abroad Programs: Laura B. McKeon
Teaching, M.A.T. Programs: Susan L. Engel, John Noble
Williams College Fellowships: Katerina King
Winter Study Practice Teaching: Susan L. Engel

SEXUAL HARASSMENT/DISCRIMINATION ADVISORS

Advisors are available to all members of the College community for consultation concerning incidents that could be a form of discrimination. The advisor's role is described in the *Discrimination Grievance Policy and Procedures*, printed in the handbooks. Persons serving as advisors are health staff and counselors, assistant and associate deans, Human Resources officers, the Chaplain, and the Affirmative Action Officer. All advisors have received training in sexual harrassment and other discrimination advising.

David Johnson, *Associate Dean, Hopkins*
Laura McKeon, *Associate Dean, Hopkins*
Rosanna Reyes, *Associate Dean, Hopkins*
Barbara Casey, *Registrar, Hopkins*
TBA, *Director, Davis Center, Jenness*
Justin Adkins, *Assistant Director, Gender, Sexuality and Activism, Davis Center, Jenness*
Marcela Peacock, *Program Coordinator, Davis Center, Jenness*
Taj Smith, *Assistant Director, Davis Center, Jenness*
Michael Reed, *Vice President for Strategic Planning and Institutional Diversity, Hopkins*
Karen Swann, *Associate Dean for Institutional Diversity, Hopkins*
Martha Tetrault, *Director, Human Resources, B&L Building*
Danielle Gonzalez, *Assistant Director, Human Resources, B&L Building*
Richard Spalding, *Chaplain, Paresky Center*
Ruth Harrison, *Director of Health Services, Thompson*
Donna Denelli-Hess, *Health Educator, Thompson*
Student TBA
Student TBA
Laurie Heatherington, *Psychology, Bronfman*
Enrique Peacock-Lopez, *Chemistry, Bronfman*
Bruce Wheat, *Information Technology, Jesup*
Staff TBA

STANDING PANELS FOR DISCRIMINATION GRIEVANCE PROCEDURES

The grievance committee that hears cases of alleged discrimination (see handbooks) 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.

Faculty Review Panel: Colin Adams, Christopher Bolton, Rashida Braggs, Phoebe Cohen, Pia Kohler, Tim Lebestky, Nicole Mellow, David Morris, Olga Shevchenko, Janneke van de Stadt, 2 TBA in fall.

Vice President for Finance and Administration: Barbara Casey, Heather Clemow, Marc Field, Michael Frawley, Gary Guerin, Kelly Kervan, Robin Kibler, Jeanette Kopczynski, Richard Nesbitt, Elizabeth Reynolds, Terry Waryjasz, 1 TBA in fall.

College Council Panel: Sharona Bollinger '14, Alida Davis '14, Harry Gilbert '14, Jeremy Gold '14, 2 students TBA.

Faculty Chair: Appointed by President.

Staff Chair: Appointed by President.

DEGREES CONFERRED JUNE, 2014

Conferring of the Degree of Master of Arts

Thadeus Jay Dare Dowad
Melissa Horn
Matthew Alan Kluk
Megan Elizabeth Kosinski
Emily Leifer
Benjamin Orion Murphy
Nina Colette Pelaez
Hillary Reder
David Jeffrey Sledge
Anna–Claire Powell Stinebring
Robert A. Wainstein
Leqi Yu

Conferring of the Degree of Master of Arts or Certificate in Policy Economics

Tsotne Amashukeli
Syedah Mohsina Atiq
Margot Ayala Lino
Marlyatou Bah
Mphatso Chisuwo Banda
Mamoudou Nagnalen Barry
Bigendako Edouard Normand
Chisomo Faith Chakachadza
Japhet Chiwaula
Abebual Zerihun Demilew
Nino Devdariani
Ali Othman Moqbel Ghaleb
Rebeca María Hernández Asturias
Shereen Hazirah Hishamudin
Ratanak Hoeun
Aziz Kholboboev
Le Phu Loc
Moogdho Mim Mahzab
Kristina Manysheva
Silver Namunane
Diana Nyussupova
Ahmad Jawid Omar
Celly Natalia Pertiwi
Anna Nur Rahmawaty
Rajaguru Mudiyanselage Sanjeewani Menaka Rajaguru
Vatthana Sanoubane
Parinha Sok
Abdul Rahman Sowe
Sultan Abdoul Karim Toure
Jaime Estiben Vargas Ramos

Bachelor of Arts

* Phi Beta Kappa
\+ Sigma Xi

Bachelor of Arts, Summa Cum Laude

*Ivan Nikolaev Badinski, *with highest honors in Economics*
*+Jared David Hallett
*+Joseph Rocco Iafrate, *with highest honors in Physics*
*+Alexander Scott LaTourrette, *with highest honors in Psychology*
*+Vu Le, *with highest honors in Mathematics*
*Caroline Olivia Miller
*Sarah Wilson Peters
*Emma Beatrice Rickles
*Daniel Bernard Schreiner, *with highest honors in Music*
*Chau Diep Quoc Vo, *with highest honors in Chemistry*
*Madeline Y. Vuong, *with highest honors in English*

Bachelor of Arts, Magna Cum Laude

+Jenna Cale Adams, *with highest honors in Neuroscience*
*Jacob Daniel Addelson, *with highest honors in History*
Elizabeth Beatrice Albert, *with highest honors in Psychology*
*Alexandra Pillette Albright, *with highest honors in Economics*
*+Ilya Dmitrievich Amburg, *with highest honors in Mathematics*
*+Eloise Claire Andry, *with highest honors in Geosciences*
*Jamie Seung Jin Baik
*Gordon Scott Bauer, *with highest honors in Chemistry*
*Amy Jean Berg
*Ross Mayhew Bowen
*+Todd Aaron Brenner, *with highest honors in Chemistry*
+Nathan Raymond Bricault, *with honors in Physics*
+Shiwen Chen, *with honors in Mathematics*
*Linda Tzu–Kwan Chu, *with highest honors in History*
*+Peter Lincoln Clement, *with honors in Chemistry*
*+Craig Mathew Corsi, *with honors in Mathematics*
*+Alida Ashby Davis, *with highest honors in Psychology*
*Julia Kathryn Davis
*+Philippe Demontigny, *with honors in Mathematics*
*Kathryn Ann Dryer
*Catherine Helen Gerkis
*Robin Minji Gimm
Jillian Laning Giornelli

*Kerry Duffy Goettlich, *with honors in Political Science*
*Sarah Pearl Gottesman, *with highest honors in Art*
*Zoe Elizabeth Grueskin
*Mariam Sofia Fitzgibbon Hale
*+Kathleen Whitmore Higgins, *with highest honors in Biology*
+Nina Beryl Horowitz, *with honors in Biology*
*+Manasi Iyer, *with highest honors in Biology*
*Alexandra Baquie Jones
Anshita Khandelwal
*David Maxwell Kruger
*Won Jun Kuk
*Erica Jade Lansberg
Louisa Manogue Lee, *with highest honors in Art*
*Amy Melissa Levine, *with honors in English* and *with honors in Philosophy*
*Jingyi Liu
*Michael Anthony Lomio Jr.
*+Yang Lu, *with honors in Economics* and *with honors in Mathematics*
*Rachel Lai–Ying MacLean, *with honors in Political Economy*
*Maia Remez McCormick
+Molly Helene Fleck McEntee, *with highest honors in Biology*
*Brian Westfall McGrail, *with highest honors in Political Economy*
*+Zachary Michael McKenzie, *with highest honors in Biology*
*Cassandra Dolores McLellan, *with honors in Music*
Conor James Mercadante
Brianne Courtney Mirecki
*Karina Jing Moy
*+Byron Joseph Perpetua, *with honors in Mathematics*
*Alexandra Lynn Piltch
*+Faraz Wasiur Rahman, *with highest honors in Mathematics*
*Adam Cory Reich
Nathan William Reynolds
*Meghan Elizabeth Rowe
*Claire Elizabeth Rudolph
*Sarah Elizabeth Payne Sanders, *with honors in Theatre*
*Anna Duffie Savoie
*Henry Kenneth Schmidt, *with highest honors in Art*
*+Daniel Takeshi Seita, *with honors in Computer Science*
*Kara Marie Shoemaker
+Kassandra Violet Spiller, *with honors in Chemistry*
*Elizabeth Brodie Stern, *with honors in English*
*+Megan Hannah Trager, *with highest honors in Neuroscience*
*+Samuel Willis Tripp, *with honors in Mathematics*
Daniel Lawrence Underberg
*Melinda Bing–Kai Wang, *with highest honors in Biology*
*Jessica Alexandra Wicker
*Jane Brockenbrough Wilde
*Dan Zhao, *with honors in Economics*

Bachelor of Arts, Cum Laude

Abigail Marie Adams, *with honors in English*
Sikandar Ahmadi
Tony Woohyun Ahn
Samuel Isaac Austin
Megan Jane Bantle
Shayna Marie Barbash, *with honors in Biology*
Anna MacDonald Barnes, *with highest honors in English*
Emily Rose Barreca, *with highest honors in Political Science*
Sivahn Barsade
Katie Sarah Berenbaum
Heather Elizabeth Biehl
Caitlin Frances Bird
Sharona Louisa Bollinger, *with honors in History*
Grace Dorothy Bouton
Jason Rastrick Briggs
Carson Christopher Brooks, *with honors in Economics*
+Craig McLaughry Burt, *with honors in Chemistry*
Jacob Richard Butts
Stephanie Aurora Cardenas
Jennifer Lee Chan
Tiffany Yu–Chi Chang
Taylor Lynn–Louise Chertkov, *with honors in Political Economy*
Nthabiseng Choma
Henry James Stewart Coats
Eric Gabriel Coffin–Gould
Abigail Elizabeth Conyers, *with highest honors in English*
Elizabeth Anne Cornett
+Allen Bradford Davis, *with highest honors in Astrophysics*
William Tucker Dayton
Chiara Wheeler Del Piccolo
Stephanie Rachel Durell
+Johanna Sophie Eidmann, *with highest honors in Geosciences*
+Carson Mark Eisenach, *with honors in Mathematics*
Nico Prasetya Ekasumara
Christopher Michael Elliott
Rebecca Hollibaugh Fallon, *with highest honors in Anthropology*
Katherine Jane Feder
Parker Samuel Finch, *with honors in Computer Science*
Sara Gould Finkle
Benjamin Viton Fischberg
Joshua Elliot Geller, *with honors in Computer Science*
Michael Scott Gold
Vera Anh Gould
Ethan David Archer Gracer
Christopher Holmes Greeno

Isabel Marlea Greer, *with honors in History*
+Eric Jonathan Hagen, *with honors in Biology*
Laurel Christella Hamers
William McCarthy Hayes, *with honors in Economics*
+Kerrin Grace Hensley, *with honors in Astrophysics*
Charles Edward Hermann
Christopher James Higgins, *with honors in Political Science*
Anna McIntyre Hopkins
Anne McCullough Inglis
Lysander Phillip Litalien Jaffe
+Kalle Lundqvist Jahn, *with honors in Geosciences*
Julia French Juster
Stefan Kingston Lainovic
Christopher Mujin Lee, *with honors in English*
David Scott Lee
Ralston Peregrine Louie
Jacqueline Elizabeth Lusardi, *with honors in Art*
Julia Elizabeth Marver
Nickolas Joseph Maziarka, *with honors in English*
*Matthew Wilson McCarron
Courtney Wynn McLaughlin
Carl Jepsen McPherson, *with honors in Economics*
Sarah Elizabeth Meyerhoff
Matthew Joseph Micheli
Joshua Stanley Miller–Lewis
Eric Mintzer
Sophia Whitney Montgomery, *with honors in English*
Anna Maria Moriondo
+Lilliana Schmalzer Morris, *with honors in Chemistry*
Khanh Phuong Nguyen
Joshua Goodrich Nimer
Leo Kenneth Obata, *with honors in History*
Nina Rose Oberman
Francis Anthony McGuinness Pagliaro, *with honors in English*
+Catherine Jiajing Pang, *with highest honors in Biology*
Min Hae Park
Jonathan Eugene Pekar
Alexandra May Peterson
Mericos Hector Rhodes
Rachel Caroline Riddiough
Keelia Willison Riegg
Lily Kanter Riopelle
Lara Kay Roche'–Sudar
Kathryn Anne Rondeau
Sarah Maria Rosenberg, *with honors in Political Economy*
+Georgiana Mae Salant, *with honors in Chemistry*
+Jirapat Samranvedhya
Benjamin Aaron Shuham
Nicole Elizabeth Smith
Quinn Squires Solfisburg, *with honors in History*
Meredith Jill Sopher
+David Francis Stevens, *with honors in Mathematics*
Adam Jeffrey Strawbridge, *with honors in Music*
+Sean Michael Sutherland, *with honors in Mathematics*
Natalie Grace Szykowny
Sonja Marie Nuechterlein Thalheimer, *with highest honors in Environmental Science*
+Bianca Aszucena Ulloa, *with honors in Chemistry*
Areli Valencia, *with honors in Chemistry*
Adam Kane Wiener
Samuel Robert Woodbury, *with highest honors in Economics*
Mattia Brice Wruble, *with honors in Psychology*
Meredith Fan Yang
Caitlin Sachiko Yumori
Ziang Zhang

Bachelor of Arts

Arsema Berhanu Abegaz
Jacob Thomas Abrahams
Tala Aladin Abujbara
Nicolas Akilano Akiwumi
Azd Ali Al–Kadasi
Benjamin Waller Allison
Abdulrahman Zied Al–Sudairy
Robert William Amster
Nicholas Allan Anderson
Melissa Arias
Amina Avril
Khaled Walid Awad
Tucker James Harwood Bair
Manthon George Baker
Emily Elizabeth Baratta
Kevin Xavier Barbary
Noah Jules Bashevkin
Teal Kirstin Baskerville
Charles F. Baxter
Richard Ivor Beaton
Leslie Rose Blackshear
Kalila Gwen Booker–Cassano
John Benedict Bourke
Cristina Ida Bravi
Jeff Charles Brewington Jr.
Timothy Glenn Brock
Anne Béatrice Rutgerine Marie Brouwer
Bianca Sue Brown

David Adam Burns
Noah Jean–Marie Cadet
Rachel Alexandra Caffey
Emily Nichols Calkins, *with honors in English*
Shannon Carrie Peacock Campbell
Robert Davis Carnes
Kaitlyn Marie Carrigan
Ofelia Carrillo Dorado
Robert Adrian Castro
Zorelly Cristina Cepeda–Derieux
Simon Charles Chase
Alejandra Chavira
Sophia Chen
Monica Kim Civille
Meagan Jenkins Clark
Martin Andrew Clarke Jr.
Judith R. Clerjeune
Christopher Elliot Cogswell
Tre'Dez Aaron Colbert
Lucie McKendrie Coleman
Rebecca Violeta Comella
Hayley Anne Cook
Galen Emma Corey, *with honors in Art*
Rose De Lima Courteau
Laura Gibbs Cullen
Blair Elizabeth Curzi
Refiloe Aggrey Damane
Remmington Kincaid Damper
Paul Alexandre de Konkoly Thege, *with honors in Environmental Science*
Dayana De La Torre
Dylan Nylen Dethier
Celines Diaz
Jamie Lynn Dickhaus, *with honors in Biology*
Charlotte Elizabeth Dillon
Daniel Thomas DiVietri
Jennifer Mae Doctolero
Emily Adeline Doll
Antonio A. Dominguez
Conor William Dowling
Matthew Francis Doyle
Peter M. Drews, *with honors in Psychology*
Henry Louis Drewyer
Emily Elena Dugdale
Demarius Deonte Edwards
William Josiah Edwards–Mizel
+Richard Paul Eiselen Jr., *with honors in Physics*
Kathleen Diana Elkins
Ilana Ellis
Neal Anthony Ellis
Peter Guerry Ellis
Thomas Cotton Engleby
Allyne Megan Ensor
Nicholas Louis Evert
Felecia Shanice Farrell
+Luke Dunnan Faust, *with honors in Biology*
Robert William Feder
Julian Manuel Fernandez
Isabella Maria Ferré
Daniel Faria Ferreira
Samuel Owen Flinn, *with honors in English*
Spencer Alexander Flohr
John Taylor Foehl
Julieanne Fontana
Caitlin Miranda Foster
Colin Henninger Foster
Melany Sarahi Funes
Liam Whelan Gallagher
Stephanie M. Gallo
Maria Claudia Galvez
Anna V. Garzon
Nataly Andrea Garzon, *with honors in History*
Kelsey Blair Gauger
Harry Hudson Kelly Gilbert
Pushpanjali Giri
Dylan Giron
William Joseph Glidden
Jeremy Klein Gold
Molly Jo Goldberg
Dana Elizabeth Golden
Luigia Rosella Goodman
John Thomas Gorman
Phoebe Marie Gould
Allison Kate Graebner, *with honors in Biology*
Bill Griffin Jr.
Heng Chao J. Gu
Gabor Gurbacs
George Goodyear Gurney Jr.
Steven Newton Hailey, *with honors in Philosophy*
Taylor Lee Halperin
Lacey Elizabeth Hankin
Michael William Hanley Jr.
+Elizabeth Mary Hart, *with honors in Biology*
Maya Rae Hawkins–Nelson
Massimo DeConcini Heninger
Brenda Hernandez

Marco Jose Hernandez
Chase Alexander Hicks
John Nguyen Ho
Veronique Eliane Hob–Hob
+Isaac Mitchell Hoenig, *with honors in Physics*
Karina Christine Hofstee
Cecelia Marie Holm, *with honors in Anthropology*
Sean Charles Hurley
Melanie Idler, *with honors in Art*
Cristine Ihara
Sanghyun Im
Emily Adams Jablonski
Jennifer Jauregui
Kenny Emmanuel Jean, *with honors in Africana Studies*
April Elizabeth Jenkins
Annie Estella Jeong, *with honors in History*
Samuel Jeong
Jallicia Allicia Jolly, *with honors in Africana Studies*
Patrick Magnus Neset Joslin, *with honors in Biology*
Sara Kang, *with honors in History*
Matthew Christopher Kastner
Kaleigh Rose Kenny
Katherine Jeanne Kiernan
Elizabeth Hill Kildahl
Su–Young Kim
James Michael Kinney
Kathryn Marie Kistler
Bradford George Koenitzer
Willis George Koomson
Henry William Koster IV
Nicholas Simon Kraus
Samuel Richard Kurland
+Maxwell C. LaBerge, *with honors in Physics*
Peter Hilton Labovich
Margaret McClellan Lanphier
Kristian Thomas LaPointe
Anna Barbara Lau
Kamuela Nicholas Lau
Kevin Christopher Lawkins
Son Ngoc Le
Joannlee Milagros Lebron
Daniel Taeseung Lee
Haena Marie Lee
Min Joo Lee, *with honors in Comparative Literature*
Theresa Bettina Legan
Alyssa Rebecca Levine
Daniel Adam Levine
Eric Yowei Liao, *with honors in Psychology*
Daniel Francisco Lima
Iman Ibrahim Lipumba
Claire Liu
Anne Abigail Longobardo
Cristina Lopez Torres
Fernando Lora Jr.
Marissa Briann Lowe
Jessica Luning
+Victor Dan Luo, *with honors in Mathematics*
Ann Hunter Lynch, *with honors in Art*
Mary Margaret MacCallum
John Timothy Mackessy Jr.
Maximiliano Magana
Morlene Tariro Magoronga
Maeve Elizabeth Maguire
Trust Selestinos Mandevhana
Renee Victor Marcellus
Stephen John Marino, *with honors in English*
William Andrew Marsh IV
Adam Scott Marske
Andrew Mountford Maruca
Sato Matsui, *with highest honors in Music*
Julia McKinney May
Michael Delaney Mayer
Isaac Maze–Rothstein, *with honors in Political Science*
Matthew Wayne McCreary
Chih Tsun McDermott
+Kelsey Drake McDermott, *with honors in Biology*
Josephine Elizabeth Victoria McDonald
Robert William McDonald
Bryden Michael McGhee
Rebecca Patrice McGovern
Myya Inor McGregory
Emanuel Lee McMiller
Ali Michael Mctar, *with highest honors in Contract Major: Critical Theory*
Jelani Ray Medford
Henry Patrick Megley
+Cesar Melendez, *with honors in Physics*
Anthony Carlos Miceli
+Fanny Rebecca Mlawer, *with honors in Psychology*
+Jessica Estefania Monterrosa Mena, *with honors in Chemistry*
Narah Moon
Tallis Edward Moore
Tucker Benjamin Moore
Francisca Victoria Moraga López
Yoelkys Morales
Molly Grace Moran

Peter Robert Morrell
Malika Maria Eloise Mouflet
Amanda Margaret Murashige
McKenzie Nicole Emry Murdoch
Samantha Alice Murray
Christopher Daniel Navarro
Katherine Alice Newcomer, *with honors in Maritime Studies*
Daudi Kipkorir Ng'eno
Nam Thanh Ngo
+Julia Huynh Nguyen, *with honors in Chemistry*
Maikhanh Nguyen
Stephanie Kim Anh Nguyen, *with honors in Biology*
Carla Hunt Nicasio
Liliane Jenny Nienstedt
Ivana Nikolau
Brian Dwyer Noonan
Emily Marie Norkett, *with honors in Psychology*
Alyssa Wilckes Northrop, *with honors in English*
Taylor Wilde Nutting, *with honors in English*
Ashley Patrice O'Connor
Meg Cathlin O'Connor
Xavier Shawn O'Connor
Elisheba Agyei Odei
Jackline Atieno Odhiambo, *with highest honors in International Studies*
Teddy Otara Onserio
Lourdes Marie Orlando
Alexandra Rossana Oviedo, *with highest honors in History*
Kwan Young Paik
+Michelle Elizabeth Paradis, *with honors in Geosciences*
Nehemiah Andrew Paramore
Julie Rachael Paschal
Emily Brooks Pavlini
Gregory Wallace Payton
Anyela Michelle Perez
Eilín Rafael Perez, *with honors in History*
Wade Matthias Phenicie
Theo Cordero Pippins
Natalie Darinka Plasencia
Emily Elizabeth Prey
Alyssa Quann
Erick Andrew K. Quay
Katherine Quezada
Gulnara Radjapova
Gia Mary Recco
Marisa Chieko Repka
Randy Edward Reyes, *with highest honors in Contract Major: Dance and Performance Studies*
Rene Miguel Rodriguez
Pedro Alexandre Roque
Sarah Victoria Rosemann, *with highest honors in Music* and *with honors in Psychology*
Emma Vaile Rouse
Nathan Arnett Saffold
John Bradley Sanderson, *with highest honors in Biology*
Rahul Sangar, *with honors in Biology*
Jesse Richard Sardell
Jackson William Scher
Cody Alton Semmelrock
Joon Hun Seong, *with honors in History*
Malik Nashad Sharpe, *with highest honors in Contract Major: Experimental Dance and Live Art*
Francis Dean Simms II
Julia Solstice Simon
Caroline Anne Sinico
Corey De'on Smith
Lauren Elizabeth Smits
Hans Martin Söderström
Nitza Marina Solis, *with honors in English*
Helen Minzi Song
Ariana Talner Spiliotes, *with honors in Political Science*
Jacob Cameron Stark
Paul Jeffrey Steinig
Thomas Edward Stephens
Victoria Renner Student
Amanda Jennifer Su, *with highest honors in English*
Jin Sil Su
Peter Angier Sullivan
Nathaniel Chase Sutton, *with highest honors in History*
+Kirk Charles Swanson, *with honors in Mathematics*
Bersabel Joseph Tadesse
Paul Daniel Taylor
Katherine Redwood Taylor–Hasty
Lindsay Susan Thygesen
Andrew Dedrick Tobias
Russell Bowdoin Train
Evelyn Tran
Xiaoxiao Tu, *with highest honors in Art*
Nicholas Stephen Tyson, *with honors in History*
Stephen Taylor McCarthy Upton
Isabel Fairchild Vazquez, *with honors in Arabic Studies*
Michael Joseph Vercillo
An My Vu
+Gabrielle Davis Vukasin, *with honors in Astrophysics*
Denise Claire Waite, *with honors in Art*
Jiaqi Wang
Olivia Yu Wang
Laura Theresa Wann
Amanda Frances Washington

John Stephen Wawrose
Alexandra Christine Weaver
Amodhi Shanali Weeresinghe
John Christian Weinheimer
Douglas James Weinrib
Joseph Richard Wetherell
Emily Ann Wickstrom
Scott Tewksbury Wieman
Grace Hall Wilson
Nicholas Griffing Wolf
Gillian Imani Wood
Tong Wu
Isabel Angela Yoon
Mustafa Ali Yorukoglu
Hamza Mohammad Zaidan
Jens Joseph Zentil
Frank Zheng
+Kaijie Zheng, *with highest honors in Biology*
+Anna S. Zhou, *with honors in Chemistry*

CONFERRING OF HONORARY DEGREES

Karen Armstrong, *Doctor of Divinity*
Gregory M. Davis '80, *Doctor of Laws*
Steven Chu, *Doctor of Science*
Vishakha N. Desai, *Doctor of Laws*
Michael R. Bloomberg, *Doctor of Laws*

PRIZES AND AWARDS—2013-2014

OLMSTED PRIZES—Awarded for excellence in teaching to four secondary school teachers nominated by the Williams Class of 2014. These prizes were established in 1984 through the estate of George Olmsted, Jr., 1924. The recipients are Sara Barber-Just, an English teacher at Amherst Regional High School in Amherst, Massachusetts; Seth Hersch, a history teacher at Gwinnet School of Mathematics, Science, and Technology in Lawrenceville, Georgia; Brian McDonald, a history teacher at Charles E. Jordan High School in Durham, North Carolina; and Robert H. Shurtz, a physics and mathematics teacher at the Hawken School in Gates Mills, Ohio.

Prizes Awarded in 2013-2014

Fellowships

Allison Davis Research Fellowship: Sikandar Ahmadi ’14, Linda Tzu–Kwan Chu ’14, Theo C. Pippins ’14, Malik Nashad Sharpe ’14
Russell H. Bostert Fellowship: Isabel E. Abraham–Raveson ’15, Alyssa K. Amos ’15, Angelina A. Lin ’16, Joshua S. C. Morrison ’16
Carnegie Endowment for International Peace Junior Fellowship: William M. Hayes ’14
Class of 1945 Florence Chandler Fellowship: Pedro A. Roque ’14, Cassandra D. McLellan ’14
Horace F. Clark, 1833, Prize Fellowship: Rebecca H. Fallon ’14
Francis Sessions Hutchins, Class of 1900, Memorial Fellowship Prize: Keelia W. Riegg ’14, Robert A. Castro ’14
Hubbard Hutchinson, Class of 1917, Memorial Fellowship (Art): Vera A. Gould ’14
Hubbard Hutchinson, Class of 1917, Memorial Fellowship (Music): Sato Matsui ’14
Hubbard Hutchinson, Class of 1917, Memorial Fellowship: Nickolas J. Maziarka ’14
Hubbard Hutchinson, Class of 1917, Memorial Fellowship (Dance): Randy E. Reyes ’14
Hubbard Hutchinson, Class of 1917, Memorial Fellowship (Theatre): Elizabeth B. Stern ’14
2006 and 2009 International Service Fellowship (English): Niharika Pendurthi ’15
2006 and 2009 International Service Fellowship: Kyung Jun Chae ’16, Evelyn Rojas ’16
Jeffrey Owen Jones 1966 Fellowship in Journalism: Julia K. Davis ’14
Charles Bridgen Lansing, 1829, Fellowship in Latin and Greek: Lauren E. Miller ’15, Khanh P. Nguyen ’14, Alyssa L. Tomkowicz ’15, Rebecca G. Williams ’17
Mary and Nathaniel M. Lawrence Travel Fellowship: Remy M. Gates ’16, Rachel L. Krcmar ’16
Levien Family Journalism Summer Fellowship: Lani Willmar ’15
Allen Martin Fellowship: Amy M. Levine ’14
Williams C. Millard, Class of 1929, Fund Fellowship: Mei Kazama ’16
Mellon Mays Undergraduate Fellowship: Nataly A. Garzon ’14, Jallicia A. Jolly ’14, Fernando Lora ’14, Eilin R. Perez ’14, Nitza M. Solis ’14
Robert Ikemori Quay ’04 Outing Club Memorial Fellowship: Scott T. Wieman ’14
Ruth Scott Sanford Memorial Fellowship in Theatre: Russell C. Maclin ’17, Harold E. Theurer ’17
Dr. Herchel Smith Fellowship: Abigail M. Adams ’14, Nathan R. Bricault ’14, Jacob D. Addelson ’14, Sikandar Ahmadi ’14, Steven N. Hailey ’14, Jared D. Hallett ’14, Henry K. Schmidt ’14
Frederick Eugene Stratton 1872 Fellowship in Biology: Molly H. F. McEntee ’14
Thomas J. Watson Fellowship: Eloise C. Andry ’14, Ali M. Mctar ’14
Williams in Africa Post Graduate Fellowship: Kaleigh R. Kenny ’14, Meredith F. Yang ’14
Williams Teaching Fellowship, United College, Chinese University of Hong Kong: Linda Tzu–Kwan Chu ’14, Robin M. Gimm ’14
Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship: Sumaya M. Awad ’16, Caroline W. Bruno ’15, Ezequiel Davila ’16, Lydia C. Heinrichs ’15, Fiona W. Dang ’15, Maksym G. Kolenov ’16, Katherine T. Hrach ’16, Benjamin C. Hoyle ’15. En Tzu Liu ’15. Shadman Rahman ’16. Kairav Sinha ’15. Herbert P. Smith ’15. Anna I. Spiers ’15. Penny Sun ’16. Sarah M. Vukelich ’16
Carroll A. Wilson Fellowship: Amy M. Levine ’14
Class of 1945 Student World Fellowship: Arantza Eseverri ’15, Laurel E. Jarombek ’15, Chaewon Kim ’16, Doris M. Mbabu ’15, Adrian A. Mitchell ’15, Benjamin J. Nathan ’15, Miho Sakuma ’15, Chelsea X. Zhu ’15

Prizes

John Sabin Adriance, Class of 1882, Prize in Chemistry: Chau D. Vo ’14
Charles R. Alberti, Class of 1919, Award: Gia M. Recco ’14
Robert G. Barrow Memorial Prize for Music Composition: Cassandra D. McLellan ’14
Olga R. Beaver Memorial Prize in Mathematics: David F. Stevens ’14
Beinecke Memorial Scholarship: Sam D. O’Donnell ’15
The Michael Davitt Bell Prize: Katherine L. Buoymaster ’15
The Erastus C. Benedict, Class of 1821, Prize in Biology: (First Prize) Megan H. Trager ’14
The Erastus C. Benedict, Class of 1821, Prize in Biology: (Second Prize) Manasi Iyer ’14
The Erastus C. Benedict, Class of 1821, Prize in Classics: (Latin—Second Prize) Khanh P. Nguyen ’14
The Erastus C. Benedict, Class of 1821, Prize in Classics: (Latin—First Prize) Maxwell R. Dietrich ’16
The Erastus C. Benedict, Class of 1821, Prize in Classics: (Greek—First Prize) Maxwell R. Dietrich ’16
The Erastus C. Benedict, Class of 1821, Prize in Classics: (Greek, Second Prize) Molly E. Siebecker ’17
The Erastus C. Benedict, Class of 1821, Prize in French: (First Prize) Nina R. Oberman ’14
The Erastus C. Benedict, Class of 1821, Prize in French: (Second Prize) Jens J. Zentil ’14
The Erastus C. Benedict, Class of 1821, Prize in German: (First Prize) Stephanie A. Cardenas ’14
The Erastus C. Benedict, Class of 1821, Prize in German: (Second Prize) Gabor Gurbacs ’14
The Erastus C. Benedict, Class of 1821, Prize in History: (Second Prize) Julia K. Davis ’14
The Erastus C. Benedict, Class of 1821, Prize in History: (First Prize) Brian W. McGrail ’14
The Erastus C. Benedict, Class of 1821, Prize in Mathematics: (Second Prize) Eva R. Fourakis ’16
The Erastus C. Benedict, Class of 1821, Prize in Mathematics: (First Prize) Peter M. McDonald ’16
The Erastus C. Benedict, Class of 1821, Prize in Mathematics: (Second Prize) Elizabeth S. Frank ’16
Gaius C. Bolin, 1889, Prize in Africana Studies: Jallicia A. Jolly ’14
Russell H. Bostert Thesis Prize in History: Nathaniel C. Sutton ’14
Kenneth L. Brown, Class of 1947, Prize in American Studies: Helen M. Song ’14
Sterling A. Brown, Class of 1922, Citizenship Prize: Tre’Dez A. Colbert ’14
The Bullock Poetry Prize of the American Academy of Poets: Lysander P. L. Jaffe ’14
W. Marriott Canby, Class of 1891, Athletic Scholarship Prize: Caroline O. Miller ’14
Chinese Government Scholarship: Charles E. Hermann ’14, Samuel Jeong ’14
Winston Churchill Foundation Scholarship: Jared D. Hallett ’14
David Taggart Clark Prize in Latin: Denis A. Rondeau ’17
Class of 1925 Scholar–Athlete Award: Brianne C. Mirecki ’14
Williams College Community Builder of the Year: Zoe E. Grueskin ’14, Gulnara Radjapova ’14
The James Bronson Conant and Nathan Russell Harrington, Class of 1893, Prize in Biology: Melinda B. Wang ’14
Henry Rutgers Conger Memorial Literary Prize: Megan J. Bantle ’14
Robert Dalzell Thesis Prize in History: Alexandra R. Oviedo ’14
Davis Center Student Activist of the Year: Dayana De La Torre ’14
Doris deKeyserlingk Prize in Russian: Lysander P. L. Jaffe ’14
Garrett Wright DeVries, Class of 1932, Memorial Prize in Romance Languages: Julia K. Davis ’14
Dewey Prize: Julia K. Davis ’14
Jean Donati Student Employee Award in Music: Lysander P. L. Jaffe ’14
Dunbar Student Life Prizes: Rylee R. Bethea ’15, Julia K. Davis ’14, Samuel Jeong ’14, Rachel C. Riddiough ’14, Tabitha W. Tongoi ’15
Henry A. Dwight, Class of 1829, Botanical Prize: Kathleen W. Higgins ’14
U.S. English Language Teaching Assistantship: Khanh P. Nguyen ’14
Environmental Studies Committee Award: Katherine A. Newcomer ’14

Ernest Brown Africana Arts Prize: Demarius D. Edwards ’14, Kenny E. Jean ’14
S. Lane Faison, Jr. 1929 Prize: Henry K. Schmidt ’14
Freeman Foote Prize in Geosciences: Kalle L. Jahn ’14
Robert W. Friedrichs Award in Sociology: Meghan E. Rowe ’14
Fulbright Grant: Amy J. Berg ’14, Bianca S. Brown ’14, Julia K. Davis ’14, Catherine H. Gerkis ’14, Kerrin G. Hensley ’14, Jallicia A. Jolly ’14, Sara Kang ’14, Daniel T. Lee ’14, Claire Liu ’14, Fernando Lora ’14, Anyela M. Perez ’14, Amanda J. Su ’14
Fulkerson Award for Leadership in the Arts: Marisa C. Repka ’14
Gilbert W. Gabriel, Class of 1912, Memorial Prize in Theatre: Lily K. Riopelle ’14
Sam Goldberg Colloquium Prize in Computer Science: Joshua E. Geller ’14
Sam Goldberg Colloquium Prize in Mathematics: Joseph R. Iafrate ’14, Nina B. Horowitz ’14
Patricia Goldman–Rakic Prize in Neuroscience: Jenna C. Adams ’14, Megan H. Trager ’14
Barry M. Goldwater Scholarship: Benjamin L. Augenbraun ’15, Jesse B. Freeman ’15, Samantha N. Petti ’15
William C. Grant Jr. Prize in Biology: Zachary M. McKenzie ’14
The Arthur B. Graves, Class of 1858, Essay Prize in Art: Louisa M. Lee ’14
The Arthur B. Graves, Class of 1858, Essay Prize in Economics: Ivan N. Badinski ’14
The Arthur B. Graves, Class of 1858, Essay Prize in History: Sara Kang ’14
The Arthur B. Graves, Class of 1858, Essay Prize in Philosophy: Amy M. Levine ’14
The Arthur B. Graves, Class of 1858, Essay Prize in Political Science: Benjamin A. Shuham ’14
The Arthur B. Graves, Class of 1858, Essay Prize in Religion: Joshua S. Miller–Lewis ’14
Grosvenor Memorial Cup: Louisa M. Lee ’14
Frederick C. Hagedorn, Jr., Class of 1971, Premedical Prize: Bianca A. Ulloa ’14
G. Stanley Hall 1867 Prize in Psychology: Alexander S. LaTourrette ’14
Tom Hardie, Class of 1978, Memorial Prize in Environmental Studies: Sonja M.N. Thalheimer ’14
C. David Harris, Jr., Class of 1963, Prize in Political Science: William D. Gomez ’16
Kate Hogan 25th Anniversary of Women in Athletics Award: Alexandra L. Piltch ’14
Willard E. Hoyt, Jr., Class of 1923, Memorial Award: Christopher M. Lee ’14
Arthur Judson Prize in Music: Maia R. McCormick ’14, Byron J. Perpetua ’14
The Lawrence J. and Carolyn M. Kaplan Prize for Dedication to and Leadership in the Williams College: Samuel C. Leiter ’15
Arthur Kaufmann, Class of 1899, Prize in English: Sophia W. Montgomery ’14
Muhammad Kenyatta, Class of 1966, Community Service Prize: Amanda F. Washington ’14
William W. Kleinhandler Prize for Excellence in Music: Allison K. Graebner ’14, Joseph R. Iafrate ’14, Lysander P. L. Jaffe ’14, Annie E. Jeong ’14, Sarah V. Rosemann ’14, Caroline A. Sinico ’14, Adam J. Strawbridge ’14
Robert M. Kozelka Prize in Statistics: Faraz W. Rahman ’14
Richard Krouse Prize in Political Science: Sarah E. Meyerhoff ’14
Jack Larned, Class of 1942, International Management Prize: Ivan N. Badinski ’14
Richard Lathers, Class of 1877, Essay Prize in Government: Mariam S. F. Hale ’14
Lawrence S. Graver Prize in Theatre: Matthew C. Conway ’15
Linen Grant for Summer Travel in Asia: Jaeho Choi ’17, Corbin C. Chu ’15, Vy H. Duong ’16, Remy M. Gates ’16, Jae Hyun Jeong ’17, Justin Jones ’16, Jackson C. Lauroesch ’16, Mai Mitsuyama ’16, Felicia–Wrae A. Morgan ’15, Chloe J. Pulido ’16, Shazeen A. Rattansi ’16
Linen Senior Prize in Asian Studies (Asian Studies): Eilin R. Perez ’14
Linen Senior Prize in Asian Studies (Chinese): Alida A. Davis ’14
Linen Senior Prize in Asian Studies (Japanese): Sara Kang ’14
Linen Senior Thesis Prize in Asian Studies: Leo K. Obata ’14
H. Ganse Little, Jr. Prize in Religion: Laura G. Cullen ’14
H. Ganse Little, Jr. Prize in Religion: Benjamin A. Shuham ’14
David N. Major, Class of 1981, Memorial Prize in Geosciences: Johanna S. Eidmann ’14
Leverett Mears Prize in Chemistry: Todd A. Brenner ’14
John W. Miller Prize in Philosophy: Ivan N. Badinski ’14
Morgan Prize in Mathematics: Carson M. Eisenach ’14
Morgan Prize in Mathematics: David F. Stevens ’14
Nancy McIntire Prize in Women’s, Gender and Sexuality Studies: Jallicia A. Jolly ’14
Louise J. Ober Theatre Award in Creativity: Francis A. M. Pagliaro ’14
James Orton Award in Anthropology: Rebecca H. Fallon ’14
Frederick M. Peyser Prize in Painting: Ilana Ellis ’14
Ursula Prescott Essay Prize in Political Science: Samantha A. Murray ’14
Purple Key Trophy: Amina Avril ’14, Cristina I. Bravi ’14, Michael D. Mayer ’14
The Rhodes Scholarship: Brian W. McGrail ’14
James Lathrop Rice, Class of 1854, Prize in Classical Languages: Jacob D. Addelson ’14, Lauren E. Miller ’15, Sam D. O’Donnell ’15
Robert F. Rosenburg Prize in Environmental Studies: Zoe E. Grueskin ’14
Robert F. Rosenburg Prize for Excellence in Mathematics: Ilya D. Amburg ’14
Robert F. Rosenburg Prize for Excellence in Mathematics: Vu Le ’14
Muriel B. Rowe Prize: Julia K. Davis ’14
Bruce Sanderson, Class of 1956, Prize in Architecture: Isaac M. Hoenig ’14
Ruth Scott Sanford Memorial Prize in Theatre: Sarah E. P. Sanders ’14
The John E. Sawyer Prize in Transnational and Non–Western History: Linda Tzu–Kwan Chu ’14
Scheffey Award: Helen M. Song ’14
Robert C. L. Scott Prize in History: Annie E. Jeong ’14
Robert C. L. Scott Prize for Graduate Study in History: Jacob D. Addelson ’14
Sentinels of the Republic Essay Prize in Government: Katie S. Berenbaum ’14
Shirin Shakir, 2003, Prize in Political Science: Robin M. Gimm ’14
Edward Gould Shumway, Class of 1871, Prize in English: Amy M. Levine ’14
James F. Skinner Prize in Chemistry: Peter L. Clement ’14
Elizur Smith Rhetorical Prize: Benjamin V. Fischberg ’14
Howard P. Stabler Prize in Physics: Nathan R. Bricault ’14
Shirley Stanton Prize in Music: Daniel B. Schreiner ’14
Stanley R. Strauss, Class of 1935, Prize in English: Amanda J. Su ’14
Taiwan Ministry of Education Mandarin Scholarship: Thomas C. Engleby ’14, Ralston P. Louie ’14
Tompkins Prize in Japanese: Yogeeta M. Chatoredussy ’15
William Bradford Turner Citizenship Prize: Tre’Dez A. Colbert ’14
William Bradford Turner, Class of 1914, Prize in History: Isabel M. Greer ’14
Carl Van Duyne Prize in Economics: Alexandra P. Albright ’14, Ivan N. Badinski ’14, Vu Le ’14, Carl J. McPherson ’14
A.V.W. Van Vechten, 1847, Prize for Extemporaneous Speaking: Lauren J. Yu ’16
Laszlo G. Versenyi Memorial Prize: Steven N. Hailey ’14
Benjamin B. Wainwright, Class of 1920, Prize in English: Alyssa W. Northrop ’14, Rachel C. Riddiough ’14
Harold H. Warren Prize in Chemistry: Lucy E. Page ’16
David A. Wells Prize in Political Economy: Vu Le ’14
Karl E. Weston, Class of 1896, Prize for Distinction in Art (Art Studio): Jacqueline E. Lusardi ’14
Karl E. Weston, Class of 1896, Prize for Distinction in Art (Art History): Sarah P. Gottesman ’14
Robert G. Wilmers, Class of 1990, Language Study Grant: John R. Damstra ’16, Samuel I. Green ’15, Aaron J. Hamblin ’16, Justin Jones ’16, Mai Mitsuyama ’16, Shazeen A. Rattansi ’16, Lisa Ruiz ’16, Rebecca E. Tseytkin ’15
Witte Problem Solving Prize: Samuel A. Donow ’16, Jared D. Hallett ’14, Benjamin M. Kaufman ’16
Wyskiel Williams Math Award: Jeff C. Brewington ’14

Athletic Prizes Awarded in 2013-2014

Belvidere Brooks Football Medal: James Howe ’16
Francis E. Bowker, Jr. Swimming Prize: Benjamin Lin ’17
Sean A. Bowler 1998 Lacrosse Prize (Est. 2005): Eric Kelley ’14
James R. Briggs 1960 Baseball Award: Thomas Stephens ’14
Brzesinski Women’s Track & Field Prize For Loyalty, Perseverance, And Desire: Jenna Adams ’14 and Brianne Mirecki ’14
J. Edwin Bullock Wrestling Trophy: Jorge Lopez ’16
W. Marriott Canby, Class of 1891, Athletic Scholarship Prize: Caroline Miller ’14
Bourne Chaffee: Kara Shoemaker ’14
Class of 1925 Scholar-Athlete Awards: Brianne C. Mirecki ’14
Class of 1986 Most Improved Award: Tanner MacIvor ’16
Dr. Edward J. Coughlin, Jr. Bowl: Ernes Higginbotham ’14
Daniel A. Creem 1982 Memorial Track Prize: Nick Wolf ’14
Brian Dawe Men’s Crew Award: W. Andrew Marsh ’14
Ephmanship Award: Christopher Lee ’14 and Alexandra Pilch ’14
Richard J. Farley Award (Football): Steven Kiesel ’15
Flynt First-Year Award (Men): Malcolm Moutenot ’17
Fox Memorial Soccer Trophy (Men): Josh Miller ’14
Matthew Godrick Team Spirit Award (Men’s Basketball): Matt McCreary ’14
Sinclair Hart Award (Men): Daniel Wohl ’15 and John Weinhaimer ’14
Sinclair Hart Award (Women): Oge Uwanaka ’16
Kate Hogan 27Th Anniversary Of Women In Athletics Prize: Alexandra Piltch ’14
Hoop Group Purple And Gold Award: Kellie Macdonald ’15
Willard E. Hoyt, Jr. 1923 Memorial Award (Most Improved Player): Christopher Lee ’14
Torrence M. Hunt 1944 Men’s Tennis Award: Matthew J. Micheli ’14
Torrence M. Hunt 1944 Women’s Tennis Award: Kathleen Elkins ’14
Nickels W. Huston Memorial Hockey Award: Frank E. Mork IV ’17 and George J. Hunkele ’17
Lee F. Jackson ’79 Leadership Prize (Women): Amanda Murashige ’14 and Annie Lynch ’14
Robert W. Johnston Memorial Award (Baseball): Matt Kastner ’17
Kieler Improvement Award (Men): Kai Graham ’14
Chris Larson Mason Field Hockey Trophy: Emily Jablonski ’14
William E. Mccormick Award (Coach’s Award): Samuel Kurland ’14
William E. Mccormick Coach’s Awards (The Coach’s Award): Samuel Kurland ’14
Men’s Hockey Most Valuable Player Award: Sean Dougherty ’15 & Nicholas Anderson ’14
Robert B. Muir Fund For Women Swimmers: Sarah F. Thompson ’15
Robert B. Muir Award: Megan L. Pierce ’17
Robert B. Muir Swimming Prize (Men’s Swimming Trophy): Sean M. Sutherland ’14
Oarswoman Of The Year: Tala Abujbara ’14 and Christine Cunningham ’15
Oustanding Sr. Oarswomen: Anna Hopkins ’14
Anthony Plansky Track Award: Chris Lee ’14
Leonard S. Prince Memorial Swimming Prize: Megan L. Pierce ’17
Purple Key Trophy (Men): Michael Mayer ’14
Purple Key Trophy (Women): Amina Avril ’14 and Christina Bravi ’14
Michael D. Rakov Memorial Award (Football): Charlie Grossnickle ’16
Paul B. Richardson Swimming Trophy: Benjamin Lin ’17
Rockwood Tennis Cup (Men): Brian K. Astrachan ’16
Charles Dewoody Salmon ’52 (Football): Taysean Scott ’17
Arthur J. Santry, Jr. 1941 Lacrosse Award: Ben Allison ’14
Scribner Memorial Tennis Trophy: Adam Reich ’14
Edward S. Shaw ’62 Memorial Squash Trophy: Taylor Foehl ’14
John A. Shaw Rowing Award: Nicholas Evert ’14
Shulman Women’s Tournament Cup: Kara Shoemaker ’14
Carol Girard Simon Sportsmanship Award (Men’s Tennis): Matthew J. Micheli ’14
William E. Simon Improvement Award (Men’s Tennis): Jose M. Reventos ’16
Carol Girard Simon Sportsmanship Award (Women’s Tennis): Linda Shin ’17
Simon Most Improved Squash Player Award : Annika Trapness ’17
Squash Racquets Prize (Men): Kevin Chen ’15
The Squires Cup (Women): Laura Cullen ’14
The Squires Cup (Men): Taylor Foehl ’14
Matthew H. Stauffer 1996 Award: Dan Lima ’14
Matthew H. Stauffer ’96 Award: Dan Lima ’14
Robert L. Stone Award: Annie Longobardo ’14 and Ariana Spiliotes ’14
Sheila Stone Award (MVP): Rebecca Williams ’17
Oswald Tower Most Valuable Player Award: Michael Mayer ’14
Dorothy Towne Award (Women’s Track): Amina Avril ’14
Ralph Townsend Carnival Award (Women): Shannon Campbell ’14
Ralph Townsend Ski Award (Men): Kella Jahn ’14
Ralph Townsend Ski Award (Women): Shannon Campbell ’14
Robert B. Wilson ’76 Memorial Trophy : Matthew R. Werner ’16
Women’s Alumnae Ski Award: Shannon Campbell ’14
Women’s Ice Hockey Most Valuable Player Award: Christina Bravi ’14
Women’s Squash Award: Alyssa Northrop ’14
Young-Jay Trophy: Paul J. Steinig ’14

ENROLLMENT

BY CLASSES, SEPTEMBER 2013

Graduate Students	54
Seniors	532
Juniors	539
Sophomores	544
First-Year Students	552
Total	2221

BY CLASSES, FEBRUARY 2014

Graduate Students	54
Seniors	515
Juniors	540
Sophomores	543
First-Year Students	557
Total	2209

Of the 540 who entered in 2007, 89% graduated within 4 years and 95% within 6 years; of the 539 new first–year students who entered in the fall of 2008, 88% graduated from Williams within 4 years and 95% within 6 years. Additional information on this topic is available at the Office of the Registrar.

GEOGRAPHICAL DISTRIBUTION

U.S.

Alabama	3
Alaska	4
Arizona	8
Arkansas	5
California	264
Colorado	22
Connecticut	107
Delaware	8
District of Columbia	12
Florida	72
Georgia	27
Guam	1
Hawaii	8
Idaho	5
Illinois	86
Indiana	13
Iowa	5
Kansas	5
Kentucky	5
Louisiana	3
Maine	31
Maryland	61
Massachusetts	291
Michigan	29
Minnesota	27
Missouri	12
Montana	5
Nebraska	3
Nevada	4
New Hampshire	24
New Jersey	124
New Mexico	8
New York	393
North Carolina	36
North Dakota	2
Ohio	35
Oklahoma	2
Oregon	23
Pennsylvania	74
Puerto Rico	5
Rhode Island	7
South Carolina	9
Tennessee	11
Texas	64
Utah	6
Vermont	23
Virginia	39
Washington	44
West Virginia	2
Wisconsin	12
Wyoming	1

International

Afghanistan	2
Albania	1
Argentina	1
Australia	2
Austria	1
Bangladesh	4
Belarus	1
Bermuda	1
Bolivia	2
Botswana	5
Brazil	3
Bulgaria	1
Burundi	1
Cambodia	2
Canada	22
Chile	1
China	16
Colombia	1
Costa Rica	1
Cote D'Ivoire	1
Egypt	3
El Salvador	1
Ethiopia	1
France	4
Georgia	3
Germany	2

Ghana	1
Greece	2
Guatemala	1
Guinea	2
Hong Kong	6
India	6
Indonesia	2
Jamaica	1
Japan	1
Jordan	2
Kazakhstan	1
Kenya	7
Korea, Republic of	22
Kuwait	1
Lao People's Democratic Republic	1
Lebanon	1
Lesotho	1
Malawi	2
Malaysia	1
Mauritius	1
Mongolia	2
Morocco	1
Nepal	4
Netherlands	2
Nigeria	1
Norway	3
Pakistan	2
Philippines	1
Qatar	2
Russian Federation	1
Sierra Leone	2
Singapore	4
South Africa	1
Spain	1
Sri Lanka	1
Switzerland	1
Syrian Arab Republic	1
Taiwan	1
Tajikistan	1
Tanzania, United Republic of	2
Thailand	2
Tunisia	1
Turkey	4
Uganda	2
United Arab Emirates	2
United Kingdom	3
Uruguay	1
Venezuela	1
Viet Nam	3
Yemen	2
Zimbabwe	5

CALENDAR 2014-2015

2014

Aug. 25 - Sept. 3	Monday through Wednesday	First Days
September 3	Wednesday	First-Year Student Advising
September 4	Thursday	First day of classes Fall Semester
September 20	Saturday	Convocation
October TBA	One of the first three Fridays	Mountain Day
October 13-14	Monday & Tuesday	Fall Reading Period
October 24-26	Friday through Sunday	Fall Family Days
November 1	Saturday	Homecoming
November 26-30	Wednesday through Sunday	Thanksgiving Recess
December 5	Friday	Last day of classes Fall Semester
December 6-9	Saturday through Tuesday	Reading Period
December 10-15	Wednesday through Monday	Final Examinations
December 16	Tuesday	Vacation begins

2015

January 5	Monday	First day of Winter Study Period
January 29	Thursday	Last day of Winter Study Period
February 4	Wednesday	First day of classes Spring Semester *(classes to follow a "Thursday" schedule)*
February 5	Thursday	Claiming Williams Day, no classes
February 6	Friday	Classes resume a normal schedule
February 20-21	Friday & Saturday	College Holidays (Winter Carnival)
March 21 -April 5	Saturday through Sunday	Spring Recess
May 15	Friday	Last day of classes Spring Semester
May 16-19	Saturday through Tuesday	Reading Period
May 20-25	Wednesday through Monday	Final Examinations
June 6	Saturday	Class Day
June 6	Saturday	Baccalaureate Service
June 7	Sunday, 10:00 a.m.	Commencement
June 11-14	Thursday through Sunday	Alumni Reunions

NUMBER OF CLASS MEETINGS

	Mornings		**Afternoons**			**Evenings**
	M,W,F	T,Th	M,Th	W	T,F	M
Fall Semester	36	25	25	12	24	12
Spring Semester	36	25	25	12	24	12

The Winter Study Period covers 25 calendar days.

NOTE: Because no Williams student should ever have to choose between important religious, academic and athletic commitments, College policy provides for students who wish to participate in religious observances that conflict with other obligations to make arrangements with their instructors to do so.

The policy, approved in 1984 by the faculty and trustees in compliance with the laws of the Commonwealth of Massachusetts, states that "Any student who is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such requirement, and shall be provided an opportunity to make up such requirement which s/he may have missed because of such absence now—provided, however, that such makeup examination or work shall not create an unreasonable burden upon the College. No adverse or prejudicial effects shall result to any student" who makes use of this provision of college policy.

The faculty (including coaches) receive annual reminders of this policy, and are encouraged to work carefully with students in anticipating and resolving conflicts to their mutual satisfaction.