

# **Williams College Bulletin 2010-2011**



**September 2010 edition**



# WILLIAMS COLLEGE BULLETIN



## *COURSE CATALOG    SEPTEMBER 2010*

### **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
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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

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

Charles Toomajian  
*Editor*

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## HISTORY OF THE COLLEGE

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

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

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

### I

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

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

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

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

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

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

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

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

### II

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

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

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

### III

Williams moved into the twentieth century firm in its intentions to remain a college, at a time when aspirations toward university status were unsettling many of the old colleges. It adhered to a curriculum that was designed for undergraduates; it made room for the elective principle, but it subjected course election to safeguards and controls. The idea of a liberally educated man was not jettisoned in favor of the widely accepted idea of almost complete student freedom in course election. A survey of the college curriculum in 1925 showed that Williams had combined the principles of prescription and election, the goals of concentration and distribution, in such a way as to be the only major American college without any absolutely required courses and without any uncontrolled wide-option electives. The Williams curriculum has continued to evolve, but it has not undergone such a series of major overhauls as characterize curriculums inspired by the popular educational fancy of the moment. Not having abandoned itself to the elective principle in the nineteenth century, Williams did not need to rescue itself with the general education principle of the twentieth century.

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

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

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

This curricular expansion, 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, and its office and teaching spaces for faculty.

## 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.*

## 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	German
Art History	Greek
Art Studio	INTR 252
Chinese ( <i>except CHIN 223</i> )	Italian
Classics	Japanese ( <i>except Japanese 217, 218, 321, 486T</i> )
Comparative Literature	Latin
Critical Languages	Literary Studies
Dance	Maritime Studies 231
English	Music
EXPR 245	Russian
First-Year Residential Seminar 101	Spanish
French	Theatre

#### DIVISION II. *Social Studies*

Africana Studies	Japanese 217, 218, 321, 486T
American Studies	Jewish Studies
Anthropology	Latina/o Studies
Asian Studies	Leadership Studies
Chinese 223	Legal Studies
Cognitive Science	Maritime Studies 351, 352
Economics	Philosophy
Environmental Studies 101, 309, 351	Political Economy
Experimental Studies—EXPR ( <i>except 245</i> )	Political Science
History	Psychology ( <i>except PSYC 212, 315, 316, 317T, 318</i> )
History of Science ( <i>except HSCI 224</i> )	Religion
Interdisciplinary Studies—INTR	Science and Technology Studies
( <i>except INTR 160, 223, 225, 315</i> )	Sociology
International Studies	Women's and Gender Studies

#### DIVISION III. *Science and Mathematics*

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

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

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.

The one-course EDI requirement must be met by all members of the classes of 2012 and 2013; members of the classes of 2010 and 2011 who have already completed a course designated "People's and Cultures" do not need to complete an EDI course.

[Click here](#) for a list of courses offered in 2010-2011 that meet the requirement.

- 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.

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). [Click here](#) for a list of courses offered in 2010-2011 that meet the 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.

[Click here](#) for a list of courses offered in 2010-2011 that meet the requirement.

## 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	Geosciences
Anthropology	German
Arabic Studies	History
Art	Japanese
Asian Studies	Literary Studies
Astronomy	Mathematics
Astrophysics	Music
Biology	Philosophy
Chemistry	Physics
Chinese	Political Economy
Classics (Greek, Latin)	Political Science
Comparative Literature	Psychology
Computer Science	Religion
Economics	Russian
English	Sociology
Environmental Policy	Spanish
Environmental Science	Theatre
French	Women's and Gender 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. For further details, [click here](#)

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

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

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 booklet "Choosing First Year Courses" includes a list of Williams courses recommended to prospective engineers.

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

Also, prospective engineers at Williams have the opportunity to take undergraduate engineering courses at other institutions through various exchange programs. For information about these opportunities, please see the section titled “Exchange Programs.”

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

### ***Co-ordinate Programs Offering Concentrations***

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

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

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

### **Co-ordinate Programs**

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

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

### **The Critical Reasoning and Analytical Skills (CRAAS) Initiative**

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

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

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

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

[Click here](#) for a list of CRAAS courses offered in 2010-2011.

### **Cross-Enrollment Programs**

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

### **Experiential Education at Williams**

Experiential education, involving “learning by doing” outside the classroom, has been a relatively understated but successful part of the Williams curriculum for a number of years. In addition to the use of traditional laboratory work in the natural sciences and studio work in art, faculty have been challenging students to become engaged more personally in the Williams curriculum through field work, whether in the form of research, sustained work on special projects or through placement with community organizations. Courses which include experiential learning provide students with opportunities to encounter firsthand the issues that they read and study about, requiring them to apply academic learning to nonacademic settings and challenging them to use their experiences in those settings to think more critically and deeply about what they are studying. Courses involving experiential education as defined above range from fully integrated off-campus programs such as the Williams-Mystic Maritime Studies Program ([www.williams.edu/williamsmystic](http://www.williams.edu/williamsmystic)) to courses involving one small field research project. The amount and nature of the experiential component(s) varies according to the instructor’s judgment. [Click here](#) for a list of 2010-2011 courses involving experiential education.

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

#### *Community Service:*

Opportunities to apply creative energy and initiative abound in community organizations in the Williams College area. Service ranges from tutoring or building homes with Habitat for Humanity, to working with developing non-profit organizations such as Northern Berkshire Creative Arts. For more information, go to the Office for Community Engagement homepage on the College website at [www.williams.edu/resources/commervice/](http://www.williams.edu/resources/commervice/) or contact Stewart Burns, Director of the Center for Community Engagement ([Stewart.Burns@williams.edu](mailto:Stewart.Burns@williams.edu)).

#### *Internships and Research Opportunities:*

A wide variety of summer internship opportunities are available to interested students through the Office of Career Counseling (OCC) and the Center for Environmental Studies (CES). Research opportunities are also available through individual departments. Information about OCC’s Williams College Alumni Sponsored Summer Internships can be found at <http://www.williams.edu/go/careers/> or by contacting Ron Gallagher, Assistant Director of Career Counseling ([Ronald.L.Gallagher@williams.edu](mailto:Ronald.L.Gallagher@williams.edu)). Information about CES’s summer internship and research opportunities can be found at <http://www.williams.edu/CES/ces/studentopps/employment.htm> or by contacting Sarah Gardner, Associate Director of the Center for Environmental Studies, Harper House ([Sarah.S.Gardner@williams.edu](mailto:Sarah.S.Gardner@williams.edu)).

[dner@williams.edu](mailto:dner@williams.edu)). Information about research opportunities sponsored by individual departments is available from Department Chairs.

#### *Museum Associates:*

The Museum Associates Program of the Williams College Museum of Art provides students an opportunity to broaden their knowledge of art and art history, to learn about the field of museum education, and to develop valuable communication and public speaking skills while working with the public. The only academic requirement is the completion of ArTh 101-102. Applications are accepted every spring. For more information, contact Cynthia Way, Director of Education at [Cynthia.Way@williams.edu](mailto:Cynthia.Way@williams.edu).

For more information about experiential education at Williams College, visit the Experiential Education website at [www.williams.edu/admin/deanfac/exped/](http://www.williams.edu/admin/deanfac/exped/) or contact Paula Consolini, Coordinator of Experiential Education at 597-4588 ([pconsoli@williams.edu](mailto:pconsoli@williams.edu))

#### **Honors Program**

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

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

#### **Independent Study**

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

#### **Study Away from Williams**

Many students decide to study at another college or university, in this country or abroad, during their undergraduate education. 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 the *Guide to Study Abroad* available in the Dean’s Office. 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 throughout the autumn and in February. 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 pink petition to Dean McKeon.

When a student has decided to accept an offer of admission from a program, he or she must notify the Dean’s Office. The Committee on Academic Standing will make a final decision at that time. Students need to attend a pre-departure meeting and meet all the guidelines as directed in the *Guide to Study Abroad*. 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 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 arrangements involved in

organizing tutorials, students are encouraged to determine, as early as possible, their interest in and commitment to the course. Students may not drop or add a tutorial after the first week of class. Tutorials may not be taken on a pass/fail basis.

*More information:* [Click here](#) for a list of tutorials offered in 2010-2011. Students may obtain detailed information about particular tutorials from the course descriptions and the instructors. (All tutorials have a "T" after the course number.) For general information, advice, or suggestions about the program, please contact Professor Stephen Fix, Tutorial Program Director for 2010-2011, in Hollander 136.

### **Williams-EPRI-UCT-Interstudy 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, Interstudy 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 feature is the unifying seminar/tutorial on contemporary social and political issues in South Africa. This course partners Williams students with South African Parliamentarians in a collaborative learning effort focused on policy issues of mutual interest. Interested students should consult the Dean's Office or [www.williams.edu/go/africa](http://www.williams.edu/go/africa) 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.

Interested students should consult the Dean's Office. [Click here](#) for a more complete description of the programme.

### **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](mailto:admissions@williamsmystic.org), call (860-572-5359), or visit the website ([www.williams.edu/williams-mystic](http://www.williams.edu/williams-mystic)).

## **ACADEMIC STANDARDS AND REGULATIONS**

### *Attendance*

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

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

### *Registration*

Registration for fall and spring semesters and for the Winter Study Program takes place at designated periods during the academic year. There may be a \$5 per day late fee for any registration changes accepted after the announced deadlines, including the subject designation for cross-listed courses.

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. All course changes for new students are made after these meetings. 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:

- 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.
- Sophomores may take no more than two courses with the same course prefix, nor more than three in one department, in a semester.
- Sophomores may take no more than three courses with the same course prefix, nor more than four in one department, during the full year.
- 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.
- 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 period at the beginning of each semester. No course changes may be made after that period except with the approval of the Committee on Academic Standing, after consultation with the Dean's Office. During Winter Study, a second Winter Study Project may be added if the instructor approves but the original Project may not be dropped. A 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 once in subsequent years withdraw from a course under the same conditions. A withdrawal, recorded on the transcript as a "W," is granted only with the approval of the instructor and a dean and only if there is complete agreement between the instructor and the dean that, despite conscientious effort to do the work, continuation in the course would be detrimental to the overall educational interest or health of the student. The deficiency thereby incurred must be removed in the normal manner. *See "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 Group for permission to pursue a reduced course load. Such a petition must be accompanied by a professional evaluation which addresses the student's inability to maintain a full course of study and discusses the rationale for a reduced course load. Upon consideration of a student's petition and supporting documentation, the Disabilities and Accommodations Advisory Group makes a recommendation to the Committee on Academic Standing which renders decisions. Such cases are considered on an individual basis and may be initiated at any time during the student's tenure at Williams.

## Fifth Course Pass-Fail Option

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

## 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.

***This is a 5-year experiment that the faculty is offering to all Williams students. Use it or not as you wish; however, don't abuse this invitation from the faculty to explore uncomfortable worlds that interest you. If this option is abused, then this initiative will go away.***

## 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 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.

### *Refunds*

Payment refund or credit in the event of withdrawal is described [here](#).

### *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*

## **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 partner with students to help them explore and develop their academic interests and talents and take advantage of the academic and intellectual opportunities available through 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 ([click here for a list](#)). 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 he or she is registered may request a tutor who has been recommended by the respective departments to the Academic Resources

office; costs of this tutoring are covered by Academic Resources. Students seeking to enhance their writing skills in any course may take advantage of the Writing Workshop. Trained and supervised by a coordinator, student writing tutors provide assistance on papers already corrected and with drafts of papers in any stage of the writing process. The Math and Science Resource Center (MSRC), a drop-in help center staffed by student tutors who come highly recommended from the respective 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 p.m. to 12 midnight Sundays through Thursdays throughout both academic semesters) works in close cooperation with the faculty teaching those courses.

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

## STUDY ABROAD AND INTERNATIONAL STUDENTS

Advising of Williams students wishing to study abroad 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 abroad. Orientation and counseling of international students is arranged by the International Student Advisor in the Dean's Office.

## POSTGRADUATE AND PROFESSIONAL STUDY

[Click here.](#)

## ACADEMIC HONESTY

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

### *Statement of Academic Honesty*

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

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

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

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

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

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

Adopted 1971

### *Guidelines*

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

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

The basic rules of attribution require that:

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

### *Procedures for Alleged Violations*

Students or faculty members who have discovered a violation or a possible violation of the Honor Code should report it promptly either to the faculty chair or to the student chair of the Honor Committee. As soon as possible after receiving a report of an alleged Honor Code violation, the Student Honor Committee will convene to hear the case. The person bringing the charge will present the evidence to the Committee in the presence of the accused student, who may then speak in his or her own defense both with and without the accuser present. After the accused student has left the



proceedings, the Committee will determine innocence or guilt and, if the latter, will recommend an appropriate penalty to the Dean. Depending on the circumstances of the violation, penalties then imposed by the Dean may include such possibilities as a directed grade of E in the course, disciplinary probation, or temporary or permanent separation from the College.

## EXPENSES

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

### *Payment of Term Bills*

College bills for one-half of all tuition and fees are mailed to parents twice a year (in mid-July and mid-December) for payment on August 17 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 2010-2011 are as follows:

Tuition	\$41,190
Room Fee (including telephone service)	5,542
Full Board	5,364
Student Activities Fee*	244
	<hr/>
	\$52,340

### *Other Expenses*

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

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

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

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

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

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

### *Payment of College Bills*

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

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

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

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

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

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

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

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

### ***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 2010-2011 academic year.

#### **Fall Semester 2010**

##### *Date of Withdrawal*

Prior to start of classes September 8	100% (tuition, room, board)
Week 1 September 8-14	90% (tuition, board only)*
Week 2 September 15-21	80% (tuition, board only)*
Week 3 September 22-28	70% (tuition, board only)*
Week 4 Sept. 29-Oct. 5	60% (tuition, board only)*
Week 5 October 6-12	50% (tuition, board only)*
Week 6 October 13-19	40% (tuition, board only)*
Week 7 October 20-26	30% (tuition, board only)*
Week 8 October 27-November 2	20% (tuition, board only)*
No refund after November 2, 2010	

#### **Winter Study/Spring Semester 2011**

##### *Date of Withdrawal*

Prior to start of classes February 3	
February 3-9	
February 10-16	
February 17-23	
February 24-March 2	
March 3-9	
March 10-16	
March 17-23	
March 24-30	
No refund after March 30, 2011	

\*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, 2010-August 14, 2011).

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

Repayment is first made to federal programs in the following order: Unsubsidized Federal Direct Stafford Loan, Subsidized Federal Direct Stafford Loan, Federal Perkins Loan, Federal Direct PLUS Loan, Federal Pell Grant, Federal SEOG, Federal 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 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.

## **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 descendants of members of the Class of 1936.

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

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

**MARY AGNES R. AND PETER D. KIERNAN ’44 SCHOLARSHIP**—Established in 1989 by Fleet Financial Group in memory of Peter D. Kiernan ’44, former chairman and CEO of Fleet/Norstar Financial Group, Inc. The scholarship was further endowed by Peter D. Kiernan III ’75, and his wife Eaddo, in memory of his father and in honor of his mother, Mary Agnes R. Kiernan. Seven scholarships are awarded annually, with preference

given first to Fleet employees and their children or to residents of regions served by Fleet Financial Group (notably New England, New York, and New Jersey). A secondary preference is given to students from Ireland.

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

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

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

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

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

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

**SPENCER FAMILY SCHOLARSHIP**—Established at Williams in 1991 by Mrs. Harriet Spencer, a former Trustee of the College, in honor of her husband's (Edson W. Spencer '48) 65th birthday and her 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 almost all graduate schools are required to have a reading knowledge of both French and German. Under certain circumstances another language may replace French. Many graduate schools require also a knowledge of Latin for students of English and Romantic Languages. Candidates for the master of arts degree are required to have a reading knowledge of either French or German. Students should consult departmental chairmen or the faculty advisors for the requirements in specific fields of study.

### *Visual Arts*

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 Office of Career Counseling.

### *Engineering*

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

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

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

### *Law*

Williams graduates regularly proceed directly to law schools on the strength of their liberal 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, Dawn Dellea, at the Office of Career Counseling. 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 OCC 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 Office within the Office of Career Counseling.

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 meet 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 ([www.williams.edu/go/careers/prehealth\\_welcome.php](http://www.williams.edu/go/careers/prehealth_welcome.php)).

### *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 Office of Career Counseling.

### *Teaching After Williams*

There are many options for teaching after Williams, including independent and public school teaching. Many states now offer streamlined programs to certify public school teachers, and many states offer 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 Office of Career Counseling 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 Office of Career Counseling.

### *Religious Study*

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

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

## **GRADUATE PROGRAMS AT WILLIAMS**

### *Master of Arts in 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 2010-2011 include the following: developing country macroeconomics II; finance and development; empirical methods in macroeconomics; computable general equilibrium modeling; tax policy; institutions and governance; international trade; environmental policy; international financial institutions; financial crises; the role of social safety nets; law, finance, and development; 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 25 to 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](http://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](mailto:cde@williams.edu).

### *Master of Arts in the History of Art*

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

For further information, write: The Director, Graduate Program in the History of Art, Box 8, Williamstown, Massachusetts 01267, telephone (413) 458-9545, or email [gradart@williams.edu](mailto:gradart@williams.edu). More information is available on the Graduate Program website, [www.williams.edu/gradart](http://www.williams.edu/gradart).

## **PRIZES AND AWARDS**

Click here for the names of persons to whom awards have been made in 2009-2010.

### *George Olmsted Jr., Class of 1924 Prizes*

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

## *Prizes in Special Studies*

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

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

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

**RUSSELL H. BOSTERT THESIS PRIZE IN HISTORY.** A cash prize established in 1990 by 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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

**CARL VAN DUYN PRIZE IN ECONOMICS.** Established in 1983 by family, colleagues, friends, and the Philip H. Seaman Fund in memory of Carl Van Dwyne, 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 Dwyne 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*

**GAUIS 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.

**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.

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

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

**HENRY N. FLYNT, JR., 1944 GRADUATE FELLOWSHIP.** The Flynt Fellowships were established in 2008 by Francis T. (Fay) Vincent, Jr., Class of 1960, in honor of the tremendous impact that Hank Flynt had on the lives of hundreds of Williams students during his 38-year tenure administering financial aid at Williams (1950-1988). Candidates for Flynt Fellowships must be seniors at Williams College and prepared to enter a graduate school program during the fall immediately after graduation.

**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".

**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.

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

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

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

### *George J. Mead Fund*

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

A portion of this gift constitutes a 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 2010-2011

## 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 or add a tutorial after the first week of class.

## AFRICANA STUDIES (Div. II)

Chair, Professor SHANTI SINGHAM

*Advisory Committee:* Professors: EPPEL, MUTONGI, SINGHAM, D. L. SMITH, WILLINGHAM\*\*\*. Associate Professors: L. BROWN, LONG, PIEPRZAK. Assistant Professors: BENSON, BURTON, MUNEMO, ROBERTS, SCHLEITWILER. Visiting Associate Professor: HONDER-ICH. Visiting Lecturer in Africana Studies and Music: BRYANT. Sterling Brown Professor: TBA.

## CONCENTRATION IN AFRICANA STUDIES

Candidates for a concentration in "Africana Studies: African Americans, Africans, and the Diaspora" complete two required core courses and three electives, for a total of five courses. The required core courses are AFR 200 as an introductory course (generally team-taught); and one of the two AFR 400-level senior seminar capstone courses, which emphasize special topics or themes each year. In 2010-2011, the two senior seminar choices are AFR 405 (F) Africana Studies and the Disciplines, and AFR 444 (S) The Black Republic: Haiti in History and Imagination (same as HIST 444). Additional courses may be taken with affiliated faculty and visiting professors associated with the program. We encourage students to take at least one course in a program/department other than Africana Studies and consider an experiential learning Winter Study session; however, the majority of your courses should be selected from among those offered by Africana Studies core faculty.

## HONORS PROGRAM IN AFRICANA STUDIES

An honors thesis or project, undertaken with the permission of the program chair and mentoring faculty, is an option for students who wish to conduct advanced research and study. In addition to the five courses normally required for the concentration in Africana Studies, honors candidates will enroll in either AFR 491 or 492 plus a Winter Study in their senior year, and complete a substantial written thesis or an equivalent project in the performing or studio arts. An honors project should demonstrate creativity, depth, and intellectual rigor. Honors candidates are encouraged to pursue non-traditional projects, such as presentations in the performing arts, visual arts, or creative writing, as well as more conventional research projects. A student who wishes to become a candidate for honors in Africana Studies should secure a faculty sponsor and inform the program chair in writing before spring registration of his/her junior year.

## STUDY ABROAD

Potential Africana Studies majors are encouraged to explore study abroad opportunities for their junior year, particularly in countries that reflect the Africana diaspora.

## THE AFRICANA STUDIES CONCENTRATION AND THE AMERICAN STUDIES MAJOR

Several courses in Africana Studies count for credit in the American Studies major. Therefore, students in American Studies can complete requirements for an Africana Studies concentration by taking the introductory course and the capstone senior seminar. Another three courses must be chosen which satisfy both American Studies and Africana Studies requirements.

## Core 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 444(S) The Black Republic: Haiti in History and Imagination (same as History 444)

## ELECTIVES

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

AFR 104/HIST 104 Travel Narratives African Hist  
AFR 132/PSCI 132 Contemp Afr Soc & Polit Phil  
AFR 180/PSCI 206 Afro-Caribbean Thought  
AFR 245/MUS 242 Monk & Bebop Revolution  
AFR 248/HIST 248 History of Caribbean  
AFR 302/PSCI 234/REL 261 Rastafari

AFR 338/PSCI 338 Garveyism  
 AFR 402/PSCI 360/PHIL 360 Political Thought Frantz Fanon  
 AFR 444/HIST 444 Haiti in Hist and Imagination  
 AFR 448/HIST 448 Ltn Am&Caribbean Narratives  
 AMST 403/COMP 375/ENGL 375/AFR 403/LATS 403 New Minority American Writing  
 ARTH 245/AFR 246 Intro to African American Art  
 DANC 201/AFR 201 African Dance and Percussion I  
 DANC 202/AFR 206 African Dance & Percussion II  
 ECON 204/ENVI 234 Econ Developmnt Poor Countries  
 ENGL 129/AFR 129 20th Century Black Poets  
 ENGL 131/AFR 131/AMST 131/COMP 131 Vertigo/Verticality  
 ENGL 220/AMST 220/AFR 220 Intro African American Writing  
 ENGL 381/AFR 380/AMST 381 Blk Modernisms&Great Migration  
 ENGL 491/AMST 358/AFR 358 Asthtcs, Knwldge, Racial Percp  
 HIST 103/AFR 103 The City in Africa  
 HIST 149/AFR 149 The 1959 Cuban Revolution  
 HIST 164/AFR 164 Slavery in the United States  
 HIST 166/AFR 166 The Age of Washington & Dubois  
 HIST 193/AFR 193 Black Power Abroad  
 HIST 203/AFR 203 Survey Modern African History  
 HIST 229/AFR 229 Europ Imperialism&Decoloniztion  
 HIST 242 Latin Amer:Conquest-Indepndnce  
 HIST 281/AFR 281 African-Amer History 1619-1865  
 HIST 282/AFR 282 Afr-Am Hist:Recnstrct-Present  
 HIST 292/AFR 292 Africans in Europe  
 HIST 304 South Africa and Apartheid  
 HIST 308/WGST 308/AFR 308 Gender & Society Modern Africa  
 HIST 345/AFR 345 In Our Own Backyard?  
 HIST 346 History of Modern Brazil  
 HIST 364 History of the Old South  
 HIST 365 History of the New South  
 HIST 375/AFR 375 History of American Childhood  
 HIST 379/AFR 379 African American Politics  
 HIST 381/AFR 381 Civil Rights to Black Power  
 HIST 443 Slavery,Race&Ethnic Latin Amer  
 HIST 456 Civil War and Reconstruction  
 HIST 459/AFR 459 Jim Crow  
 HIST 482/AFR 482 Fictions of Afr-Amer History  
 HIST 483 African Political Thought  
 INTR 221/WGST 221/AFR 221 Racial-Sexual Violence  
 INTR 371/AFR 371/PSCI 371/WGST 370 Women Activists & Socl Movmnt  
 MUS 122/AFR 122 African-American Music  
 MUS 130/AFR 130 History of Jazz  
 MUS 209 Music in History: 20th Century  
 MUS 212/AFR 212 Jazz Theory & Improvisation I  
 MUS 213/AFR 214 Jazz Theory & Improvisation II  
 MUS 231/AFR 231 Nothin' But the Blues  
 MUS 233/AFR 250/INTR 287 Afrcn Mus: Intrdsclpnry Stdies  
 MUS 234/AFR 234 Urban African Dance Music  
 MUS 235/AFR 235 Afrcn Rhythm, Afrcn Sensibilty  
 MUS 240 Intro Music of Duke Ellington  
 MUS 241/AFR 242 Intro Music of John Coltrane  
 MUS 310/AFR 310 Brazilian and Latin Jazz  
 PSCI 210/AFR 210/AMST 210/WGST 210 Culture and Incarceration  
 PSCI 213/AFR 213 Civil Rights Protest  
 PSCI 256/AFR 256 Politics of Africa  
 PSCI 257/LEAD 257 Leaders in Africa  
 PSCI 318/AFR 318 Voting Rights & Voting Movmnts  
 PSCI 331/AFR 330 Non-Profit Org&Commnty Change  
 PSCI 430/AFR 430 Sr Sem: Heretical Pol Theory  
 PSYC 341/WGST 339 Stereotypes,Prejdice&Discrmntn  
 REL 309/AFR 309/LATS 309 Scriptures and Race  
 RLFR 203/AFR 204 Intro to Francophone Studies  
 RLFR 309/AFR 307 Contemp Short Stories N Africa  
 RLFR 370/AFR 370/COMP 370 Museums & French Imperialism  
 THEA 241/AFR 241/COMP 241 From Shakespeare to Spike Lee

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

## 100-Level Courses

**AFR 103 The City in Africa: Nairobi and Johannesburg (Same as History 103) (W) (Not offered 2010-2011)**

(See under HIST 103 for full description.)

MUTONGI

**AFR 104(F) Travel Narratives and African History (Same as History 104) (W)**

(See under HIST 104 for full description.)

MUTONGI

**AFR 107(F) World Jazz: An Exploration of the Influence of Jazz on Four Continents (Same as Music 107)**

(See under MUS 107 for full description.)

BRYANT

**AFR 122 African-American Music (Same as Music 122) (Not offered 2010-2011)**

(See under MUS 122 for full description.)

E. D. BROWN

**AFR 129(S) Twentieth-Century Black Poets (Same as English 129) (W)**

(See under ENGL 129 for full description.)

D. L. SMITH

**AFR 130(S) History of Jazz (Same as Music 130)**

(See under MUS 130 for full description.)

E. D. BROWN

**AFR 131(S) Vertigo/Verticality (Same as American Studies 131, Comparative Literature 131 and English 131 ) (W)**

(See under ENGL 131 for full description.)

SCHLEITWILER

**AFR 132(S) Contemporary Africana Social and Political Philosophy (Same as Political Science 132) (D)**

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.

Format: seminar. Evaluation will be based on attendance and participation, two 5- to 7-page essays, and one 10-page final paper

No prerequisites; open to all. *Enrollment limit: 15 (expected: 12). Enrollment preference: first- and second-year students.*

Hour: 1:10-3:50 T

ROBERTS

**AFR 149(F) The 1959 Cuban Revolution: Precedents, Processes, and Legacies, 1898-2009 (Same as History 149) (W)**  
(See under HIST 149 for full description.) BENSON

**AFR 164 Slavery in the United States (Same as History 164) (Not offered 2010-2011) (W)**  
(See under HIST 164 for full description.) L. BROWN

**AFR 166 The Age of Washington and DuBois (Same as History 166) (Not offered 2010-2011) (W)**  
(See under HIST 166 for full description.) LONG

**AFR 180 Foundations of Afro-Caribbean Thought (Same as Political Science 206) (Not offered 2010-2011)**  
This course is an introduction to the foundations of Afro-Caribbean thought, a branch of study within the larger field of Africana thought. Africana thought encompasses ideas from Africa, the Caribbean, North America, and other regions containing African Diasporic populations. In this class, we will examine the contours of the Afro-Caribbean intellectual and political tradition by analyzing important historical figures and movements, the African philosophical roots of the tradition, processes of enslavement and creolization, identity formation, nationalism, anti-colonialism, the role of gender, and the function of mass revolution. We will discuss in particular two influential branches of thought outlined by Paget Henry in the seminal text *Caliban's Reason*: the poeticists and the historicists. Afro-Caribbean thought distinguishes itself not only by its unique categories of poetic and historical knowledge production, but also by the collapse of barriers between poetics and history in the domain of politics. Evaluating the moments of tension and symbiosis between the poeticist and historicist schools will allow us to investigate further the tradition comprehensively. A key objective of the course is to provide students with the necessary preparation to engage in higher level courses in this field of inquiry.  
Format: lecture/discussion. Evaluation will be based upon attendance and participation, one 5- to 7-page midterm essay, class presentation, and one 10- to 12-page final paper.  
No prerequisites. *Enrollment limit: 25. Preference given to first- and second-year students.*  
ROBERTS

**AFR 193 Black Power Abroad: Decolonization in Africa, the Caribbean and Europe (Same as History 193) (Not offered 2010-2011) (D) (W)**  
Barack 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 Kwame Nkrumah, Nelson Mandela, Mahatma Gandhi, Franz Fanon, C.L.R. James, Walter Rodney and Aime Cesaire. 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), 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 four different experiences of independence—British Guiana, the French Caribbean, Ghana, and 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. Students will videochat with some of their peers in South Africa on a biweekly basis and do an oral history project on American anti-apartheid activities with an eye to seeing the similarities and differences between U.S. and South African race relations and developing empathy for their peers abroad. 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.  
Format: discussion. Evaluation will be based on class participation, oral reports, 1-2 short papers, and a 10- to 12-page research paper.  
The class will be expected to go on a couple of field trips.  
No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 19 (expected: 15-19). Preference will be given to first-year students, and then sophomores who have not previously taken a 100-level seminar.*  
*Groups A and D*  
SINGHAM

## 200-Level Courses

**AFR 200(F) Introduction to Africana Studies**  
This survey course introduces students to the content and contours of Africana Studies as a field of study—its genealogy, development, and future challenges. The course focuses on historic and contemporary experiences of African-descended peoples in the Americas, particularly the United States, the Caribbean, and Latin America. We will also give some attention to how members of the Diaspora remember and encounter Africa, and to how Africans respond to the history of enslavement, colonialism, apartheid, racism, and globalization. In addition to literature and research, film, music, photography, and artwork will be used to develop a critical understanding of the African Diaspora. These non-written texts will make abstract readings come to life while stimulating the development of critical thinking skills. Students are encouraged to draw connections between these visual/audio representations and the ideas and issues that we uncover from course readings.  
Format: lecture/discussion. Evaluation will be based upon weekly 1-page reading response papers, two 5- to 7-page essays, and a final research project.  
No prerequisites. *No enrollment limit (expected: 30). Open to all.*  
Hour: 2:35-3:50 MR BENSON and ROBERTS

**AFR 201(F) African Dance and Percussion I (Same as Dance 201)**  
(See under DANC 201 for full description.) BURTON and Kusika Musical Director

**AFR 203(S) A Survey of Modern African History (Same as History 203)**  
(See under HIST 203 for full description.) MUTONGI

**AFR 204 Introduction to Francophone Studies (Same as French 203) (Not offered 2010-2011) (D)**  
(See under RLFR 203 for full description.) PIEPRZAK

**AFR 205(F) From Sin to Salvation and Back Again!: Spirituals, Blues, Gospel, Jazz, R&B, and Hip Hop (Same as Music 205)**  
This course explores the rich interaction between sacred and secular music in the African American tradition, showing the links between Blues and Gospel, Jazz and R&B, and even Hip Hop. These genres—with many commonalities yet sometimes diametrically opposite philosophies—have a rich history reflected in literature, art, film, and popular culture. Examining the development of Black music over the last century and using examples from the Fisk Jubilee Singers, Thomas Dorsey, Mahalia Jackson, and James Cleveland, to Robert Johnson, Duke Ellington, Charles Mingus, Ray Charles, James Brown, Aretha Franklin, Al Green, the Winans, Whitney Houston, Take 6, and various Hip Hop artists, this course will analyze the musical similarities as well as the textual and thematic conflicts that have existed from the early days of Blues until the Hip Hop age.  
Format: lecture/discussion. Requirements: weekly listening and reading assignments, one short paper, a midterm and final exam, and an 8- to 10-page research paper. Musicians may choose to substitute the final research paper for a creative project (e.g., musical composition, transcriptions, and/or performance or recording). Evaluation will also be based upon attendance and class participation.  
No prerequisites, open to first-year students. *Enrollment limit: 25 (expected: 25).*  
Hour: 9:55-11:20 TR BRYANT

**AFR 206(S) African Dance and Percussion II (Same as Dance 202)**  
(See under DANC 202 for full description.) BURTON and Kusika Musical Director

**AFR 210(F) Culture and Incarceration (Same as American Studies 210, Political Science 210 and Women's and Gender Studies 210)**  
(See under PSCI 210 for full description.) JAMES

**AFR 212 Jazz Theory and Improvisation I (Same as Music 212) (Not offered 2010-2011)**  
(See under MUS 212 for full description.) BRYANT

**AFR 213 Theory and Practice of Civil Rights Protest (Same as Political Science 213) (Not offered 2010-2011)**  
(See under PSCI 213 for full description.) A. WILLINGHAM

**AFR 214(S) Jazz Theory and Improvisation II (Same as Music 213)**  
(See under MUS 212 for full description.) BRYANT

**AFR 220(F) Introduction to African American Writing (Same as American Studies 220 and English 220) (W)**  
(See under ENGL 220 for full description.) CLEGHORN

**AFR 221(T) Racial-Sexual Violence (Same as INTR 221 and Women's and Gender Studies 221) (W)**  
(See under INTR 221 for full description.) JAMES

**AFR 229 European Imperialism and Decolonization (Same as History 229) (Not offered 2010-2011) (D)**  
(See under HIST 229 for full description.) SINGHAM

**AFR 231(F) Nothin' But the Blues (Same as Music 231)**  
(See under MUS 231 for full description.) E. D. BROWN

**AFR 234 Afro-Pop: Urban African Dance Music (Same as Music 234) (Not offered 2010-2011)**  
(See under MUS 234 for full description.)

E. D. BROWN

**AFR 235(S) African Rhythm, African Sensibility (Same as Music 235) (D)**  
(See under MUS 235 for full description.)

E. D. BROWN

**AFR 240 Introduction to the Music of Duke Ellington (Same as Music 240) (Not offered 2010-2011) (W)**  
(See under MUS 240 for full description.)

JAFFE

**AFR 241(F) Performing Race: From Shakespeare to Spike Lee (Same as Comparative Literature 241 and Theatre 241) (D)**  
(See under THEA 241 for full description.)

P. ERICKSON

**AFR 242 Introduction to the Music of John Coltrane (Same as Music 241) (Not offered 2010-2011) (W)**  
(See under MUS 241 for full description.)

JAFFE

**AFR 245 Monk and the Bebop Revolution (Same as Music 242) (Not offered 2010-2011)**

Pianist, Thelonious Monk, called the "high priest of BeBop," is one of the key figures in this movement that is the basis of all modern jazz. His music is rooted in earlier jazz styles but his genius has given us music that is unique and meaningful to this day. In the early 1940's he and Charlie "Yardbird" Parker, Dizzy Gillespie, Bud Powell, Max Roach and a thriving community of young, innovative musicians in New York developed this new style in places like Minton's Playhouse in Harlem. They inspired a generation of musicians who continued their legacy and became iconic figures in the jazz world including Miles Davis, Sonny Rollins, Charles Mingus, The Modern Jazz Quartet, Art Blakey and the Jazz Messengers. "Cool Jazz," "Hard Bop," and even "Free Jazz" and the Avante Garde of the 1960's emerged from the creative landscape that BeBop nurtured. This immense influence reached beyond music and into poetry and the arts. The Beat poet Jack Kerouac idealized "Bird" and African-American poetry has been influenced by jazz from Langston Hughes to Amiri Baraka until today. BeBop and its offshoots developed alongside the post-war Civil Rights movement. The give and take between the cultural and political development of Black America is an important theme of this course—Jim Crow, integration, Civil Rights, Black Power, self-expression, improvisation, artistic, and political freedom. Readings include essays and poetry that illustrate these influences as well as biographies of the major artists. With the introduction of any innovative art form, there can be an expected backlash from the previous generation. We will read critical writings and reviews from the period that give us a better idea of the impact of this movement including essays by Ralph Ellison. Listening will include jazz: weekly listening and reading assignments—with a written journal, two short papers and one end of semester 8-10 page research paper, midterm listening/short answer exam. Musicians may choose to substitute the research music from the 1930's until the present.

Format: lecture/discussion. Requirements: paper for a creative project (i.e. musical composition, transcriptions and/or performance or recording). Evaluation will also be based upon attendance and class participation.

Prerequisites: permission of instructor. *Enrollment limit: 19 (expected: 19).*  
BRYANT

**AFR 246(S) From Slave Quilts to Post-Black Canvases: Introduction to African American Art (Same as ArTH 245)**  
(See under ARTH 245 for full description.)

SCRUGGS

**AFR 248(S) History of the Caribbean: Race, Nation, and Politics (Same as History 248)**

This course explores the history of the Caribbean from pre-Columbian times to the present. The goal of the class is to trace the emergence of modern Caribbean nations from the slave colonies of the not-so-distant past. We will show that though they may be picturesque vacation destinations, the islands of the Caribbean have played a central role in global history. In particular, the course will introduce you to the Caribbean through sustained attention to two simultaneous and related long-term developments: the maintenance of European and North American imperial enterprises and the elaboration of racial ideologies around the diversity that has characterized the island populations. Through this prism, we will explore issues such as colonialism, piracy, sugar revolutions, slavery and emancipation, national independence, tourism, and Caribbean migrations. Cuba, Haiti, and Jamaica will be the main areas under consideration for this semester; however, we will also examine texts from other islands such as the Dominican Republic, Puerto Rico, and Martinique when appropriate. Sources will include speeches, song lyrics, films, testimonios, and other primary documents that shed light on the history of Caribbean nations.

Format: lecture/Discussion. Evaluation will be based on class participation, a map quiz, short weekly writing assignments, and three 5-7 page papers.

No prerequisites. *No enrollment limit (expected: 20-30). Open to all.*

Hour: 2:35-3:50 MR

BENSON

**AFR 250(F) African Music: Interdisciplinary Studies (Same as INTR 287 and Music 233)**  
(See under MUS 233 for full description.)

E. D. BROWN

**AFR 256 Politics of Africa (Same as Political Science 256) (Not offered 2010-2011)**  
(See under PSCI 256 for full description.)

**AFR 257 Leaders in Africa: Prophets, Autocrats Tyrants (Same as Leadership Studies 257 and Political Science 257) (Not offered 2010-2011)**  
(See under PSCI 257 for full description.)

MUNEMO

**AFR 267(F) Race in American Life (Same as Sociology 267)**

This course is designed to provide students with an understanding of the historical development and changing dynamics of race in contemporary American society. In doing so, we will grapple with the fundamental position that race is a meaningful classification of human bodies. The question we will keep in mind at all times is this: How does social milieu determine the meaningfulness of race? Racial classifications, like all classifications, are socially 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, socio-economic organization, popular culture, and political organization. The complexity of race will be explored also within the works of such authors as W. E. B. Du Bois, Patricia Hill Collins, and Eduardo Bonilla-Silva.

Format: discussion/lecture. Evaluation will be based on class participation, 2-3 short papers (5-7 pages), and a self-scheduled final examination.

No prerequisites; open to all. *No enrollment limit (expected: 20).*

Hour: 1:10-2:25 MR

J. MANIGAULT-BRYANT

**AFR 281(F) African-American History, 1619-1865 (Same as History 281)**  
(See under HIST 281 for full description.)

LONG

**AFR 282 African-American History From Reconstruction to the Present (Same as History 282) (Not offered 2010-2011)**  
(See under HIST 282 for full description.)

L. BROWN

**AFR 292 Africans in Europe: Slaves, Abolitionists, Artists, Intellectuals and Migrants in the Modern Era (Same as History 292) (Not offered 2010-2011)**

This class offers an overview of the African presence in and influence on European politics and culture since their appearance as slaves in the sixteenth century. Despite such inauspicious beginnings, Africans played an important role in the abolitionist movements in England and France in the eighteenth and nineteenth centuries and challenged European imperialism in Africa at the end of the century. During the twentieth century, pan-africanism, Négritude, decolonization and the non-aligned movement developed in Europe's major capitals, where African and African-American artists and musicians interacted in novel ways to put Europe on the forefront of developments in modern art, literature, jazz and world music. Since World War II, widespread immigration of Africans—particularly North Africans and West Indians of African descent—to Europe has deeply changed the character of European societies. From Hottentot Venus to Josephine Baker, from Mary Prince to Ayaan Hirsi Ali, this course will use the writings of intellectuals and leaders like Senghor, Fanon, and C.L.R. James—as well as film, music, and literature—to explore the ways in which Africans have transformed Europe in the modern era.

Format: lecture/discussion. Evaluation will be based on informed class participation, a midterm exam, a final exam, and a research paper.

No prerequisites. *No enrollment limit (expected: 20-30). Open to all.*

Groups A and C  
SINGHAM

## 300-Level Courses

**AFR 302 Rastafari: Dread, Politics, Agency (Same as Political Science 234 and Religion 261) (Not offered 2010-2011)**

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 African 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.

Format: lecture. Evaluation will be based upon one 5- to 7-page midterm essay, a group lyrics and politics project, and one 8- to 10-page final exam.

No prerequisites; open to all. *No enrollment limit (expected 35).*

ROBERTS



**AFR 304(F) South Africa and Apartheid (Same as History 304)**  
(See under HIST 304 for full description.)

MUTONGI

**AFR 305(S) The Black Religious Experience (Same as Religion 315 and Sociology 305)**

The United House of Prayer For All People. The Nation of Islam. The 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 the continued meaning of Africa as a homeland. We will then investigate how secular processes like urbanization and commodification alter understandings of the sacred in Black experience.

Format: discussion. Evaluation will be based upon class participation, 2-3 short papers, and a final research paper.

No prerequisites; open to all. *Enrollment limit: 15 (expected: 10). Preference given to Africana Studies concentrators and Anthropology/Sociology majors.*

Hour: 1:10-2:25 MR

J. MANIGAULT-BRYANT

**AFR 307(F) Contemporary Short Stories from North Africa: Fast Cars, Movies, Money, Love and War (Same as French 309)**

(See under RLFR 309 for full description.)

PIEPZAK

**AFR 308 Gender and Society in Modern Africa (Same as History 308 and Women's and Gender Studies 308) (Not offered 2010-2011)**

(See under HIST 308 for full description.)

MUTONGI

**AFR 309(S) (formerly 273) Scriptures and Race (Same as Latina/o Studies 309 and Religion 309)**

(See under REL 309 for full description.)

HIDALGO

**AFR 310 Brazilian and Latin Jazz: Theory, Analysis and Performance (Same as Music 310) (Not offered 2010-2011)**

(See under MUS 310 for full description.)

BRYANT

**AFR 311(S) Black Ministerial Imaginations: Griots, Athletes, and Maestros (Same as Religion 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*.

Format: discussion. Evaluation will be based upon class participation, a few short papers, and a final research paper.

No prerequisites; open to all. *Enrollment limit: 15 (expected: 10). Preference given to Africana Studies concentrators.*

Hour: 2:35-3:50 MR

J. MANIGAULT-BRYANT

**AFR 318(F) Voting Rights and Voting Movements (Same as Political Science 318)**

(See under PSCI 318 for full description.)

A. WILLINGHAM

**AFR 330T Non-Profit Organization and Community Change (Same as Political Science 331T) (Not offered 2010-2011) (W)**

(See under PSCI 331 for full description.)

A. WILLINGHAM

**AFR 338(S) Garveyism (Same as Political Science 338) (W)**

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; 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 the Rastafari; women in the Garvey movement; and Garveyite strategies for forging models of political solidarity in dark times.

Format: lecture/discussion. Evaluation will be based upon attendance and participation, weekly online reading response papers, two 5- to 7-page essays, and one 12- to 15-page final research paper.

No prerequisites; open to all. *Enrollment limit: 19 (expected: 15)*

Hour: 11:20-12:35 TR

ROBERTS

**AFR 345 “In Our Own Backyard?” U.S. and Latin American Relations (Same as History 345) (Not offered 2010-2011)**

(See under HIST 345 for full description.)

BENSON

**AFR 346 History of Modern Brazil (Same as History 346) (Not offered 2010-2011) (D)**

(See under HIST 346 for full description.)

KITTLESON

**AFR 358(S) Aesthetics, Knowledge, and Racial Perception (Same as American Studies 358 and English 491)**

(See under ENGL 491 for full description.)

SCHLEITWILER

**AFR 364(F) History of the Old South (Same as History 364)**

(See under HIST 364 for full description.)

DEW

**AFR 365(S) History of the New South (Same as History 365)**

(See under HIST 365 for full description.)

DEW

**AFR 370 Displaying, Collecting and Preserving the Other: Museums and French Imperialism (Same as Comparative Literature 370 and French 370) (Not offered 2010-2011)**

(See under RLFR 370 for full description.)

PIEPZAK

**AFR 371(S) Women Activists and Social Movements (Same as INTR 371, Political Science 371 and Women's and Gender Studies 370)**

(See under INTR 371 for full description.)

JAMES

**AFR 375 History of American Childhood (Same as History 375) (Not offered 2010-2011) (D)**

(See under HIST 375 for full description.)

LONG

**AFR 379 African American Electoral Politics in Historical Perspective (Same as History 379) (Not offered 2010-2011)**

(See under HIST 379 for full description.)

L. BROWN

**AFR 380(F) Black Modernisms and the Great Migration (Same as American Studies 381 and English 381)**

(See under ENGL 381 for full description.)

SCHLEITWILER

**AFR 381(S) From Civil Rights to Black Power (Same as History 381)**

(See under HIST 381 for full description.)

L. BROWN

## 400-Level Courses

**AFR 402 The Political Thought of Frantz Fanon (Same as Philosophy 360 and Political Science 360) (Not offered 2010-2011)**

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.

Format: seminar. Evaluation will be based upon attendance and participation, weekly 1-page reading response papers, a class presentation, and one 25-page final research paper containing an abstract, keywords, text, and endnotes.

Prerequisites: open to Juniors and Seniors with a background in Africana Studies, political philosophy, and/or political theory (or permission of instructor). *Enrollment limit: 15 (expected: 15). Preference will be given to Senior Africana Studies concentrators.*

ROBERTS

**AFR 403(S) New Asian American, African American, Native American, and Latina/o Writing (Same as American Studies 403, Comparative Literature 375, English 375 and Latina/o Studies 403) (D)**

(See under AMST 403 for full description.)

WANG

**AFR 405(F) 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. Students will closely read classic texts by some of the pioneers of the field, including W. E. B. Du Bois and Zora Neale Hurston. After examining works by these scholars, students will have the opportunity to design and conduct their own research projects with the aforementioned disciplinary concerns in mind.

Format: discussion. Evaluation will be based upon class participation, a couple of short papers and the completion of a final research paper or project.

No prerequisites. *Enrollment limit: 15 (expected: 10). Enrollment preference will be given to Africana Studies concentrators.*

Hour: 1:10-3:50 W

J. MANIGAULT-BRYANT

**AFR 430 Heretical Political Theory--Hannah Arendt and C.L.R. James (Same as Political Science 430) (Not offered 2010-2011)**  
(See under PSCI 430 for full description.)

ROBERTS

**AFR 443 Slavery, Race and Ethnicity in Latin America (Same as History 443) (Not offered 2010-2011) (D)**  
(See under HIST 443 for full description.)

**AFR 444(S) The Black Republic--Haiti in History and Imagination (Same as History 444)**

This course will use the powerful example of Haiti—home of the world's only successful slave rebellion—as a way for students to explore the interdisciplinary and methodological diversity of Africana studies and History, while simultaneously introducing students to some of Africana's seminal thinkers and actors, including C. L. R. James, Michel-Rolph Trouillot, Edwidge Danticat, Zora Neale Hurston, Katherine Dunham, Maya Deren, and Randall Robinson. Film, dance, literature, music, history, anthropology, and religion will be used with an eye toward helping students produce an original work of their own as the final project. We will explore the traumatic race relations of Haiti—from slavery through the American occupation—as well as the prejudicial and beneficial ways Haiti has appealed to Americans, from boat people and carriers of AIDS, to practitioners of voodoo and creators of a uniquely African-Caribbean art.

Format: discussion. Evaluation will be based on student participation, 2-3 short papers, the completion of an original research paper or project conducted in stages (all projects will have some written component, but may include a dance performance, spoken word, fieldwork etc.), and peer editing/critique.

No prerequisites. *Enrollment limit: 15 (expected: 10). Preference given to Africana Studies concentrators and History majors.*

Hour: 1:10-3:50 W

SINGHAM

**AFR 448(S) Latin American and Caribbean Narratives: Testimonios, Historical Novels, and Travel Accounts (Same as History 448)**  
(See under HIST 448 for full description.)

BENSON

**AFR 456(F) Civil War and Reconstruction (Same as History 456)**  
(See under HIST 456 for full description.)

DEW

**AFR 459 Jim Crow (Same as History 459) (Not offered 2010-2011) (D)**  
(See under HIST 459 for full description.)

L. BROWN

**AFR 482T Fictions of African-American History (Same as History 482) (Not offered 2010-2011) (W)**  
(See under HIST 482 for full description.)

LONG

**AFR 483T(S) African Political Thought (Same as History 483T) (W)**  
(See under AFR 483 for full description.)

MUTONGI

**AFR 491(F)-W30, W30-492(S) Senior Project**

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

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

## AMERICAN STUDIES (Div. II)

*Chair, Professor: MARK REINHARDT*

*Faculty 2010-2011: Professor: KENT, WONG. Associate Professors: CEPEDA, L. JOHNSON, RÚA. Assistant Professor: WANG\*\*. Senior Lecturer: CLEGHORN. Visiting Assistant Professor: UM. Bolin Fellow: VIGIL.*

### 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. Beginning with the class of 2012, 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* (required of majors beginning with the class of 2012)

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.

### 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, they will be permitted to register for AMST 491, W30, and AMST 492 the following year. The completed project is due in mid-April. Each student will present a short oral presentation of his or her thesis at the end of spring semester. 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 and Gender Studies. Many of the courses counted for those concentrations may also earn credit toward the American Studies major.

## STUDY AWAY FROM WILLIAMS

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

Students planning to be away in the junior year should have taken American Studies 201 before they leave; those away for one semester should take a Junior Seminar in the semester they are on campus. Those away for the year should take a Junior Seminar in their sophomore year. Students should consult as early as possible with the chair or their advisor about their plans for fulfilling the requirements of the major.

**AMST 101 Artists Respond to Contemporary Events (Same as ArtS 101) (Not offered 2010-2011) (D)**  
(See under ARTS 101 for full description.)

L. JOHNSON

**AMST 108 First-Hand America (Same as English 244) (Not offered 2010-2011)**

Gonzo journalism, the nonfiction novel, literary journalism, the "new 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.

Format: lecture/discussion. Evaluation will be based on class participation, and a combination of critical/analytical writing and creative nonfiction.

No prerequisites. *Enrollment limit: 25 (expected 19). Preference given to first-year students.*

CLEGHORN

**AMST 118(F) Reading and Writing Creative Nonfiction (Same as English 118) (W)**

(See under ENGL 118 for full description.)

CLEGHORN

**AMST 131(S) Vertigo/Veracity (Same as Africana Studies 131, Comparative Literature 131 and English 131) (W)**

(See under ENGL 131 for full description.)

SCHLEITWILER

**AMST 144(S) American Ethnic Detective Fictions and Variations (Same as English 144) (W)**

(See under ENGL 144 for full description.)

UM

**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?

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

No prerequisites. *Enrollment limit: 19 per section (expected: 19 per section). Preference given to sophomores and first-year students.* Two sections in the fall; one section in the spring.

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

First Semester: UM, CLEGHORN

8:30-9:45 TR

Second Semester: WANG

**AMST 203(F) Introduction to Native American Studies (Same as Anthropology 203) (D)**

From Longfellow's *Hiawatha* and D.H. Lawrence's *Studies in Classic American Literature* to Disney's *Pocahontas* and James Cameron's *Avatar*, representations of the indigenous as Other have greatly shaped cultural production in America as vehicles for defining the nation and the self. This seminar introduces students to the broad field of Native American studies, engaging a range of texts from law to policy to history and literature as well as music and aesthetics. Literary texts in particular will provide primary grounding for our inquiries. By keeping popular culture, representation, and the nature of historical narrative in mind, we will consider the often mutually constitutive relationship between American identity and Indian identity as we pose the following questions: How have imaginings of a national space and national culture by Americans been shaped by a history marked by conquest and reconciliation with indigenous peoples? And, how has the creation of a national American literary tradition often defined itself as both apart from and yet indebted to Native American cultural traditions? This course also considers how categories like race, class, ethnicity, gender, sexuality, and religion have defined identities and changed over time with particular regards to specific Native American individuals and tribal nations. Students will be able to design their own final research projects that may focus on either a historically contingent or contemporary issue related to Native American people in the United States. This course is an Exploring Diversity Initiative course, because it encourages students to reflect critically on how difference has shaped cultural production and political decision-making in the United States with regards to the sovereignty of distinct indigenous societies.

Format: discussion. Requirements: weekly response papers (1-2 pages), active participation in all class discussions and online discussion forum, original research culminating in a final paper (15 pages) and brief presentation.

No prerequisites. *Enrollment limit: 19 (expected: 12). Preference given to first-years and sophomores.*

Hour: 9:55-11:10 TR

VIGIL

**AMST 210(F) Culture and Incarceration (Same as Africana Studies 210, Political Science 210 and Women's and Gender Studies 210)**

(See under PSCI 210 for full description.)

JAMES

**AMST 219(F) Introduction to Asian American Literature (Same as English 219)**

(See under ENGL 219 for full description.)

UM

**AMST 220(F) Introduction to African American Writing (Same as Africana Studies 220 and English 220) (W)**

(See under ENGL 220 for full description.)

SCHLEITWILER

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

(See under LATS 220 for full description.)

RÚA

**AMST 224(S) U.S. Latina/o Religions (Same as Latina/o Studies 224 and Religion 224) (D)**

(See under LATS 224 for full description.)

HIDALGO

**AMST 225 Religions of North America (Same as Religion 225) (Not offered 2010-2011)**

(See under REL 225 for full description.)

SHUCK

**AMST 226 New Religions in North America (Same as Religion 226) (Not offered 2010-2011)**

(See under REL 226 for full description.)

SHUCK

**AMST 227 Utopias and Americas (Same as Latina/o Studies 227 and Religion 227) (Not offered 2010-2011)**

(See under REL 227 for full description.)

HIDALGO

**AMST 228T North American Apocalyptic Thought (Same as Religion 228T) (Not offered 2010-2011) (W)**

(See under REL 228 for full description.)

SHUCK

**AMST 240 Latina/o Language and Literature: Hybrid Voices in Contemporary Context (Same as Comparative Literature 210 and Latina/o Studies 240) (Not offered 2010-2011) (D)**

(See under LATS 240 for full description.)

CEPEDA

**AMST 254(F) American Fiction in War and Peace (Same as English 254) (W)**

(See under ENGL 254 for full description.)

LIMON

**AMST 256 Literature of the Americas: Transnational Dialogues on Race, Violence and Nation-Building (Same as Comparative Literature 272, Latina/o Studies 272 and Spanish 272) (Not offered 2010-2011) (W) (D)**

(See under COMP 272 for full description.)

FRENCH

**AMST 264(F) American Art and Architecture, 1600 to Present (Same as ArtH 264)**

(See under ARTH 264 for full description.)

M. LEWIS

**AMST 283 Topics in Asian American Literature (Same as English 287) (Not offered 2009-2010; to be offered 2010-2011) (D)**

This course examines a sampling of Asian American texts from the late nineteenth century to the present and contextualizes them historically. Produced by writers from various Asian American groups and in a variety of styles, these works by such writers as Maxine Hong Kingston, Jose Garcia Villa, YOUNGHILL KANG, Hisaye Yamamoto, and Linh Dinh, provide a sense of heterogeneity of Asian American literature. They also force us to examine the intersections, material and

psychic, of historical events/larger structural forces with individuals and groups. Our readings will prod us to call into question assumptions we make about what is "Asian American" but also, crucially, what is "American." Both domestic issues (e.g., American politics, racism, links with other minority groups) and global considerations (e.g., U.S. immigration and foreign policies, the three wars with Asian countries in the last century)-and how they have shaped Asian American histories and literatures-will figure importantly in our discussions.

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

No prerequisites. *No enrollment limit (expected: 25).*

WANG

#### **AMST 284 Topics in Asian American History (Same as History 284) (Not offered 2010-2011) (D)**

(See under HIST 284 for full description.)

WANG

#### **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.

Format: discussion. Requirements: 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: 12). Preference given to juniors majoring in American Studies.; required of junior majors.*

Hour: 11:20-12:35 TR

RÚA

#### **AMST 302 Public Sphere/Public Space (Same as Political Science 335) (Junior Seminar) (Not offered 2010-2011) (W)**

The "public sphere," one of the core concepts of modern democratic thought, has taken on renewed significance in intellectual life today. This writing-intensive seminar looks briefly at the evolution of the term, but concentrates on its relevance to contemporary politics. Our investigations will center on the character and meanings of public space. We will look at space both as a key metaphor in political theory and as a medium of everyday practical struggle; that is, we will examine not only some of the most influential conceptions of public life, but also the political forces shaping and shaped by the practical design and use of the built environment. These examinations will combine critical reading and analytical writing with field observations, group work, and oral presentations. Our primary focus will be on the following topics: the relationship between ideas of citizenship and models of the public; the racing, gendering, and class-stratification of spaces (civic, residential, commercial, etc.); urbanity and suburbanization; the kinds of spaces and politics opened and closed by the internet and contemporary mass media; the effects of contemporary processes of globalization on political identity and democratic practices. Likely authors include Arendt, Berman, Davis, Delany, Foucault, Fraser, Gamson, Habermas, Hall, Harvey, Holston, Sennett, Sunstein, Virilio.

Format: discussion. Requirements: regular participation in class and on line, one 3-page paper, three 6-page papers, and two ethnographic field exercises/presentations.

Prerequisites: prior work in theory or permission of the instructor; not open to first-year students. *Enrollment limit: 18 (expected: 18).*

*Political Theory Subfield*

REINHARDT

#### **AMST 303 American Utopias (Junior Seminar) (Not offered 2010-2011)**

"The world is now too dangerous for anything less than Utopia," wrote Buckminster Fuller in the wake of WWII. Since the nation's founding Americans have aspired toward a "promised land" or "good life" just beyond the reach of the real world. This junior seminar will focus on utopian thinking, social practices and expressive arts. Reading in the fields of religion, literature, art, urban planning, music, education, film and sociology, we will consider the needs that give rise to utopian visions and the strategies people have used to realize these imagined worlds. How may we account for the failures and successes of such experiments? Among other topics, we will look at the nation-long history of millenarianism, culminating in Tim LaHaye's *Left Behind* novels, best-selling Christian literature of the rapture and apocalypse. The class will take trips to sites of historical utopian communities and contemporary intentional communities. Authors include Marx, Ann Lee, Thoreau, Wells-Barnett, Bellamy, Gilman, Garvey, Fuller, Samuel Delaney, David Harvey and Touré.

Format: seminar. Evaluation will be based up class participation and written assignments (including two 5-page papers and one 10- to 12-page final essay).

Prerequisites: American Studies 201. *Enrollment limited to junior American Studies majors and to those American Studies majors will be or have been away during their junior year.*

CLEGHORN

#### **AMST 304 Asian American Writing and the Visual Arts (Same as English 388) (Junior Seminar) (Not offered 2010-2011) (D)**

This course examines the interaction of Asian American writing and the visual arts in a range of works: graphic novels by Henry Kiyama, Mine Okubo, and Adrian Tomine; art criticism by John Yau; collaborative projects between poets and visual artists (e.g., Mei-mei Berssenbrugge and Kiki Smith, John Yau and Thomas Nozkowski); ekphrastic poetry; poetry "inspired by" paintings; video work (Theresa H. Cha); new digital poetry and poetics (by Brian Kim Stefans).

Format: seminar. Requirements: two papers, short assignments, class participation.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to American Studies majors.*

WANG

#### **AMST 305 Cities of the Anglophone Chinese Imagination (Same as Asian Studies 305, Comparative Literature 303 and English 374) (Not offered 2010-2011) (D)**

The recent fascination with all things "diasporic," "global," "transnational," and "cosmopolitan" has shifted the emphasis away from conceiving of ethnic literatures solely, or primarily, as sub-categories of national literatures. A focus on "horizontal" rather than "vertical" ties re-frames our thinking about minority literature while also raising new issues. 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 the category of race when one moves away from local politics? Is the idea of a diasporic subject much less vexing than the idea of, say, 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 Chinese writers (in this case, Chiang Yee, Louis Chu, Chuang Hua, Evelyn Lau, Shirley G. Lim, Pamela Lu, Alvin Lu, Timothy Mo, Fred Wah, Ouyang Yu)—as a means to think about the nature of the "diasporic" and the "global." We will focus on two types of sites: 1) geographic—mostly cities and urban areas: San Francisco, NYC, Taipei, Melbourne, Kuala Lumpur, London, Vancouver, etc.—which function as material spaces and places of the imagination, and 2) linguistic—i.e., the space of the English language.

Format: discussion/seminar. 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 English class must have previously taken a 100-level English course. *Enrollment limit: 17 (expected: 10). Preference given to American Studies majors.*

WANG

#### **AMST 308(F) California: Myths, Peoples, Places (Same as Latina/o Studies 308)**

(See under LATS 308 for full description.)

HIDALGO

#### **AMST 310 Latino Cityscapes: Mapping Place, Community, and Latinidad in U.S. Urban Centers (Same as Latina/o Studies 310) (Junior Seminar) (Not offered 2010-2011) (D)**

(See under LATS 310 for full description.)

RÚA

#### **AMST 312(S) Chicago (Same as Environmental Studies 313 and Latina/o Studies 312)**

(See under LATS 312 for full description.)

RÚA

#### **AMST 332 Latinos and Education: The Politics of Schooling, Language, and Latino Studies (Same as Latina/o Studies 332) (Junior Seminar) (Not offered 2010-2011) (W) (D)**

Schools have often become the focal point for debates over the relationship between cultural identity, intellectual abilities, and the production of knowledge. What should be taught, who should be taught, and how they should be taught frame the politics of schooling. Language has often taken center stage in these debates. This course examines the effects of educational policies and practices on the development of Latina/o students and communities. We will also consider how these students and communities have resourcefully carved out spaces and made demands to meet their educational needs. Topics include school desegregation, bilingual education, student walk-outs and sit-ins, as well as the origins and advancement of Chicano Studies, Puerto Rican Studies, and more recently Latino Studies programs on college campuses. Students will critically engage the major themes of the course in two essays as they also engage each other in the form of peer-reviews and other in-class writing workshop exercises. This course explores the experiences and expressions of racially and culturally diverse Latinas and Latinos, focusing on the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. hierarchies of race, culture, gender and class.

Format: discussion. Evaluation will be based on class participation, writing workshop participation (and related assignments), group presentations, and two essays (12-15 pages).

No prerequisites. *Enrollment limit: 19 (expected: 12). Preference given to Latina/o Studies concentrators.*

RUA

<b>AMST 338(F) Literature of the American Renaissance (Same as English 338)</b> (See under ENGL 338 for full description.)	ROSENHEIM
<b>AMST 339 Popular Culture and the Dynamics of the Everyday (Same as Comparative Literature 338 and Latina/o Studies 338) (Not offered 2010-2011) (W) (D)</b> (See under LATS 338 for full description.)	CEPEDA
<b>AMST 346(S) Latinos/as and the Media: From Production to Consumption (Same as Comparative Literature 359 and Latina/o Studies 346) (D)</b> (See under LATS 346 for full description.)	CEPEDA
<b>AMST 354(S) Contemporary American Poetry (Same as Comparative Literature 354 and English 354) (W) (D)</b> (See under ENGL 354 for full description.)	BERTRAM
<b>AMST 358(S) Aesthetics, Knowledge, and Racial Perception (Same as Africana Studies 358 and English 491)</b> (See under ENGL 491 for full description.)	SCHLEITWILER
<b>AMST 364(F) Imagining Urban America, Three Case Studies: Boston, Chicago, and L.A. (Same as History 466)</b> (See under HIST 466 for full description.)	DALZELL
<b>AMST 368 Cultural Encounters in the American West (Same as History 368) (Not offered 2010-2011) (D)</b> (See under HIST 368 for full description.)	WONG
<b>AMST 372T(S) American Modernist Fiction (Same as English 372T) (W)</b> (See under ENGL 372T for full description.)	LIMON
<b>AMST 379 American Pragmatism (Same as Philosophy 379) (Not offered 2010-2011)</b> (See under PHIL 379 for full description.)	GERRARD
<b>AMST 381(F) Black Modernisms and the Great Migration (Same as Africana Studies 380 and English 381)</b> (See under ENGL 381 for full description.)	SCHLEITWILER
<b>AMST 397(F), 398(S) Independent Study</b>	
<b>AMST 403(S) New Asian American, African American, Native American, and Latina/o Writing (Same as Africana Studies 403, Comparative Literature 375, English 375 and Latina/o Studies 403) (D)</b> 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.. Format: seminar/discussion. 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 English class must have previously taken a 100-level English course. <i>Enrollment limit: 15 (expected: 15). Preference given to American Studies majors.</i> Hour: 1:10-3:50 W	
<b>AMST 403 American Music (Senior Seminar) (Not offered 2010-2011)</b>	WANG
One way to write the cultural history of music is to trace the authority with which different people can say “You are hurting my ears” at any given historical moment.” So writes Carlo Rotella, one of the historians whose work we will read in this course as we approach American popular music as an object of cultural studies. We will study particular performers and styles (e.g. Elvis, Selena, punk and hip hop), but we do so in the context of the histories of labor; social migration; political and economic shifts; ideologies; and of the culture industry. Moving from the late-nineteenth-century to the present, and through agrarian to industrial to postindustrial social configurations, we will study music as a means of expressing resistance and accommodation and as the basis of community-formation and disruption. We will pay special attention to the recent recovery by American musicians of folk musics originating outside of American borders: Celtic, African and Cuban in the context of global capitalism and American hegemony. Texts include works of history, cultural criticism and ethnomusicology; audio performance recorded in the field, in the studio, and in concert; and documentary and fiction films. Format: seminar. Evaluation will be based on a number of written assignments. Prerequisites: prior work in American Studies. <i>Enrollment limit: 19 (expected: 19). Preference given to senior American Studies majors.</i> CLEGHORN	
<b>AMST 405 Home and Belonging: Displacements, Relocations, and Place-Making (Same as Latina/o Studies 405) (Not offered 2010-2011) (Senior Seminar) (W) (D)</b>	
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. Format: seminar. Evaluation will be based on class participation, annotated bibliography, short essay, writing workshop participation (and related assignments), research paper related assignments, and a final research paper and presentation. Prerequisites: Prior courses in Latino Studies, American Studies, or permission of instructor. <i>Enrollment limit: 19 (expected 15). Preference given to senior Latino Studies concentrators and American Studies majors.</i> RÚA	
<b>AMST 406 Twentieth-Century American Poetic Movements (Same as English 407) (Not offered 2010-2011)</b>	
This course examines American poetic movements from what one critic has called the “other side of the century.” Starting with High Modernist forebears, Ezra Pound and Gertrude Stein, we will look at the work of Objectivist, Black Mountain, New York School, Black Arts, and Language and “post-Language” poets. Format: seminar. Requirements: one long paper or two short papers and class participation. Prerequisites: one or more literature courses. <i>Enrollment limit: 19 (expected: 15). Preference given to junior and senior American Studies and English majors.</i> WANG	
<b>AMST 408(F) Envisioning Urban Life: Objects, Subjects, and Everyday People (Same as Latina/o Studies 408) (W) (D)</b> (See under LATS 408 for full description.)	RÚA
<b>AMST 409(S) Transnational Lives in Global Context (Senior Seminar) (Same as Latina/o Studies 409) (W) (D)</b>	
In the age of satellite television, e-mail, and readily available international phone cards, transnationalism has rapidly become the norm as opposed to the exception. However, what does it really mean to “be transnational”? How do the lived experiences of transnational individuals and communities merge with (and differ from) theoretical notions of the transnational? How do the practices and concepts of diaspora, globalization, and transnationalism overlap? How does the growing number of transnational citizens and residents in this country shape “American” identity on the local, national, and global scales? In this interdisciplinary, comparative course we will analyze contemporary theories regarding the origins and impacts of transnationalism, key critiques regarding the field of transnational studies itself, and transnationalism’s role in the “New” American Studies. Case studies examined in this course include China, Colombia, the Dominican Republic, Haiti, India, Mexico and the Philippines. Format: discussion. Evaluation to be based on student participation, the completion of an original research paper conducted in stages (abstract, annotated bibliography, outline, and multiple drafts), and peer editing. No prerequisites. <i>Enrollment limit: 19 (expected: 10). Preference to Latina/o Studies concentrators and to American Studies majors.</i> Hour: 1:10-3:50 W	
<b>AMST 462 Art of California: “Sunshine or Noir” (Same as ArTH 462 and Latina/o Studies 462) (Not offered 2010-2011)</b> (See under ARTH 462 for full description.)	CEPEDA
	CHAVOYA

## 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.

## Elective courses:

AFR 160/COMP 214/ENGL 251 Defining the African Diaspora  
 AFR 245/MUS 245 Monk and the Bebop Revolution  
 AFR 302/PSCI 234/REL 261 Rastafari: Dread, Politics, Agency  
 [AFR 305/SOC 305/WGST 305 The Hip-Hop Generation: Power, Identity, and Social Change—last offered fall 2008]  
 AMST 108/ENGL 244 First-Hand America  
 AMST 203 Introduction to Native American Studies  
 AMST 283/ENGL 287 Topics in Asian American Literature  
 AMST 302/ENGL 388 Asian-American Writing and the Visual Arts  
 AMST 305/ASST 305/COMP 303/ENGL 374 Cities of the Anglophone Chinese Imagination  
 AMST 406/English 407 Twentieth-Century American Poetic Movements  
 ARTH 201/ENVI 201 American Landscape History  
 [ARTH 205/AFR 205 Picturing Race: From Early Modern Europe to Now—last offered fall 2008]  
 ARTH 264/AMST 264 American Art and Architecture, 1600 to Present  
 ARTH 265 Pop Art  
 ARTH 462/AMST 462/LATS 462 Art of California: "Sunshine or Noir"  
 ARTH 464/LATS 464 Latina/o Visual Culture: Histories, Identities, and Representation  
 ARTH 470 American Orientalism, Then and Now  
 ARTS 101/AMST 101 Artists Respond to Contemporary Events  
 ARTS 106/AMST 106 Topics in Nonfiction Film/Video  
 ENGL/AMST 118 Reading and Writing Creative Nonfiction  
 ENGL/AFR/AMST 131 Vertigo/Verticality  
 ENGL 138/AMST 138/AFR 138 A Love for Literature  
 [ENGL 140 American Cinema in the 70's: The Other American Renaissance—last offered fall 2008]  
 ENGL 151 Writing About Autobiographical Writing  
 [ENGL 207T Hollywood Directors: Hawks, Lubitsch, and Sturges last offered fall 2008]  
 ENGL 210/AMST 210 American Modernism  
 ENGL 215 Imagining Immigrants  
 ENGL 219 Introduction to Asian American Literature  
 ENGL 220/AMST 220/AFR 220 Introduction to African American Writing  
 ENGL/AMST 254 American Fiction in War and Peace  
 ENGL 258 Poetry and the City  
 ENGL 338/AMST 338 Literature of the American Renaissance  
 ENGL 341/WGST 341 American Genders/American Sexualities  
 [ENGL 342/WGST 342 Representing Sexualities last offered fall 2007]  
 ENGL 343 Whitman and Dickinson in Context  
 ENGL/AMST 372 American Modernist Fiction  
 ENGL 381/AFR 380/AMST 381 Black Modernisms and the Great Migration  
 ENGL 390 Shocking Recognitions and American Renaissance  
 HIST 359 Autobiography as History: An American Character?  
 HIST 395/WGST 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 Chicana/o Film and Video  
 LATS 230/THEA 230/WGST 231 Approaching Performance Studies  
 LATS 235/AMST 235/COMP 268/THEA 235/WGST 235 Latina/o Theatre and Performance, 1950-2000  
 LATS 240/AMST 240/COMP 210/LING 254 Latina/o Language and Literature; Hybrid Voices in Contemporary Context  
 LATS 258/ARTH 258 Latina/o Installation and Site-Specific Art  
 [LATS 330/AMST 330/COMP/330/THEA 330/WGST 330 Aesthetics of Resistance: Contemporary Latino/a Theatre and Performance—last offered spring 2009]  
 [LATS 331/AFR 331/AMST 331/THEA 331/WGST 331 Sound and Movement in the Diaspora: Afro-Latin Identities last offered fall 2008]  
 LATS 346/AMST 346/COMP 359 Latinos/as and the Media: From Production to Consumption  
 MAST 231/ENGL 231 Literature of the Sea  
 MUS 114 American Music  
 MUS 122/AFR 122 African-American Music  
 MUS 130/AFR 130 History of Jazz  
 [MUS 210 American Pop Orientalism—last offered spring 2007]  
 [MUS 231 Nothing But the Blues—last offered spring 2007]  
 MUS 240 Introduction to the Music of Duke Ellington  
 MUS 241 Introduction to the Music of John Coltrane  
 RLSP 230/COMP 230 Violent States, Violent Subjects: Nation-Building and Atrocity in 19th-Century Latin America  
 RLSP 306/COMP 302 Latino Writing: Literature by U.S. Hispanics  
 THEA 241/AFR 241/COMP 241 Performing Race: From Shakespeare to Spike Lee

## 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 131 Contemporary Africana Social and Political Philosophy  
 AFR 160/COMP 214/ENGL 251 Defining the African Diaspora  
 AFR 180/PSCI 206 Foundations of Afro-Caribbean Thought  
 AFR 200 Introduction to Africana Studies  
 AFR 202/AMST 202 Blackness 2.0: Race and New Technologies  
 [ARTH 205/AFR 205 Picturing Race: From Early Modern Europe to Now—last offered fall 2008]  
 [AFR 229/LATS 229/SOC 229 Race, Ethnicity, and Education in the United States—last offered fall 2008]  
 AFR 260/COMP 258/ENGL 252 South African and American Intersections  
 AFR 266 Womanist/Black Feminist Thought  
 AFR 267 Race in American Life  
 AFR 302/PSCI 234/REL 261 Rastafari: Dread, Politics, Agency

[AFR 305/SOC 305/WGST 305 The Hip-Hop Generation: Power, Identity, and Social Change—last offered fall 2008]  
 AFR 311 Black Ministerial Imaginations: Griots, Athletics, and Maestros  
 [AFR 329/SOC 329 The African American Family—last offered spring 2009]  
 AFR 338 Garveyism  
 AFR 400/COMP 369/ENGL 365/WGST 400 Race, Gender, Space  
 [AFR 400/WGST 400 Senior Seminar: Black Feminist Theory and Practice—last offered spring 2007]  
 AFR 402/PSCI 360/PHIL 360 The Political Thought of Frantz Fanon  
 AFR 405 Africana Studies and the Disciplines  
 AMST 203 Introduction to Native American Studies  
 AMST 215/AFR 215 Capitalism and Slavery  
 [AMST 236 South Asians in America—last offered spring 2009]  
 AMST 283/ENGL 287 Topics in Asian American Literature  
 AMST 302 The United States and the Pacific  
 AMST 302/ENGL 388 Asian American Writing and the Visual Arts  
 AMST 305/ASST 305/COMP 303/ENGL 374 Cities of the Anglophone Chinese Imagination  
 [AMST 311 Asian American Film—last offered fall 2006]  
 AMST 403/COMP 375/ENGL 375/AFR 403/LATS 403 New Asian American, African American, Native American, and Latina/o Writing  
 AMST 407/HIST 369 Senior Seminar: Imperialism and the United States  
 ARTH 245 From Slave Quilts to Post-Black Canvases: Introduction to African American Art  
 ENGL 144/AMST 144 Whodunnit? The Ethnic Detective Novel and its Permutations  
 ENGL 215 Imagining Immigrants  
 ENGL 219 Introduction to Asian American Literature  
 ENGL 220/AMST 220/AFR 220 Introduction to African American Writing  
 ENGL 381/AFR 380/AMST 381 Black Modernisms and the Great Migration  
 ENGL 383/AFR 383/AMST 383 Theorizing Pluralisms  
 HIST 128T Conquistadors in the New World  
 HIST 148 The Mexican Revolution: 1910 to NAFTA  
 HIST 152/WGST 152 The Fourteenth Amendment and the Meanings of Equality  
 HIST 162 "New Worlds for All": European-Indian Encounters in Colonial North America  
 HIST 164/AFR 164 Slavery in the American South  
 HIST 166/AFR 166 The Age of Washington and DuBois  
 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 Topics in Asian American History  
 HIST 353/ENVI 353 North American Indian History: Pre-Contact to the Present  
 HIST 356/WGST 356 Race, Gender, and Sexuality in U.S. History  
 HIST 359 Autobiography as History: An American Character?  
 HIST 364 History of the Old South  
 HIST 365 History of the New South  
 HIST 368/AMST 368 Cultural Encounters in the American West  
 HIST 379/AFR 379 African American Electoral Politics in Historical Perspective  
 HIST 380 Comparative American Immigration History  
 HIST 381/AFR 381 From Civil Rights to Black Power  
 HIST 384 Comparative Asian-American History, 1850-1965  
 HIST 385 Contemporary Issues in Recent Asian-American History, 1965-Present  
 HIST 387/WGST 387/LATS 387 Community Building and Social Movements in Latino/a History  
 HIST 443 Slavery, Race and Ethnicity in Latin America  
 HIST 456 Civil War and Reconstruction  
 HIST 459/AFR 459 Jim Crow  
 HIST 482/AFR 482 Fictions of African-American History  
 INTR 210/PSCI 302/AFR 210 Race, Culture, and Incarceration  
 INTR 326/AFR 326/WGST 326/PSCI 306 Black Women in National Politics, 1964-present  
 LATS 105 Latina/o Identities: Constructions, Contestations, and Expressions  
 LATS 203/ARTH 203 Chicana/o Film and Video  
 LATS 235/AMST 235/COMP 268/THEA 235/WGST 235 Latina/o Theatre and Performance, 1950-2000  
 LATS 241 Redefining the "Helping Hand:" Community-based Approaches to Latinas/os in the Northern Berkshires  
 LATS 286/HIST 286 Latino(a) History from 1846 to the Present  
 [LATS 330/AMST 330/COMP/330/THEA 330/WGST 330 Aesthetics of Resistance: Contemporary Latino/a Theatre and Performance—last offered spring 2009]  
 [LATS 331/AFR 331/AMST 331/THEA 331/WGST 331 Sound and Movement in the Diaspora: Afro-Latin Identities last offered fall 2008]  
 LATS 332/AMST 332 Latinos and Education: The Politics of Schooling, Language, and Latino Studies  
 LATS 338/AMST 339/COMP 338 Theorizing Popular Culture: Latinas/os and the Dynamics of the Everyday  
 LATS 346/AMST 346/COMP 359 Latinos/as and the Media: From Production to Consumption  
 LATS 382 Latina/o Politics  
 LATS 386/WGST 386/HIST 386 Latinas in the Global Economy: Work, Migration, and Households  
 LATS/AMST 408 Envisioning Urban Life: Objects, Subjects, and Everyday People  
 LATS 409/AMST 409 Senior Seminar: Tracing the Roots of Routes: Comparative Transnationalisms  
 LATS 471/HIST 471 Comparative Latina/o Migrations  
 LATS 481 Locating Latino Studies: Approaches to Latinidad  
 MUS 122/AFR 122 African-American Music  
 MUS 130/AFR 130 History of Jazz  
 PSCI /AMST 210 Culture and Incarceration  
 PSCI 213/AFR 213 Theory and Practice of Civil Rights Protest  
 PSCI 248 The USA in Comparative Perspective  
 PSCI 307 Black Politics  
 PSCI 318/AFR 318 Voting Rights and Voting Movements  
 PSCI 349T Cuba and the United States  
 PSYC 341/WGST 339 Stereotypes, Prejudice, and Discrimination  
 RLSP 306/COMP 302 Latino Writing: Literature by U.S. Hispanics  
 [THEA 210 Multicultural Performance—last offered spring 2007]  
 [THEA 211/AMST 211/AFR 211 Topics in African American Performance: The 1960s, the Civil Rights and Black Arts Movement—last offered fall 2006]  
 THEA 241/AFR 241/COMP 241 Performing Race: From Shakespeare to Spike Lee

### 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 131 Contemporary Africana Social and Political Philosophy  
 AFR 180/PSCI 206 Foundations of Afro-Caribbean Thought  
 AFR 266 Womanist/Black Feminist Thought  
 AFR 302/PSCI 234/REL 261 Rastafari: Dread, Politics, Agency  
 AFR 402/PSCI360/PHIL360 The Political Thought of Frantz Fanon  
 AMST 302/PSCI 335 Public Sphere/Public Space  
 ANSO 206 Social Theory

ANTH 328T Emotions and the Self  
 COMP 340/ENGL 363 Literature and Psychoanalysis  
 ENGL 117/COMP 117 Introduction to Cultural Theory  
 [ENGL 249 Hitchcock and Psychoanalytic Theory—last offered fall 2006]  
 [ENGL 256 Culture and Colonialism: An Introduction—last offered fall 2006]  
 ENGL 341/WGST 341 American Genders, American Sexualities  
 [ENGL 342/WGST 342 Representing Sexualities last offered fall 2007]  
 [ENGL 346/ARTH 307/COMP 356/INTR 346 The Human Face in the Modern Imagination—last offered fall 2007]  
 ENGL 383/AFR 383/AMST 383 Theorizing Pluralisms  
 [ENGL 386/WGST 388/COMP 342 Psychoanalysis, Gender, and Sexuality—last offered spring 2007]  
 ENGL 416 Adorno  
 HIST 483T African Political Thought  
 [HIST 489/WGST 489 History and the Body—last offered spring 2007]  
 INTR 210/PSCI 302/AFR 210 Race, Culture, and Incarceration  
 INTR 309/WGST 309/AFR 309 Black Gender Theory: Intimacy, Memory and Violence  
 INTR 313/PHIL 313/PSCI 313 The Origins of Totalitarianism  
 LATS 230/THEA 230/WGST 231 Approaching Performance Studies  
 LATS 338/AMST 339/COMP 338 Theorizing Popular Culture: Latinas/os and the Dynamics of the Everyday  
 PHIL 201 Reading the Critics of Reason  
 PHIL 228/WGST 228 Feminist Bioethics  
 PHIL 271/WGST 271 Woman as "Other"  
 PHIL 304 Authenticity: From Rousseau to Poststructuralism  
 PHIL 305 Existentialism and Phenomenology  
 PHIL 327/WGST 327 Foucault  
 PHIL 379/AMST 379 American Pragmatism  
 PHIL 393 Hegel: Freedom and History  
 POEC 250/ECON 299/PSCI 238 Economic Liberalism and Its Critics  
 [PSCI 203 Intro to Political Theory (Marasco, fall 2006, fall 2007)]  
 PSCI 205/LEAD 205 Leaders in Contemporary Conservative Thought  
 PSCI 230 American Political Thought  
 PSCI 235 Multiculturalism and Political Theory  
 PSCI 326 Empire and Imperialism  
 PSCI 336/WGST 336 Sex, Gender, and Political Theory  
 PSCI 338 Critical Theory, Violence and Sacrifice  
 PSCI 339 Politics and Aesthetics  
 PSCI 430/AFR 430 Senior Seminar in Political Theory: Heretical Political Thought—Hannah Arendt and C.L.R. James  
 REL 204/JWST 204/PHIL 204 Endtimes: Messianism in Modernity  
 REL 303/JWST 280/PHIL 282 The Turn to Religion in Post-Modern Thought  
 REL 304/COMP 344 From Hermeneutics to Post-Coloniality  
 REL 305 Foucault  
 SOC 214T Exploring the American Culture Wars  
 [SOC 225/WGST 227 Sex and Gender—last offered spring 2007]  
 SOC 345/ASST 345/HIST 392 Producing the Past  
 [THEA 322/COMP 322 Performance Criticism—last offered fall 2006]  
 WGST 101 Introduction to Women's and Gender Studies  
 WGST 202 Introduction to Sexuality Studies  
 WGST 225/PHIL 225 Introduction to Feminist Thought  
 WGST 402 Transformations and Entanglements: Identity and Agency

### 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:

AFR 400/COMP 369/ENGL 365/WGST 400 Race, Gender, Space  
 AMST 302/PSCI 335 Public Sphere/Public Space  
 AMST 305/ASST 305/COMP 303/ENGL 374 Cities of the Anglophone Chinese Imagination  
 ARTH 201/ENVI 201 American Landscape History  
 ARTH 264/AMST 264 American Art and Architecture, 1600 to Present  
 ARTH 311/ENVI 311 North American Suburbs  
 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 History of the Old South  
 HIST 365 History of the New South  
 HIST 373/ENVI 373 Va Va Vroom!—A Nation on Wheels  
 HIST 380 Comparative American Immigration History  
 HIST 466/AMST 364 Imagining Urban America, Three Case Studies: Boston, Chicago, and L.A.  
 LATS 220/AMST 221 Introduction to Urban Studies: Shaping and Living the City  
 LAST 258/ARTH 258 Latina/o Installation and Site-Specific Art  
 LATS 312/AMST 312 Chicago  
 LATS 405/AMST 405 Home and Belonging: Comparative Explorations of Displacements, Relocations, and Place-Making  
 LATS/AMST 408 Envisioning Urban Life: Objects, Subjects, and Everyday People  
 MAST 352/HIST 352 America and the Sea, 1600-Present  
 PSCI 349T Cuba and the United States  
 SOC 215 Crime  
 SOC 268 Space and Place

## ANTHROPOLOGY AND SOCIOLOGY (Div. II)

*Chair*, Professor JAMES NOLAN

Professors: M. F. BROWN, D. EDWARDS, FOIAS\*, JACKALL, JUST, NOLAN. Associate Professor: SHEVCHENKO. Assistant Professor: VALIANI. Lecturer: GUTSCHOW. Affiliated Faculty: MANIGAULT-BRYANT.

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:

<u>Anthropology</u>	<u>Joint (ANSO)</u>	<u>Sociology</u>
ANTH 101 The Scope of Anthropology	ANSO 205 Ways of Knowing ANSO 206 Social Theory *ANSO 402 Senior Seminar	SOC 101 Invitation to Sociology

**\*For the 2010-2011 academic year, the Senior Seminar (ANSO 402) will be offered as two separate seminars: one for Sociology majors (SOC 402) and one for Anthropology majors (ANTH 402).**

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

## STATISTICS AND DATA ANALYSIS

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

## AREA STUDIES CONCENTRATION

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

## LANGUAGE STUDY, STUDY ABROAD, AND WINTER STUDY

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

## THE DEGREE WITH HONORS IN ANTHROPOLOGY OR SOCIOLOGY

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

# ANTHROPOLOGY / SOCIOLOGY COURSES

## JOINT CORE COURSES

### ANSO 205(S) Ways of Knowing

An exploration of how one makes sense of the social world 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? We will approach these problems concretely rather than abstractly through a series of case studies of the habits of mind of men and women in the world of affairs who must make sense of their worlds in order to act responsibly. There will also be some practical training in basic field methods, census and survey interpretation, and archival research.

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

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

*Not available for the Gaudino option.*

Hour: 1:10-3:50 W

JACKALL

### ANSO 206(F) (formerly 305) Social Theory

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

Format: seminar. Requirements: two 6- to 7-page essays and a take-home final. *Enrollment limit: 19 (expected: 19). Preference given to Anthropology and Sociology majors.*

Hour: 9:55-11:10 TR

SHEVCHENKO

### ANSO 402 Senior Seminar (Same as Anthropology 402 and Sociology 402) (Not offered 2010-2011)

This capstone seminar combines intensive discussion and individual research. The first half of the semester will be dedicated to the discussion of issues central to the concerns of contemporary anthropology. The class will meet with the instructor in spring 2010 to decide on that topic. Then, in the second half of the semester, students will pursue independent, original projects and produce a major term paper. Toward the end of the semester, students will present their projects to the seminar. Students who are not senior majors in anthropology or sociology are admitted to this course only on the instructor's permission.

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

Prerequisites: senior Anthropology and Sociology majors or permission of instructor. *Enrollment limit: 18 (expected: 15).*

D. EDWARDS

# ANTHROPOLOGY COURSES

### 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.

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

No prerequisites. *Enrollment limit: 30 (expected: 30). Preference given to first-year students and sophomores. Juniors and seniors admitted only by permission of instructor.*

Hour: 1:10-2:25 TF

11:20-12:35 TR

First Semester: M. F. BROWN

Second Semester: D. EDWARDS

**ANTH 102 Human Evolution: Down From the Trees, Out to the Stars (Same as Environmental Studies 106) (Not offered 2010-2011)**

One important way of understanding what it means to be a human being is to see humankind as an evolving biological species. This course traces the story of our evolution, in terms of both the fossil evidence of our anatomical evolution and the archaeological, primatological, and conjectural evidence for the evolution of human behavior. We will trace five million years of human (and near-human) history as our ancestors are transformed from creatures of the forest canopy to upright scavengers of the African plains, to the fire-using species that burst out of Africa and spread across the globe, to the cold-adapted Neanderthals, to the anatomically modern humans whose ability to manipulate symbolic communication has placed footprints on the moon while bringing us to the verge of self-destruction.

Format: lecture/discussion. Requirements: research paper, two quizzes, two exams, group presentations.

No prerequisites. *Enrollment limit: 40 (expected: 30). Preference will be given to first- and second-year students.*

FOIAS

**ANTH 103 Pyramids, Bones, and Sherds: What is Archaeology? (Not offered 2010-2011)**

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

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

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

FOIAS

**ANTH 203(F) Introduction to Native American Studies (Same as American Studies 203) (D)**

(See under AMST 203 for full description.)

VIGIL

**ANTH 207(S) North-American Indians (W)(D)**

An introduction to the subsistence strategies, social life, and religious vision of native North Americans. Particular attention will be paid to the sharp differences among Native American world views and to diverse strategies for cultural survival in contemporary America. Readings will include autobiographical, ethnographic, and historical works, as well as examples of contemporary Native American literature. This course satisfies the EDI requirement because it assesses a range of indigenous societies and considers the multiple ways that these societies have responded to the challenge of colonialism and cultural marginalization. Class format: seminar, with a high level of class participation expected.

Requirements: a midterm, a final exam, and one 15-page research paper.

No prerequisites; open to first-year students. *Enrollment limit: 25 (expected: 25). Priority given to Anthropology and Sociology majors.*

Hour: 8:30-9:45 TR

M. F. BROWN

**ANTH 209(F) Ecologies of Place: Culture, Commodities and Everyday Life (Same as Environmental Studies 209)**

(See under ENVI 209 for full description.)

HOWE

**ANTH 214 The Rise and Fall of Civilizations (Same as Environmental Studies 224) (Not offered 2010-2011)**

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.

Format: lecture/class discussion. Requirements: midterm, final exam, paper, two quizzes.

No prerequisites. *Enrollment limit: 40 (expected: 35).*

FOIAS

**ANTH 215 The Secrets of Ancient Peru: Archaeology of South America (Not offered 2010-2011)**

The Spanish Conquest of South America in the sixteenth century presented a new and alien world to the Western societies. The various civilizations from the earliest Chavin culture to the latest Inca empire were generally misunderstood by the Spanish conquistadores. This introductory course will present a review of the nature of the sociopolitical, economic, and ideological aspects of the various Latin-American cultures of South America in light of the archaeological sites, artifacts, art and earliest historical texts.

Format: lecture/films/class debates. Requirements: midterm, final exam, and 10-page research paper.

No prerequisites. *Enrollment limit: 40.*

FOIAS

**ANTH 216 Indigenous Peoples of Latin America (Not offered 2010-2011)**

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

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

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

M. F. BROWN

**ANTH 223 Ethnic Minorities in China: Past and Present (Same as Chinese 223) (Not offered 2010-2011) (D)**

(See under CHIN 223 for full description.)

YU

**ANTH 225(F) Visible Culture: Documentary and Nonfiction (Same as English 236)**

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

Team-taught, through a mixture of lectures and discussions. Course requirement: Regular attendance at film screenings and active class participation. Students will write a 5-page paper on an assigned topic and a 12- to 15-page final paper. There will be a self-scheduled take-home final.

*Enrollment limit: 30 (expected: 30). Preference given to Anthropology/Sociology majors, then to sophomores, and finally to first-year students.*

Hour: 11:20-12:35 TR

D. EDWARDS

**ANTH 232(S) Anthropological Approaches to the study of Islam (Same as Religion 232)**

This course will explore the diverse manners in which Islam is practiced, lived and experienced in the everyday by Muslims in the contemporary world. Participants will be encouraged to explore how the terms 'Islam' and 'Muslims' have come to signify a wide range of meanings, practices and subjective positions by examining how interpretive traditions and practices of Islam are shaped by the shifts in the historical, political and social conditions in which they emerge. Drawing upon anthropological studies of Islam from the 'Muslim World', this course will examine the ways in which Muslim subjecthood occurs at the intersections of competing discourses of religion, religious practice, nationalism, state formation, identity, and articulations of citizenship and gender. By focusing on the lived realities of Muslims (individuals and communities), we will attempt to engage with the complex processes of subject formation which involve both accommodations and subversions of normative interpretations and understandings of Islamic discourses.

Format: lecture/discussion. Requirements: class attendance and participation; two 4-page essay papers and a 12- to 15-page final take-home (essay questions).

Prerequisites: a prior course on Islam is strongly recommended. *Enrollment limit: 20 (expected: 20).*

Hour: 2:35-3:50 MR

LOAN

**ANTH 233 Spiritual Crossroads: Religious Life in Southeast Asia (Same as Asian Studies 233 and Religion 249) (Not offered 2010-2011) (D)**

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

to Indonesia, where religious blending and the growth of new fundamentalism are both especially marked.

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

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

JUST

**ANTH 234(S) Masculinities (Same as Women's and Gender Studies 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.

Format: seminar. Requirements: attendance at film screenings, active leading and participation in class discussions, two 7-page papers, final 12-page paper.

No prerequisites; open to all. *Enrollment limit: 19 (expected: 19). Preference given to Anthropology and Sociology majors and to achieve gender balance.*

Hour: 1:10-2:25 MR

JUST

**ANTH 235 Introduction to Roman Archaeology and Material Culture (Same as Classics 235 and History 224) (Not offered 2010-2011)**

(See under CLAS 235 for full description.)

RUBIN

**ANTH 240(S) Roman Cities in the Near East (Same as Classics 240 and History 340)**

(See under CLAS 240 for full description.)

RUBIN

**ANTH 243 Dilemmas of Humanitarian Intervention (Not offered 2010-2011) (W)**

This course will explore the promises, realities, and implications of humanitarian interventions, including relief operations, national reconstruction projects, and peacekeeping missions. People in the affluent nations of Western Europe and North America contribute billions of dollars each year in response to solicitations promising to relieve the suffering of victims of natural disaster, political strife, ethnic cleansing, and refugee crises. Western governments send thousands of troops to war-torn nations in order to "keep the peace." However, all too often these efforts go awry and contribute in direct and indirect ways to the natural, economic, and political destruction already visited upon these countries. This course will consider the reasons and ways in which often well-intentioned actions to relieve the suffering of others go wrong, and ways in which current efforts might be improved. The course will begin with a consideration of the philosophical, ethical, and social underpinnings of humanitarianism, and then examine several classic anthropological studies, including Marcel Mauss's *The Gift*, which provide the ground for considering humanitarianism in a more socially nuanced manner. The majority of the course will focus on specific case studies or relief, reconstruction, and peacekeeping operations, including famine relief in sub-Saharan Africa, peacekeeping in the Balkans, and reconstruction programs in Afghanistan. In addition, we will look in depth at the work of one or more aid organizations.

Format: seminar. Requirements: two short papers (2-3 pages), a longer research paper (7 pages), and a take-home final.

No prerequisites. *Enrollment limit: 19 (expected: 19). The class is open to sophomores, juniors, and seniors. Preference given to Anthropology and Sociology majors.*

D. EDWARDS

**ANTH 246 India's Identities: Religion, Caste, and Gender (Same as Religion 246 and Women's and Gender Studies 246) (Not offered 2010-2011) (D)**

(See under REL 246 for full description.)

GUTSCHOW

**ANTH 256(F) Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (Same as Asian Studies 256, Religion 256 and Women's and Gender Studies 256) (W) (D)**

(See under REL 256 for full description.)

GUTSCHOW

**ANTH 257 Gender Remade: Muslim Women and Narratives of Subjection (Same as Religion 238 and Women's and Gender Studies 257) (Not offered 2010-2011)**

The question of women's status in Muslim societies has been posed as a moral problem since the colonial era providing much of the impetus for political and social reform as a corrective to the perceived conditions of women's subjugation. This course will consider the ways in which this problem has been defined at the intersections of competing discourses (liberal humanist, nationalist, and religious) to understand how these have shaped gender in Muslim societies in the colonial and post-colonial periods. We will critically engage with a range of textual genres—including histories, ethnographies, biographies, memoirs—relating to gender in Muslim societies in order to explore the contours of these debates in the colonial and postcolonial periods. By considering the theoretical and methodological issues posed by feminist, post-structuralist and post-colonial theorists in the study of gender and 'women in the third world', we will examine the ways in which categories such as religious, secular, human, political and social are variously deployed to represent beliefs, practices, conditions and lives of Muslim women. While the course is not geographically specific, it will primarily draw upon historical and anthropological literatures of the Middle East and South Asia. A familiarity with gender and Islam is recommended though not considered necessary to take this course.

Format: seminar (with occasional mini-lectures). Requirements: full class participation and attendance, class presentations, quiz, two 5-page papers and a take-home final.

No prerequisites. *Enrollment limit: 19 (expected: 15). Open to all students, but preference given to Anthropology and Sociology majors.*

**ANTH 258(F) Divine Kingship in the Ancient Mediterranean (Same as Classics 258, History 394 and Religion 213)**

(See under CLAS 258 for full description.)

RUBIN

**ANTH 262T(S) Applying the Scientific Method to Archaeology and Paleoanthropology (Same as Chemistry 262T) (W)**

(See under CHEM 262 for full description.)

**ANTH 272(F) (formerly 392) Sex in Society: Cultural Constructions of Reproduction (Same as Women's and Gender Studies 272)**

Why is reproduction such a controversial subject in medicine as well as religious and cultural discourses more broadly? And why is the reproductive body subject to such highly ideological and yet contradictory types of practices 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. The class will pursue a comparative analysis of reproduction across major cultures and religions, as well as a deeper understanding of 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 fracas over motherhood in the US popularly dubbed the 'Mommy Wars'. 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 birth 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 women's studies. By the end of the course, we will appreciate how and why reproduction in such a contentious issue today.

Format: seminar. Requirements: participation in a weekly class blog, course presentations, final papers.

No prerequisites. *Enrollment limit: 25 (expected 25). Preference given to seniors and majors in Anthropology, Sociology, Religion, and Women's and Gender Studies.*

Hour: 1:10-3:50 W

GUTSCHOW

**ANTH 324 Empires of Antiquity (Not offered 2010-2011)(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.

Format: seminar. Requirements: weekly short response papers and a research paper, class presentation and participation.

No prerequisites. *No enrollment limit (expected: 15). Open to first-year students.*

FOIAS

**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?

Format: tutorial.

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

Tutorial meetings to be arranged.

JUST

### **ANTH 331 Witchcraft, Sorcery, and Magic (Not offered 2010-2011)**

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.

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

Prerequisites: Anthropology 101 or permission of instructor. Enrollment limit: 19 (expected: 15). Preference given to Anthropology and Sociology majors and upperclassmen.

JUST

### **ANTH 335(S) 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.

Format: seminar. Requirements: class participation, two short response papers, research paper, final exam

Prerequisites: ANTH 101, SOC 101 or another ANTH/SOC course. Enrollment limit: 20 (expected: 18-20). Preference given to Anthropology and Sociology majors.

Hour: 2:35-3:50 TF

EDWARDS

### **ANTH 342 Dispute and Conflict, Settlement and Resolution: The Anthropology of Law (Not offered 2010-2011)**

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

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

No prerequisites. Enrollment limit: 20 (expected: 15). Preference given to majors.

JUST

### **ANTH 347(F) Tribe and State on the Afghan-Pakistan Border**

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.

Format: seminar. Requirements: class participation, short response papers, research paper, and final exam.

No prerequisites; open to first-year students. Enrollment limit: 25 (expected 20-25). Preference given to Anthropology and Sociology majors.

Hour: 8:30-9:45 TR

EDWARDS

### **ANTH 364T Ritual, Politics, and Power (Not offered 2010-2011) (W)**

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

Format: tutorial.

Prerequisites: at least one other Anthropology or Sociology course. Enrollment limit: 10 (expected: 10).

D. EDWARDS

### **ANTH 391(F) Insurgencies: Revolts, Revolutions, Wars of National Liberation, and Jihads (Same as History 391 and 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.

Format: seminar. Requirements: class participation, two exams, research paper.

No prerequisites. Open to first-year students. Enrollment limit: 30 (expected 20). Preference will be given to Anthropology and Sociology majors.

Hour: 1:10-2:25 MR

JUST

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

### **ANTH 402(S) Senior Seminar**

This capstone seminar combines intensive discussion and individual research. The first half of the semester will be dedicated to the discussion of issues central to the concerns of contemporary anthropology. The class will meet with the instructor in spring 2010 to decide on that topic. Then, in the second half of the semester, students will pursue independent, original projects and produce a major term paper. Toward the end of the semester, students will present their projects to the seminar. Students who are not senior majors in anthropology or sociology are admitted to this course only on the instructor's permission.

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

Prerequisites: senior Anthropology and Sociology majors or permission of instructor. Enrollment limit: 18 (expected: 15).

Hour: 11:00-12:15 MWF

JUST

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

## **SOCIOLOGY COURSES**

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

**SOC 101(FS) Invitation to Sociology**

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

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

No prerequisites. *Enrollment limit: 35 (expected: 35). Preference given to first-year students and sophomores.*

Hour: 11:00-12:15 MWF

9:55-11:10 TR

First Semester: NOLAN

Second Semester: VALIANI

**SOC 202(F) 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.*

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

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

*Not available for the Gaudino option.*

Hour: 11:20-12:35 TR

JACKALL

**SOC 206 Religion and the Social Order (Not offered 2010-2011)**

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

*Expected enrollment: 15.*

NOLAN

**SOC 214T Exploring the American Culture Wars (Not offered 2010-2011) (W)**

In the early 1990s, the term "culture wars" entered the lexicon of American political discourse at the same time that social scientists began using the concept to explain cultural division in contemporary American society. Proponents of the culture wars thesis discern deep and historically unprecedented fissures in the American cultural and religious landscape. Critics of the thesis, however, argue that the divide is not nearly so polarized, that there is instead relative harmony in American culture, and that America remains "one nation after all." In examining the debate over the culture wars thesis, the course will engage a variety of questions: Is the notion of warfare a proper metaphor to depict cultural conflict in contemporary American society? In what ways is the division between so-called "red states" and "blue states" an electoral expression of the American culture wars? What are the historical roots of contemporary cultural conflict? What, if any, are the international implications of the American culture wars? In considering these questions, the course will situate the culture wars thesis within the sociological literature on religion and society and will examine a variety of cultural skirmishes in contemporary American society, including disputes within such "fields of conflict" as the family, education, law, electoral politics, and the contested role of religion in public life.

Format: tutorial. Requirements: students will meet in pairs with the instructor each week for one hour. One student will write and present a 5- to 6-page analytical paper based on the week's assigned readings; the other will write and present a 2-page response to the first student's paper.

No prerequisites. *Enrollment limit: 10 (expected: 10). The class is open to all students, preference given to first-year students and sophomores.*

NOLAN

**SOC 215 Crime (Not offered 2010-2011)**

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; human trafficking of women and girls; white-collar scams 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.

Format: lecture/discussion. Requirements: mandatory attendance, randomly-called class presentations, short papers, final exam, and a term paper.

No prerequisites. *Enrollment limit: 40 (expected 40). Preference given to first-year students, sophomores, and majors in anthropology & sociology.*

JACKALL

**SOC 218(S) 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.

Format: lecture/discussion. Requirements: a short paper and midterm and final exams.

No prerequisites. *Enrollment limit: 35 (expected: 35).*

Hour: 1:10-2:25 TF

NOLAN

**SOC 219 Images and Society (Not offered 2010-2011)**

"This is obvious!" is what we say when we feel that 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 role played by visual representations in sociological inquiry. It will explore the variety of ways in which images can be used as diagnostics of society, develop skills for critical analysis of existing representations, and address the limitations, as well as specific strengths that come with the study of signs and images. Topics for discussion include truth in photography, the problem of interpretation, different visual languages, the contributions of photography, cinema, TV and digital technologies to changes in social relations, power in visual imagery, the appropriation and redefinition of visual symbols in different contexts, the "visualization" of ethnic and national stereotypes, and the dilemmas of representation. Primary sources for the discussions will be drawn from a variety of spheres, from Soviet propaganda posters to Nike commercials, and will include the images we encounter in everyday life, media, politics, academia, 'high' art and pop culture.

Format: lecture/discussion. Requirements: active class participation, two response papers, oral presentation and a final paper.

No prerequisites. *Enrollment limit: 25 (expected: 25). Open to all students.*

SHEVCHENKO

**SOC 230 Craft and Consciousness (Not offered 2010-2011)**

A sociological examination of how craft shapes consciousness. How and in what ways do work experiences shape habits of mind, sensibilities, moral rules-in-use, ways of seeing and knowing, images of our society, and world views? How do men and women in different occupations and professions establish criteria of validity and reliability to assess their work experiences? How do they develop and internalize rules for discernment that enable them to sort through multiple and always conflicting versions and representations of social reality? How do they make moral judgments on complex business, political, and social issues? How and with what results do common work experiences shape close-knit occupational communities in a modern society? The course will pay particular attention to the functionally interconnected but experientially disparate occupational worlds of great metropolises. The course will host men and women from a wide range of occupations and professions—from police detectives to policy analysts, journalists, filmmakers, artists, educators, attorneys, corporate executives, and scientists—to discuss their work and work worlds. Among the readings are: Everett C. Hughes, *The Sociological Eye: Work, Self, and Society*; Joseph Bensaun,

*Dollars and Sense and Craft and Consciousness*; and Adriano Tilgher, *Homo Faber*.

Format: discussion seminar. Requirements: intensive reading and preparation for guest visits to the seminar; full participation in interviewing guests; ten 1000-word papers, each summarizing and analyzing students' interviews with guest/s; and a final term paper of 5000 words.

No prerequisites. *Enrollment limit: 15 (expected: 15). Preference given to freshmen, sophomores, and majors in anthropology and sociology.*  
JACKALL

**SOC 236(F) Sustainability Theory and Practice: A Critical Assessment (Same as Environmental Studies 236)**

(See under ENVI 236 for full description.)

VITEK

**SOC 242T(F) Food and Society (W)**

The French critic Roland Barthes famously said that food is a system of communication. This multidisciplinary course will explore the complex social and cultural rules that underlie the consumption of food. 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 degree to which food is politically charged can be seen in the congressional decision to rename French fries “Freedom fries,” as well as in the many ethnic and regional slurs based on food habits. This tutorial will consider food in relation to such topics as class, gender, ethnicity, and religion. We will also examine nutrition, hunger, ideals of desirability in body image, and visual representations of food in advertising and art. Possible readings include: primatologist Richard Wrangham on how cooking made us human; nutritionist Marion Nestle on food politics; R. Marie Griffith on the Christian diet movement; policy analyst Raj Patel on the global food system; Americanist Psyche A. Williams-Forsen on black women, food, and power; journalist Michael Pollan on ethical food choices; philosopher Carolyn Korsmeyer on taste; archaeologist Martin Jones on why humans share food; and sociologist Gary Alan Fine on the culture of restaurant work.

Format: tutorial. Requirements: students will meet in pairs with the instructor for one hour each week; at each class session one student will present a paper while the other responds; over the course of the semester each student will write five 5-page papers based on the readings, and five 2-page responses; evaluation will be based on the written work and on students' active participation in the tutorial discussion.

No prerequisites; not open to first-year students. *Enrollment limit: 10 (expected: 10). Preference given to sophomores and juniors. Not available for the Gaudino option.*

Tutorial meetings to be arranged by instructor.

D. GOLDSTEIN

**SOC 265 Drugs and Society (Not offered 2010-2011)**

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

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

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

NOLAN

**SOC 267(F) Race in American Life (Same as Africana Studies 267)**

(See under AFR 267 for full description.)

J. MANIGAULT-BRYANT

**SOC 268 Space and Place (Not offered 2010-2011)**

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

Format: lecture/discussion. Requirements include full participation and attendance, one “spatial reading” assignment, two class presentations, and a final paper.

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

VALIANI

**SOC 269 Imagining Spaces of the British Empire in the Twentieth Century (Same as Asian Studies 269) (Not offered 2010-2011)**

With British India representing one of the grandest projects of European colonization, this course will begin exploring such a complex undertaking by examining accounts of architectural innovation, the politics of antiquities, town and urban planning, the urban spaces of commodity production, map-making and cartography, controversies on ‘filth’ and public hygiene, the emergence of religious processions, and representations of the city in advertising, in twentieth century South Asia. We will study and debate these accounts to understand how spaces for the exercise of imperial forms of power emerged and continue to do so. Because colonialism hoped to spread its reach to other parts of the British empire from its seat of power in India, this course will also engage with debates on world exhibitions and spectacles of ‘tradition’ in Egypt, Indian Ocean communities, the metropolis of vice and scandal, and linkages with contemporary cosmopolitanisms.

Format: seminar. Requirements include full participation and attendance, two class presentations, and a final paper.

No prerequisites. *Enrollment limit: 25 (expected 25). Open to non-majors. Preference will be given to Anthropology and Sociology majors.*

VALIANI

**SOC 270(F) Cities and Citizenship (Same as Arabic 270 and Asian Studies 270)**

What kinds of individuals can live in modern cities? How are modern cities spatially organized and does this affect the social practices that citizens ‘ought’ to observe when inhabiting urban centers? Modern cities are distinct in terms of their common experience with state-led urban planning which strives to bring social and physical order to street life. Participants in this course will explore if and how such institutional desires to control urban space shape the cultural identity of urban citizens. We will also study how notions of citizenship that diverge from classical European and North American views of political identity, have emerged as a result of colonization and decolonization, nationalism and transnationalism, economic liberalization, and globalization in the non-western world (ex. urban planning in South Asia; housing in Mumbai; hyper commercialization in South Africa, and squatter movements in Brasilia). Of course the production of meanings of cities and citizens does not rest solely within the ambit of powerful institutions, elites, and national movements. Therefore we will also examine how art and aesthetics, public ceremonials, social movements, and street commerce create ‘insurgent’ conceptions of citizenship and urban space.

Format: seminar. Requirements: include full participation and attendance, two class presentations, and two papers.

No prerequisites; open to first-year students and non-majors. *Enrollment limit: 25 (expected 25). Preference given to Anthropology and Sociology majors.*

Hour: 9:55-11:10 TR

VALIANI

**SOC 291(S) God's Green Earth: Religion and Environment in America (Same as Environmental Studies 291 and Religion 291) (W)**

(See under ENVI 291 for full description.)

HOWE

**SOC 305(S) The Black Religious Experience (Same as Africana Studies 305 and Religion 315)**

(See under AFR 305 for full description.)

J. MANIGAULT-BRYANT

**SOC 315(F) Culture, Consumption, and Modernity**

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

Format: seminar. Requirements: full participation, ten journal entries, annotated bibliography and a major term paper.

*Enrollment limit: 19 (expected: 19). Preference given to Anthropology and Sociology majors..*

Hour: 2:35-3:50 TF

SHEVCHENKO

**SOC 316 Consumer Society and Its Critics in the Modern World (Not offered 2010-2011)**

In the age of Byron, to speak of consumption meant to refer to the tubercular disease. Today, the term “consumer society” hardly requires explanation... or does it? This course will approach the notion of consumption and consumerism from a critical sociological and historical vantage point. What do we mean, exactly, by “consumer society,” and are there non-consumer societies in the modern world? Why have both consumption and the critiques of consumerism become so prominent in the 19th and 20th century, and how are they evolving today? What are the philosophical and religious traditions that underlie the various takes on consumption? What interests, investments, and ideologies are at stake in the debates about the “proper” way to consume? The course will draw on texts from

sociology, anthropology, history and geography, as well as on the analysis of mass media and film, in order to discern the consistent themes and approaches to framing consumption, and to place them in wider debates about the nature of modernity. We will explore money, fashion, advertising, tourism, shopping and culture-jamming in places as varied as nineteenth-century France, postsocialist Hungary and contemporary America, critically examining how various groups grapple with consumer abundance and its effects on society. In doing so, we will pay equal attention to the politics of consumption (the way in which seemingly free and independent consumption choices play a role in the system of global capitalism) and to its symbolic element: the role of consumer practices in creating and articulating identities, building relationships and creating solidarities.

Format: seminar. Requirements: class participation, one small group presentation, consumption blog, annotated bibliography and research statement, and a term paper.

No prerequisites. *Enrollment limit: 19 (expected: 16). Open to all students, preference given to Anthropology and Sociology majors. This course is part of the Critical Reasoning and Analytical Skills initiative.*

SHEVCHENKO

### **SOC 317T(S) 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.

Format: tutorial; students will meet in pairs with the instructor for one hour each week. Requirements: students will write a 5- to 7- page paper based on the readings every other week (totaling 5 each); in the alternate weeks they will write and present a 2-page response to their peer's paper. The evaluation will be based on the analytical qualities of the students' written and oral work and on their weekly participation in discussion.

No prerequisites; open to all students. *Enrollment limit: 10 (expected: 10). Preference given to Anthropology and Sociology majors.*

Tutorial meetings to be arranged.

SHEVCHENKO

### **SOC 324(S) Memory and Identity**

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

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

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

Hour: 1:10-2:25 MR

SHEVCHENKO

### **SOC 327(S) Violence, Terrorism, and Collective Healing (Same as Arabic 327 and Asian Studies 327)**

What do terrorism and violence mean and how do we think of its perpetrators? This course will investigate the concepts of terror and violence, and how they can be made into collectively recognized and remembered events. Participants will engage with relevant works in order to question and debate what terrorism and violence mean and how these concepts are addressed by various disciplines in the social sciences and humanities. Further, this course will investigate how representations of terrorism and violence are connected to the themes of: securing political power, collective resistance, community, and international power relations. Crucially, the course seeks to enable participants to critically reflect upon the publicly available perspectives on terrorism and violence. The course will encourage the interpretation, discussion, and writing on the following themes: "tradition" and religion; militancy and nationalism; public spaces and resistance; the role of emotions in violent movements; community, gender and collective recovery; and memory, orchestrating public panic, and war. Our materials combine analytical, historical, theoretical and literary texts, and films; all of these speak to the themes of this course and its participants will be encouraged to interpret, critique, and connect the existing arguments made in the course materials.

Format: seminar. Requirements: full participation and attendance in class; two oral presentations; one 4-page response paper; one paper topic proposal; and a term paper.

No prerequisites; not open to first-year students. *Enrollment limit: 19 (expected: 15). Open to non-majors. Preference will be given to Anthropology and Sociology majors.*

Hour: 2:35-3:50 MR

VALIANI

### **SOC 337(F) Cultures of Political Protest in South Asia (Same as Arabic 337 and Asian Studies 337)**

This course will focus on various sites of political mobilization in modern South Asia. Participants will explore the culturally and historically specific manners in which popular mobilization has been conceptualized and practiced. While situating political mobilization within the context of various moments of South Asian nationalism and specific social movements, we will examine how cultural visions of activism and social transformation in South Asia have privileged certain kinds of political subjects, mobilizational tactics, and performative rituals. The sites of political mobilization that we will survey include: bodily training as a culturally privileged form of social transformation; techniques and meanings of "organized agitation"; civic action and religious virtue; protest in the city; transnational movements; and the formation of idiosyncratic techniques of protest that emerged as a consequence of British colonialism, various phases of "globalization," postcolonial states, and the growth of institutions of "security." We will connect such cultural representations and embodied practices of "political action" with notions of community, caste and alterity, religion, class, sexuality and gender, and resistance or "emancipation." Crucially, the course seeks to enable participants to reflect critically upon categories such as "the crowd," "tradition," "mass movement," "militancy," "the activist," and political violence.

Format: seminar. Requirements: full participation and attendance, two class presentations, and two papers.

No prerequisites; open to non-majors. *Enrollment limit: 19 (expected: 15). Preference given to Anthropology and Sociology majors.*

Hour: 2:35-3:50 MR

VALIANI

### **SOC 345 Producing the Past (Same as Asian Studies 345 and History 392) (Not offered 2010-2011)**

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

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

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

VALIANI

### **SOC 368(S) Technology and Modern Society**

With expanding access to and use of the Internet, 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 in the contemporary United States.

Format: seminar. Requirements: two short papers, a midterm, and a final exam.

No prerequisites. *Enrollment limit: 20 (expected: 20). Preference: Sociology and Anthropology majors.*

Hour: 9:55-11:10 TR

NOLAN

### **SOC 387(F) 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 milieus 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.

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

Enrollment limit: 25 (expected: 25). Preference to anthropology and sociology majors.

Not available for the Gaudino option.

Hour: 1:10-3:50 W

JACKALL

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

### **SOC 402(S) Senior Seminar: 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 required to have read certain classical sociological and political texts before the class begins.

Format: seminar. Requirements: full participation in the seminar, responsibility for multiple class presentations, several brief papers, major paper.

Prerequisites: senior major or permission of instructor. Enrollment limit: 20 (expected: 20). Preference: limited to senior majors in Sociology; all other students must receive permission from the instructor.

Not available for the Gaudino option.

Hour: 11:20-12:35 TR

JACKALL

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

## **ARABIC STUDIES (Div. I)**

*Coordinator, Professor GAIL NEWMAN*

Assistant Professors NAAMAN\*, VARGAS. Visiting Assistant Professor KHATTAB. *Affiliated Faculty:* Professors: DARROW, D. EDWARDS, ROUHI. Associate Professors: BERNHARDSSON, PIEPRZAK. Assistant Professor: VALIANI. Senior Lecturer: H. EDWARDS.

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.

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:

ANTH 224 Morality and Modernity in the Muslim Middle East

ANTH 347 Tribe and State on the Afghan Pakistan Border

ARAB 216 Protest Literature: Arab Writing Across Three Continents

ARAB 228 Introduction to Modern Arabic Literature in Translation

ARAB 233 Introduction to Classical Arabic Literature in Translation

ARAB 257 Baghdad

ARAB 262 Outlaws and Underworlds: Arabic Literature of the Margins

ARAB 301 Advanced Arabic

ARAB 302 Topics in Advanced Intermediate Arabic

ARAB 303 Medieval Encounters East and West

ARAB 353 Writing the City: Beirut and Cairo in Contemporary Arabic Literature

ARAB 402 Advanced Arabic: Media and Translation

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 Samarkand

ARTH 472 Forbidden Images

COMP 213 Migrants at the Borders

HIST 111 Movers and Shakers in the Middle East

HIST 207 The Modern Middle East

HIST 305 Nation Building: The Making of the Modern Middle East

HIST 307 Islam and Modernity

HIST 310 Iraq and Iran in the Twentieth Century

HIST 311 The United States and the Middle East

HIST 396 Muslims and Europe: From the Conquest of Algeria to the Present

HIST 408 Archaeology, Politics, and Heritage in the Middle East

HIST 480T Historical Narratives of the Israeli-Palestinian Conflict

HIST 491T Political Islam

JWST 201 The Hebrew Bible

PSCI 258 Geopolitics, Religion and Oil: The Case of Iraq and Iran

PSCI 440 The War in Iraq

REL 230 Reading Reading: An Introduction to the Qur'an and Islam

REL 231 God, Empire and Apocalypse: The Origins of Islam

REL 232 Women and Islam

REL 233 Islamic Mysticism: The Sufis

REL 234 Shi'ism Ascendant?

REL 289T Exile, Homecoming and the Promised Land

RLFR 309 Contemporary Short Stories from North Africa

RLSP 271 The Interaction of Three Religions and Cultures in Early Modern Spain

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 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*.

### *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.

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

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

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

No prerequisites. *Enrollment limit 25 (expected: 15).*

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

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

Hour: 9:00-9:50 MTWRF, 10:00-10:50 MTWRF

9:00-9:50 MTWRF, 10:00-10:50 MTWRF

First Semester: KHATTAB, VARGAS

Second Semester: KHATTAB

### **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.

Format: lecture. Evaluation will be based on daily performance, homework, quizzes, a midterm and a final exam.

Prerequisites: ARAB 101-102 or permission of instructor. *No enrollment limit (expected: 10).*

Hour: 11:00-11:50 MWF

VARGAS

### **ARAB 202(S) Intermediate Arabic II**

As a continuation of ARAB 103, 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.

Format: lecture. Evaluation is based on quizzes, tests, homework and active class participation.

Prerequisites: ARAB 103 or permission from instructor. *No enrollment limit (expected: 10).*

Hour: 11:00-11:50 MWF

VARGAS

### **ARAB 215(F) Topics in Modern Arab Culture: 20th Century Debates**

This course aims to give students an overview of contemporary Arab culture using a wide array of visual and written materials. From Egypt to Algeria, Lebanon to Saudi Arabia, we will explore the major political and social debates circulating in the region. Possible topics include but are not limited to: the role of Islam, secularism and radicalism, gender and sexuality, the issue of freedom of speech as it relates to broadcast and print journalism, national identity, the presence of minorities in the region, and the issue of Palestine/Israel. Students will consider these themes through an analysis of various media and cultural forms, such as: films, documentaries, novels, plays, short stories, photography, music, and cuisine. No prior knowledge of Arabic is required as all materials will be read or viewed in translation. In addition, films will be screened outside of class on a bi-weekly basis prior to class discussion.

Format: discussion/seminar. Requirements: evaluation will be based on attendance and active participation, reading responses, periodic quizzes, midterm and final exam, final presentation.

No prerequisites. *Enrollment limit: 15 (expected: 8-10).*

Hour: 1:10-2:25 TF

KHATTAB

**ARAB 216 Protest Literature: Arab Writing Across Three Continents (Same as Comparative Literature 216) (Not offered 2010-2011)**

This course will begin with an analysis of the idea of protest literature as it emerged in an American cultural context in the early twentieth century through the civil rights movement of the 1960s. We will then seek to revisit the meaning of this term today, particularly as it resonates in the cultural production of Arabs and Arab youth across three very different locations: the Middle East (specifically Egypt and Palestine), France, and the United States. How are these Arab youth subcultures constituted? In what ways has the globalization of hip-hop influenced the literary, musical, and cinematic production of Arab artists? In what way do rap and the spoken word in these specific social contexts provide a vocabulary for expressing the violence, lack, and frustration pervasive in these 4th World locations? In short, how has the contemporary American construction of "blackness" been exported and appropriated by young Arabs today? From Paris to Cairo, from the West Bank to Detroit, we will examine the varied strands of this new movement for social justice, observing how different forms of literature and music have been used as a vehicle for resisting war-torn circumstances, poverty, racism and social disenfranchisement across diverse national spaces. Texts for this course will include novels and poems, as well as a number of films and selections of music. All of these works will be available in translation, although advanced students may read the originals in French and/or Arabic. Possible novels include those of Charef, Sebbar, Smail, Begag, Chraïbi, Ayaidi, Golayyel, Latif, Kanafani, Darwish, Youssef, Hammad, and Kahf.

Format: discussion/seminar. Requirements: active participation, two shorter papers, a presentation, and final paper or project.

No prerequisites. Enrollment limit: 25 (expected: 15-20). Preference given to Comparative Literature and Literary Studies majors.

NAAMAN

**ARAB 228(S) Modern Arabic Literature in Translation (Same as Comparative Literature 228) (W) (D)**

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. This literature course fulfills 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. All readings are in English.

Format: lecture/discussion.

Requirements: active and consistent class participation, two short paper (3-5 pages) and a final paper (5-7 pages).

No prerequisites. Enrollment limit: 19 students (19 expected).

Hour: 1:10-2:25 MR

VARGAS

**ARAB 233 Introduction to Classical Arabic Literature (Same as Comparative Literature 233) (Not offered 2010-2011) (W)**

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-Mutanabi. 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.

Format: lecture/discussion. Requirements: 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.

No prerequisites. Enrollment limit: 19 (expected: 19). Preference given to Comp Lit or Lit Studies majors and students with a background in Middle Eastern Studies.

VARGAS

**ARAB 262 Outlaws and Underworlds: Arabic Literature of the Margins (Same as Comparative Literature 262) (Not offered 2010-2011) (W)**

The idea of the rogue or the outlaw is a theme that may be traced in Arabic literature from the classical poetry of the pre-Islamic period through to the present. In considering a range of works from the 6th century onward, this course will explore the way in which the outlaw has historically been used as a literary motif in Arabic literature to reflect and critique, not just society, but the official literary establishment as well. How does a writer's language—the decision to write in the vernacular, for example—serve as a way of flouting the cultural establishment in an effort to speak to a more popular audience? In examining characters who live by thievery or begging—who embrace the ethos of outsiderhood—we will return repeatedly to consider the concept of freedom as a driving question in these works. Between conformity and deviance, decadence and lack, how do we define what makes a person truly free? The rich underworlds that these outlaws inhabit are sketched for readers as counter-cultures whose alternative way of life and set of values continually challenges the conventions and mores of the mainstream. Readings will include selections from early Arabic (*Suluk*) poems, Abu Nuwas' wine poetry, the maqamat tradition of rhymed prose, as well as a number of contemporary Arabic novels.

Format: seminar. Requirements: active participation, multiple reading responses, two short papers (5-7 pages) including revisions, and one longer paper (8-10 pages).

No prerequisites. Enrollment limit: 19 (expected: 19). Preference given to first-years and sophomores.

NAAMAN

**ARAB 270(F) Cities and Citizenship (Same as Asian Studies 270 and Sociology 270)**

(See under SOC 270 for full description.)

VALIANI

**ARAB 301 Advanced Arabic (Not offered 2010-2011)**

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.

Format: The class meets four hours a week with the fourth hour a conversation section, time to be arranged. Requirements: 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.. No enrollment limit (expected: 8).

KHATTAB

**ARAB 302(S) Advanced Arabic**

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.

Format: The class meets four hours a week with the fourth hour a conversation section, time to be arranged. Requirements: 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.. No enrollment limit (expected: 8).

Hour: 1:10-2:25 TF

KHATTAB

**ARAB 303(F) Medieval Encounters East and West (Same as Comparative Literature 315 and English 303) (D)**

(See under ENGL 303 for full description.)

KNOPP

**ARAB 305 Egyptian Colloquial Arabic (Not offered 2010-2011)**

This course will serve as an introduction to Egyptian colloquial Arabic. The Egyptian dialect is one of the most widely spoken and understood dialects across the Arab world; thus, students with little or no exposure to one of the Arabic vernaculars will find this a useful place to begin. The language will be taught by giving students a systematic understanding of the grammar and the syntax of the colloquial dialect through written materials. With this foundation, students will work to build and expand their lexicon through active participation in task-based conversations, listening comprehension activities as well as oral presentations. Excerpts from Egyptian television, radio, film, music and theater will serve to further deepen the students' understanding of Egyptian culture. By employing real-life situations and drawing from contemporary sources, students will develop a strong foundation in conversational Egyptian Arabic.

Prerequisites: ARAB 202 or equivalent. Requirements: active participation in class, written and oral quizzes, presentations, midterm and final.

Format: language lecture/seminar. Enrollment limit: 19 (expected: 10).

KHATTAB

**ARAB 327(S) Violence, Terrorism, and Collective Healing (Same as Asian Studies 327 and Sociology 327)**

(See under SOC 327 for full description.)

VALIANI

**ARAB 337(F) Cultures of Political Protest in South Asia (Same as Asian Studies 337 and Sociology 337)**

(See under SOC 337 for full description.)

VALIANI

**ARAB 353 Writing the City: Beirut and Cairo in Contemporary Arabic Literature (Same as Comparative Literature 353) (Not offered 2010-2011)**

The Lebanese novelist Elias Khoury has written that understanding contemporary Lebanese literature requires us to understand "how literature both creates myth and then seeks to destroy it." This class will consider this statement in relation to the development of the Arabic novel emerging out of Beirut and Cairo in the latter part of the twentieth century. We will consider the ways in which Lebanese and Egyptian novelists use the motif of the city as a way to take up the prevailing social and political issues of the day. In so doing we will discuss how some works actively mythologize and celebrate the city as an extension of national identity, while others portray it as the root cause of the country's social ills. We will also consider how the history of each of these cities was intertwined with the rise and fall of certain ideological movements in the Arab world whereby the novel, as a relatively new form in the region, served as an alternative medium for theorizing and considering the efficacy of such movements. In taking up these questions, we will discuss the extent to which the trajectory of the Arabic novel may be understood as a reflection of the changes affecting these urban milieus and reciprocally the way these two cities are, and continue to be, produced by these fictions. Throughout the semester we will read a range of works by Lebanese and Egyptian novelists as well as a selection of critical material that theorizes the city in relation to literature.

Format: lecture/discussion. Requirements: active participation, presentation, two short papers (5-6 pages), and one longer paper (8-10 pages).

No prerequisites. Enrollment limit: 25 (expected: 15-20). Preference given to Comparative Literature majors and seniors.

NAAMAN

**ARAB 397(F), 398(S) Independent Study**

**ARAB 402 Advanced Arabic: Media and Translation (Not offered 2010-2011)**

This advanced course is designed for students who have successfully completed five semesters of Modern Standard Arabic. Students will continue to develop the skills needed to comprehend and produce the language of the media in Arabic. Students will be exposed to a wide variety of prepared and authentic material from the Arabic Press, TV and radio broadcasting, film and the Internet. Emphasis will be placed on enhancing the students' linguistic proficiency by building their vocabulary and familiarity with commonly used idiomatic expressions. The aim of this course is to help students produce the language at a more sophisticated level. In addition, part of the course will focus on students developing the ability to successfully translate material from Arabic into English and vice versa. Not only will we focus on some of the challenges that translation—both into and from—Arabic presents, but students will be offered some basic strategies for successfully working between the two languages.

Prerequisites: ARAB 302 or permission of instructor. Requirements: active participation in class, presentations, short essays and/or translation projects (weekly), one midterm writing project and one final writing project.

Format: language lecture/seminar. Enrollment limit: 19 (expected: 10).

KHATTAB

**ARAB 493(F)-W31-494(S) Senior Thesis**

**ART (Div. I)**

Chair, Associate Professor PETER LOW

Professors: EPPING, FILIPCZAK, GLIER, GOTLIEB, HAXTHAUSEN, HEDREEN, JANG\*, E. J. JOHNSON, LALEIAN, LEVIN, M. LEWIS, MCGOWAN, OCKMAN, PODMORE\*\*\*, TAKENAGA\*\*\*. Associate Professors: ALI, CHAVOYA, L. JOHNSON\*, LOW, SOLUM\*. Visiting Clark Professor: KELSEY. Senior Lecturers: H. EDWARDS, E. GRUDIN. Lecturers: B. BENEDICT\$, D. JOHNSON, MCCALLUM\$, SÄTTERTHWAITE, STOMBERG\$. Lecturers in the Graduate Program in the History of Art: CLARKE, CONFORTI, HOLLY, P. PARK, SIMPSON. Croghan Bicentennial Visiting Professor in Art History: BRÉNK.

**MAJOR**

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

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

**Art History Route**

*Sequence courses*

ArtH 101-102 Aspects of Western Art

Any 100-level studio class without prerequisites; preferably taken by the end of the junior year

ArtH 301 Methods of Art History

One 400-level Seminar or Graduate Course

*Parallel courses*

Any five additional semester courses of art history including three concerned with 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, and Africa

Although the structure of the art history route allows for flexible scheduling, the faculty strongly recommends that students proceed through the major in the recommended sequence. Introductory 100- and 200-level courses should be taken in the first or second year. So that they are prepared for the research requirements of the seminar classes that cap the sequence, majors are required to take the required Junior major class, ArtH 301 during their junior year. If the student is studying abroad for the entire junior year, this requirement may be filled in the senior year (see *STUDY ABROAD* policy of the Art Department for more information.)

**Art Studio Route**

*Sequence courses*

ArtS 100 Drawing I

ArtS 230 Drawing II

ArtH 101-102 or any two art history classes for which students are eligible; preferably taken by the end of the junior year

Any three of the 200-level ArtS courses in three different media or

any one 100-level course (except Arts 100, Drawing) and any two 200-level courses in two different media

ArtS 319 Junior Seminar

Any two of the 300-level ArtS courses

or

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

**History and Practice Route**

*Sequence courses*

ArtH 101-102 Aspects of Western Art

ArtS 100 Drawing I

One 200-level ArtS course

ArtH 301 Methods of Art History or ArtS 319 Junior Seminar

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

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

*Parallel courses*

Any four additional Art Studio or Art History courses. At least one elective must be taken in each wing of the department. At least one of the electives must be an Art History course concerned with a period of art prior to 1800 (either of Europe, North America, and South America OR art of the Middle East, Asia, and Africa).

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

ArTH 101-102 introduces students to a series of critical studies of important works selected from the history of Western art from antiquity to the present. The critical approach of the introductory course is maintained in all further courses, especially by assigned study of original works in the Williams College Museum of Art, Chapin Library, the Clark Art Institute, and Mass MoCA.

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

**Art Studio Route:** The studio division of the Art major has been structured to foster the development of a critical understanding of making art; to support creative interests and to develop students' perceptions and imaginations as they investigate a variety of visual media. Drawing I, ArtS 100 serves as an introduction to the basic drawing and design principles which establish the foundation for the development of visual expression. ArTH 101-102, Aspects of Western Art or two other art history classes, provide part of the necessary background in the critical analysis of art. The 200-level ArtS courses provide opportunities to learn the elements of some of the principal visual arts media: architecture, painting, photography, printmaking, sculpture, and video. These courses combine technical foundations in the medium with analysis of the interrelation of visual form and content. The 300- and 400-level courses place a greater emphasis on the application of appropriate visual skills and strategies to particular thematic concerns, and to the development of the student's individual vision. All 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 Route:** This route allows students to study in depth both the history of art and the making of it. It offers considerable flexibility: students may propose courses of study that emphasize particular media, themes or methodological issues. To mention just three examples, students may design sequences of courses that focus on architecture, gender or narration in both the history of art and contemporary practice. Students may take more courses in one wing of the department than the other, as long as the minimum requirements in each wing are satisfied. The History and Practice route is especially well-suited to students interested in arts-related careers outside of higher education, including work in art galleries, art museums, and primary or secondary school education.

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

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

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

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

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

## COURSE NUMBERS

### *First Digit*

The 100-level courses in both Art History and Studio are introductions to the field and emphasize visual and critical analysis. These courses do not require previous experience in the subject and they are often prerequisites for other courses in the department; 200-level courses are introductions to specific fields; 300-level courses prepare students for independent research; 400-level courses emphasize independent research, oral presentation, and active participation and are intended for advanced students, usually senior majors.

## 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 Honors Seminar during the Spring semester of their senior year, where they will develop an original research paper based on prior research. To be admitted to the seminar, students must have completed ArTH 301 in their Junior year. To enter the class, students must either be nominated by a faculty member, or apply independently to the Department Honors Committee for admission. Students who have been nominated, as well as students who wish to apply for admission to the Honors Seminar, must submit an original research paper that was completed in a prior art history class. The paper must be properly formatted and include illustrations, a bibliography, and an abstract of not more than 250 words. These documents are to be turned in to the Department Secretary no later than the end of the exam period of the Fall semester. The department Honors Committee will invite students (no more than 10) to enroll in the Honors Seminar based on the quality of the original research, the student's GPA within the major, and the willingness and availability of appropriate faculty advisors. Notification of admission to the seminar will be sent to students by early January. Since enrollment is by invitation only, students should pre-register for four classes and, if invited, drop one of them and add the Honors Seminar during drop-add period. The Honors Seminar is to be taken in addition to the required courses for the major. 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.

### *Art Studio:*

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

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

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

### *History and Practice:*

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

## STUDY ABROAD

Although the Art Department encourages students to travel and study abroad, we feel that it is very important for students to begin their major with a required seminar in their Junior year. The Junior seminars, ArTH 301 and ArtS 319, prepare students for independent research and/or independent artistic production which is the focus of the senior year.

- Studio Art Majors must take the required Junior Seminar (ArtS 319) 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.
- History and Practice students must include their Study Abroad plans in their application to the major and discuss them with their advisor.
- Art History students must take one of the required Junior Seminar (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.

## ART HISTORY COURSES

### **ARTH 101(F)-102(S) Aspects of Western Art**

A year-long introduction to a history of some European and North American art, this course concentrates on three-dimensional media in the fall (architecture and sculpture) and two-dimensional media in the spring (painting, drawing, prints and photography). Even though the course focuses on Western art, it also explores interchanges among other cultures and the west, particularly in more recent times.

Both semesters cover the same chronological span, from Ancient Greeks to computer geeks. We organize the course in this unusual way not only to give students

the grasp of history but also to heighten their ability to understand visual objects by coming to grips with only one artistic medium at a time. To train students to look carefully at art, we use the wealth of art resources in Williamstown: the Clark Art Institute, the Williams College Museum of Art and the Chapin Rare Book Library. Students spend time with, and sometimes even hold, original works of art. For the study of architecture we have a unique set of "Virtual Buildings," made expressly for this course, that approximate the experience of being in structures thousands of miles away.

Format: lecture. Requirements: quizzes, midterm, two papers and a final exam.

*Arth 101-102 may not be taken on a pass/fail basis; however, the course may be audited. Students who have audited Arth 101-102 lectures on a registered basis may enroll in any Art History course at the 200 or 300 level. Both semesters of the course must be taken on a graded basis to receive credit for either semester. Enrollment limit: 185 (expected: 185). Open to first-year students. Students entering the course must begin with Arth 101 in the fall semester.*

Hour: 10:00-10:50 MWF, 12:00-12:50 MWF Conferences: See online directory

First Semester: E. J. JOHNSON

9:00-9:50 MWF, 11:00-11:50 MWF Conferences: See online directory

Second Semester: E. GRUDIN

### **ARTH 103 Asian Art Survey: From the Land of the Buddha to the World of the Geisha (Not offered 2010-2011)**

This course introduces to students some of the major monuments 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.

Format: lecture. Evaluation will be based on three 30- to 40-minute quizzes, two short papers, film screening and class attendance.

No prerequisites. Enrollment limit: 25. Highly recommended for first-year students.

*Satisfies the pre-1400, pre-1800 and Art of Middle East, Asia and Africa requirements.*

JANG

### **ARTH 108(F) Creating Bodies (Same as ArtS 108)**

(See under ARTS 108 for full description.)

GLIER and OCKMAN

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

A survey course stressing the visual attributes and historical geography of regional, vernacular (that is, ordinary or pervasive) American settings, with the goal of discerning a national style of spatial or landscape organization. Among the human-altered environments to be studied, from an evolutionary or diachronic perspective, are: forestlands, rangelands, croplands, outdoor recreational sites, mines and quarries; power and utilities; small towns, mill towns, central business districts, and suburbs; housing, industry, commerce, and institutional uses such as the American college campus; water, road, and rail corridors as examples of circulation nets. Given the course's breadth of topics and, by contrast, other courses (see Arth 304 and 308 during this academic year) concentrating on specific land uses. An aim of this survey course will lie in discerning generic stylistic continuities and discontinuities, or changes, which the landscape activities or sites express. One outdoor, afternoon meeting each week provides discussion opportunities in situ, and enables class members to obtain a deeper or first-hand familiarity with a rural-urban gradient of representative land uses and occupants of the Hoosic-Hudson watershed and Taconic upland region surrounding Williamstown, as well as practicums in interviewing and field study methodologies.

Format: lecture/discussion. Requirements: weekly essays advancing the documentation of an individually-chosen landscape site or behavior, simultaneously with the wider textual and field context which the course itself provides. The first Friday in November there will be an obligatory all-day field session, pondering an urban-rural gradient from Troy, New York to Salem, New York.

No prerequisites. Enrollment limit: 19 (expected: 19). Open to first-year students. Preference to American Studies, Art, and Environmental Studies majors or intended majors.

*Not available for the Gaudino option.*

Hour: 11:00-12:15 MWF

Field Session: 1:10-3:50 T, W

SATTERTHWAITE

### **ARTH 203(F) Chicana/o Film and Video (Same as Latina/o Studies 203)**

(See under LATS 203 for full description.)

CHAVOYA

### **ARTH 212 Distant Encounters: East Meets West in the Art of the European Middle Ages (Not offered 2010-2011)**

This lecture course investigates the rich artistic consequences—in architecture, manuscript illumination, mosaic, sculpture, panel painting, fresco, metalwork, and other minor arts—of European contact with the Eastern Mediterranean between approximately 300 and 1450 AD. From the beginnings of Christianity, pilgrims from Europe made the long journey to sacred sites in the Holy Land (extending across parts of present-day Egypt, Israel, Syria, and Turkey). When these sites became less accessible with the spread of Islam in the seventh century, Europeans sought to recreate the sites at home. Later, from 1095 onward, Christian Europeans attempted to reclaim and hold the Holy Land from non-Christians by force, through an ill-fated series of five major and several lesser "crusades." Over the centuries, before, during, and after the Crusades, exposure to the peoples, ideas, and cultures of the Eastern Mediterranean also came through trade and through the travel and settlement of non-Europeans in Europe itself, particularly in Spain, Sicily, and Venice. The course aims to survey artistic production within each of these different contexts of East-West encounter.

Format: lecture/discussion. Requirements: two to three short papers, midterm, and final exam.

No prerequisite, but previous coursework in medieval art helpful (Arth 101-102, 223, or 224). Enrollment limit: 25 (expected: 25).

*Satisfies the pre-1400 and pre-1800 requirements.*

LOW

### **ARTH 213 Greek Art and Myth (Same as Classics 213) (Not offered 2010-2011)**

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 of 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 millennium 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, Aeschylus, Sophocles, 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.

Format: lecture. Requirements: two short papers, quiz, hour test, final exam. Required fieldtrip to The Metropolitan Museum in New York.

No prerequisites. Enrollment limit: 45 (expected: 45). The course satisfies the pre-1400 and pre-1800 requirements.

MCGOWAN

### **ARTH 216 Body of Evidence: Greek Sculpture and the Human Figure (Same as Classics 216) (Not offered 2010-2011)**

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 individuals 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.

Format: lecture. Requirements: two short papers, midterm, final exam.

No prerequisites. Enrollment limit: 30 (expected 25.) The course satisfies the pre-1400 and pre-1800 requirements.

MCGOWAN

### **ARTH 220(F) The Mosque (D)**

A clean place oriented towards Mecca is enough for daily prayer, but the communal practices of Islam entail more than basic rituals and these activities often transpire in formal architectural settings. These structures range from traditional columned halls of brick and timber to modernist ensembles of reinforced concrete and plate glass; prayer halls may be open to the elements, flat-roofed or domed; surfaces may be enhanced with carved marble, inlaid wood or glazed tile. Elaborate inscriptions often play an important role in these buildings. By exploring the commonalities and variations of mosque architecture from Delhi to New York, this course fulfills the terms of the Exploring Diversity Initiative by offering students an opportunity to see how Islam shapes the built environment in diverse cultural settings and then apply that knowledge with empathy, close to home. Ultimately, our test case will be the sacred spaces of Williams' campus, as we seek to understand how architectural form can foster community, manifest belief, activate conviction and sometimes exacerbate religious differences.

Format: lecture/discussion. Requirements: midterm, final, term project.

No prerequisites. Enrollment limit: 15.

Hour: 1:10-2:25 TF

H. EDWARDS

### **ARTH 222 Foto Art: Germany 1960 to the Present (Not offered 2010-2011)**

Since its invention in 1839, photography has periodically challenged artists in traditional media to rethink their practice. Already in the nineteenth century, major painters such as Edgar Degas used photographs as an aid. There was also a widespread notion that photography could achieve a superior, "objective" knowledge of the visual world that would render representational painting superfluous and obsolete. What was not foreseen was the potential for unusual forms of interme-

dial cross-fertilization that began to emerge in the 1960s, as, for example, individual artists began working in both painting and photography, sometimes combining them in single work. Neither did one anticipate the use of photography—and even of painting—to interrogate and critique the photographic medium itself, nor its deployment in the new genre of installation art. These examples represent a new category of artistic practice, that of “artists who work with photography,” as opposed to practitioners of “straight photography” or even of art photography. These practices have arguably found their richest embodiment in Germany: in the work of painters such as Anselm Kiefer, Sigmar Polke, and Gerhard Richter, in Joseph Beuys’s expanded notion of sculpture, in the serial photography of Bernd and Hilla Becher and their pupils Candida Höfer, Thomas Ruff, and Thomas Struth, in the installations of Hanne Darboven, and the work of Thomas Demand, Hans-Peter Feldmann, Andreas Gursky, and Katharina Sieverding among others. Their practices will be examined in both a historical and a contemporary international context.

Format: lecture and discussion. Requirements: a midterm, a short research paper, and a final.

Prerequisites: Arth 101-102. *Enrollment limit 25 (expected 18).*

HAXTHAUSEN

#### **ARTH 224 Romanesque and Gothic Art and Architecture: The Medieval Church in Context (Not offered 2010-2011)**

The goal of this course is to survey the major works of ecclesiastical architecture, sculpture and stained glass produced in France between approximately 1050 and 1400. These works were not created in isolation from their surroundings; thus we will attempt to understand them not only stylistically, but also in their original functional, social, and sometimes even political settings. The course will emphasize the abbey church and the cathedral, the two major ecclesiastical buildings of this period, as heterogeneous entities that used architecture, sculpture, stained glass and other media, in conjunction with church ritual, to render their sacred spaces distinct from, and elevated above, the world outside. We will furthermore try to appreciate the special centrality of the abbey church and the cathedral in high medieval society. Sites for contact with God and for the development of advanced learning, they could also serve as critical determinants of local economic and political life, and as focuses of pilgrimage, trade, and international cultural exchange.

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

No prerequisites. *Enrollment limit: 20.*

*Satisfies the pre-1400 and pre-1800 requirements.*

LOW

#### **ARTH 232 The Visual Culture of Renaissance Rome (Not offered 2010-2011)**

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 re-worked the urban fabric of the city while shaping the character of the visual arts from Filarete and Fra Angelico to Bramante, Michelangelo, and Raphael. We will examine monuments such as Michelangelo’s Sistine Chapel, then, not only as touchstones for the history of western art, but also as images capable of reflecting, and even constructing, a uniquely Roman sense of power, time, and historical destiny.

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

No prerequisites. *Enrollment limit: 40. Open to Art majors as well as non-majors.*

*Satisfies the pre-1800 requirement.*

SOLUM

#### **ARTH 238(F) The Image of God in Greek Art (Same as Classics 248)**

The representation of the divine poses special problems for artists and art historians in any cultural context in which the divine is believed to be not visible in the ordinary sense yet powerfully present. Visual representations of gods and goddesses in ancient Greek art pose especially interesting interpretive questions because of the importance of naturalism in Greek theories and practices of visual representation. This course will cover the basic stylistic, iconographical, mythological, and ritual features of the individual gods and goddesses as they are depicted in Greek sculpture and painting. The course will also examine influential ancient monuments, literary forms, and social phenomena, such as the sculptures of Delphi, Olympia, and the Parthenon; divine corporeality in poetry; the theology of mortal-immortal relations; the practice of statue-ritual, and the functions of visual representations of gods. The overall aim of the course is to acquire an understanding of the interrelations of art, mythology, and religion in ancient Greece.

Format: lecture and discussion. Requirements: short papers, final exam.

No prerequisites. *Enrollment limit: 30 (expected: 20-30). Preference will be given to art-history majors needing to fulfill the pre-1400 requirement; otherwise, the course is open; students who have taken ARTH 216 may take this course only with permission of instructor.*

*Satisfies the pre-1400 requirement.*

Hour: 1:10-2:25 MR

HEDREEN

#### **ARTH 241 Dutch Art of the 1600s: Hals to Vermeer (Not offered 2010-2011)**

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.

Format: lecture. Requirements: a midterm, short paper, and a final exam.

No prerequisites.

*Satisfies the pre-1800 requirement.*

FILIPCZAK

#### **ARTH 245(S) From Slave Quilts to Post-Black Canvases: Introduction to African American Art (Same as Africana Studies 246)**

This course will provide an introduction to African American art in the 19th and 20th century. We will begin with crafts created by African Americans in the 19th century, such as patchwork quilts which embody both African and European design aesthetics. Moving into the 20th century, we will discuss modern art of the Harlem Renaissance and artistic responses to the Civil Rights movement. Finally, we will end with contemporary artists, including some “post-black” artists who resist labeling their work “black” and yet explore issues of race and the identity in their work. Although this course has a broad historical scope, key themes recur throughout the course: the influence of African art, the effect of travel abroad on artistic production, and the relationships with the “mainstream” art world. The class will make multiple visits to WCMA to take advantage of African American art in the collection as well as traveling exhibitions on view. Artists under consideration include Henry Ossawa Tanner, Aaron Douglass, Jacob Lawrence, Romare Bearden, Kara Walker, and Kehinde Wiley.

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

No prerequisites, but coursework in Africana Studies, American Studies or Art History will be helpful. *Enrollment limit: 20 (expected:20).*

Hour: TBA

SCRUGGS

#### **ARTH 247(S) 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.

Evaluation based on midterm, 3-page paper, and final (with a prepared essay).

Prerequisites: Arth 101-102. *Enrollment limit: 25.*

*Satisfies the pre-1800 requirement.*

Hour: 9:55-11:10 TR

FILIPCZAK

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

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

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

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

Hour: 11:20-12:35 TR

OCKMAN

#### **ARTH 254(S) Manet to Matisse (Same as Women’s and Gender Studies 254)**

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

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

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

Hour: 11:20-12:35 TR

OCKMAN

**ARTH 257(S) Architecture 1700-1900**

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

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

Prerequisites: ArH 101-102 or permission of instructor.

*This course does not satisfy the pre-1800 requirement.*

Hour: 1:10-2:25 MR

M. LEWIS

**ARTH 258 Latina/o Installation and Site-Specific Art (Same as Latina/o Studies 258) (Not offered 2010-2011)**

(See under LATS 258 for full description.)

CHAVOYA

**ARTH 263(S) 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.

Format: lecture. Requirements: one quiz, a midterm, a short paper, a field trip to New York, and a final.

Prerequisites: ArH 101-102.

Hour: 11:00-12:15 MWF

HAXTHAUSEN

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

American art is often looked at as a provincial version of the real thing—i.e., European art—and found wanting. This course examines American architecture, painting, and sculpture on its own terms, in the light of the social, ideological and economic forces that shaped it. Special attention will be paid to such themes as the Puritan legacy and attitudes toward art; the making of art in a commercial society; and the tension between the ideal and the real in American works of art. Format: lecture. Requirements: three 5-page papers, midterm, final, and a field trip.

Prerequisites: ArH 101-102 or permission of instructor.

Hour: 11:00-12:15 MWF

M. LEWIS

**ARTH 265(F) Pop Art (W)**

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.

Format: lecture/discussion. Requirements: two short response papers, oral presentation, and one final research paper.

Prerequisites: ArH 101-102. *Enrollment limit: 16.*

Hour: 1:10-2:25 TF

CHAVOYA

**ARTH 266(S) Twentieth-Century Russian Art and the Birth of Abstraction (Same as Russian 208)**

(See under RUSS 208 for full description.)

GOLDSTEIN

**ARTH 270 Japanese Art and Culture (Same as Japanese 270) (Not offered 2010-2011)**

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. This course offers students a solid grasp of the social, cultural, and art histories of Japan. Format: lecture. Requirements: three 30- to 40-minute exams, two short papers, film screening, class attendance.

No prerequisites. *Enrollment limit: 25. This course satisfies the Art of Middle East, Asia and Africa and pre-1400 requirements.*

JANG

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

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, one of the highest art forms in China practiced by the literati. It also investigates the social and political functions of Chinese calligraphy in ancient and contemporary China. Studio practice allows students to apply theories to creating artworks. The semester is evenly divided between technical instruction and the art history part of the course.

Format: lecture, class discussions and studio practice. Requirements: weekly assignments, a midterm, one short paper, oral presentations, a final project (artistic or scholarly), class attendance, film screening.

No prerequisites. *Enrollment limit: 12. This course satisfies the Art of Middle East, Asia and Africa and pre-1400 requirements.*

Hour: 1:10-3:50 W

JANG

**ARTH 276(S) 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.

Format: lecture. Requirements: 3 exams; 2 short papers; film screening; class attendance.

No prerequisites. *Enrollment limit: 25 (expected: 25). This course satisfies the Art of Middle East, Asia and Africa, pre-1400 and pre-1800 requirements.*

Hour: 9:55-11:10 TR

JANG

**ARTH 278 The Golden Road to Samarqand (Not offered 2010-2011)**

The region comprising present day Iran, Afghanistan, Central Asia, Pakistan and India has a rich and complex history. Home to Genghis Khan and Tamerlane, Akbar the Great and Shah Jahan, it has generated some of the most spectacular monuments (e.g. the Taj Mahal and the blue tiled mosques of Isfahan) and refined manuscript painting ever known. We will look at these art forms from the tenth to the twentieth centuries, highlighting the patronage of key dynasties, including the Timurids of Samarqand and the Mughals of India. An important issue throughout the course will be the impact that Islam has had on the artistic traditions of this region.

Format: lecture/discussion. Evaluation will be based on class participation, a short paper, a midterm and a final.

No prerequisites. *Enrollment limit: 20.*

*Satisfies the Art of Middle East, Asia and Africa requirement.*

H. EDWARDS

**ARTH 300T(F) 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. The semester will begin and end with a group meeting of everyone taking the tutorial.

Format: tutorial. Requirements: each week write a short paper or respond to the tutorial partner's paper.

*Preference to non-majors.*

*Satisfies the pre-1800 requirement.*

Tutorial meetings to be arranged.

FILIPCZAK

**ARTH 301(S) Methods of Art History**

This course on the methods and historiography of art history is designed to offer art history majors an opportunity to examine art-historical problems and methodological issues that have shaped the discipline. 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 (depending on individual instructor): aesthetics, style and periodization; iconography, narratology, spectatorship; art and psychoanalysis, the social functions of images and the social history of art; art history and difference; and art-historical narrative as representation.

Format: lecture/discussion. Requirements: five bi-weekly short papers, one final paper, one oral presentation, and class participation.

Prerequisites: ArH 101-102. Limited to Art History majors and required of them.

Hour: 11:20-12:35 TR

HAXTHAUSEN

**ARTH 304(S) American Transport History (Same as Environmental Studies 324) (W)**

This course is a research seminar attempting a visual and historical analysis of the movement of passengers and goods—the kinds of travel—in North America, as evidenced in such artifacts as seaports, roads, canals, railroads, and airports. Primary emphasis will be placed upon the planning and design of rights of way or structures, with secondary emphasis upon the technological evolution of craft or rolling stock. This inquiry will explore such questions as: What has been the role



of the civil engineer in American transport? What are the impacts of transport upon land use? How does one transport mode come to be supplanted by another mode? What perceptual experiences has each mode engendered? How and when does mobility become recreational or touristic?

Format: research seminar. Requirements: biweekly short essays and an obligatory all-day field session.

No prerequisites; open to sophomores. *Enrollment limit: 19 (expected: 10-15).*

*Not available for the Gaudino option.*

Hour: 9:55-11:10 TR

SATTERTHWAITE

### **ARTH 305T Art, Life, Death: Studies in the Italian Renaissance (Not offered 2010-2011) (W)**

We often think the Italian Renaissance as a transformation of the visual arts—a moment that pulled away from the Middle Ages and set the stage for a new world of images detached from function and human experience. But art in Renaissance Italy was hardly produced “for art’s sake.” This sophomore-level tutorial course will examine, through a series of focused case studies, ways in which the exciting and innovative world of the Renaissance was also a vital one. We will examine canonical works by Masaccio, Donatello, Botticelli, Michelangelo, Raphael, and others not as mere examples of artistic achievement, but as complex visual responses to life’s big questions. What is love? How do we bridge the world of the living and that of the dead? How can we conceptualize our relationship with divinity? How is power constructed along the lines of gender and sexuality? What defines us and constructs us as individuals? How will we be judged by our contemporaries and by posterity? We will consider these questions and more. Along the way we will explore the distance and proximity of the Renaissance past and our own moment, considering ways to articulate or refine the notion of universal resonance of artistic expression. Coursework will include many primary sources, not least the works of art themselves (students will be expected to look as well as read in preparation for class).

Format: tutorial. Course requirements will include five papers of 5-7 pages, 5 written responses to the work of the tutorial partner, and one final paper (a revised version of one of the original 5 papers). Evaluation will be based on written work and critical conversation.

Prerequisites: one Art History course. *Enrollment limit: 10 (expected 10). Preference given to sophomores and Art majors.*

*Satisfies the pre-1800 requirement.*

SOLUM

### **ARTH 306T(F) Inventing Christian Art (W)**

Soon after the year 200 CE, the first Christian pictures appeared—in the form of quick, enigmatic sketches—scribbled on the walls of a few underground burial chambers. By 450 CE, dazzlingly large Christian works of art—complex in content, sophisticated in craftsmanship, and made of the most sumptuous materials—had begun to cover the vast interior surfaces of gigantic churches. By 600 CE, not only had this tradition of monumental public religious art spread around the Mediterranean, but a new tradition of Christian devotional art had emerged, centered on the sacred portrait, known as the icon, an object often deemed capable of performing miracles. Why did Christians begin to make art? Why did it take them nearly two centuries to do so? After its initial appearance, why did Christian art evolve in the particular ways that it did, in terms of both its forms and functions? By addressing such questions, this tutorial aims to investigate not only the origins of Christian art—an issue essential to understanding the entire history of Western European art—but also the new worlds (religious, political, cultural) that this art helped to invent. At the same time, the course will trace another story of invention: the shifting interpretations of this art by art historians. What sense have modern scholars made of Early Christian (often also termed “Late Antique”) art? How have the questions asked of this art by scholars changed over time? What can these changes tell us about the evolution of the discipline of art history itself?

Format: tutorial. Requirements: several papers of 5-7 pages, several written responses to the work of the tutorial partner, and one final paper evaluation will be based on written work and critical conversation.

Prerequisites: at least one course in art history preferred. *Enrollment limit: 10 (expected: 10). Preference given to sophomores and then art majors.*

*Satisfies the pre-1400 requirement.*

Tutorial meetings to be arranged.

LOW

### **ARTH 307(S) The Human Face in the Modern Imagination (Same as Comparative Literature 356 and English 346) (W)**

(See under ENGL 346 for full description.)

RHIE

### **ARTH 308(S) (formerly 302) Three Cities (Same as Environmental Studies 308) (W)**

This field-oriented seminar attempts to understand comparatively the three-century evolution of the built environments of the three cities comprising New York State’s Capitol District: namely, Albany (founded 1624), Schenectady (1684), and Troy (1798). While the course is involved with three specific cities, it is actually a course about urban design which uses the major nearby cities to Williamstown. To accomplish this goal, some ten specific kinds of sites will be chosen for field visits, with class sessions devoted to the contextual history surrounding those locations. Among the sites illustrating successive design solutions for specific kinds of urban activities will be: commercial core arrangements (First and River Streets in Troy, State and North Pearl Streets and Central Avenue in Albany, the Colonie malls); residential districts (including the Stockade neighborhood and G.E. plot in Schenectady, Washington Park in Troy, State Street in Albany as well as subsequent suburbanization); industrial settings (such as South Troy’s remnants, North Broadway in Albany, and the General Electric site in Schenectady); institutional sites (such as Union College, R.P.I., the Emma Willard School, and SUNY Albany); the state government’s office and legislative arrangements in Albany (including the State House, State Office campus, and Empire State Plaza); open space arrangements (such as the Albany and Oakwood rural cemeteries, Washington and Prospect parks); circulatory arrangements, including Hudson river-front developments, the Erie canal, railroads, depots, and yards, streetcar impacts, and such vehicular-induced spaces as carriage drives, garages and parking lots, strip developments, and limited access super highways. Class format: seminar. Requirements: weekly papers.

No prerequisites. *Enrollment limit: 10 (expected: 5-10).*

*Not available for the Gaudino option.*

Hour: 11:00-12:15 MWF

Field session: 1:10-3:50 W

SATTERTHWAITE

### **ARTH 309(F) Art about Art: 1400-2000**

This thematic lecture course will focus on depictions through which artists referred to their own profession and its products. Images to be discussed include legends of the origin of art, self-portraits and other portraits of artists, scenes of contemporary and historical artists in their studios, finished art on display, and appropriation art. We will analyze specific images, comparing their implications with the social conditions as well as the theoretical positions then current in order to track major changes from the end of the Middle Ages through the twentieth century.

The course will also acquaint students with the diversity of art-historical approaches that can be used to study these works.

Format: lecture. Requirements: Two 10 page papers. Those majors taking the course for Art H 301 credit would have to write methodologically explicit papers.

Prerequisite: ArtH 101-102. *Enrollment limit: 20 (expected: 20). Preference: Art majors.*

*Can satisfy the Art H 301 requirement.*

Hour: 2:35-3:50 MR

FILIPCZAK

### **ARTH 317 Topics in Chinese Art (Not offered 2010-2011) (W) (D)**

This course is an in-depth thematic study of Chinese art in the context of its contemporary cultural phenomena. Topics of interest include “Picturing Power: From Ritual Bronze Vessels to the Socialist Posters of the Mao Era; “Chinese Landscape Painting: Meanings and Functions;” “Gender Construction in Chinese Art;” “Chinese Art in the Age of Exploration and Beyond: Western Influence in Chinese Art;” and “The Bold and Outrageous: Contemporary Chinese Art,” among other things. Investigation of these topics offers students an understanding of the important development in style and subject matter in Chinese art, as well as the aesthetic, theoretical, and cultural issues that underpinned this development. This course will also draw upon parallel topics that are discussed and debated in other cultures so as to address the question of how the same human concerns expressed in art operate differently in different cultures. This class helps students acquire critical reasoning and analytical skills in interpreting art and other cultural constructs.

Format: lecture/discussion. Requirements: a series of short papers, including response papers, a final research paper, oral presentations, class attendance, class discussions.

No prerequisites. *Enrollment limit: 16 (expected: 16). Satisfies Art of Middle East, Asia and Africa, pre-1400, pre-1800 requirement. Preference: none.*

JANG

### **ARTH 318 The American Pastoral Mode (Same as Environmental Studies 318) (Not offered 2010-2011) (W)**

An inquiry into a nation’s largest land use, (once?) dominated by domesticated cattle and sheep grazing, often on a middle ground between arable (or urban?) lowlands and upland forests. In the East a land use in decline as animal husbandry is instead practiced intensively in factory farms. The expression of an arguable pastoralism by artists like Catlin, Cropsey, Butcher, O’Keefe, Adams, Plowden, and Nelson, by writers like Jefferson, Burroughs, T. Roosevelt, Sandoz, Aihearn, and by historians or natural resource thinkers like Powell, Webb, Malin, Weaver, Calef, Limerick, and Carlson—with considerations, inter alia, of aridity, scale, transhumance, settlement diffusion, recalcitrance in terrain, the era of “open range” as a golden age, the aesthetics of breeds (as revealed in animal portraiture and breeding association standards of conformance), the rise of the disciplines of range and wildlife management, or applied science. Objects to be scrutinized, both visually and evolutionally, will include the cowboy, the ranchstead, corrals, barbed wire and fencing laws, gates, trails, windmills and other rangeland water developments (including their attendant “sacrifice areas”), government allotments, corrals, the impress of livestock trails and selected plant and animal species, both wild and domesticated, both wanted and unwanted. Some consideration of pastoral attributes in contemporary culture, as in suburban site design, Hollywood westerns, informal, one-storey dwellings, the ownership of pets, fashion or costume.

Format: morning lecture and discussion sessions, afternoon field or screening sessions. Requirements: weekly 4-page essays on ten assigned topics, and two unassigned, all to be published as class documents; occasional note-takings. Four papers, totaling approximately 20-25 pages of writing.

No prerequisites. *Enrollment limit: 11 (expected: 11). Preference: none other than a slight preference to those who have taken ArtH 201.*

SATTERTHWAITE



**ARTH 330T Michelangelo: Biography, Mythology, and the History of Art (Not offered 2010-2011) (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, and biographies; 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?

Format: tutorial. Requirements: 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.

Prerequisite: one Art History course of any level. *Enrollment limit: 10 (expected: 10). Open to sophomores, juniors, and seniors.*

*Satisfies the pre-1800 requirement.*

SOLUM

**ARTH 376 Zen and Zen Art (Not offered 2010-2011)**

This undergraduate seminar emphasizes writing, critical reasoning, and analytical skills. It explores a variety of art forms (painting, sculpture, architecture, ceramics, tea ceremony, and gardens) as expressions or visualizations of the ideals and doctrines of Zen Buddhism in the context of Chinese and Japanese cultures. Format: lecture/discussion. Evaluation will be based on one quiz on terminology, five to six short essays, two oral reports, contribution to discussion, class attendance.

No prerequisites. *Enrollment limit: 12.*

*Satisfies the pre-1800 and Art of Middle East, Asia and Africa requirements.*

*Does NOT satisfy the seminar requirement for the Art History major.*

JANG

**SEMINARS****ARTH 400(F) Clark Visiting Professor Seminar: Photography as Art in Europe, 1839 to 1945(Same as Arth 500)**

(See under ARTH 500 for full description.)

KELSEY

**ARTH 400(S) Clark Visiting Professor Seminar: Photography as Art in the United States, 1945 to 1989 (Same as Arth 500)**

(See under ARTH 500 for full description.)

KELSEY

**ARTH 402(S) 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 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.

Format: seminar. Requirements: 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.*

*Satisfies the pre-1400 requirement.*

Hour: TBA

MCGOWAN

**ARTH 405(S) Seminar in Architectural Criticism (W)**

How does one judge a building? According to its structural efficiency or its aesthetic qualities? Its social responsibility—or just its pizzazz? Depending on the building, and the critic, any of these questions might be pertinent, or impertinent. This seminar explores architectural criticism, that curious genre between literature and architecture, and looks at its history, nature and function. We will read and discuss classic reviews by historical and contemporary critics as John Ruskin, Mariana van Rensselaer, Lewis Mumford, Ada Louise Huxtable and Herbert Muschamp. Insights gained from these discussions will be applied by students to writing their own reviews, which will likewise be discussed in class. Early assignments will concentrate on mechanics: how to describe a building vividly and accurately, how to balance description and interpretation judiciously, how to compare. Subsequent ones will be more synthetic, encouraging students to write bold, lively and critical essays. The ultimate goal is to develop a distinctive and effective voice, and to gain a better understanding of the nature of criticism in general.

Format: seminar. Requirements: Students will write and revise six papers (5-7 pages) during the semester.

Prerequisites: Arth 101-102 and consent of instructor. *Enrollment limit: 11. Preference given to junior Art History majors.*

Hour: 1:10-3:50 T

M. LEWIS

**ARTH 407(F) A New Look at the Cappella Palatina (Same as Religion 403)**

The Cappella Palatina was commissioned in the 1140s by Roger II, the Norman ruler of the multicultural kingdom of Sicily, as his personal royal chapel. Decorated with extraordinarily sumptuous mosaics, paintings, and marble inlay, this dazzling monument has long been the subject of controversy amongst scholars. Historians of Byzantine art, for example, used to believe that the mosaics of Norman Sicily mirrored pure Constantinopolitan models, and that Sicily could thus be considered as a source for mosaics that no longer exist in Constantinople itself. Scholars of Islamic art, on the other hand, have been unable to agree on whether the famous muqarnas painted ceiling of the Cappella Palatina should be attributed to artists from Egypt, North Africa, the Near East, or Persia. All scholars agree, however, that the chapel originated with the participation of Byzantine, Islamic, Sicilian, and Italian artists. This seminar aims to take a fresh look at the art and architecture of the Cappella Palatina with an eye to addressing such questions as the following: How does a king whose political power and titles were given to him by the pope (as were Roger II's), express himself? Roger II, a Norman, ruled over a foreign territory conquered in 1092 that was inhabited by 80% Muslims and 20% Greeks but that was composed as well of Latins, Lombards, and Franks. How did this fact condition Roger's political and cultural ambitions? What, in turn, was specifically Norman about his royal chapel?

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

No prerequisites, but at least one previous course in art history, medieval history, or religion is preferable; open to sophomores, juniors, and seniors. *Enrollment limit: 15 (expected: 15).*

*Satisfies the pre-1400 requirement.*

Hour: 1:10-3:50 M

BRENK

**ARTH 411(F) 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.

Format: seminar. Requirements: weekly readings, annotated bibliography, oral presentation, and research paper.

No prerequisites. *Enrollment limit: 12 (expected: 12). Preference given to juniors and seniors.*

Hour: 1:10-3:50 W

GOTLIEB

**ARTH 417 Gender Construction in Chinese Art (Not offered 2010-2011) (W)(D)**

"One is not born, but rather becomes a woman—Simone de Beauvoir"

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 homosociality; 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's 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.

Students will submit 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 proposal), and one 12- to 15-page final research paper (draft and revision).

Format: seminar/discussion.

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

Satisfies Art of Middle East and African requirement.

JANG

#### **ARTH 421 Contemporary Art, Contemporary Methods (Not offered 2010-2011) (W)**

This course focuses on major developments in contemporary art practice over the last two decades and key methods that have developed to elucidate these practices. The seminar is designed for both art history and studio art majors. As we explore various critical frameworks used to interpret and analyze contemporary art, both studio and history majors will focus on expanding critical vocabularies and developing analytical skills in a manner that takes into account both theory and practice. Throughout this process we will also critically examine the changing definitions and roles of artist, critic, curator, and audience. Topics will include: installation, appropriation and the remix, globalization and hybridity, archival practices, and forms of participation and collaboration that generate new audiences and/or sites of encounter.

Format: seminar. Evaluation will be based on class presentations, two short papers, one research paper, and presentations. Approximately 30 pages of writing.

Prerequisites: Arth 101-102 or permission of instructor. Enrollment limit: 14 (expected: 12). Preference: junior and senior Art majors

CHAVOYA

#### **ARTH 422 Making the Stones Speak: The Emergence and Development of the Romanesque Sculpted Portal (Not offered 2010-2011)**

Beginning around the year 1000, European Christendom experienced a great ecclesiastical building boom. According to a contemporary chronicler, "it was as if the whole earth, having cast off the old by shaking itself, were clothing itself everywhere in the white robe of the church." During the course of the eleventh century, the designers of these structures fashioned a new architectural language that we now label "Romanesque." One of the most innovative and dramatic aspects of this new language was its assimilation of monumental sculpture, absent in Europe since the fifth century. The focus of attention in this regard was the portal, which marked the threshold between the profane realm of the outside world and the sacred space of the church. This seminar will investigate the antecedents and origins of the Romanesque sculpted portal and examine in detail its greatest manifestations. Emphasis will be placed on understanding these often complex sculptural schemes within their original functional and physical contexts. What role did this imagery play in structuring the medieval visitor's overall experience of the church? And what did it mean to have this imagery carved into the very fabric of "God's temple"?

Format: seminar. Requirements: class discussion, class presentation, 15- to 20-page research paper.

Prerequisites: Arth 101-102. Enrollment limit: 10. Preference given to Art majors.

Satisfies the pre-1400 and pre-1800 requirements.

LOW

#### **ARTH 426(S) Pictures That Rocked the Nation: Courbet and Manet in Second Empire France (Same as Women's and Gender Studies 426) (D)**

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 (Carol Armstrong, Homi Bhabha, T.J. Clark, Lee Edelman, Diana Fuss, 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.

Format: seminar. Requirements: 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: 12). Preference may be given to students with course work in French history or literature and/or Women's and Gender Studies.

Hour: 1:10-3:50 W

OCKMAN

#### **ARTH 432 Domestic Visual Culture in Renaissance Florence (Same as Women's and Gender Studies 432) (Not offered 2010-2011)**

Fifteenth-century Florence nurtured a burgeoning culture of image production. This remarkable proliferation of images, and the rapid development of visual idioms, has given the Tuscan city a privileged art historical position as the birthplace of the Renaissance and, traditionally, the basis of the first chapter in the story of artistic development and progress in the west. The domestic palace, as it emerged during this period, was a crucial site for the production and reception of new kinds of objects; indeed, many Renaissance touchstones—Botticelli's *Birth of Venus*, Leonardo's *Mona Lisa*, and Michelangelo's *Doni Tondo*, to name just a few examples—were originally commissioned for (and viewed within) a domestic setting. In this course we will examine the Renaissance palace itself, as well as a constellation of diverse images once housed within it including traditional panel paintings, painted furniture and wall-hangings, ceramics, and ritual objects. We will pose questions about the relationship between these images and the people who commissioned them and lived with them, focusing especially on issues of gender and power. Our investigation of domestic art will be grounded in the larger historiographic problem of Renaissance individualism; in other words, we will use this material in order to consider, critique, and refine traditional conceptions of the Renaissance as a historical period.

Format: seminar. Requirements: evaluation will be based on oral participation and short response papers, one oral presentation, and a 15-20 page research paper.

Enrollment limit: 12. Preference given to seniors.

Satisfies the pre-1800 requirement.

SOLUM

#### **ARTH 451 Ideal Bodies: The Modern Nude and Its Dilemmas (Same as Women's and Gender Studies 451) (Not offered 2010-2011)**

The nineteenth century is so dominated by the female nude that the very term "nude" has come to stand for the female body. And yet, the history of the nude during this period is not devoid of male bodies. This course looks at both male and female nudes in order to understand how the nude became gendered female. Required readings include Kenneth Clark's classic study *The Nude: A Study in Ideal Form* (1956) and Lynda Nead's *The Female Nude: Art, Obscenity and Sexuality* (1992), with special attention to texts which show how the nude and the discourse of the ideal function to obscure social issues. We will explore the ways in which certain types of bodies have been defined in opposition to the white western ideal, and thereby exoticized or marginalized. Our prime focus is the work of David, Ingres, Gérôme, Courbet, Manet, and Renoir but more popular nineteenth-century images as well as selected works by artists working today will be discussed.

Format: seminar. Evaluation will be based on biweekly 1-page papers, short reports, an oral presentation and a 10- to 20-page paper.

Prerequisites: Arth 101-102; permission of instructor required. Enrollment limited to 12. Preference given to junior Art majors, Women's and Gender Studies majors and European History majors.

OCKMAN

#### **ARTH 461T Writing about Bodies (Same as INTR 461 and Women's and Gender Studies 461) (Not offered 2010-2011) (W)**

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 Scarry 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.

Format: tutorial. Requirements: 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: 10).*

OCKMAN

**ARTH 462 Art of California: "Sunshine or Noir" (Same as American Studies 462 and Latina/o Studies 462) (Not offered 2010-2011)**

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

Format: seminar. Evaluation will be based on two research papers and a presentation.

Prerequisites: ArTH 101-102. *Enrollment limit: 15 (expected: 15).*

CHAVOYA

**ARTH 463(F) The Holocaust Visualized (Same as Jewish Studies 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.)

Format: seminar. Requirements: active participation in class discussion and regular participation in a class list server discussion group, one oral presentation, and one research paper; no exams.; fieldtrip to the Holocaust Museum in Washington, D.C. (estimated cost: \$260).

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

*This course is part of the Jewish Studies concentration.*

Hour: 1:10-3:50 T

E. GRUDIN

**ARTH 464 Latina/o Visual Culture: Histories, Identities, and Representation (Same as Latina/o Studies 464) (Not offered 2010-2011) (W) (D)**

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.

Format: seminar. 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: 12). Preference given to Latina/o Studies and Art History seniors and juniors.*

CHAVOYA

**ARTH 470(S) 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 and Islamicism. 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.

Format: seminar. Requirements: Oral presentation, term project; students will give oral presentations and complete a semester-long project.

Prerequisites: one art history class. *Enrollment limit: 12 Preference given to majors, permission of instructor.*

*Satisfies the Art of Middle East, Asia and Africa requirement.*

Hour: 1:10-3:50 R

H. EDWARDS

**ARTH 472 Forbidden Images? (Not offered 2010-2011)**

Islam forbids the depiction of the human figure, right? Wrong. There is actually a long and rich tradition of figural imagery, particularly in Iran, Afghanistan and India. Many of those images occur in the context of Persian manuscripts, but the introduction of photography generated new possibilities and controversies. This seminar will explore the history of Muslim image making and related questions about representation, iconoclasm, and power in the Islamic world.

Format: seminar. Requirements: students will have access to original materials and they will be expected to produce a major term project.

*Enrollment limit: 12.*

*Satisfies the Art of Middle East, Asia and Africa requirement.*

H. EDWARDS

**ARTH 494(S) Honor'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.

Format: seminar. 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: to be admitted to the seminar, students must have completed ArTH 301 in their Junior year. To enter the class, students must either be nominated by a faculty member, or apply independently to the Department Honors Committee for admission. Students who have been nominated, as well as students who wish to apply for admission to the Honors Seminar, must submit an original research paper that was completed in a prior art history class. The paper must be properly formatted and include illustrations, a bibliography, and an abstract of not more than 250 words. These documents are to be turned in to the Department Secretary no later than the end of the exam period of the Fall semester. The Department Honors Committee will invite students (no more than 10) to enroll in the Honors Seminar Based on the quality of the original research, the student's GPA within the major, and the willingness and availability of appropriate faculty advisors. Notification of admission to the seminar will be sent to students by early January. Since enrollment is by invitation only, students should pre-register for four classes and, if invited, add the Honors Seminar during drop-add period. The Honors Seminar is to be taken in addition to the required courses for the major.

*Enrollment limit: 10 (expected: 6). Permission of instructor required.*

*Does not satisfy the seminar requirement.*

Hour: 1:10-3:50 W

FILIPCZAK

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

**ART STUDIO COURSES**

**ARTS 100(F) 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.

Format: studio. Evaluation will be based primarily on the quality and quantity of work produced as well as some attention to the student's progress. Lab fee.

No prerequisites. *Enrollment limit: 20 (expected: 20). This course may not be taken on a pass/fail basis.*

Hour: 9:55-12:10 TR

EPPING

**ARTS 100 Drawing I (Not offered 2010-2011)**

Looking closely at the world is one of the great pleasures of living and drawing is an 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.

Format: studio. Evaluation is based on the following: successful application of new skills, participation in class, effort, development of concept, timeliness and attendance. Lab fee.

No prerequisites. *Enrollment limit: 15. (expected 15). This course may not be taken on a pass/fail basis.*

### **ARTS 100(S) 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.

Format: studio. Evaluation will be based primarily on the quality of work produced as well as some attention to the student's progress.

No prerequisites. *Enrollment limit: 16 (expected: 16).*

*This course may not be taken on a pass/fail basis.*

Hour: 7:00-9:40 p.m. M, 1:10-3:50 T

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.

Format: studio. Evaluation will be based primarily on the quality and quantity of work produced as well as some attention to the student's progress. Lab fee.

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

*This course may not be taken on a pass/fail basis.*

Hour: 1:10-3:50 M

ALI

### **ARTS 100(F) 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 slide 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.

Format: studio. Evaluation will be based primarily on the quality of work produced as well as some attention to the student's progress.

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

*This course may not be taken on a pass/fail basis.*

Hour: 9:00-11:50 W

PODMORE

### **ARTS 101 Artists Respond to Contemporary Events (Same as American Studies 101) (Not offered 2010-2011) (D)**

This introductory video production course focuses on how contemporary artists engage their historical moment. We will look ways in which the moving image can be used to reckon with the force that historical events have on us, and the ways in which we might hope to have force on historical events. Examples will include works made in Hollywood and for broadcast television, as well as work by artists and activists. Our focus will be on work related to U.S. events in the present and the recent past.

Films and videos studied may include works by: S.R. Siderth, Julia Meltzer and David Thorne, Oliver Stone, Omar Fest, Michael Winterbottom, Sharon Hayes, Jayce Salloom and Elia Suleiman, Gus Van Sant, Marco Loera, Spike Lee, WITNESS, Common Ground Collective, TVTV, ACT UP, Paul Chan, Kelly Anderson and Tami Gold, the Yes Men, and many others. Reading a newspaper or online news source will also be required.

Format: studio. Students will produce three short videos, and will learn substantial techniques related to shooting and editing in experimental, fictional, and documentary forms.

No prerequisites. *Enrollment limit: 12 (expected: 12). Preference given to first- and second-year students.*

L. JOHNSON

### **ARTS 107(S) Creating Games (Same as Computer Science 107)**

(See under CSCI 107 for full description.)

MCGUIRE

### **ARTS 108(F) Creating Bodies (Same as ArH 108)**

This course looks at the human body, clothed and nude, from many perspectives, including that of the visual artist, the art historian, the performer and the creative writer. It is intended to introduce both the experiential and conceptual dimensions of the body and to develop skills in critical thinking. Students will meet for lecture and discussion once a week. Twice a week students will attend a figure drawing workshop to study basic drawing skills like line, proportion, composition, light and space. Studio sessions will be coordinated with the lecture and the readings to explore topics such as naked vs. nude, movement, spectatorship, the construction of identity, and portraiture. Possible texts for purchase: Roland Barthes' *Camera Lucida*, John Berger's *Ways of Seeing*, and Mark Doty's *Still Life with Oysters and Lemon*. All of the drawing will be done in class. Drawing supplies will be provided and charged to the term bill. The studio and scholarly components of the course will be weighed equally in the final evaluation of student achievement.

Additional Info: this course may be taken for Art History or Studio Art credit and students should choose the appropriate course number when enrolling; Art History majors may take the class to fulfill the studio art requirement for the major; if they wish to do so, they should register for the course as ARTS 108

Format: lecture, discussion and studio workshop; two class meetings and viewing time in the Clark Art Institute and/or Williams College Museum of Art are also required. Requirements: assignments are limited to weekly readings and one short paper; participation in class discussion is expected and will be evaluated.

No prerequisites; students who have no previous drawing experience are encouraged to enroll. *Enrollment limit: 32 (drawing sections limited to 16);*

*expected enrollment: 32. Preference given to first-year students, art majors, sophomores.*

Material and Lab Fees: \$150.00-200.00.

Hour: 2:10-3:50 W Studio Conferences: 9:00-11:10 TR, 1:10-3:20 TR

GLIER and OCKMAN

### **ARTS 111T(S) 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.

Format: course activities will include demonstrations, slide lectures and meetings with a tutorial partner to critique the assignments

Requirements: evaluation will be based on the level of formal and technical competence of the portfolio as well as the conceptual strength and sophistication of the work completed.

*Enrollment limit: 12 (expected: 12). Preference given to first-year students and sophomores.*

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

Conference: 3:10-4 W

LALEIAN

### **ARTS 200 Costume Design (Same as Theatre 305) (Not offered 2010-2011)**

(See under THEA 305 for full description.)

*This course does not satisfy any requirements for the Art major.*

BROTHERS

### **ARTS 201(S) Theatrical Staging and Design: Process of Collaboration (Same as Theatre 201)**

(See under THEA 201 for full description.)

*This course does not satisfy any requirements for the Art major.*

MORRIS and BAKER-WHITE

### **ARTS 202(S) Movement and Art Making**

This course will investigate the connections between dance and visual art. Students will learn and use techniques from dance that can apply to the representation of action in drawing, painting, photography, video and other forms. Artists noted for the ability to express motion or collaborate with dancers that we will examine include Edward Muybridge, Barbara Morgan, Picasso, Walkowitz and Jacob Lawrence. Dancers with a history of collaboration with visual artists we will study include Martha Graham/ Isamu Noguchi, Martha Graham/ Barbara Morgan and Lucinda Childs/Sol Le Witt.

The class will visit designated exhibitions at WCMA, MASS MoCA and other museums or galleries throughout the semester and attend dance concerts at the '62 Center and MASS MoCA. We will also view media, discuss selected readings and participate in special sessions with guest artists and curators. Requirements: a journal documenting process with readings, discussions, field trips, media etc. (journals are submitted three times for instructor review and comments), midterm project that is presented and discussed in class, final project that is a synthesis of their learning for presentation and discussion.

Format: studio/seminar. Evaluation based on class participation, quality of midterm and final projects, attendance and journal.

Prerequisites: experience in a visual art medium (painting, drawing, photography, film) or experience in dance (Modern, African, Ballet, Hip-Hop, etc) preferred.

*Does not satisfy any requirements for the Art major.*

Hour: 11:20-12:35 TR

BURTON

**ARTS 220(S) Architectural Design I**

Instruction in design with an introduction to architectural theory. Five simple design problems will explore form and meaning in architecture. Each problem will require drawings/model and will be critiqued in a class review with outside critics.

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

Prerequisites: ArtS 100; ArtH 101-102 strongly suggested. *Enrollment limit: 15 (expected: 15). Permission of instructor is required. Registration does not guarantee admission to the course.*

Hour: 1:10-3:50 F

BENEDICT

**ARTS 221(F) Scenic Design (Same as Theatre 302)**

(See under THEA 302 for full description.)

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.

Evaluation will be based on evidence of each student's progress, as shown by the weekly assignments and final portfolio. Attendance and participation in class discussions are also considered part of the course evaluation. Lab fee.

Prerequisites: ArtS 100. *Enrollment limit: 20. This course may not be taken on a pass/fail basis.*

Hour: 9:00-11:50 T

ALI

**ARTS 241(F) Painting**

In this course, we will begin to explore the options that painting with oils has to offer. The class will be focused on developing necessary technical skills, such as the manipulation of color, value, surface, and texture. We will also begin to consider issues of content and representation by looking at a diverse range of paintings, both in the museums that we have on campus as well as in regular slide presentations.

Evaluation will be based on fulfillment of assignment objectives, technical execution/craftsmanship, conceptual and physical investment of time, participation in critiques, and attendance. Lab fee.

Prerequisites: ArtS 100. *Enrollment limit: 15.*

Hour: 1:10-3:50 W

EPPING

**ARTS 241(S) 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.

Format: workshop. Requirements: weekly assignments.

Prerequisites: Arts 100 and 108.; Arts 230 recommended. *Enrollment limit: 15 (expected: 15). Preference given to majors, sophomores, juniors, seniors.*

Lab fee: \$375.

Hour: 11:00-12:15 W, 1:10-3:50 WGLIER

**ARTS 252 The Human Image: Photographing People and Their Stories (Same as INTR 252) (Not offered 2010-2011)**

(See under INTR 252 for full description.)

**ARTS 255 Photographic Time and Space (Not offered 2010-2011)**

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

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

Prerequisites: ArtS 100. *Enrollment limit: 12. Preference given to Art majors and to those non-majors who have been bumped from ArtS 255, 256 in the past.*

LALEIAN

**ARTS 256(S) Fabricated and Manipulated Photography**

Fabricated and Manipulated Photography A directorial approach to photography in which events are staged for the camera and images are manipulated. Photographs are preconceived yet simultaneously altered by the alchemy inherent to chemical photography.

Students will learn to use 4x5 film cameras and slr digital cameras (both provided by the department). A series of assignments will be completed using Photoshop software, basic color digital printing as well as the development b/w film and the basics of b/w printing technique. Lab time, in addition to the class meetings, is necessary to complete these assignments. Students' works are evaluated individually and in class critiques throughout the semester.

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

Prerequisites: ArtS 100. *Enrollment limit: 12. Preference given to Art majors.*

Hour: 1:10-2 W

Lab: 1:10-2:25 MR, 2:35-3:50 MR

LALEIAN

**ARTS 263 Printmaking: Intaglio and Relief (Not offered 2010-2011)**

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

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

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

TAKENAGA

**ARTS 264 Printmaking: Lithography (Not offered 2010-2011)**

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

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

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

**ARTS 266(F) Low Tech Printmaking**

This course will cover a variety of easy techniques to make multiple images, including xeroxing, linoleum plates, stencilling, cardboard plates, 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 have 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.

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

Prerequisites: ArtS 100. *Enrollment limit: 12*

Hour: 9:55-12:35 T

TAKENAGA

**ARTS 275(F) Sculpture: Cardboard and Wood...Plus**

This course is an introduction to the media and processes of sculpture. The focus will be on the interplay of form, concept, and material. Incorporating a variety of materials is encouraged, yet there will be an emphasis on learning the techniques and processes of woodworking as they relate to sculpture. This course is based on a series of sculpture projects which will have you investigating both the formal and the conceptual aspects involved in creating personal statements in a visual format. A substantial amount of time outside of class is necessary to complete these projects.

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

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

Hour: 1:10-3:50 R

PODMORE

**ARTS 276 Sculpture: Metal and Plaster Plus (Not offered 2010-2011)**

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

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

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

PODMORE

**ARTS 284 Writing for Film, Video, and Performance (Same as Theatre 284) (Not offered 2010-2011) (W)**

This is a writing workshop for the time-based arts. The course will focus more on the process of writing and artmaking than on the final product of a film or video. 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, narrative cinema, and essay films. Students will generate monologues, voiceovers, screenplays and avant garde forms, and will also write several response papers about the use of language in film, video, and performance.

Format: studio. Grades will be based on in-class writing, weekly assignments, and workshop discussion, and on several sketch-like video-based assignments.

*Enrollment limit: 12 (expected 10).*

L. JOHNSON

**ARTS 288 Video (Not offered 2010-2011)**

Video is an introduction to the moving image as a fine arts medium. The course will involve hands-on production as well as contemporary screenings and readings that demonstrate elements of the medium. The course will look specifically at performance, sound, exhibition context, documentary, high and low production values, appropriation, writing, and analysis. The course will introduce shooting and editing skills, including preproduction skills such as storyboarding and scripting, production skills such as directing, shot composition, lighting, and sound recording, and postproduction editing skills in a range of styles.

Evaluation will be based on the technical and conceptual strength of the tapes, with consideration given to individual development. Lab fee: \$100-150.

Prerequisites: ArtS 100. *Enrollment limit: 10.*

L. JOHNSON

**ARTS 309(F) One Place After Another: Site-Specificity Across the Arts**

The specific constraints of sites, situations, and contexts have informed artistic practices over the course of Modernism, from Futurism to Land Art, and from the Situationists to Institutional Critique. This production-oriented seminar will focus on a critical understanding of the expansion of site and debate-specific practices in visual art, dance, theater and writing, and how to utilize these ideas in the production of new work. Half of the class will be dedicated to readings and presentations drawn from primary documents, art and literary criticism, literature, and films and videos of artworks and performances. The other half of the class will be dedicated to the production and critique of new work. Students from all of the arts departments (Visual Arts, Dance, Theater, Music and Creative Writing) are encouraged to enroll. Likewise, students may work in any medium, although the class will focus on deepening students' commitment to their individual practices.

Format: seminar and studio-workshop. Requirements: attendance; completion of weekly reading, writing and creative assignments; conceptual and technical quality of creative work; growth during the semester; and participation and contribution to the class as a whole.

Prerequisites: at least one course in art history or criticism (or the history/criticism of the student's chosen field), or the permission of the instructor; and at least one production-oriented course in the student's chosen field. Because no other video-production course will be offered in the Art Department this semester, students wishing to work with video are invited to enroll, however the class will not feature introductory-level technical workshops on cameras or computer editing software.

*Enrollment limit: 12 (expected: 12). Preference: effort will be made to represent students from across the arts departments.*

Hour: 1:10-3:50 W

GREEN

**ARTS 310T Appearance/Disappearance (Not offered 2010-2011)**

Appearance and disappearance are conditions that intuitively and intellectually link a subject to its surrounding environment. We are made aware of things appearing (or disappearing) by the degrees and kinds of contrasts exhibited by the subject (ideas or objects) in relation to its ground (ephemeral or material). The particular array of relationships between subject and ground constructs diverse kinds of evidence. From medical research in the imaging processes of the internal body to the forensic cues offered by the "black box" in-flight recording; from the military use of camouflage to the video taped "appearances" of Osama bin Laden; from the inability of an eating disorder patient to recognize a self image to the masquerades we willingly wear-appearance and disappearance have governed the evidences of our actions, beliefs and identities.

This image-based studio examination of the subject will look at material that has been shaped by its link with our central theme. Each of five studio projects will successively build a cumulative view of how appearance and/or disappearance might shift a viewer's ability to render any point of view. While work in a variety of media will be encouraged, most of the studio exercises will be two-dimensional or low-relief in their final presentation.

Format: tutorial. Evaluation will be on the basis of the technical and conceptual strengths of the portfolio, the weekly paired-student format and full class studio discussions, and regular written analysis of work produced during this term. Lab fee.

Prerequisites: any one of the following: ArtS 230, 241, 242, 257, 263, or 264. *Enrollment limit: 12 (expected: 12). Preference given to Art majors. (Note: Students only need to be available one hour during the stated time. Students who have time-conflicts with another course should contact the instructor.)*

EPPING

**ARTS 317T The Miniature (Not offered 2010-2011)**

This course will involve the critical analysis and production of works of art done on a small scale. If art on the largest scale is inherently public in nature, what is the nature of the miniature? The miniature has fulfilled many functions: images of remembrance, the portrait of a beloved, devotional objects, art made as an object of contemplation and wonder. The language of the miniature is intimate, private, and bears the authority of understatement. Our involvement with many works of art is likely to be distanced, in time and in space. Our involvement with the miniature is close, highly personal, and frequent. Course assignments will examine the inherent qualities of the work in miniature, and ask students to create work to fulfill historically defined and innovative functions. The assigned work can be executed in any medium in which the student has completed an introductory course. Students will meet in pairs, together with the instructor, and the students will present critical responses to the works in progress and upon completion. Readings will be assigned to focus this critical analysis. In addition to the production of miniatures, each student will research and deliver critical presentations on related contemporary or historical works.

Format: tutorial. Evaluation will be based on the quality of the assigned work, the engagement in the critique process, and quality of presentations.

Prerequisites: any ArtS 200-level course. *Enrollment limit: 10 (expected: 10). Preference given to Art majors.*

LEVIN

**ARTS 319(F) Junior Seminar**

The objectives of this intensive seminar for studio majors are to strengthen both creative and technical skills (through weekly studio projects) and analytical and critical abilities. Students are also assigned readings and film/video viewings and required to visit local museum exhibits as part of the assignments. Lab fee.

Format: seminar and studio workshop. 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 plus any other two studio courses toward the major; enrollment is limited to studio art majors (or permission of instructor). Studio and History and Practice majors are required to take this course in the junior year unless studying abroad during the fall semester. *Preference to Studio Art and History and Practice majors, Art History majors. Not available for the Gaudino option.*

Hour: 1:10-3:50 T

ALI

**ARTS 322T The Empowered Object (Not offered 2010-2011)**

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.

Format: tutorial. Evaluation is based on the conceptual and technical quality of the work as well as the level of participation in the tutorial meetings. Lab fee.

Prerequisite: any 200-level art course housed solely in the studio wing of the art department. *Enrollment limit: 10 (expected: 10).*

PODMORE

**ARTS 329(F) Architectural Design II**

This year the design studio investigates the process of conceiving and transforming ideas into architectural propositions and dynamically changing built environments. Design research assignments during site visits examine user-experience and ambiance, design theories and methodologies, real estate development and cityscapes. Observational techniques are developed with hand drawings, photographs and videos as research tools. Several short design projects introduce scales that range from the architectural drawing to the urban environment, from smart materials to advanced buildings. Students are encouraged to engage in multidisciplinary team work between users, investors, brand identity experts, builders and engineers.

Format: design studio, site visits, lectures, readings. Evaluation will be based on progress in developing creative problem solving skills and novel design solutions presented through sketches, models and drawings, a portfolio that can be used to apply for graduate study. Visiting critics will participate in critiques also via internet. Lab fee. Prerequisites: ArtS 220; ArtH 262 highly recommended. *Enrollment limit: 15 (expected: 15).*

Hour: 1:10-3:50 F

MCCALLUM

#### **ARTS 344(S) Abstraction**

Abstraction has been a persistent and defining visual idea of the twentieth and twenty-first century. This workshop for intermediate and advanced drawing, painting and sculpture students will investigate the principles of abstract design as well as some of the artists that helped to develop the genre. Among the concepts to be explored are cubism, field composition, and gestural painting. Students will work from a variety of sources, including the human body, still life, and found photography. Although the majority of assignments are in drawing and painting, the final multi-week independent project may be realized in multi-media.

Format: studio; the final four weeks will be dedicated to independent projects. Requirements: weekly studio assignments. Evaluation will be based on the quality of visual projects, and class participation.

Prerequisites: ArtS 230 or a 200-level painting course or permission of the instructor. *Enrollment limit: 15. Preference: studio art majors, seniors, juniors, sophomores.*

Hour: 11:00-12:15 F, 1:10-3:50 F

GLIER

#### **ARTS 350T The BIG Picture (Not offered 2010-2011)**

Installation practices, scale changes and serial imagery are transforming our spatial experience and temporal understanding of the photographic image. The size of photographic prints has grown enormously in the past thirty years. Photographs compete with paintings for white wall real estate. There are technological, economic and aesthetic reasons for this dramatic change in scale. This course will address the conceptual and technical challenges of large format printing and the making of large composites of photographs. Students will have an opportunity to work in a variety of media, both chemical and digital, dictated by the nature of the ideas generated in tutorial sessions with colleagues. Lab fee.

Format: tutorial. Evaluation will be based on the portfolio produced and participation in the weekly tutorial meetings.

Prerequisites: ArtS 255, 256 or 252. *Enrollment limit: 10.*

LALÉIAN

#### **ARTS 364T(F) Artists' Books**

This course will investigate the processes and ideas associated with the making of artists' books, works that are fine art objects that generally use visual images and/or text. For example, individual projects could include visual diaries, three-dimensional pop-up books, solely visual narratives, autobiography, literary text/image collaborations, animated "flip" books, or sculptural books. Limited-editions as well as one-of-a-kind work will be encouraged. Media options include painting, drawing, etching, lithography, relief printing, photography and 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 groups of two for critique of individual projects in the tutorial format each week—students are expected to give 20- to 30-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.

Format: tutorial. Evaluation will be based on student participation and the conceptual and technical quality of the work. There will be required field trips during the semester to the Chapin Library, the Clark Art Institute, and WCMA. Lab fee.

Prerequisites: any ONE of the following: ArtS 230, 241, 257, 263, 264, or 266. *Enrollment limit: 9.*

Hour: 1:10-3:50 M

TAKENAGA

#### **ARTS 418(S) Senior Seminar**

The primary emphasis of the senior tutorial is on strengthening the individual student's ideas, formal skills, and critical analysis for the creation of visual objects and/or events. At the beginning of the term, studio art majors, in consultation with the tutor, will determine the individual projects that will serve as the focus of their work for the semester. During the course, students are expected to refine their creative directions in a coherent and structured body of work which will be exhibited at the Williams College Museum of Art. Students are responsible for buying their own materials. Lab fee.

Prerequisites: completion of *all* other studio courses required for the art studio route. *Enrollment limit: 20. Senior Art majors who wish to pursue a more structured course are encouraged to take a second 300-level tutorial instead of 418.*

Hour: 1:10-3:50 W

EPPING

#### **ARTS 497(F), 498(S) Independent Study**

With current staffing limitations, it is difficult for studio faculty to supervise more than a very few independent studies projects. We feel our curriculum includes rich and varied offerings and believe that the need for most independent work can be met through those regular offerings.

Prerequisites: no student will be accepted into an independent study project unless he/she has completed two 200-level ArtS courses and one 300-level ArtS tutorial. *Permission of instructor is required.*

### **GRADUATE COURSES IN ART HISTORY**

#### *Requirements for the Degree of Master of Arts in Art History*

To qualify for the Master of Arts degree in art history, candidates complete a minimum of eleven courses for graduate credit plus two winter study periods, the latter consisting of a GP Study Trip in the first year (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 which will be 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, students present a shortened version of the Qualifying Paper in the annual Graduate Symposium. They deposit copies of the Symposium paper, augmented with scholarly apparatus and illustrations, in the Williams College Archives and the Clark Library.

At least seven of the eleven courses must be graduate seminars. Included in this number are three required of all students: ARTH 504, "Methods of Art History and Criticism," to be taken during the first semester; ARTH 506, "An Expository Writing Workshop," to be taken during the second semester; and ARTH 509, "Graduate Student Symposium," to be taken during the fourth semester.

With permission of the Director, up to four undergraduate courses in fields pertinent to their course of study at the 200-, 300-, or 400-level may be taken for graduate credit, with the understanding that research papers submitted in such courses meet a standard commensurate with those prepared for graduate seminars. Students who wish to take undergraduate courses for graduate credit must receive permission of the instructor. In the case of undergraduate lecture courses, students should register for them as ARTH 597 (in the fall) or ARTH 598 (in the spring). With the permission of the Director, one course in studio art may be included among the four.

Beyond the three required seminars, students must fulfill a distribution requirement by the end of their course of study. At least one course must be taken 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)

With the approval of the Director, a thematic or non-period specific course may apply toward the distribution requirement, provided the student works substantially and primarily on topics within one of their missing fields.

#### *Private Tutorial*

In addition to the regularly offered seminars and classes, students may apply to take courses designated as "Private Tutorials" (ARTH 595 in the fall semester, ARTH 596 in the spring). Students wishing to register for a private tutorial should submit a petition to the Director describing the substance of the project and the nature of the work to be submitted for evaluation, including a bibliography. The petition should be co-signed by the student and by the faculty instructor. Up to two private tutorials may be accepted for credit. Of the minimum requirement of eleven courses, the combined number of private tutorials and undergraduate courses applied to the degree may not exceed four.

#### *The Qualifying Paper*

The Qualifying Paper will normally take the form of a revision of a seminar or private tutorial paper produced in one of the previous three semesters, expanded and refined so that it would meet the standard for publication. The student must submit the topic of the Qualifying Paper in writing to the Director by the final day of exams of their third semester. Before submitting the topic, the student must obtain the seminar instructor/private tutorial supervisor's agreement to supervise the Qualifying Paper.

No later than the first Friday of their fourth semester students submit copies of a Draft Qualifying Paper, including illustrations, to their three readers (generally the Director, the Associate Director, and to the faculty supervisor or third reader). Although a draft, the paper should be brought to a high level of completion. The Draft Qualifying Paper should not exceed 8,000 words, including footnotes and bibliography.

Early in the fourth semester students will meet with their readers for a Qualifying Paper Discussion, at which time they will discuss revisions and modifications of their draft. Students then submit the final version of the Qualifying Paper to the Graduate Program at a date set by the Director.



### *The Graduate Symposium*

All students participating in the Symposium will be assigned an ad hoc committee to advise them in preparing their presentation. Each ad hoc committee will include (but is not limited to) the Director of the Graduate Program, one additional faculty mentor, one first-year graduate student, and one second-year graduate student. The first and third dry runs will be presented to the ad hoc committee. The second dry run will be presented to (and only to) the other second-year students in a Dry Run Workshop scheduled by the GP. Speakers must distribute copies of their paper in each dry run. To meet the time limit of twenty minutes, the text, excluding footnotes, should not exceed 2,800 words. Students must submit the text of the final talk, augmented with notes, bibliography, list of illustrations, and a 250-word abstract, in hard and electronic copy to the Program for placement in the College Archives and the Clark Library.

### *Grades and Academic Standing*

The Program uses the following grading system (numerical equivalent in computing grade averages):

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)

Any course in which the student receives a grade below B- will not be accepted for graduate credit.

Letter grades are used in all seminars except ARTH 509. In language courses letter grades are kept on record in the Graduate Program Office but are converted to Pass/Fail on the Williams transcript and are not averaged in with other grades. Winter Study courses (ARTH 51 and 52), and the Graduate Student Symposium (ARTH 509) are graded on a Pass/Fail basis. At the end of the first year, each student's record will be reviewed by the Director of the GP. Those whose average for the first two semesters is less than B (3.00) may be asked to resign from the Program. Deadlines for course work are set by the instructor. If a student seeks and receives an extension that results in a semester grade of "Incomplete," the work necessary to convert that "Incomplete" must be handed in by the instructor's revised deadline, which will be no later than the Monday following the first full week of the next semester's classes. Extensions beyond this second Monday will be solely at the discretion of the Program Director (in consultation with the instructor).

A student who resigns from the Graduate Program may, after an agreed upon term of not less than one year, submit a petition for re-admission to the Director. Such a petition must include evidence that deficiencies have been remedied and that the student is capable of completing the course of study for the degree without further interruption.

It is expected that the requirements for the degree will be completed within four semesters of residence. In no instance will credit be given for coursework done prior to matriculation in the Graduate Program. The program is full-time and does not normally admit students on a part-time basis.

### **ARTH 500(F) Clark Visiting Professor Seminar: Photography as Art in Europe, 1839 to 1945 (Same as Arth 400)**

For the first century or so of its existence, photography had a troubled yet generative relationship with art. Even as doubts persisted about whether photography could constitute art, the very notion of art was changing rapidly, in part due to the inescapable and unsettling power of photography. In this course, we will approach a historical understanding of this vexed relationship through a series of case studies, ranging from the beginnings of photography to the end of the Second World War. Rather than provide a comprehensive survey of the topic, the case studies will enable us to uncover some of the crucial tensions or contradictions that give this history its dynamism. Each case—whether a practice, book, exhibition, or controversy—will offer us a chance to examine how aesthetically ambitious practitioners redefined both photography and art in the effort to achieve their convergence. The issues of skill and deskill, chance, automatism, mediation, materiality, finish, oeuvre, modernism, and abstraction will loom large in our discussions. Practitioners of special concern will include: William Henry Fox Talbot, Gustave Le Gray, Julia Margaret Cameron, Peter Henry Emerson, Man Ray, Alexander Rodchenko, Karl Blossfeldt, Henri Cartier-Bresson, and Wols.

Format: seminar. Evaluation will be based on class participation, presentation of research, and a term paper of 20-25 pages.

Enrollment limit: 16, with places for 8 undergraduate [ARTH 400] and 8 graduate students [ARTH 500] assured. Preference given to senior Art History majors and Graduate Program students.

Hour: 1:10-3:50 R

KELSEY

### **ARTH 500(S) Clark Visiting Professor Seminar: Photography as Art in the United States, 1945 to 1989 (Same as Arth 400)**

Photography and art in the United States since the Second World War have been deeply intertwined. In many ways, Abstract Expressionism and the critical apparatus that Clement Greenberg engineered to promote it were fashioned in opposition to photography; and when Pop and Conceptual Art practices subsequently veered in new directions, they often did so through the use of photographs. By the end of the Vietnam War, photography had become an indispensable medium of serious artistic practice, and the Reagan era witnessed the rise of the photographic tableau. In other words, between the end of the Second World War and the fall of the Berlin Wall, photography went from serving as the antithesis of painting to embodying its new form. In this course, we will trace this curious history, focusing both on artists using photographs and on photographers making art. Why did artists turn to photography in the 1960s? What new forms of art were photographers exploring? How did conceptual artists use photography? What are we to make of the rise of the photographic tableau in the 1980s? These are some of the questions we will pose. Practitioners of special concern will include: Roy DeCarava, Robert Frank, Andy Warhol, Ed Ruscha, Diane Arbus, Dan Graham, Sally Mann, Cindy Sherman, Jeff Wall, and Hiroshi Sugimoto.

Format: seminar. Evaluation will be based on class participation, presentation of research, and a term paper of 20-25 pages.

Enrollment limit: 16, with places for 8 undergraduate [ARTH 400] and 8 graduate students [ARTH 500] assured. Preference given to senior Art History majors and Graduate Program students.

Hour: 1:10-3:50 R

KELSEY

### **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 these institutions today. Readings and discussion will focus on the many aspects of the art museum including governance and administration, architecture and installation, acquisitions and collections, cultural property issues, and the many roles of exhibitions in museum programming. Emphasis will be placed on current museum practices as they relate to historical tradition, particularly with respect to the museum's institutional role as a public and scholarly institution in an increasingly market-driven, nonprofit environment.

Format: seminar. Evaluation will be based on oral presentations as well as two research papers.

Enrollment limit: 12. Preference given to Graduate Program students and then to senior Art History majors.

Hour: 2:10-4:50 T

CONFORTI

### **ARTH 504(F) Methods of Art History and Criticism**

This is a seminar in the intellectual history of the history of art, with some concentration on the ways in which this disciplinary tradition has been challenged by recent critical theory. It will begin its study with the "founders" of the field and end with issues and problems that generated the "new art history" twenty years ago and "visual studies" in the last decade. Topics to be covered include: style, iconography/iconology, semiotics, identity politics, formalism, deconstruction, phenomenology, psychoanalysis, feminism, Marxism, and gender studies. Resident Clark Fellows will occasionally talk to us on perspectives of their choice.

Format: seminar. 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.

Limited to and required of first-year students in the Graduate Program in the History of Art.

Hour: 1:10-3:50 T

HOLLY

### **ARTH 505(F) The Artist and the Studio: Representations of Representation, Then and Now**

This thematically based course explores depictions of the artist and the studio from (roughly) Velázquez into the present. Such representations often constitute a privileged arena for the development of reflexive concerns—concerns by artists about the nature and terms of the artistic enterprise. Precisely for this reason, that arena has also attracted a substantial body of ambitious art historical writing. Accordingly, much of the class will be devoted to exploring problems of interpretation raised by such "representations of representation," along with the art historical literature they have spawned. Artists include (but are not limited to) Velázquez, Vermeer, Delacroix, Courbet, Matisse, and Picasso; readings by Michel Foucault, Michael Fried, Svetlana Alpers, Daniel Arasse, and Leo Steinberg, among others. We might also read Balzac's Unknown Masterpiece and other works of art fiction.

Format: seminar. Evaluation will be based on class participation, presentation of research, and a term paper of 20-25 pages.

Enrollment limit: 12. Preference given to Graduate Program students and then to senior Art History majors.

Hour: 1:10-3:50 M

GOTLIEB

### **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.

*Limited to and required of first-year students in the Graduate Program in the History of Art.*

Hour: 1:10-3:50 M

PARK

#### **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.

Format: slide presentations, lectures, gallery talks, hands-on opportunities, technical examinations, and group discussions. Sessions will be held at the Williams-town 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). There is no overall final exam.

*Enrollment limit: 12. Preference given to Graduate Program students and then to senior Art History majors.*

Hour: 6:30-8:30 MR

BRANCHICK and WACC staff

#### **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/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.

Format: symposium. Requirements: each student will present three dry runs and a final oral presentation at the symposium.

Prerequisites: successful completion and acceptance of the Qualifying Paper.

*Limited to and required of second-year students in the Graduate Program in the History of Art.*

Hour: 12:15-1:30 T (bi-weekly), in addition to dry runs.

GOTLIEB

#### **ARTH 522(S) Envisioning the Sacred: A Global Perspective**

This seminar has two fundamental goals. First, through readings and class discussion, it aims to examine the origins and evolution of representations of God in the early centuries of Christianity (ca. 200 to 600 CE). In particular, the seminar will consider art historical accounts of the relationships at play in regard to these works of art—amongst form, iconography, materials, function, meaning, and audience. The seminar will also investigate Early Christian anxieties about the making and using of images as well as the controversies that arose as a result of these anxieties. In the process, it will explore a number of tensions manifest in or evoked by this art, including picture vs. text, symbolism vs. mimesis, and asceticism vs. splendor. Second, in their individual research projects, students will assess the seminar's findings concerning Early Christian art in relation to specific depictions of divinity—or, more broadly speaking, of transcendent power and/or perfection—found either in later Christianity or in other religious traditions, throughout history and around the world. The aim here is to use the case study of representations of the sacred to test the value of thinking about the history of art on a global scale.

Format: seminar. Evaluation will be based on class participation, oral presentations, and a term paper of 20-25 pages.

Hour: 1:10-3:50 F

LOW

#### **ARTH 535(F) The Strange World of Albrecht Dürer: Art and Historiography**

This course will focus on Albrecht Dürer's artistic production and theoretical writings from the perspective of late fifteenth- and early sixteenth-century visual culture, devotional practice, humanist aesthetics, printing history, and gender anxiety. As well, students will consider Dürer's art historical legacy, shaped in this country by German émigré scholars. Questions posed of these visual and historiographic texts will be situated between early modern contextualizations and twentieth-century preoccupations. For example, Dürer's allegorical representations of women and relations between the sexes will be considered as part of the fabric of his own time and in terms of gender studies today. Readings will address related topics such as German Expressionism's adoption of the Renaissance woodcut and Hitler's political absorption of Dürer during the Third Reich. The Clark's collection of Dürer prints numbers over 350 sheets and will be the primary focus of our visual inquiry.

Format: seminar. Evaluation will be based on involved class participation, several short presentations and one long one, and a term paper of 20-25 pages.

*Enrollment limit: 12. Preference given to Graduate Program students and then to senior Art History majors.*

Hour: 2:10-4:50 W

CLARKE

#### **ARTH 551(F) Winslow Homer**

In this seminar we will explore the life and art of Winslow Homer. Paintings, prints, watercolors, and photographs in the collection of the Clark and the Williams College Museum of Art will focus our discussions and provide the basis for understanding Homer's art making and his place within the art culture of his day. A consideration of his subjects will necessarily intersect with many of the nation's most pressing issues during his era: the Civil War and Reconstruction; the rise of middle-class leisure; the relation of man to the environment.

Format: seminar. Students' responsibilities will include class discussion, two short papers, an oral presentation (and response to someone else's), and a term paper of 20-25 pages.

*Enrollment limit: 12. Preference given to Graduate Program students and then to senior Art History majors.*

Hour: 1:10-3:50 F

SIMPSON

#### **ARTH 562(S) Andy Warhol: A Factory**

This seminar examines the expansive career and influence of one of the most famous and controversial artists of the twentieth century, Andy Warhol. The artist who wanted to be a machine has become an icon of pop culture, the avant-garde, and postmodernism. Over twenty years after his death, the extent of Warhol's influence thrives not only in art but also in film, music, fashion, and the very concepts of fame and celebrity. The structure for the seminar will be both thematic and chronological, which will enable us to explore the range of his activities, from silkscreen to film and installation to publishing, while also critically examining the recurrent tropes used to evaluate his work and impact. This process will entail reexamining the critical relations between style, youth culture, appropriation, camp, and resistance.

Format: seminar. Evaluation will be based on two short papers, an oral presentation, and a term paper of 20-25 pages.

*Enrollment limit: 12. Preference given to Graduate Program students and then to senior Art History majors.*

Hour: 2:10-4:50 W

CHAVOYA

#### **ARTH 595(F), 596(S) Private Tutorial**

Students may petition to take a private tutorial by arrangement with the instructor and with permission of the Graduate Program Director.

#### **ARTH 597(F), 598(S) Undergraduate Lecture Course Taken for Graduate Credit**

#### **LANGUAGE COURSES**

The Graduate Program's degree requirements include reading competence in two languages, other than English, of high scholarly and academic relevance to the history of art. One of the two languages must be German. Many students select French as their second language. The Program offers dedicated courses in reading French and German for art history. With permission from the Director or Associate Director, it is possible to substitute another language for French. For other languages taught at Williams see the College Course Catalog, although please note that students may face difficulty juggling undergraduate and graduate schedules.

Incoming students' language preparation is assessed through exams administered at the outset of the semester. In French and German, the scores attained on the SAT II reading examination determine a student's 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/German 513. With a score below 500, they enroll in French 511, offered in the fall for the graduate students / the appropriate one of two semesters of German study (511 and 512) before advancing to the reading course. In the case of languages other than French, arrangements will be made on an individual basis.

Returning second-year students who have completed GERM 511-512 have the option of taking a non-standardized two-hour reading exam in German as an alternative to GERM 513. This option is intended for students who, following completion of GERM 512, are able to enhance their German reading skills over the summer following their first year. Should a student not pass the translation exam, s/he must register for GERM 513.

#### **GERM 511(F)-512(S) Reading German for Beginners (Same as German 111(F)-112(S))**

German 511-512 is for students whose principal reason for acquiring German is to work with written materials. It is particularly appropriate for students majoring in fields in which the ability to read primary and secondary texts in German can be crucial, such as Art History, Comparative Literature, History, Music, Philosophy, Political Science, and Theatre. In the first semester students learn the elements of grammar and acquire a core vocabulary. In the second semester, while covering advanced grammatical topics, they practice reading in a variety of textual genres in the humanities and social sciences. They also learn how to work with dictionaries, encyclopedias, and other reference works, in both printed and online forms. By the end of the course they will have a solid foundation for building proficiency in German, whether through self-study or further course work. Credit granted only on successful completion of 512.

Format: lecture and discussion. Principal requirements: written homework, quizzes, tests, active class participation.

No prerequisites. *Enrollment limit: 20 (expected: 15). Preference given to Graduate Program students, seniors and juniors.*

Hour: 9:00-9:50 MWF

B. 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 writings related to concurrent seminars in the Graduate Program in the History of Art. The course includes a grammar review.

Format: seminar. Evaluation will be based on written homework, quizzes, tests, and class participation.

Prerequisites: German 511-512 or equivalent preparation (a score of 500 or higher on the SAT II German Reading Test). *Enrollment limited to Graduate Program students; others by permission of the instructor. Enrollment limit: 20 (expected: 12).*

Hour: 9:00-9:50 MWF

E. KIEFFER

### **RLFR 511(F) Intensive Grammar and Translation**

This course is offered for students who intend to acquire a reading knowledge of French to pursue their research in Art History or other fields in the Humanities. Emphasis is placed on a thorough and systematic review of French grammatical structures. During the first semester, students are expected to understand each part of speech and all essential grammar structures, memorizing crucial words and expressions. Reading will be introduced early to become familiarized with the language in its written expression in order to become a "strategic" reader.

Format: Classes meet twice weekly and are conducted in English. Requirements: active and regular class participation, quizzes, midterm and final examinations. Prerequisite: Students may start this course with little knowledge of French but with a resolute interest in learning how to read it. *Enrollment is open for Graduate Students in the History of art; undergraduates are welcome, by instructor's permission.*

Hour: 8:30-9:45 TR

DESROSIERS

### **RLFR 512(S) Readings in French Art History and Criticism**

This course is an intensive translation seminar offered as a continuation of RLFR.511, to students in the Williams College Graduate Program in Art History and to interested undergraduate students (with instructor's permission).

The core of the course is based on the reading and translating of a variety of critical works covering different periods and different genres in the field of Art History and Humanities. The material read in this class is compiled in a textbook and ranges from exhibits and catalogues, excerpts from books, scholarly articles all in various fields and eras. Students will be asked to read with meaning, translate or summarize in order to develop the skills and understand the techniques necessary to accurately read French. Structure and grammar will systematically be reviewed in context.

Format: classes meet twice weekly and are conducted in English. Requirements: active participation, regular class attendance, quizzes, a translation project, a midterm and a final.

Prerequisite: RLFR.511 or permission of the instructor.

Hour: 8:30-9:45 TR

DESROSIERS

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

*Chair, Associate Professor CECILIA CHANG*

Professors: KUBLER\*, YAMADA\*\*. Associate Professors: CHANG, KAGAYA, NUGENT, YAMAMOTO. Assistant Professor: YU. Visiting Lecturer: MIKI YAGI. *Adjunct Faculty:* Professors: CRANE, DREYFUS, JANG\*\*, JUST, W. A. SHEPPARD, WONG. Associate Professors: C. BOLTON\*, SINIAWER. Assistant Professors: CHAPMAN, JOSEPHSON\*, A. REINHARDT, VALIANI. Visiting Assistant Professors: GUTS-CHOW, O'CONNOR, F. STEWART. Language Fellows: FANG, KANG. Bolin Fellow: FLOYD.

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 and courses with CHIN and JAPN prefixes carry Division I credit unless otherwise noted.*

### **THE MAJOR**

All students wishing to major in the Department of Asian Studies are required to take and pass a total of eleven courses, as follows:

- 1) Asian Studies 201 or, with permission of the Chair, students may select a substitute course that treats more than a single Asian country
- 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. a three-course qualification in one of the disciplines represented within Asian Studies (anthropology/sociology, art history, economics, history, linguistics, literature, music, political science, religion). The qualification, to be determined through consultation between students and their advisor, normally includes an introductory course, a more advanced methodological or comparative course, and a course on Asia.
- b. three approved electives, which may include further language work

#### **3B) Chinese Major**

- a. four additional semesters of Chinese language (*300-level or higher*)
- b. Chinese 412
- c. one approved course in Chinese literature or culture

#### **3C) Japanese Major**

- a. four additional semesters of Japanese language (*300-level or higher*)
- b. one approved course in Japanese literature, language, 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.

### **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.

## **COURSES IN ASIAN STUDIES (Div. II)**

### **ASST 117T Clash of Empires: China and the West, 1800-1900 (Same as History 117T) (Not offered 2010-2011) (W)**

(See under HIST 117 for full description.)

*Satisfies one semester of the Division II distribution requirement.*

A. REINHARDT

<b>ASST 118(S) “Ten Years of Madness”: The Chinese Cultural Revolution (Same as History 118) (W)</b> (See under HIST 118 for full description.)	A. REINHARDT
<b>ASST 121T(S) The Two Koreas (Same as History 121T) (W)</b> (See under HIST 121T for full description.)	SINIAWER
<b>ASST 201 Asia and the World (Same as International Studies 101 and Political Science 100) (Not offered 2010-2011)</b> (See under PSCI 100 for full description.) <i>Satisfies one semester of the Division II distribution requirement.</i>	CRANE
<b>ASST 212(F) Transforming the “Middle Kingdom”: China, 2000 BCE-1600 (Same as History 212) (D)</b> (See under HIST 212 for full description.) <i>Satisfies one semester of the Division II distribution requirement.</i>	A. REINHARDT
<b>ASST 213(S) Modern China, 1600-Present (Same as History 213) (D)</b> (See under HIST 213 for full description.) <i>Satisfies one semester of the Division II distribution requirement.</i>	A. REINHARDT
<b>ASST 217(S) Early Modern Japan (Same as History 217 and Japanese 217)</b> (See under HIST 217 for full description.) <i>Satisfies one semester of the Division II distribution requirement.</i>	SINIAWER
<b>ASST 218 Modern Japan (Same as History 218 and Japanese 218) (Not offered 2010-2011)</b> (See under HIST 218 for full description.) <i>Satisfies one semester of the Division II distribution requirement.</i>	SINIAWER
<b>ASST 233 Spiritual Crossroads: Religious Life in Southeast Asia (Same as Anthropology 233 and Religion 249) (Not offered 2010-2011) (D)</b> (See under ANTH 233 for full description.) <i>Satisfies one semester of the Division II distribution requirement.</i>	JUST
<b>ASST 234(F) Modern Japanese and Korean Literature in Comparative Perspective (Same as Comparative Literature 234)</b> The modern histories of Japan and Korea were at first intertwined through the colonial relationship and the two countries shared many of the same social concerns. From August 15, 1945, the day of Japan’s defeat in WWII and Korea’s liberation, their histories began to diverge. Korea would go on to survive a civil war and a series of dictatorships while Japan reinvented itself as a peaceful, democratic society. Yet, they still had some experiences in common: life under US military occupation, student democracy protests, and rejection of patriarchal tradition. In this course we will examine modern Japanese and Korean prose fiction in the context of these developments, and examine how the compositional and thematic features of these texts illuminate, or even intervene in, the historical moments in which they were produced. Topics include: the formation of the modern subject, the status of women, left-wing literature, the effects of class and gender on colonial experience, war memory and trauma, and the rise of women writers in the 1970s and 1980s. <i>No knowledge of Japanese or Korean language is required.</i> Format: lecture/discussion, Requirements/evaluation: attendance (including film screenings), active class participation, response papers, two short essays, one final paper No prerequisites; open to all. <i>Enrollment limit: 15 (expected: 10-12).</i> Hour: 1:10-2:25 MR	FLOYD
<b>ASST 244(F) Mind and Persons in Indian Thought (Same as Religion 244)</b> (See under REL 244 for full description.)	DREYFUS
<b>ASST 245 Nationalism in East Asia (Same as History 318 and Political Science 354) (Not offered 2010-2011)</b> (See under PSCI 245 for full description.) <i>Satisfies one semester of the Division II distribution requirement.</i>	CRANE
<b>ASST 250 Scholars, Saints and Immortals: The Religious Life in East Asia (Same as Religion 250) (Not offered 2010-2011) (D)</b> (See under REL 250 for full description.)	JOSEPHSON
<b>ASST 255(S) Buddhism in Society (Same as Religion 255)</b> (See under REL 255 for full description.)	DREYFUS
<b>ASST 256(F) Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (Same as Anthropology 256, Religion 256 and Women’s and Gender Studies 256) (W) (D)</b> (See under REL 256 for full description.)	GUTSCHOW
<b>ASST 269 Imagining Spaces of the British Empire in the Twentieth Century (Same as Sociology 269) (Not offered 2010-2011)</b> (See under SOC 269 for full description.)	VALIANI
<b>ASST 270(F) Cities and Citizenship (Same as Arabic 270 and Sociology 270)</b> (See under SOC 270 for full description.)	VALIANI
<b>ASST 305 Cities of the Anglophone Chinese Imagination (Same as American Studies 305, Comparative Literature 303 and English 374) (Not offered 2010-2011) (D)</b> (See under AMST 305 for full description.)	WANG
<b>ASST 319(F) Gender and the Family in Chinese History (Same as History 319 and Women’s and Gender Studies 319) (D)</b> (See under HIST 319 for full description.)	A. REINHARDT
<b>ASST 321 History of U.S.-Japan Relations (Same as History 321 and Japanese 321) (Not offered 2010-2011) (D)</b> (See under HIST 321 for full description.)	SINIAWER
<b>ASST 327(S) Violence, Terrorism, and Collective Healing (Same as Arabic 327 and Sociology 327)</b> (See under SOC 327 for full description.)	VALIANI
<b>ASST 337(F) Cultures of Political Protest in South Asia (Same as Arabic 337 and Sociology 337)</b> (See under SOC 337 for full description.)	VALIANI
<b>ASST 345 Producing the Past (Same as History 392 and Sociology 345) (Not offered 2010-2011)</b> (See under SOC 345 for full description.)	VALIANI
<b>ASST 389(F) The Vietnam Wars (Same as History 389)</b> (See under HIST 389 for full description.)	CHAPMAN
<b>ASST 390 The 1930s in Comparative Perspective: Germany, Italy, and Japan (Same as History 390 and Japanese 390) (Not offered 2010-2011) (D)</b> (See under HIST 390 for full description.)	SINIAWER
<b>ASST 486T Historical Memory of the Pacific War (Same as History 486T and Japanese 486T) (Not offered 2010-2011) (W)</b> (See under HIST 486 for full description.) <i>Satisfies one semester of the Division II distribution requirement.</i>	SINIAWER
<b>ASST 493(F)-W31-494(S) Senior Thesis</b> <i>Satisfies one semester of the Division II distribution requirement.</i>	
<b>ASST 497(F), 498(S) Independent Study</b> <i>Satisfies one semester of the Division II distribution requirement.</i>	

## COURSES IN CHINESE (Div. I)

The department regularly offers four levels of instruction in Modern Standard Chinese (Mandarin), designed to enable the student to become proficient in aural comprehension, speaking, reading, and writing, as well as introductory courses in Cantonese, Taiwanese, Classical Chinese, and Chinese linguistics. The course numbering system for Chinese is sequential. Students move from Chinese 101-102 to 201, 202, 301, 302, 401, and 402. Independent study (Chinese 497, 498) may be offered depending on student needs and available resources. Those students entering with 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)-W88-102(S) Basic Chinese (D)

An introduction to Mandarin, the language with the largest number of native speakers in the world, which is the official language of China and Taiwan, and one of the official languages of Singapore. Course objectives are for the student to develop simple, practical conversational skills and acquire basic proficiency in reading and writing in both the traditional and the simplified script at about the 500-character level. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Both audio and video materials will be employed extensively. 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.

Format of spoken classes: dialog performance, drills, communicative exercises. Format of written classes: oral reading, questions and discussion in Chinese, translation and explanation in English. Evaluation is based on classroom performance, homework, quizzes, unit tests, and an oral and written final exam.

No prerequisites. *No enrollment limit (expected: 14 per section). Preference given to first-years and sophomores.*

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

Hour: 10:00-10:50 MTWRF, 11:00-11:50 MTWRF  
10:00-10:50 MTWRF, 11:00-11:50 MTWRF

First Semester: CHANG  
Second Semester: CHANG

### CHIN 131 Basic Cantonese (Not offered 2010-2011)

An introduction to Standard Cantonese, a major regional language of southern China which is spoken by over 50 million people in Hong Kong, Macao, Guangdong, and Guangxi as well as by many overseas Chinese in Southeast Asia, Hawaii, and North America. Due to the pervasive influence of Hong Kong as well as the economic transformation of Guangdong Province, the prestige of Cantonese within China has been rising steadily over the past few decades. Our focus in this course will be on developing basic listening and speaking skills, though we will also study some of the special characters which have been used for centuries to write colloquial Cantonese. Since students will ordinarily possess prior proficiency in Mandarin, a closely related language, we should be able to cover in one semester about as much as is covered in the first two to three semesters of Mandarin.

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

Prerequisites: Chinese 202 or permission of instructor. *Enrollment limit: 12 (expected: 8).*

KUBLER

### CHIN 152 Basic Taiwanese (Not offered 2010-2011)

An introduction to Taiwanese, the majority language of Taiwan. Different varieties of this language, which is also known as Amoy, Southern Min, Hokkien, and Fokienese, are spoken by over 60 million people in Taiwan, southern Fujian, the Philippines, Indonesia, Malaysia, and Singapore. Suppressed by the Japanese from 1895-1945 and by the KMT Chinese government from 1945 through the 1970s, Taiwanese—in both its spoken and written forms—has been experiencing a fascinating revival in recent years. This language, which is the most divergent of all the major Chinese “dialects,” is of special linguistic interest because it has preserved a number of features of Old Chinese. Our focus will be on developing basic listening and speaking skills, though we will also study some of the special characters used to write Taiwanese. Since students in the course will ordinarily possess prior proficiency in Mandarin, a related language, we should be able to cover in one semester about as much as is covered in the first two semesters of Mandarin.

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

Prerequisites: Chinese 202 or permission of instructor. *Enrollment limit: 12 (expected: 8).*

KUBLER

### CHIN 201(F), 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 difference inform and are informed by different linguistic contexts and practices.

Evaluation will be based on regular written and oral unit tests, a midterm, and a final exam.

Prerequisites: Chinese 102 or permission of instructor. *No enrollment limit (expected: 12 per section).*

Hour: 11-11:50 MWF, 12-12:50 MWF Conferences: 8:55-9:45 TR, 9:55-10:45 TR  
11-11:50 MWF, 12-12:50 MWF Conferences: 8:55-9:45 TR, 9:55-10:45 TR

First Semester: YU and Staff  
Second Semester: YUAN and Staff

### CHIN 219(S) 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.*

Format: lecture/discussion. Evaluation will be based on attendance, in-class participation, oral presentations, two short response papers, and one final research paper.

No prerequisites; open to all. *No Chinese language required, though students with Chinese language background are encouraged to work with Chinese sources if they wish. Enrollment limit: 20 (expected: 20). Preference given to Chinese or Asian Studies majors, and then to sophomores and juniors.*

Hour: 2:35-3:50 TF

YU

### CHIN 223 Ethnic Minorities in China: Past and Present (Same as Anthropology 223) (Not offered 2010-2011) (D)

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.

Format: lecture/discussion. Evaluation will be based on attendance, in-class participation, oral presentations, two short response papers, one mid-term, and one final paper.

No prerequisites; open to all. No knowledge of Chinese language required, though students with Chinese language background are encouraged to work with Chinese sources if they wish. *No enrollment limit (expected: 15). Preference given to Chinese or Asian Studies majors, and then to sophomores and juniors.*

*Satisfies one semester of Division II distribution requirement.*

YU

### CHIN 224 Cultural Foundations: The Literature and History of Early China (Same as Comparative Literature 220 and History 315) (Not offered 2010-2011) (D)

The early history of China witnessed many of humankind's most influential accomplishments, from the development of a civil bureaucracy to the invention of printing, the compass, and gunpowder. It also saw the composition and spread of literary works and styles that continue to be both read and emulated up to the present day not only in China but throughout the world. The acute awareness of early history and literature that runs through modern Chinese culture, in its many manifestations and locales, is arguably unrivaled in the modern world. To understand modern China, one must understand the past that continues to shape it today. The traditional view in China was that “literature, history and philosophy cannot be separated.” Accordingly, this course will look at both the history and literature of China from the 2nd millennium B.C. to the late 13th century A.D. In a typical week we will first read and discuss scholarship on the history and culture of a given historical period. In the following class we will read selections of primary writings (in English translation) from the same period and analyze them in their historical and cultural context. These writings will range from poems and short narratives to philosophical works and political tracts. Our goal is to understand not only what modern scholarship says about early China, but what the people living in that period and culture had to say about themselves and their world. This is an EDI course and will examine in depth the diverse cultural forces that have historically played a part in China's self-definition. *All readings in English.*

Format: lecture/discussion. Requirements: three short papers (1700-2300 words), and final exam. Participation in class discussions expected.

No prerequisites. *No enrollment limit (expected: 15). Open to all.*

NUGENT

### CHIN 228(F) Traditional Chinese Poetry (Same as Comparative Literature 225) (W) (D)

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.

Format: lecture/discussion. Requirements: numerous short response papers, two longer papers (1700-2300 words), and a final exam; participation in class discussions required.

No prerequisites; no previous experience with poetry or Chinese required; open to all. *Enrollment limit: 19 (expected: 19). Preference given to Chinese majors.*  
Hour: 1:10-2:25 MR  
NUGENT

**CHIN 235 China on Screen (Same as Comparative Literature 235) (Not offered 2010-2011)**

From short films shown in teahouses in the late 19th century to international blockbusters in the early 21st, Chinese films have served as an important medium for both the internal development of Chinese cultures and the presentation of those cultures to the world. In this course we will survey a wide range of works from socially progressive films of the 1930s and 1940s to the martial arts hits of the last decade. These will include not only films from mainland China, but from Hong Kong and Taiwan as well. We will use these films as a way to talk about such issues as visual culture, nationalism, technology, sexuality, social change, and the representation of China on the world stage. *All readings are in English and all films are subtitled in English.*

Format: lecture/discussion. Requirements: one short paper (5-7 pages), one longer paper (10-12 pages), take-home midterm, and final exam. Participation in class discussions expected.

No prerequisites. *Enrollment limit: 30 (expected: 30). Preference to Asian Studies majors and then to juniors and seniors.*  
NUGENT

**CHIN 251T(S) Crises and Critiques: The Literature and Intellectual History of Early 20th Century China (Same as Comparative Literature 256T and History 215T) (W) (D)**

The first fifty years of the 20th century saw unprecedented changes in almost every sphere of Chinese society. A political system that had survived in some form for over two millennia abruptly disintegrated. New ideas challenged orthodox intellectual culture in profound and complex ways. Chinese intellectuals questioned the value of inherited traditions while simultaneously facing the real possibility of the near total extinction of those traditions. Literature, which had historically been an important locus of cultural debates, served this role to perhaps an even greater extent during this tumultuous period, as writers struggled with questions of how to save a country and culture wracked by internal disintegration and facing urgent external threats. These debates framed many of the issues that continue to influence the political, intellectual, and literary cultures of the People's Republic of China and Taiwan to this day. In this course we will examine a broad range of sources that engage the key debates of this period. This is an EDI course in which we will address such questions as the role of traditional culture versus that of modern or Western culture, the role of ideology and politics in literary and artistic production, ideas of nationhood and cultural identity, and the relationship between the individual and the state. *All readings will be in English translation.*

Format: tutorial. Requirements: students will meet with the instructor in pairs for an hour each week. Every other week the student will write and present orally a 5- to 7-page paper on the assigned topic of that week. In alternative weeks, the student will write a 2-page critique of the fellow student's paper. There will also be a final paper dealing with the issues addressed during the course. Evaluation will be based on written work and analysis of the fellow student's work.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to Chinese majors.*  
Tutorial meetings to be arranged.

NUGENT

**CHIN 301(F), 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. About half of the course will be devoted to newspaper reading, with the remainder consisting of several modules that may include short selections from modern Chinese fiction, films, or other types of performance literature. Both simplified and traditional character texts will be used. *Conducted in Mandarin.* 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. Requirements: three 50-minute classes plus a conversation session; primarily reading and discussion; students are required to write a short essay every other week. Evaluation will be based on classroom performance, homework, quizzes, tests, and a final exam.

Prerequisites: Chinese 202 or permission of instructor. *Enrollment limit: none (expected: 15). Preference given to Chinese majors.*

Hour: 9:00-9:50 MTWR, 10:00-10:50 MTWR

First Semester: YUAN and Staff  
Second Semester: YUAN and Staff

**CHIN 352 Bridging Theory and Practice: Learning and Teaching Chinese as a Second Language (Not offered 2010-2011)**

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.*

Format: lecture/discussion. Evaluation will be based on class participation, several oral presentations and short papers, and a final research project.

Prerequisites: Chinese 101 or permission of instructor. *Enrollment limit: 20 (expected: 15).*  
C. CHANG

**CHIN 401(F), 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) audiotapes, videotapes, and films featuring Chinese speakers from various segments of society; and (for reading) newspaper and magazine articles dealing with Chinese politics and economics as well as selections from modern Chinese literature. *Conducted in Mandarin.* 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: Chinese 302 or permission of instructor

Open to first year students? Yes

Enrollment Preference: Chinese majors

Enrollment Limit: none

Expected Enrollment: 13

Hour: 2:35-3:50 MR

Conferences: 11:20-12:10 T, 1:10-2 T

First Semester: YUAN and Staff

2:35-3:50 MR

Conferences: 11:20-12:10 T, 1:10-2 T

Second Semester: YU and Staff

**CHIN 404 Advanced Readings in Chinese Cultural and Social Issues (Not offered 2010-2011)**

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.

Format: lecture; two 75-minute classes plus a conversation session; primarily reading and discussion. Evaluation based on class performance, homework, quizzes, tests, and a final project.

Prerequisites: Chinese 402 or permission of instructor; open to first-year students. Preference given to Chinese majors.

**CHIN 412(F) Introduction to Classical Chinese**

Classical or "Literary" Chinese was the standard written language of China from around the seventh century BC until the 1920s and served for many centuries as an important written language in Japan, Korea, and Vietnam as well. Moreover, remnants of Classical Chinese are still used frequently in Modern Chinese, in both writing (e.g., newspaper, road signs and academic writing) and speech (e.g., proverbs and aphorisms). This course will serve as an introduction to the basic grammar and vocabulary of Classical Chinese. We will focus on philosophical, political, and historical anecdotes from works from the Spring and Autumn period (770-481 B.C.) through the Han Dynasty (202 B.C.-220 A.D.), as they served as the foundation for the language. While the main objective is to develop reading proficiency in Classical Chinese, the course will also serve to enhance proficiency in Modern Chinese through classroom discussion in Mandarin, translation of Classical Chinese into Modern Chinese, and comparison of Classical Chinese and Modern Chinese vocabulary and grammar. *Conducted primarily in Mandarin.*

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

Prerequisites: Chinese 302 or permission of instructor. *No enrollment limit (expected: 12).*

Hour: 8:30-9:45 TR

NUGENT

**CHIN 413(S) Intermediate Classical Chinese: Ideas of Authority in Classical Chinese Literature**

This course builds on the base of vocabulary and grammar established in Chinese 412 to introduce students to a much broader range of Classical Chinese texts and genres. The works we will read include poetic, philosophical, and historical texts that all deal in some way with evolving ideas of authority in the Chinese tradition. Our focus in this course will be not only on careful translation and grammatical analysis of these texts, but also on the ideas they express and the different rhetorical and linguistic modes they use to construct their arguments. Students will also be introduced to the major dictionaries and other resources for reading and translating Classical Chinese. *All primary readings will be in Classical Chinese. Translation will be primarily into English and classroom discussion will be in*

English. However, students are expected to have sufficient proficiency in modern Chinese to read commentaries and notes on the texts written in that language. Format: translation and discussion. Evaluation will be based on classroom performance, homework, and a final exam.

Prerequisites: Chinese 412 or permission of instructor. *No enrollment limit (expected:15).*

Hour: 9:55-11:10 TR

NUGENT

**CHIN 431 Introduction to Chinese Linguistics (Not offered 2010-2011)**

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

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

Prerequisites: Chinese 302 or permission of instructor.

KUBLER

**CHIN 493(F)-W31-494(S) Senior Thesis**

*Satisfies one semester of the Division I distribution requirement.*

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

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.

## 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 and 404. 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)-W88-102(S) First-Year Japanese (D)**

An introduction to modern spoken and written Japanese, the course will emphasize oral skills in the fall semester, with somewhat more reading and writing in the spring. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. 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.

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

*No enrollment limit (expected: 15). Credit granted only if both semesters and the winter study sustaining program are taken.*

Hour: 9:55-11:10 TR

Conferences: 9-9:50, 10-10:50 MWF

First Semester: YAMAMOTO (lecture), YAGI (conferences)

9:55-11:10 TR

Conferences: 9-9:50, 10-10:50 MWF

Second Semester: TBA (lecture), TBA (conferences)

**JAPN 152 Japanese Film (Same as Comparative Literature 152) (Not offered 2010-2011)**

(See under COMP 152 for full description.)

C. BOLTON

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

Evaluation will be based on daily performance, homework, quizzes, a midterm, and a final exam.

Prerequisites: Japanese 101-102 or permission of instructor. *No enrollment limit (expected: 10).*

Hour: 11:20-12:35 TR

Conference: 11-11:50 MWF

First Semester: YAMAMOTO (lecture), KAGAYA (conferences)

11:20-12:35 TR

Conference: 11-11:50 MWF

Second Semester: TBA (lecture), TBA (conferences)

**JAPN 217(S) Early Modern Japan (Same as Asian Studies 217 and History 217)**

(See under HIST 217 for full description.)

*Satisfies one semester of the Division II distribution requirement.*

SINIAWER

**JAPN 218 Modern Japan (Same as Asian Studies 218 and History 218) (Not offered 2010-2011)**

(See under HIST 218 for full description.)

*Satisfies one semester of the Division II distribution requirement.*

SINIAWER

**JAPN 222(F) Introduction to Postwar Japanese Cinema to 1960 (Same as Comparative Literature 222)**

This course is an introduction to Japanese postwar cinema. The film screenings will be arranged chronologically, starting from 1948 and move forward until the 1960s. Due to time limitations the course will not be comprehensive but it will be critical, with an examination of major, pioneering Japanese directors and some of their seminal films, their visual and narrative styles. Analytical attention will be paid to the cultural and historical background of the films before, during and after WWII, and the influence of the American Occupation after 1945. There will be an exploration of the complexity and depth of the thematic topics that recur across time, and how Japanese cinematic representation derived and departed from filmmaking in the West, all the while contributing to defining the film art form in the twentieth century.

*All films will be shown with English subtitles; no knowledge of Japanese is required.*

Format: lecture and discussion. Requirements: critical (2-3) page responses after each screening and one research essay (10-15 pages) at the end of the term.

Attendance at weekly screenings is mandatory.

No prerequisites; open to all. *Enrollment limit: 15.*

Required reading text: Donald Richie, *A Hundred Years of Japanese Film: A Concise History, with a Selective Guide to DVDs and Videos* and *Harp of Burma*.

Hour: 2:35-3:50 MR

F. STEWART

**JAPN 224 Issues in Contemporary Japan through Literature and Film (Same as Comparative Literature 224) (Not offered 2010-2011)**

Truancy, hikikomori (reclusion), otaku (manic obsessiveness), neet (willful disengagement), enjokōsai (dates for hire), parasite singles, working poor, low birth-rate, aging and senior care—these are some of the issues actively discussed and debated in contemporary Japanese society. This course explores ways in which these and other societal phenomena are depicted through literature, film, and other media, and thereby probes questions at the crossroads of popular/youth-culture, national identity, and the shifting narratives of minority and gender. *All readings, discussions, films, and other media will be in English, or subtitled in English.* Some materials may also be available in Japanese for those interested.

Format: lecture/discussion. Requirements: active class participation, presentations, two short essays, and one final project paper.

No prerequisites; open to all. *Enrollment limit: 15 (expected: 15). Preference to Japanese majors, then Asian Studies majors, and then seniors.*

KAGAYA

**JAPN 252 The Masks of Japanese Literature (Same as Comparative Literature 252) (Not offered 2010-2011) (D)**

(See under COMP 252 for full description.)

C. BOLTON

**JAPN 254 Japanese Literature and the End of the World (Same as Comparative Literature 264) (Not offered 2010-2011)**

(See under COMP 264 for full description.)

C. BOLTON

**JAPN 255 Love and Death in Modern Japanese Literature (Same as Comparative Literature 255) (Not offered 2010-2011) (D)**

(See under COMP 255 for full description.)

C. BOLTON

**JAPN 256 Confession and Deception in Japanese Literature (Same as Comparative Literature 266) (Not offered 2010-2011)**

(See under COMP 266 for full description.)

C. BOLTON



**JAPN 260 Japanese Theatre and its Contemporary Context (Same as Comparative Literature 261) (Not offered 2010-2011)**

Japan's rich and varied performance traditions, old and new, born of different historical settings, coexist to this day and compete for the attention of audiences, domestically and abroad. The forms to be considered (Nohgaku, Kabuki, Bunraku, Shingeki and Butoh, among others) are all dynamic. Each has transformed itself in response to evolving social conditions. This course examines these performance traditions, considers how each reflects the social, cultural, and political context of its birth, and poses the question: "Of what relevance is this to a contemporary audience?" Some of the other questions we will explore include: How have these performing traditions transformed themselves throughout history? What do we mean by 'traditional' vs. 'contemporary'? How are traditional and contemporary performance genres interacting with each other? And how have the central themes of these works evolved? All readings and discussion will be in English.

Format: lecture/discussion. Requirements: active class participation, presentations, written journals, two short papers, and one longer paper.

No prerequisites. Enrollment limit: 15 (expected: 15). Open to all.

KAGAYA

**JAPN 266 On the Outside Looking In (Same as Comparative Literature 254) (Not offered 2010-2011)**

Japan has captured the imagination of many writers and readers, including those who write and read from a distance and in languages other than Japanese. What motivates one to write about Japan from beyond its borders? What attracts readers to such works? How do the motives of writers and readers cross? How do such real or conceptual gaps frame our understanding? We will be reading works by Ruth Benedict, Donald Richie, Kazuo Ishiguro, Yoko Tawada, Haruki Murakami and others. All readings, discussions, and films will be in English, or subtitled in English.

Format: lecture/discussion. Requirements: active class participation, presentations, written journals, two short essays, and one longer paper.

No prerequisites; open to all. Enrollment limit: 15 (expected: 10). Preference given to Japanese, Asian Studies, and Comparative Literature majors.

KAGAYA

**JAPN 270 Japanese Art and Culture (Same as Arth 270) (Not offered 2010-2011)**

(See under ARTH 270 for full description.)

JANG

**JAPN 271(F) Transitional Japanese Literature into the Twentieth Century (Same as Comparative Literature 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.

Format: lecture/discussion. Requirements: evaluation will be based on active class participation, presentations, written journals, two short and one longer paper.

No prerequisites; open to all. Enrollment limit: 15 (expected: 15). Preference given to majors first and then seniors and juniors.

Hour: 1:10-2:25 TF

KAGAYA

**JAPN 276(S) Premodern Japanese Literature and Performance (Same as Comparative Literature 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.

Format: lecture/discussion. Requirements: active class participation, presentations, written journals, two essay questions, one paper, and attendance of live performance events.

No prerequisites; open to all. Enrollment limit: 15 (expected: 15).

Hour: 1:10-2:25 TF

KAGAYA

**JAPN 301(F), 302(S) Third-Year Japanese (D)**

This course is a continuation of Japanese 201, 202, further developing the four skills of speaking, listening, reading, and writing. The same general methodology will be used. Upon completing the course, students will have been introduced to all the major structural patterns of contemporary Japanese and will have begun to emphasize vocabulary building through the study of situationally oriented materials stressing communicative competence. The reading of expository prose of intermediate difficulty will also receive some attention. 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. Evaluation will be based on daily performance, homework, quizzes, a midterm, and a final exam.

Prerequisites: Japanese 202 or permission of instructor. No enrollment limit (expected: 10).

Hour: 8:40-9:50 MWF

11:00-12:15 MWF

First Semester: KAGAYA

Second Semester: TBA

**JAPN 321 History of U.S.-Japan Relations (Same as Asian Studies 321 and History 321) (Not offered 2010-2011) (D)**

(See under HIST 321 for full description.)

Satisfies one semester of the Division II distribution requirement.

SINIAWER

**JAPN 390 The 1930s in Comparative Perspective: Germany, Italy, and Japan (Same as Asian Studies 390 and History 390) (Not offered 2010-2011) (D)**

(See under HIST 390 for full description.)

SINIAWER

**JAPN 401(F), 402(S) Fourth-Year Japanese (D)**

A continuation of Japanese 302, developing speaking, listening, reading, and writing skills in the discussion of social issues in current Japan. Topics may vary according to the level of the students. 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.

Evaluation will be based on daily performance, homework, quizzes, a midterm, and a final exam.

Prerequisites: Japanese 302 or permission of instructor. No enrollment limit (expected: 8).

Hour: 12:00-12:50 MWF

12:00-12:50 MWF

First Semester: YAGI

First Semester: TBA

**JAPN 403 Advanced Japanese (Not offered 2010-2011) (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.

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

Prerequisites: Japanese 402 or permission of instructor. No enrollment limit (expected: 5).

**JAPN 404 Advanced Japanese (Not offered 2010-2011) (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 also makes use of video-conferencing and pod-casting and 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. Evaluation will be based on daily classroom performance, homework, quizzes, and projects.

Prerequisites: Japanese 403 or permission of instructor. No enrollment limit (expected: 5).

**JAPN 405(S) Thematic Reading and Writing in Japanese (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.

Format: seminar. Requirements: evaluation will be based on daily preparation and in-class performance, a weekly journal, and a final research paper.

Prerequisites: any one of Japanese 400's courses or permission of instructor; open to all. Enrollment limit: 5 (expected: 5). Preference given to majors first and then seniors and juniors.

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

YAMAMOTO

**JAPN 493(F)-W31-494(S) Senior Thesis**  
*Satisfies one semester of the Division I distribution requirement.*

**JAPN 497(F), 498(S) Independent Study**  
For students who have completed Japanese 402 or the equivalent.

## **ASTRONOMY (Div. III)**

*Chair, Professor JAY M. PASACHOFF*

Professors: KWITTER\*, PASACHOFF. Visiting Professor: DEMIANSKI. Observatory Supervisor/Lecturer: SOUZA.

How long will the Sun shine? When will 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 is fashioned. The Astronomy Department offers courses for anyone who is interested in learning about the Universe, and who would like to be able to follow new astronomical discoveries as they are made. All courses in Astronomy satisfy the Division III requirement. The Astrophysics major (administered jointly with the Physics Department) and the Astronomy major, are described below.

The beginning astronomy courses are offered on two levels. Astronomy 101, 102, 104, and 330-range courses are intended primarily for non-science majors, and have no prerequisite. Astronomy 111 is designed for students with some exposure to or interest in physics. It has a prerequisite of one year of high school physics or permission of the instructor, and a corequisite of Mathematics 104 or equivalent background in calculus.

Most of the astronomy courses take advantage of our observational and computational facilities including a 24-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 <http://www.williams.edu/Astronomy>.

### **ASTROPHYSICS MAJOR**

The Astrophysics major is designed for students who want a rigorous introduction to the field, and includes not only those who plan graduate study in astronomy, astrophysics, or a closely related area, but also those interested in a wide variety of careers. Alumni are not only astronomers but also computer scientists, geologists, teachers, doctors, lawyers, business school professors, and so on. In recent years, many astrophysics majors have had a second major in fields as wide ranging as mathematics, geosciences, economics, and art history. This major emphasizes the description of the Universe and its constituents in terms of physical processes. Potential Astrophysics majors should consult early with members of the Astronomy and Physics Departments to determine their most appropriate route through the major. An essential ingredient in such students' undergraduate training is experience in physics and mathematics. Therefore, the major normally will begin in the first year a student is at Williams with Physics 131, 141, or 151 and Mathematics 104 or 105 or 106 in the fall. Students with very good background placing them out of Physics 142 and out of Mathematics 104 may choose to take Physics 201 and Mathematics 105 or 106 instead. Astronomy 111 will often be taken in the fall of the sophomore year; however, many students take it in the fall of their first year at Williams, along with physics and math. Students who might place out of physics courses should read the section on placement under Physics; 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 105 Multivariable Calculus
- or Mathematics 106 Multivariable Calculus

The total number of courses required for the Astrophysics major, an interdisciplinary major, is eleven. Students entering with Advanced Placement in physics and/or mathematics may obtain credit toward the major for the equivalent of Physics 141 and/or Mathematics 104 and/or 105 or 106 taken elsewhere, but at least 8 courses in astronomy, physics, and mathematics must be taken at Williams. There are some aspects of astrophysics that are closely related to chemistry or geosciences. In recognition of this relation, certain advanced courses in those departments can be accepted for credit toward the Astrophysics major on a two-for-one basis. It is not possible to double major in Astrophysics and Physics.

#### **THE DEGREE WITH HONORS IN ASTROPHYSICS**

The honors degree in Astrophysics will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy or Physics. There are no specific grade requirements (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astrophysics 493) and the winter study project (Astrophysics 031). At the end of the winter study period, the departments will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

The departments will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a winter study project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisors or the department chairs as early as possible.

### **ASTRONOMY MAJOR**

The Astronomy major is designed for students with an interest in learning about many aspects of modern astronomy, but who do not choose to take the advanced physics courses of the astrophysics major. It is also appropriate as a second major for students concentrating in another field. The Astronomy major

emphasizes understanding the observed properties of the physical systems that comprise the known Universe, from the Sun and solar system, to the evolution of stars and star clusters, to the Milky Way Galaxy, to external galaxies and clusters of galaxies. Because some knowledge of physics and calculus is necessary to understand many astronomical phenomena, the Astronomy major requires the first two semesters each of the physics and calculus that are also required of Physics majors and Astrophysics majors.

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

## MAJOR REQUIREMENTS FOR ASTRONOMY

Astronomy 111 Introduction to Astrophysics

or Astronomy 101 Stars: From Suns to Black Holes  
and either Astronomy 102 The Solar System—Our Planetary Home  
or Astronomy 104 The Milky Way Galaxy and the Universe Beyond

Two 200-level Astronomy courses

Two 400-level Astronomy courses

Physics 131 Particles and Waves

or Physics 141 Particles and Waves—Enriched  
or equivalent placement

Physics 142 Foundations of Modern Physics

or Physics 151 Seminar on Modern Physics

Mathematics 104 Calculus II

Mathematics 105 Multivariable Calculus

or Mathematics 106 Multivariable Calculus  
or equivalent placement

The total number of courses required for the Astronomy major is nine. Students entering with Advanced Placement in physics and/or math may obtain credit toward the major for the equivalent of Physics 142 and/or Mathematics 105 or 106 taken elsewhere. There are some aspects of astronomy that are closely related to chemistry or geosciences. In recognition of this, certain advanced courses in those departments can be accepted for credit toward the Astronomy major.

## THE DEGREE WITH HONORS IN ASTRONOMY

The honors degree in Astronomy will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy. There are no specific grade requirements (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astronomy 493) and the winter study project (Astronomy 031). At the end of the winter study period, the department will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

The department will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a winter study project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisors or the department chair as early as possible.

## ASTRONOMY COURSES

### COURSES FOR NON-MAJORS WITH NO PREREQUISITES

#### ASTR 101(F) Stars: From Suns to Black Holes

What makes a star shine? For how long will the Sun keep shining? What are black holes and how can they form? Astronomy 101, a non-major, general introduction to the part of contemporary astronomy that includes how stars form and how they end their existence, will provide answers to these questions and more. The course gives special attention to the exciting discoveries of the past few years. Topics include modern astronomical instruments such as the Hubble Space Telescope, the Chandra X-ray Observatory, the Herschel Space Telescope, the Kepler mission to discover extrasolar planets, the new generation of 8- and 10-meter mountaintop telescopes, and results from them; how astronomers interpret the light received from distant celestial objects; the Sun as a typical star (and how its future will affect ours); and our modern understanding of how stars work and how they change with time. We will also discuss how pulsars and black holes result from the evolution of normal, massive stars and how giant black holes are at the center of galaxies and quasars. We will discuss the discovery of planets around stars other than the Sun. 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 and 104, and students who have taken those courses are welcome.

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.

Format: lecture (three hours per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration. Evaluation will be based on two hour tests, a final exam, an observing portfolio, and laboratory reports.

No prerequisites. Enrollment limit: 48 (expected: 48). Non-major course.

Hour: 9:55-11:10 TR

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

PASACHOFF (lectures) SOUZA (labs)

#### ASTR 102 The Solar System—Our Planetary Home (Not offered 2010-2011)

What makes Earth different from all the other planets? Did Mars ever have running water? What is Pluto? Will asteroids or comets collide with the Earth? What is a solar eclipse like? Astronomy 102, a non-major, general introduction to the part of contemporary astronomy that comprises the study of the solar system, will provide answers to these questions and more. We will cover the historical development of humanity's understanding of the solar system, examining contributions by Aristotle, Ptolemy, Copernicus, Galileo, Newton, and others. We will discuss the discovery of planets around stars other than the Sun. The course gives special attention to exciting discoveries of the past few years by space probes and by the Hubble Space Telescope and the Spitzer Space Telescope. 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 104, and students who have taken those courses are welcome.

Observing sessions 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.

Format: lecture (three hours per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetary demonstration. Evaluation will be based on two hour tests, a final exam, an observing portfolio, and laboratory reports.

No prerequisites. Enrollment limit: 48 (expected: 48). Non-major course.

PASACHOFF (lectures) SOUZA (labs)

#### 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 Telescope, 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 spacecraft's study of the early Universe and large-scale mapping programs 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? 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 observations of stars, star clusters, planets and their moons, nebulae, and galaxies, as well as daytime observations of the Sun.

Format: lectures (three hours per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration. Evaluation will be based on two hour tests, a final exam, an observing portfolio, and laboratory reports.

No prerequisites; not open to students who have taken or are taking Astronomy 330. *Enrollment limit: 48 (expected: 48). Non-major course.*

Hour: 9:55-11:10 TR

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

PASACHOFF (lectures) SOUZA (labs)

### **ASTR 330 The Nature of the Universe (Not offered 2010-2011)**

A journey through space and time from the first  $10^{-45}$  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, and current ideas about the future of the Universe and the end of time. In particular, we will explore the acceleration of the Universe's expansion, and the possible contributions of string theory to our understanding.

Format: lecture/discussion, three hours per week. Evaluation will be based on two hour tests, a small observing portfolio, occasional homework, and a final exam. No prerequisites; *not open to first-years or sophomores; not open to students who have taken or are taking Astronomy 104; not open to Astronomy, Astrophysics, or Physics majors. Non-major course. Courses in the 33X-sequence are meant as general-education courses for students in all majors. Enrollment limit: 48 (expected: 48).*

KWITTER

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

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

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

No prerequisites. *Enrollment limit: 12 (expected: 12).*

*Non-major course. Does not count toward the Astrophysics, Astronomy or Physics major. Courses in the 33X-sequence are meant as general-education courses for students in all majors.*

Hour: 1:10-3:50 W

PASACHOFF

### **ASTR 338 The Progress of Astronomy: Galileo through the Hubble Space Telescope (Same as History of Science 338 and Leadership Studies 338) (Not offered 2010-2011) (W)**

Our capabilities of understanding the Universe have progressed over the 500 plus years since Copernicus moved the sun into the center. Galileo's breakthrough observations of the sky with the new-fangled telescope led to hundreds of years of improving observations. In a seminar format, week by week, we will discuss each of the following topics (and look at original first-editions in the Chapin Library): Copernicus and rare-book variations and annotations; Galileo and his discoveries; mapping the sky and constellations 1540 to the present through star atlases; William and Caroline Herschel and the discovery of a new planet; asteroids from 1 Ceres to 5100 Pasachoff and beyond, contemporary surveys, the extinction of the dinosaurs, and possible dangers to the Earth and its inhabitants; astronomy teaching from when Williams College students first built its Hopkins Observatory through the Committee of Ten to the Journal of Astronomy Education Research; planetariums from pasted stars to optomechanical and digital 21st-century projection; woman astronomers and astronauts and their reception and roles; transits of Venus from Horrocks and Capt. Cook through the 2004/2012 pair; the launch of Sputnik and the race to the Moon; the formation of NASA and its transformation through space shuttles and the International Space Station; the past, present, and future of the Hubble Space Telescope; NASA's "Great Observatories," including not only Hubble but also the Chandra X-ray Observatory and the Spitzer Space Telescope; NASA's "Vision" of sending astronauts to the Moon and Mars; advances in ground-based observatories and telescopes; mapping the Universe through projects like the Sloan Digital Sky Survey and 2dF; and the discovery that the Universe's expansion is accelerating and its ramifications. We consider the role of individual leadership in the various topics.

Format: seminar, one three-hour meeting a week. Planetarium demonstration, with individual planetarium work on request. Evaluation will be based on two 10-page papers and participation in discussions.

No prerequisites. *Enrollment limit: 19 (expected: 10). Preference will be given to juniors and seniors and to those with backgrounds in science, history of science, or philosophy. Non-major course. Does not count toward the Astrophysics, Astronomy, or Physics major. Courses in the 33X-sequence are meant as general-education courses for students in all majors.*

PASACHOFF

## **COURSES WITH PREREQUISITES**

### **ASTR 111(F) Introduction to Astrophysics (Q)**

How do stars work? This course is 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.

Format: lecture/discussion, observing sessions, and five labs per semester. Evaluation will be based on weekly problem sets, two hour tests, a final exam, lab reports, and an observing portfolio. To be eligible for the Gaudino grade, a student must complete all lab exercises and fulfill all observing requirements.

Prerequisites: a year of high school Physics, or concurrent college Physics, or permission of instructor, and Mathematics 104 or equivalent. *Enrollment limit: 28 (expected: 20).*

Hour: 11:20-12:35 TR

Lab: 1-4 M,R

DEMIANSKI (lectures) SOUZA (labs)

### **ASTR 207T Extraterrestrial Life in the Galaxy: A Sure Thing, or a Snowball's Chance? (Not offered 2010-2011) (W)**

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

Format: tutorial. Evaluation will be based on the student's papers, responses to the partner's papers, and evidence of growth in understanding over the semester. Prerequisites: Astronomy 111 or Biology 101-102, Chemistry 101-102, or Geosciences 101 or equivalent science preparation. *Enrollment limit: 10 (expected: 10). Instructor's permission required. If overenrolled, preference given to students who have had Astronomy 111.*

KWITTER

### **ASTR 211 Astronomical Observing, Image Processing, and Analysis (Not offered 2010-2011) (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).

Format: lecture/discussion plus computer work and observing. Evaluation will be based on weekly problem sets, an hour exam and an observing project.

Prerequisites: Mathematics 105 or 106. Prior experience with Unix is helpful, but not required. *Enrollment limit: 10 (expected: 6).*

KWITTER

### **ASTR 217T Planetary Geology (Same as Geosciences 217T) (Not offered 2010-2011) (W)**

(See under GEOS 217 for full description.)

COX

### **ASTR 221(F) Compact Stellar Remnants: White Dwarfs, Neutron Stars and Black Holes (Same description as Astronomy 421) (Q)**

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.

Format: lecture/discussion. Requirements: evaluation will be based on classroom participation, homework assignments, a midterm exam and final exam.  
Prerequisites: Physics 142 or 151 and Mathematics 105 or 106. *Enrollment limit: 19 (expected: 10). If overenrolled, preference will be given to Astronomy and Astrophysics majors.*  
Hour: 1:10-2:25 MR

DEMIANSKI

**ASTR 402 Between the Stars: The Interstellar Medium (Not offered 2010-2011) (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.

Format: seminar/discussion, plus computer work and observing projects. Evaluation will be based on homework, class presentations/problem-solving, and observing projects.

Prerequisite: Physics 201. *Enrollment limit: 10 (expected: 8).*

KWITTER

**ASTR 408T The Solar Corona (Not offered 2010-2011) (W)**

The solar corona has recently been revealed as the connection between the Sun and the Earth. Observations from the 10 instruments on the Solar and Heliospheric Observatory (SOHO) now aloft are showing the flow of material from the Sun to the Earth in unprecedented detail. Further, data from total solar eclipses will be used to study the cause of the heating of the solar corona and will be linked to space observations from SOHO, TRACE, and Yohkoh solar satellites. We discuss theoretical aspects and observational techniques, and will make solar observations. Students will meet weekly with the professor in groups of two or three to discuss readings, solve problems, present short papers, and/or make observations.

Format: tutorial. Evaluation will be based on the submitted material and on tutorial participation, as well as on a final paper.

Prerequisites: Astronomy 111 (or Astronomy 101 and either 102 or 104 with permission of instructor) and a 200-level Physics or Astronomy course. *Enrollment limit: 10.*

PASACHOFF

**ASTR 412T Solar Physics (Not offered 2010-2011) (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) and the Transition Region and Coronal Explorer (TRACE). We also discuss data analysis of recent transits of Mercury across the face of the Sun and the June 8, 2004, transit of Venus, the first transit of Venus since 1882.

Students will meet weekly with the professor in groups of two or three to discuss readings and present short papers.

Format: tutorial. 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: Astronomy 111 (or Astronomy 101 and either 102 or 104 with permission of instructor) and a 200-level Physics or Astronomy course. *Enrollment limit: 12 (expected: 10).*

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.

Format: lecture/discussion. Requirements: evaluation will be based on classroom participation, homework assignments, a midterm exam and a final exam.

Prerequisites: Physics 201 or permission of the instructor. *Enrollment limit: 19 (expected: 12). If overenrolled, preference will be given to Astronomy and Astrophysics majors.*

Hour: 1:10-2:25 TF

DEMIANSKI

**ASTR 421(F) Compact Stellar Remnants: White Dwarfs, Neutron Stars and Black Holes (Enriched version of Astronomy 221) (Q)**

(See under ASTR 221 for full description.)

Prerequisite: Physics 201 and permission of instructor.

DEMIANSKI

**ASTR 493(F)-W31, W31-494(S) Senior Research in Astronomy**

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy, as discussed under the heading of the degree with honors in Astronomy above.

Prerequisites: permission of the department.

Hour: TBA

Members of the Astronomy Department

**ASPH 493(F)-W31, W31-494(S) Senior Research in Astrophysics**

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.

Prerequisites: permission of the department.

Hour: TBA

Members of the Astronomy and Physics Departments

**ASTR 497(F), 498(S) Independent Study in Astronomy**

**ASPH 497(F), 498(S) Independent Study in Astrophysics**

**ASTR 499(F,S) Physics and Astronomy Colloquium (Same as Physics 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.

Hour: 2:30-3:45 F

TBA

## BIOCHEMISTRY AND MOLECULAR BIOLOGY (Div. III)

Chair, Professor AMY GEHRING

*Advisory Committee:* Professors: ALTSCHULER, DEWITT, KAPLAN\*, LOVETT, D. LYNCH, RAYMOND\*, ROSEMAN\*, SAVAGE. Associate Professors: BANTA, GEHRING, TING.

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.

### **BIMO 321(F) Biochemistry I—Structure and Function of Biological Molecules (Same as Biology 321 and Chemistry 321) (Q)**

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 an opportunity to study the structure of macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports.

Prerequisites: Biology 101 and Chemistry 251/255 and Chemistry 155/256. *Enrollment limit: 32 (expected: 32). Preference given to junior and senior Biology and Chemistry majors and BIMO concentrators.*

Hour: 10:00-10:50 MWF

Lab: 1-5 M,W, R

GEHRING

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

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

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of the data generated.

Prerequisites: Biology 101 and Chemistry 251/255. *Enrollment limit: 40 (expected: 36). Preference given to junior and senior Biology and Chemistry majors and BIMO concentrators.*

*Not available for the Gaudino option.*

Hour: 10:00-10:50 MWF

Lab: 1-4 T,W

D. LYNCH

### **BIMO 401(S) Topics in Biochemistry and Molecular Biology**

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

Format: seminar, three hours per week. Evaluation will be based on class discussions and presentations, several short papers, and a final paper.

Prerequisites: Biology 202 and BIMO 321. *Enrollment limit: 12 (expected: 8). Preference given to those completing the BIMO program; open to others with permission of instructor.*

Hour: 1:10-3:50 W

A. GEHRING

To complete the concentration in Biochemistry and Molecular Biology, a student must complete all of the required courses listed below, take one elective not within the student's major from the list below, and attend at least eight Biology and/or Chemistry Department colloquia. Since the Chemistry Department counts two biology courses and the Biology Department counts two chemistry courses toward the majors (each of which can be completed with only eight other courses), a student majoring in either chemistry or biology would have to take only two or three additional courses to complete the program.

#### *Required Courses*

BIOL 101 The Cell

BIOL 102 The Organism

BIOL 202 Genetics

CHEM 151 or 153 or 155 Concepts of Chemistry

CHEM 156 Organic Chemistry: Introductory Level

CHEM 251 Organic Chemistry: Intermediate Level

CHEM 256 Foundations of Physical and Inorganic Chemistry

*(CHEM 256 is not required if CHEM 155 was taken.)*

BIMO/BIOL/CHEM 321 Biochemistry I—Structure and Function of Biological Molecules

BIMO/BIOL/CHEM 322 Biochemistry II—Metabolism

BIMO 401 Topics in Biochemistry and Molecular Biology

#### *Elective Courses*

BIOL 301 Developmental Biology

BIOL 306 Cellular Regulatory Mechanisms

BIOL 308 Integrative Plant Biology: Fundamentals and New Frontiers

BIOL 310 Neural Development

BIOL 313 Immunology

BIOL 315 Microbiology, Diversity, Cellular Physiology, and Interactions

BIOL/CHEM/CSCI/MATH/PHYS 319 Bioinformatics, Genomics, and Proteomics Laboratory

BIOL 409 Molecular Physiology

BIOL 413 Molecular Basis of Biological Clocks

BIOL 414 Life at Extremes: Molecular Mechanisms

BIOL 416 Epigenetics

BIOL 426T Frontiers in Muscle Physiology: Controversies

CHEM 324 Enzyme Kinetics and Reaction Mechanisms

CHEM 341 Toxicology and Cancer

CHEM 342 Synthetic Organic Chemistry

CHEM 343 Medicinal Chemistry

CHEM 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 spring BIMO Alumni Reunion poster session also count toward the colloquium requirement. Concentrators may receive credit for colloquia attended during any of their semesters at Williams College.

## BIOINFORMATICS, GENOMICS, AND PROTEOMICS

Chair, Professor CHARLES M. LOVETT, Jr.

*Advisory Committee:* Professors: ALTSCHULER\*, BAILEY, R. DE VEAUX, KAPLAN, LOVETT, D. LYNCH, RAYMOND. Associate Professors: AALBERTS\*, BANTA, GEHRING\*\*\*, SAVAGE. Senior Lecturer: D. C. SMITH. Assistant Professors: HUTSON, TING.

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/CHEM/CSCI/MATH/PHYS 319 Bioinformatics, Genomics, and Proteomics Laboratory  
[CSCI/BIOL 106 Life as an Algorithm—last offered Fall 2006]

*Recommended courses (in addition to the core course):*

BIOL 202 Genetics  
BIOL 206T Genomes, Transcriptomes and Proteomes  
BIOL 305 Evolution  
CSCI 134 Introduction to Computer Science  
CSCI 136 Data Structures and Advanced Programming  
CSCI 256 Algorithm Design and Analysis  
PHYS/INTR/CSCI 315 Computational Biology  
STAT 101 or 201 Statistics

*Related courses:*

BIMO/BIOL/CHEM 321 Biochemistry I—Structure and Function of Biological Molecules  
BIMO/BIOL/CHEM 322 Biochemistry II—Metabolism  
CHEM 111 Fighting Disease: The Evolution and Operation of Human Medicine  
[PHIL 334 Philosophy of Biology—last offered Spring 2007]  
PHYS 302 Statistical Physics  
STAT 231 Statistical Design of Experiments

## **BIOLOGY (Div. III)**

*Chair, Professor STEVEN SWOAP*

Professors: ALTSCHULER, ART, DEWITT, J. EDWARDS\*\*\*, D. LYNCH, RAYMOND\*, ROSEMAN\*, SAVAGE, SWOAP, H. WILLIAMS, ZOTOLI\*\*\*. Associate Professors: BANTA\*\*, MORALES, TING. Senior Lecturer: D. C. SMITH\*\*\*. Assistant Professor: MAROJA. Visiting Assistant Professor: SNOW. Professor of Marine Science for the Williams-Mystic Program: CARLTON. Lecturers: 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.

#### 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.

#### BIOL 101(F) The Cell

This course provides an introduction to the cellular aspects of modern biology. It explains the development of cell structure and function as a consequence of evolutionary processes, and it stresses the dynamic properties of living systems. Topics considered include biological molecules and enzyme action, membrane structure and function, energy exchange and design of metabolic systems, expression of genetic information, cell signalling, cell trafficking, the cell cycle, and cancer. In addition to textbook assignments, articles from the recent biological literature will be assigned and discussed.

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

No prerequisites. *Enrollment limit: 192 (expected: 192—48 per section.)*

*Not available for the Gaudino option.*

Hour: 10:00-10:50 MWF, 11:00-11:50 MWF, 9:55-11:10 TR, 11:20-12:35 TR Lab: 1-4 M,T,W,R

DEWITT, LYNCH

#### 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.

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

Prerequisites: Biology 101. *No enrollment limit (expected: 150—2 sections of 75).*

Hour: 11:00-11:50 MWF, 9:55-11:10 TR Lab: 1-4 M,T,W,R

H. WILLIAMS, SAVAGE

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

Intended for the non-scientist, this course explores the biological dimensions of social issues in tropical societies, and focuses specifically on the peoples and cultures of tropical regions in Africa, Asia, Latin America, Oceania, and the Caribbean. Tropical issues have become prominent on a global scale, and many social issues in the tropics are inextricably bound to human ecology, evolution, and physiology. The course begins with a survey of the tropical environment of humans, including major climatic and habitat features. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria and AIDS. The final part of the course covers the place of human societies in local and global ecosystems including the challenges of tropical food production, the importance of organic diversity, and the interaction of humans with their supporting ecological environment.

Format: lecture/debate, three hours per week. Evaluation will be based on two hour exams, a short paper, panel preparation, and a final exam.

No prerequisites. *Enrollment limit: 60 (expected: 60). Preference given to seniors, juniors, sophomores, and first-year students—in that order. Does not count for major credit in Biology.*

*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 life long exploration of human diversity.*

Hour: 9:00-9:50 MWF

D. C. SMITH

#### BIOL 202(F) Genetics (Q)

Genetics, classically defined as the study of heredity, has evolved into a discipline whose limits are continually expanded by innovative molecular technologies. This course covers the experimental basis for our current understanding of the inheritance, structures, and functions of genes. It introduces approaches used by contemporary geneticists and molecular biologists to explore questions 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.

Format: lecture/laboratory, six hours per week. Evaluation will be based on problem sets, weekly laboratory exercises and laboratory reports, and examinations.

Prerequisites: Biology 101 and 102; open to first-year students with permission of the Biology department. *No enrollment limit (expected: 85).*

Hour: 8:30-9:45 TR Lab: 1-4 M,T,W,R

ALTSCHULER, DEAN

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

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

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

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

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

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

J. EDWARDS

#### BIOL 204(S) Animal Behavior

Making sense of what we see while watching animals closely is both an enthralling pastime and a discipline that draws on many aspects of biology. Explanations can be found on many levels: evolutionary theory tells us why certain patterns have come to exist, molecular biology can help us understand how those patterns are implemented, neuroscience gives insights as to how the world appears to the behaving animal, endocrinology provides information on how suites of behaviors are regulated. The first part of the course focuses upon how descriptive studies provide the basis for formulating questions about behavior as well as the statistical methods used to evaluate the answers to these questions. We then consider the behavior of individuals, both as it is mediated by biological mechanisms and as it appears from an evolutionary perspective. The second half of the course is primarily concerned with the behaviors of groups of animals from a wide variety of vertebrate and invertebrate species, concentrating upon the stimuli, responses, and internal mechanisms that maintain social systems and on the selection pressures that drive animals toward a particular social system.

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

Prerequisites: Biology 102, or Psychology 101, or permission of instructor. *Enrollment limit: 32 (expected: 32). Preference given to seniors and Biology majors.*

*Satisfies distribution requirement in the major.*

Hour: 8:30-9:45 TR Lab: 1-4 T,W

MORALES

#### 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 experience in measurement and experimental

elucidation of physiological phenomena and functional analysis of gross structure.  
 Evaluation will be based on hour exams, laboratory practicals, laboratory reports, and a final exam.  
 Prerequisites: Biology 101 and 102. *Enrollment limit: 32 (expected: 32). Preference given to juniors and seniors.*  
*Satisfies distribution requirement in major.*  
 Hour: 11:00-11:50 MWF Lab: 1-4 T,W

SWOAP

**BIOL 211 Invertebrate Paleobiology (Same as Geosciences 212) (Not offered 2010-2011)**

(See under GEOS 212 for full description.)

M. JOHNSON

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

**BIOL 212(F) Neuroscience (Same as Neuroscience 201 and Psychology 212)**

A study of the relationship between brain, mind, and behavior. Topics include a survey of the structure and function of the nervous system, basic basic neurophysiology, development, learning and memory, sensory and motor systems, language, consciousness and clinical disorders such as schizophrenia, Parkinson's disease, and Alzheimer's disease. The laboratory focuses on current topics in neuroscience.

Format: lecture, three hours a week; laboratory, every other week. Evaluation will be based on a lab practical, one lab report, two hour exams and a final exam.

Prerequisites: Psychology 101 or Biology 101; open to first-year students who satisfy the prerequisites, or by permission of instructor. *Enrollment limit: 72 (expected: 72). Preference given to sophomores and to Biology and Psychology majors.*

*Satisfies one semester of the Division III requirement.*

*Not available for the Gaudino option.*

Hour: 9:55-11:10 TR Lab: 1-4 M,T,W

H. WILLIAMS and ZIMMERBERG

**BIOL 213(F) Sensory Biology (Same as Neuroscience 213)**

This course will examine the molecular and cellular bases of the transduction and encoding of physical phenomena such as light, sound, and chemicals in a variety of organisms. We will focus on questions such as: What properties of the physical world are sensed (and which ones are ignored)? What mechanisms are used to convert physical or chemical energy to a changed state within the cell? What are the consequences of this changed state? How are differences in the physical characteristics of a sensory modality represented by differences in cellular responses? Readings from the primary literature will be used to address these questions in systems such as the olfactory system of mammals, the visual systems of bacteria, arthropods, molluscs, and primates; and sound transduction in crickets, fish, and mammals.

Format: lecture/discussion. Requirements: evaluation will be based on three take-home exams and a 7-page paper.

Prerequisites: Biology 205 or Biology 212/Neuroscience 201. *Enrollment limit: 12 (expected: 12). Preference given to senior Neuroscience concentrators who need a Biology elective to complete the concentration, and Biology majors.*

Hour: 11:20-12:35 TR

H. WILLIAMS

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

This field-lecture course covers the evolutionary and ecological relationships among plant groups represented in our local and regional flora. Lectures focus on the evolution of the land plants, the most recent and revolutionary developments in plant systematics and phylogeny, cultural and economic uses of plants, and characteristics of plant families and native species. The labs cover field identification, natural history, and ecology of local species.

No prerequisites. *Enrollment limit: 40 (expected: 25). Preference given to seniors, Biology majors, and Environmental Studies concentrators.*

*Satisfies distribution requirement in major.*

Hour: 10:00-10:50 MWF Lab: 1-4 T,W

ART

**BIOL 231(FS) Marine Ecology (Same as Maritime Studies 311) (Offered only at Mystic Seaport.)**

(See under MAST 311 for full description.)

CARLTON

Prerequisites: Biology 101 and 102 or permission of instructor.

**BIOL 301(F) Developmental Biology**

Developmental biology has undergone rapid growth in recent years and is becoming a central organizing discipline that links cells and molecular biology, evolution, anatomy and medicine. We are now beginning to have a molecular understanding of fascinating questions such as how cells decide their fate, how patterns are created, how male and females are distinguished, and how organisms came to be different. We have also discovered how the misregulation of important development regulatory genes can lead to a variety of known cancers and degenerative diseases in humans. In this course we will examine these and related topics combining a rich classical literature with modern genetic and molecular analyses.

Format: lecture/discussion/laboratory, six hours per week. Evaluation will be based on hour exams, short papers, and a final exam.

Prerequisites: Biology 202 or permission of instructor. *Enrollment limit: 24 (expected: 15)*

Open to first year students? No

Hour: 8:30-9:45 TR Lab: 1-4 T,W

SAVAGE

**BIOL 302(F) Communities and Ecosystems (Same as Environmental Studies 312) (Q)**

An advanced ecology course that examines how organisms interact with each other and with abiotic factors. This course emphasizes phenomena that emerge in complex ecological systems, building on the fundamental concepts of population biology and ecosystem ecology. Lectures and workshops explore how communities and ecosystems are defined, and how theoretical, comparative, and experimental approaches are used to elucidate their structure and function. Field laboratories emphasize hypothesis-oriented experiments; field trips introduce the diversity of natural communities and ecosystems in New England.

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

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

Hour: 11:20-12:35 TR Lab: 1-4 W

MORALES

**BIOL 304(F) Neurobiology (Same as Neuroscience 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.

Format: lecture/laboratory, six hours per week. Evaluation will be based on class participation, laboratory notebooks and posters, two hour exams and a final exam.

Prerequisites: Neuroscience 201 or Biology 205. *Enrollment limit: 16 (expected: 16). Preference given to Biology majors and Neuroscience concentrators.*

Hour: 8:30-9:45 TR Lab: 1-4 T,R

ZOTTOLI

**BIOL 305(S) Evolution (Q)**

This course offers a critical analysis of contemporary concepts and controversies in evolution. We focus on the relation of evolutionary mechanisms (e.g., selection, drift, and migration) to long term evolutionary patterns (e.g., evolutionary innovations, origin of major groups, and the emergence of diversity). Topics include micro-evolutionary models, natural selection and adaptation, sexual selection, evolution and development, speciation, and the inference of evolutionary history.

Format: lecture/discussion/laboratory, six hours per week. Evaluation will be based on written assignments (70%, including an independent research project), problem sets (10%), and participation in discussions (20%).

Prerequisites: Biology 202 or Biology 212. *Enrollment limit: 24 (expected: 24). Preference given to Biology majors.*

*Satisfies distribution requirement in major.*

Hour: 10:00-10:50 MWF Lab: 1-4 W

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, signal transduction, and genomics. Topics include: transcriptional and post-transcriptional control, chromatin regulation of gene silencing and imprinting, chromosome instability, prions and other self-perpetuating protein conformations, protein degradation, organellar and cytoskeletal dynamics, and the appropriation of intracellular transport pathways by HIV. The course will culminate with an in-depth look at programmed cell death. 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. A central feature of the course will be discussion of articles from the primary literature. The laboratory will consist of a semester-long research project that integrates recombinant DNA techniques with genomic tools.

Format: lecture/discussion/laboratory. Evaluation will be based on three tests, in-class discussion of papers, the laboratory notebook, an independent research project, and a research paper.

Prerequisites: Biology 202; not open to first-year students. *Enrollment limit: 24 (expected: 22). Preference given to Biology majors.*

Hour: 9:55-11:10 TR Lab: 1-4 T,W

BANTA

**BIOL 308(F) Integrative Plant Biology: Fundamentals and New Frontiers**

Plants are one of the most successful groups of organisms on Earth and have a profound impact on all life. Successful use of plants in addressing global problems and understanding their role in natural ecosystems depends on fundamental knowledge of the molecular mechanisms by which they grow, develop, and respond to their environment. This course will examine the molecular physiology of plants using an integrative approach that considers plants as dynamic, functional units in their environment. Major emphasis will be on understanding fundamental plant processes, such as photosynthesis, growth and development, water transport, hormone physiology, and flowering, from the molecular to the organismal level. Environmental effects on these processes will be addressed in topics including photomorphogenesis, stress physiology, mineral nutrition, and plant-microbe interactions. Discussions of original research papers will examine the mechanisms plants use to perform these processes and explore advances in the genetic engineering of plants for agricultural, environmental, and medical purposes. Laboratory activities stress modern approaches and techniques used in investigating plant physiological processes.

Format: lecture/discussion/laboratory, six hours per week. Evaluation will be based on lab reports, a term paper, and exams.

Prerequisites: Biology 202. *Enrollment limit: 24 (expected: 12). Preference given to Biology majors.*

*Satisfies distribution requirement in major.*

Hour: 9:55-11:10 TR Lab: 1-4 W,R

TING

**BIOL 313(S) 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.

Format: lectures, three hours a week; laboratory, three hours a week. Evaluation will be based on exams, laboratory reports, and a research paper.

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

Hour: 8:30-9:45 TR Lab: 1-4 T,W

SNOW

**BIOL 315 Microbiology: Diversity, Cellular Physiology, and Interactions (Not offered 2010-2011)**

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.

Format: lectures, three hours a week; laboratory, three hours a week. Evaluation will be based on three exams, a lab report, and a poster presentation or term paper.

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

BANTA

**BIOL 319 Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as Chemistry 319, Computer Science 319, Mathematics 319 and Physics 319) (Not offered 2010-2011) (Q)**

What can computational biology teach us about cancer? In this capstone experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and recombinant DNA techniques to reconstruct the evolution of the RAS gene family by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in various signal transduction pathways, students will identify pathways that are aberrantly activated in mammalian cell lines carrying a mutant, constantly active Ras protein. This functional genomic strategy will be coupled with microscopic examination of tissue sections from a variety of human colon tumors, using phosphorylation-state specific antisera, to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches to identify specific amino acids involved in protein-protein contacts. Flow cytometry and mass spectrometry will be used to study networks of interacting proteins in normal colon and colon tumor tissue.

Format: lab, with one-hour of lecture per week. Evaluation will be based on lab participation and several short papers/lab reports.

Prerequisites: Biology 202; alternatively, students who have not taken Biology 202 but have taken Biology 101/AP Biology and Computer Science 315 or Physics 315 or Computer Science 106, may enroll with permission of instructor. *Enrollment: 12 (expected: 12). Preference given to seniors, then juniors/sophomores.*

BANTA

**BIOL 321(F) Biochemistry I—Structure and Function of Biological Molecules (Same as Biochemistry and Molecular Biology 321 and Chemistry 321) (Q)**

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 an opportunity to study the structure of macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports.

Prerequisites: Biology 101 and Chemistry 251/255 and Chemistry 155/256. *Enrollment limit: 32 (expected: 32). Preference given to junior and senior Biology and Chemistry majors and BIMO concentrators.*

Hour: 10:00-10:50 MWF Lab: 1-5 M,W, R

GEHRING

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

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

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of the data generated.

Prerequisites: Biology 101 and Chemistry 251/255. *Enrollment limit: 40 (expected: 36). Preference given to junior and senior Biology and Chemistry majors and BIMO concentrators.*

*Not available for the Gaudio option.*

Hour: 10:00-10:50 MWF Lab: 1-4 T,W

D. LYNCH

**BIOL 405(F) Stem Cells and Cellular Identity in Development and Disease**

The molecular mechanisms responsible for establishing and maintaining cellular identity are critical for proper development. At the same time, this identity needs to be flexible to allow organisms to respond to environmental cues to maintain homeostasis. Recent studies defining stem cells and cellular reprogramming have changed the way that we think about cellular identity at both the theoretical and mechanistic levels. In addition, we now know that hijacking cellular identity provides the foundation for diverse diseases including autoimmunity and cancer. This class will focus on primary literature to examine cellular identity, its meaning, the molecular mechanisms responsible for its direction, and how our understanding of stem cells in health and disease challenges these views.

Format: lecture/discussion. Requirements: evaluation will be based on class participation and four papers (four pages each)

Prerequisites: Biology 202; open to juniors and seniors. *Enrollment limit: 12 (expected: 12). Preference given to senior Biology majors who have not taken a 400-level course.*

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

SNOW

**BIOL 409 Molecular Physiology (Not offered 2010-2011)**

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

Format: discussion. Evaluation will be based on class participation and four papers (four pages each).

Prerequisites: Biology 202 and either Biology 205 or Biology 322. *Enrollment limit: 2 sections of 12 (expected: 2 sections of 12 ). Open to juniors and seniors, with preference given to senior Biology majors who have not taken a 400-level course.*

SWOAP

### **BIOL 413(S) Molecular Basis of Biological Clocks**

Circadian rhythms have been described in all organisms studied, including humans, a wide range of other eukaryotes and several prokaryotes. With periods of about 24 hours, these rhythms regulate biochemical, cellular, physiological and behavioral activities. Circadian rhythms are generated by cellular clocks—genetically determined internal pacemakers that maintain their oscillations in the absence of environmental cues but may be reset by periodicities in the environment, especially the light-dark cycle. Only recently have we begun to understand how circadian rhythms are generated and controlled at the cellular level. This course will explore the basic biochemical features of biological clocks with the aim of understanding their crucial role in regulating key biological parameters, such as enzyme levels, levels of hormones and other regulatory molecules, and activity and sleep cycles. Class discussions will focus on readings in the original literature.

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

Prerequisites: Biology 202. *Enrollment limit: 2 sections of 12 per section (expected: 12 ). Open to juniors and seniors, with preference given to senior Biology majors who have not taken a 400-level course. Not available for the Gaudino option.*

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

DEWITT

### **BIOL 416(S) Epigenetics**

After decades of studies emphasizing the role of DNA in heredity, scientists are now turning their attention from genetics to a variety of heritable phenomena that fall under the heading of epigenetics, heritable changes that do not result from an alteration in DNA sequence. Research reveals that stable changes in cell function can result from, for example, stable changes in protein conformation, protein modification, DNA methylation, or the location of a molecule within the cell. Using readings from the primary literature, we will explore the epigenetic nature and molecular mechanisms underlying a diverse array of phenomena such as prion propagation, genetic imprinting, dosage compensation, transvection, centromere formation, synapse function, and programmed genome rearrangements. The significance of epigenetic processes for development, evolution, and human health will be discussed.

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

Prerequisites: Biology 202. *Enrollment limit: 12 (expected: 12). Open to juniors and seniors, with preference given to senior Biology majors who have not taken a 400-level course, then to juniors.*

Hour: 8:30-9:45 TR, 9:55-11:10 TR

ALTSCHULER

### **BIOL 420(F) Evolutionary Genetics**

Recent advances in genetics and genomics provide unprecedented tools for the study of evolution. In this course we will begin by examining the genetic architecture (How are genes and chromosomes organized? Where do sex chromosomes come from? Why do genomes vary wildly in size among organisms?), and then expand our focus to encompass organismal and population-level processes (genetics of adaptation—including how to locate “adaptive” genes, speciation, selection and population genetic structure). We will draw examples from diverse organisms including *Homo sapiens*. Class discussions will focus on readings from current primary literature.

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

Prerequisites: Biology 202; not open to first-year students or sophomores. *Enrollment limit: 12. Preference given to senior Biology majors who have not taken a 400-level course.*

Hour: 11:20-12:35 TR

MAROJA

### **BIOL 422T(S) Ecology of Sustainable Agriculture (Same as Environmental Studies 422T) (W)**

A tutorial course investigating patterns, processes, and concepts of stability in human-dominated, food production ecosystems. As a capstone course in biology, the tutorial will draw heavily upon the experiences that students have had in courses such as Ecology and Genetics. Topics will include: the relationships among diversity, ecosystem function, sustainability, resilience, and stability of food production systems, nutrient pools and processing in human-dominated ecosystems. Two field trips will be taken to agricultural operations in the region.

Each student will write five 5-page papers that deal with topics requiring extensive reading of primary resources. Paper presentations will alternate with serving as a critic of other student papers. Students will be given the opportunity to revise and rewrite two of the first four papers in the week following their tutorial presentation thereby being able to respond to the criticism and discussion of the tutorial group.

Format: tutorial/field trip, one to three hours per week. Requirements: evaluation will be based on writing assignments, tutorial presentation, performance in the role of paper critic, and course participation.

Prerequisites: Biology 203 or Biology 302 or Environmental Studies 203 or permission of instructor; open to juniors and seniors. *Enrollment limit: 10 (expected: 10). Preference given to senior Biology majors who have not taken a 400-level course, then to senior Environmental Studies concentrators.*

*Satisfies the distribution requirement in the Biology major; the Natural World distributional requirement of the Environmental Studies program.*

Tutorial meetings to be arranged.

ART

### **BIOL 426T(F) 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.

Format: tutorial meeting one hour a week. Evaluation is based on five tutorial papers of four pages each, five critiques, tutorial presentations, and general participation.

Prerequisite: Biology 205. *Enrollment limit: 10 (expected:10). Preference will be given to biology majors who have not had a 400-level biology course. Not available for the Gaudino option.*

Tutorial meetings to be arranged.

SWOAP

### **BIOL 430T(S) 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.

Format: tutorial. Requirements: evaluation will be based on five (4-5 page) papers, tutorial presentations, and the student’s effectiveness as a critic.

Prerequisites: Biology 202; open to juniors and seniors. *Enrollment limit: 10 (expected: 10). Preference given to senior Biology majors who have not taken a 400-level course.*

Tutorial meetings to be arranged.

TING

## **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 297(F), 298(S) Independent Study**

Each student carries out independent field or laboratory research under the supervision of a member of the department.

**BIOL 493(FS)-494(FS)-W31 Senior Thesis**

Each student prepares a thesis under the supervision of a member of the department. Thesis work can begin either in the spring of the junior or the fall of the senior year, and includes the Winter Study period of the senior year.

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.

Hour: 1:10-2:25 F

Staff

**BIOL 499(FS) 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. This is not a for-credit course. Registration is not necessary to attend.

Hour: 1:10-2:25 F

SWOAP

**CHEMISTRY (Div. III)**

*Chair, Professor DAVID P. RICHARDSON*

Professors: KAPLAN\*, LOVETT, L. PARK PEACOCK-LÓPEZ, RICHARDSON, T. SMITH, THOMAN. Associate Professors: BINGEMANN, GEHRING. Assistant Professors: C. GOH, S. GOH, OYELARAN. Professor Emeritus: R. CHANG. Senior Lecturer: SKINNER. Lecturers: MACINTIRE, TRURAN.

**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 103, 104, 105, 106; Physics 131, 141; or any courses in these departments for which the approved courses are prerequisites. 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 Foundations of Modern Chemical Science

**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  
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 Physical Chemistry: Structure and Dynamics  
364 Instrumental Methods of Analysis  
366 Physical Chemistry: Thermodynamics  
367 Biophysical Chemistry  
368T Quantum 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 341, Chemistry 364, Chemistry 367. Students interested in biochemistry should consult with Professors Gehring, Kaplan, or Lovett.

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 S. Goh, Oyelaran, 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 is accredited by the American Chemical Society (A.C.S.), a professional body of academic, industrial, and research chemists. The A.C.S. suggests the following courses for someone considering graduate study or work in chemistry or a related area: 151 (153 or 155), 156, 251 (255), 256, 335, 361, 364, 366, 493-494; and at least two courses from 321, 322, 342, 344T, 348, 368T, BIMO 401. Students completing these courses are 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.

## COURSES FOR NON-MAJORS WITH NO PREREQUISITES

### CHEM 111 Fighting Disease: The Evolution and Operation of Human Medicines (*Not offered 2010-2011*)

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

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

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

Format: lecture, three hours per week. Evaluation will be based on problem sets, class participation, a midterm, a final project, and a final exam.

No prerequisites, but high school-level preparation in biology or chemistry is recommended. Students who have not taken any high school biology or chemistry courses should contact the instructor before enrolling. Students who have taken Chemistry 156 are not eligible. *Enrollment limit: 40 (expected: 30).*

### CHEM 112(S) Chemistry of Tropical Diseases: Charting the Course from Traditional to Modern Medicines

Hundreds of millions of people, about one-sixth of the world's population, are still affected by infectious parasitic diseases that are also referred to as tropical diseases, including malaria, sleeping sickness, Chagas' disease, and leishmaniasis. Globally, a significant amount of effort and resources are being devoted to innovative drug and vaccine research. However, progress in combating tropical diseases has been relatively slow.

We focus on understanding the medicinal chemistry and biology of tropical diseases and provides a survey of drugs that are being used to treat these diseases, including traditional medicines, chemically defined natural products, natural product-derived drugs, and other synthetic small molecules. Other topics include fundamental challenges faced in basic research; a brief history of epidemics; the influence of economic policies and technology on drug discovery and development; and ways in which the scientific and business communities as well as nonprofit and governmental agencies are responding to these unique challenges.

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

Format: lecture, three hours per week. Evaluation will be based on problem sets, hour exams, and a final paper.

No prerequisites, but students who have not taken any high school biology or chemistry courses must have permission of the instructor before enrolling; not open to students who have taken Chemistry 156. *Enrollment limit: 30 (expected: 30). Preference given to non-science majors. Students will not receive credit for both Chemistry 111 and Chemistry 112.*

Hour: 10:00-10:50 MWF

OYELARAN

### CHEM 113 Chemistry and Crime: From Sherlock Holmes to Modern Forensic Science (*Not offered 2010-2011*)

In this course, designed for students who do not plan to major in the natural sciences, we use a case-oriented approach to explore selected topics of forensic science. These include: (1) the scientific and technological foundation for the examination of physical, chemical, and biological items of evidence, and (2) the scope of expert qualifications and testimony, the legal status of scientific techniques, and the admissibility of the results in evidence. The analysis of trace evidence, including glass, soil, gunpowder residues and bullet fragments, and inorganic and heavy metal poisons are discussed through an understanding of the basic concepts of chemistry and analytical chemistry. Forensic toxicology and pharmacology are applied to the analysis of alcohol, poisons, and drugs based upon the principles of organic chemistry and biochemistry. The characterization of blood and other body fluids necessitate an understanding of serology and molecular genetics. The cases which stimulate the exploration of these areas include: the John and Robert Kennedy assassinations, the Jeffrey MacDonald case (*Fatal Vision*), the Wayne Williams case, the deaths of celebrities Marilyn Monroe, John Belushi, and Janis Joplin, the authenticity of the Shroud of Turin, the Lindbergh baby kidnapping, the Tylenol poisonings, and the identity of Anastasia.

An interactive laboratory program provides an appreciation of scientific experimentation in general and the work of a crime lab in particular. It includes an analysis of evidence collected at various crime scenes and provides an opportunity to learn forensic techniques such as chromatography (for ink, drug, and fire accelerant analysis), spectroscopy (for alcohol and drug analysis), and electrophoresis (for DNA fingerprinting).

This course is designed for the non-science major who does not intend to pursue a career in the natural sciences.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on problem sets and/or quizzes, hour tests, a final exam, and laboratory performance.

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

### CHEM 115 AIDS: The Disease and Search for a Cure (*Not offered 2010-2011*)

Since the discovery of the human immunodeficiency virus (HIV-1) in 1983, modern techniques of molecular biology have revealed much about its structure and life cycle. The intensity of the scientific investigation directed at HIV-1 is unprecedented in history. We now know more about this virus than any other known pathogen. However, the early optimism concerning the prospects for an effective AIDS vaccine has now waned and HIV strains that are resistant to drug therapies are common. We are now nearly three decades into the AIDS pandemic and the World Health Organization estimates that there are more than 33 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 both old and new methods of vaccine development as well as the prospects for



making an effective AIDS vaccine.

This course is designed for the non-science major who does not intend to pursue a career in the natural sciences.

Format: lecture, three hours per week. Evaluation will be based on problem sets, a midterm, quizzes, a final exam, and a paper/discussion.

No prerequisites. *No enrollment limit (expected: 60).*

### **CHEM 262T(S) Applying the Scientific Method to Archaeology and Paleoanthropology (Same as Anthropology 262T) (W)**

How do we 'know' early hominids migrated from Africa to Europe? What's the origin of Grecian pottery glazes? Archaeological studies of human environmental impact include materials as recent as nineteenth century glass, or as ancient as hundred-thousand year old stone tools. Paleoanthropology, the study of early humans, covers materials that are millions of years old. Natural science can answer many questions, not just how old an object is, but also where, how and sometimes why an object was made. These answers in turn tell us about patterns of human development and settlement, and also help us distinguish forgeries from genuine artifacts. Understanding when we do not know an answer is also important. This tutorial will introduce science students to interesting applications, and introduce students from anthropology, art history, or just possessing general curiosity to the methods and limits of 'scientific analysis'. Given the wide scope of this field, students will decide some of the topics. Papers will be thoroughly edited for style, grammar and syntax, as well as the quality of argument. Students will improve their writing by integrating into successive papers the editorial comments they receive and also by editing the writing of their tutorial partners.

Format: tutorial. Evaluation will be based on five 5- to 6-page papers.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to sophomores.*

Hour: 12:00-12:50 MWF

SKINNER

## **INTRODUCTORY- AND INTERMEDIATE-LEVEL COURSES**

### **CHEM 151(F) Introductory Concepts of Chemistry (Q)**

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

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

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

Prerequisites: basic proficiency in mathematics as demonstrated in the diagnostic test administered to all first-year students at the beginning of the academic year. In lieu of that, Chemistry 151 may be taken concurrently with Mathematics 100/101/102—see under Mathematics. Chemistry 151 or its equivalent is prerequisite to Chemistry 156. Those students with a strong background in chemistry from high school are encouraged to consider Chemistry 153 or 155. *No enrollment limit (expected: 100).*

Hour: 9:00-9:50 MWF

Lab: 1-5 M,T,W,R; 8 a.m.-12 T; 7-11 p.m. M

LOVETT

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

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

Laboratory work includes synthesis, qualitative and quantitative chemical analysis, and molecular modeling.

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

Prerequisites: placement exam administered during First Days and permission of instructor are required. *No enrollment limit (expected: 25).*

Hour: 9:00-9:50 MWF

Lab: 1-5 M,T

THOMAN

### **CHEM 155(F) Principles of Modern Chemistry (Q)**

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

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

Format: lecture, three hours per week; laboratory, four hours per week.

Requirements: Evaluation will be based on quantitative weekly problem set assignments, laboratory work and reports, hour tests, and a final exam.

Prerequisites: placement exam administered during First Days and permission of instructor.

*No enrollment limit (expected: 25).*

*Preference: none.*

Hour: 8:00-8:50 MWF

Lab: 1-5 W,R

C. GOH

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

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

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on quantitative problem sets, laboratory performance, including written lab reports, three midterm exams, and a final exam.

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

Hour: 10:00-10:50 MWF

Lab: 1-5 M,T,W,R; 8 a.m.-12 T; 7-11 p.m. M

T. SMITH

### **CHEM 251(F) Organic Chemistry: Intermediate Level**

This course is a continuation of Chemistry 156 and it concludes the systematic study of the common classes of organic compounds with emphasis on theories of structure and reactivity. Specific topics include radical chemistry, an introduction to mass spectrometry and ultraviolet spectroscopy, the theory and chemical reactivity of conjugated and aromatic systems, the concepts of kinetic and thermodynamic control, an extensive treatment of the chemistry of the carbonyl group, alcohols, ethers, polyfunctional compounds, the concept of selectivity, the fundamentals of organic synthesis, an introduction to carbohydrates, carboxylic acids and derivatives, acyl substitution reactions, amines, and an introduction to amino acids, peptides, and proteins. The coordinated laboratory work includes application of the techniques learned in the introductory level laboratory, along with new functional group analyses, to the separation and identification of several unknown samples. Skills in analyzing NMR, IR, and MS data are practiced and further refined.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on three midterm exams, problem sets, laboratory performance, including written lab reports, and a final exam.

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

Hour: 10:00-10:50 MWF

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

OYELARAN

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

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

The aim of this advanced laboratory section is to enrich and enhance the laboratory experiences of motivated students of recognized ability by providing a laboratory program that more closely resembles the unpredictable nature and immediacy of true chemical research. Students synthesize, isolate, and characterize (using a range of modern physical and spectroscopic techniques) a family of unknown materials in a series of 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 Chemistry 156 with placement based upon student selection and nomination by the Chemistry 156 instructor. Participants attend their regular Chemistry 251 lecture but attend the special laboratory section instead of a Chemistry 251 laboratory section.

Format: lecture, three hours per week; laboratory, four hours per week; weekly one-hour discussion. Evaluation will be based on the requirements for the Chemis-



try 251 lecture and performance in this special laboratory section including written laboratory reports and participation in discussions.  
*Enrollment limit: 12 (expected: 12). Preference given to sophomores. Permission of instructor is required.*

This course was developed under a grant from the Ford Foundation.

Hour: 10:00-10:50 MWF

Lab: 1-5 R

RICHARDSON

### **CHEM 256(S) Foundations of Modern Chemical Science**

This course treats an array of topics in modern chemistry, emphasizing broad concepts that connect and weave through the various traditional subdisciplines of the field. We begin at the microscopic level (atomic, molecular) with an introduction to coordination complexes (with applications in bioinorganic and geochemistry for instance.) From here we move on to a detailed description of structure and bonding, comparing the strengths, weaknesses and appropriate application of various bonding theories to different types of chemical complexes (small organic molecules, biomolecules, coordination complexes, and organic electronic materials for instance). We then transition to a broader, more macroscopic perspective, covering chemical thermodynamics and kinetics. In this section we emphasize how these broader views allow us to study different aspects of chemical reactivity of all types. Laboratory work includes experiments involving synthesis, characterization, and reactivity studies of coordination and organic complexes, spectroscopic analyses, thermodynamics, kinetics, electrochemical, and nuclear chemistry.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on homework assignments, laboratory work, hour tests, and a final exam.

Prerequisites: Chemistry 251/255, or permission of instructor. *No enrollment limit (expected: 60).*

Hour: 9:00-9:50 MWF

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

L. PARK

### **UPPER-LEVEL COURSES**

### **CHEM 319 Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as Biology 319, Computer Science 319, Mathematics 319 and Physics 319) (Not offered 2010-2011) (Q)** (See under BIOL 319 for full description.)

### **CHEM 321(F) Biochemistry I—Structure and Function of Biological Molecules (Same as Biochemistry and Molecular Biology 321 and Biology 321) (Q)**

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 an opportunity to study the structure of macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports.

Prerequisites: Biology 101 and Chemistry 251/255 and Chemistry 155/256. *Enrollment limit: 32 (expected: 32). Preference given to junior and senior Biology and Chemistry majors and BIMO concentrators.*

Hour: 10:00-10:50 MWF

Lab: 1-5 M,W,R

GEHRING

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

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

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of the data generated.

Prerequisites: Biology 101 and Chemistry 251/255. *Enrollment limit: 40 (expected: 36). Preference given to junior and senior Biology and Chemistry majors and BIMO concentrators.*

*Not available for the Gaudio option.*

Hour: 10:00-10:50 MWF

Lab: 1-4 T,W

D. LYNCH

### **CHEM 324(S) Enzyme Kinetics and Reaction Mechanisms**

Enzymes are complex biological molecules capable of catalyzing chemical reactions with very high efficiency, stereo-selectivity and specificity. The study of enzymatically-catalyzed reactions gives insight into the study of organic reaction mechanisms in general, and into the topic of catalysis especially. This course explores the methods and frameworks for determining mechanisms of enzymatic reactions. These methods are based on a firm foundation of chemical kinetics and organic reaction mechanisms. The first portion of the course is devoted to enzyme kinetics and catalysis including discussions of transition state theory, structure-reactivity relationships, Michaelis-Menten parameters, pH-dependence of catalysis, and methods for measuring rate constants. As the course progresses, the concepts of mechanism and its elucidation is applied to specific enzymatic processes as we discuss reaction intermediates and stereochemistry of enzymatic reactions. Our discussions of modern methods include the use of altered reactants, including mechanism-based inactivators and genetically modified enzymes as tools for probing enzymatic reactions.

Format: lecture, three hours per week. Evaluation will be based on problem sets, quizzes, a midterm exam, a paper, and a final exam.

Prerequisites: Chemistry/Biology/BIMO 321 or permission of instructor. *No enrollment limit (expected: 15).*

Hour: 9:55-11:10 TR

GEHRING

### **CHEM 335 Inorganic/Organometallic Chemistry (Not offered 2010-2011)**

This course addresses fundamental issues in 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 symmetry and group theory concepts, and applies them in a systematic approach to the study of structure, bonding, and spectroscopy of coordination and inorganic compounds. The course also covers selected inorganic and organometallic reactions and their mechanisms and bioinorganic chemistry. Primary literature and review articles are used to discuss recent developments and applications in the field. The course is supported by a laboratory which involves experiments closely tied to lectures, and introduces techniques for handling air-sensitive materials and research into catalysts.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on problem sets, laboratory work, exams, and an independent project and participation.

Prerequisites: Chemistry 155 or 256 and 251/255. *No enrollment limit (expected: 10).*

### **CHEM 336(F) 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.

Format: lecture, three hours per week. Evaluation is based on problem sets, reviews of research articles, hour exams, and a final exam.

Prerequisites: Chemistry 251/255. *Enrollment limit: 12 (expected: 12).*

Hour: 8:30-9:45 TR

Lab: 1-5 M

L. PARK

### **CHEM 341 Toxicology and Cancer (Same as Environmental Studies 341) (Not offered 2010-2011)**

What is a poison and what makes it poisonous? Paracelsus commented in 1537: "What is not a poison? All things are poisons (and nothing is without poison). The dose alone keeps a thing from being a poison." Is the picture really this bleak; is modern technology-based society truly swimming in a sea of toxic materials? How are the nature and severity of toxicity established, measured and expressed? Do all toxic materials exert their effect in the same manner, or can materials be poisonous in a variety of different ways? Are the safety levels set by regulatory agencies low enough for a range of common toxic materials, such as mercury, lead, and certain pesticides? How are poisons metabolized and how do they lead to the development of cancer? What is cancer and what does it take to cause it? What biochemical defense mechanisms exist to counteract the effects of poisons?

This course attempts to answer these questions by surveying the fundamentals of modern chemical toxicology and the induction and progression of cancer. Topics will range from description and quantitation of the toxic response, including risk assessment, to the basic mechanisms underlying toxicity, mutagenesis, carcinogenesis, and DNA repair.

Format: lecture, three hours per week. Evaluation will be based on two hour tests, a class presentation and paper, participation in discussion sessions, a self-explo-

ration of the current toxicological literature, and a final exam.

Prerequisites: Chemistry 156. May be taken concurrently with Chemistry 251/255. A basic understanding of organic chemistry will be required. *Enrollment limit: 30 (expected: 24).*

#### **CHEM 342(F) 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.

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

Prerequisites: Chemistry 251/255. *Enrollment limit: 19 (expected: 10).*

Hour: 9:55-11:10 TR

Lab: 1-5 M

T. SMITH

#### **CHEM 343 Medicinal Chemistry (Not offered 2010-2011)**

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.

Format: lecture, three hours per week. Evaluation will be based on problem sets, midterm exams, class participation, and a final project.

Prerequisites: Chemistry 251; not open to students who have taken Chemistry 111 or Chemistry 112. *No enrollment limit (expected: 20).*

#### **CHEM 344T(F) 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 1-2 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.

Format: tutorial, one hour per week; laboratory four hours per week. Evaluation will be based on problem sets, participation, laboratory work, and a final laboratory paper.

Prerequisites: Chemistry 251/255. *Enrollment limit: 10 (expected: 10). Preference given to Chemistry majors.*

Hour: 11:00-12:15 F

Lab: 1-5 T

S. GOH

#### **CHEM 348(S) 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.

Format: lecture, one hour per week; laboratory, four hours per week. Requirements: evaluation will be based on problem sets, participation, two exams, laboratory, and a final paper.

Prerequisites: Chemistry 251/255. *Enrollment limit: 12 (expected: 12). Preference given to Chemistry majors.*

Hour: 11:00-11:50 MWF

Lab: 1-5 M

S. GOH

#### **CHEM 361(F) Physical Chemistry: Structure and Dynamics**

This course integrates a number of physical chemistry topics. In the first part of the course, an introduction to quantum mechanics provides the basis for understanding atomic and molecular structure as well as spectroscopic methods. In the second part of the course we discuss chemical kinetics and molecular reaction dynamics in the gas phase and in solution. Applications of these principles are chosen from a variety of areas, including polymer chemistry, biochemistry, photochemistry, and solid and liquid state chemistry. Quantitative laboratory experiments and consultation with the scientific literature provide the background necessary for carrying out an independent theoretical or experimental project.

Format: lecture, three hours per week; discussion, one hour per week; laboratory, four hours per week. Evaluation will be based on class participation, problem sets, oral presentation and discussion on selected problems, laboratory work, and an independent project.

Prerequisites: Chemistry 155 or 256. *No enrollment limit (expected: 10).*

Hour: 11:00-12:15 MW

Lab: 1-5 T

BINGEMANN

#### **CHEM 364(S) Instrumental Methods of Analysis (Same as Environmental Studies 364) (W)**

This course provides the student an understanding of the applicability of current laboratory instrumentation both to the elucidation of fundamental chemical phenomena and to the measurement of certain atomic and molecular parameters. Experimental methods, including absorption and emission spectroscopy in the x-ray, ultraviolet, visible, infrared, microwave, and radio frequency regions, chromatography, electrochemistry, mass spectrometry, magnetic resonance, and thermal methods are discussed, with examples drawn from the current literature. The analytical chemical techniques developed in this course are useful in a wide variety of scientific areas. The course also covers new developments in instrumental methods and advances in the approaches used to address modern analytical questions.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on problem sets, laboratory work, exams, an independent project and participation.

Prerequisites: Chemistry 155 or 256 and 251/255. May be taken concurrently with Chemistry 256 with permission of instructor. *Enrollment limit: 18 (expected: 8).*

*This course satisfies "The Natural World" requirement for the Environmental Studies concentration.*

Hour: 8:30-9:45 TR

Lab: 1-5 T

C. GOH

#### **CHEM 366(S) Physical Chemistry: Thermodynamics**

The thermodynamic laws provide us with our most powerful and general scientific principles for predicting the direction of spontaneous change in physical, chemical, and biological systems. This course develops the concepts of energy, entropy, free energy, temperature (and absolute zero), heat, work, and chemical potential within the framework of classical and statistical thermodynamics. The principles developed are applied to a variety of problems: chemical reactions, phase changes, energy technology, industrial processes, and environmental science. Laboratory experiments provide quantitative and practical demonstrations of the theory of real and ideal systems studied in class.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on problem sets, laboratory work, exams, and an independent project.

Prerequisites: Chemistry 155 or 256, a basic knowledge of applied integral and differential calculus such as provided by Mathematics 104, 105, and some basic mechanics such as provided by Physics 131 or 141. *No enrollment limit (expected: 12).*

Hour: 9:00-9:50 MWF

Lab: 1-5 W

THOMAN

#### **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.

Format: lecture, three hours per week; laboratory, four hours per week. Evaluation will be based on problem sets and/or quizzes, laboratory work, two hour tests, and a final exam.

Prerequisites: Chemistry 155 or 256 and 251/255, and Mathematics 104 or equivalent. *No enrollment limit (expected: 25). Preference given to junior and senior Chemistry majors.*

Hour: 8:30-9:45 TR

Lab: 1-5 T,R

LOVEIT

### CHEM 368T(S) Quantum 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 use computational methods to explore assigned weekly research problems. The research results are presented to and discussed with the tutorial partner at the end of each week.

Format: tutorial, one hour per week; laboratory, three hours per week. Evaluation will be based on tutorial participation, presentations, and submitted papers.

Prerequisites: Chemistry 361 or equivalent background in Physics. *No enrollment limit (expected: 5).*

Hour: 12:00-12:50 MWF

Lab: 1-5 T

PEACOCK-LOPEZ

### RESEARCH AND THESIS COURSES

#### CHEM 393(F), 394(S) Junior Research and Thesis

#### CHEM 493(F)-W31-494(S) Senior Research and Thesis

Individual research projects in a field of interest to the student are carried out under the direction of a faculty member and culminate in a thesis. Students in this program are strongly encouraged to keep 1:10 p.m. to 2:25 p.m. on Friday free for departmental colloquia.

#### CHEM 397(F), 398(S) Independent Study, for Juniors

#### CHEM 497(F), 498(S) Independent Study, for Seniors

Individual research projects in a field of interest to the student are carried out under the direction of a faculty member.

## CLASSICS (Div. I)

Chair, Professor MEREDITH HOPPIN

Professors: CHRISTENSEN, HOPPIN. Assistant Professors: DEKEL, RUBIN, WILCOX.

The course offerings in Classics enable students to explore the ancient Greek, Roman, and Greco-Roman worlds from various perspectives: 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; 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 introductory surveys and opportunities for more specialized study of the ancient Greco-Roman world from earliest historical times through late antiquity.

### MAJOR

Majors and prospective majors are encouraged to consult with the department's faculty to ensure a well-balanced and comprehensive selection of Classics courses appropriate to their individual interests. A course or courses in ancient history are strongly recommended. Majors may also benefit from advice on courses offered in other departments which would complement their particular interests in Classics. A reading knowledge of French, German, and Italian is useful for any study in Classics and is required in at least two of these modern languages by graduate programs in classics, ancient history, classical art and archaeology, and medieval studies.

The department offers two routes to the major: *Classics* and *Classical Civilization*.

*Classics*: (1) Six courses in Greek and/or Latin, with at least two 400-level courses in one language; (2) Three additional courses, elected from the offerings in Greek, Latin, or Classical Civilization or from approved courses in other departments.

*Classical Civilization*: (1) Either Classics 101 or 102 and one of Classics 222, 223, or 235; (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.

A number of courses from other departments are cross-listed with Classics and may be elected for the major, including ArtH 213 *Greek Art and Myth*, Philosophy 221 *Greek Philosophy* and 330 *Plato*, 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 present a thesis or pursue appropriate independent study in the fall and winter study of their senior year. The thesis or independent study offers students the opportunity to work in depth on a topic of their choosing and to apply and develop the techniques and critical methods with which they have become acquainted during their regular course work. It may also include relevant work with members of other departments. In order to write a thesis, students normally must have a minimum GPA of 3.3 in their major courses and must submit a thesis proposal before the end of the spring semester of their junior year that earns departmental approval. To be awarded the degree with honors in Classics, the student is required to have taken a minimum of ten semester courses in the department (not including the thesis or independent study) and to have demonstrated original or superior ability in studies in the field both through course work and through the thesis or equivalent independent study.

### COURSE NUMBERING SYSTEM

*Language Courses*: The numbering of courses through the 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 numbering of the 400-level courses partially reflects the order in which they are offered over a two-year period for Greek and a three-year period for Latin. It also indicates a good order in which to take the 400-level courses but not an essential order, and individual students may enter the sequence at any point. While not every student will take every course, the rotation of 400-level courses is arranged to permit exposure, in a three- to four-year period, to most of the important periods and genres of classical studies.

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

### 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. So that students may learn more about all these opportunities, as well as how best to prepare for them, the department holds open meetings twice each year. 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 internet sites.

## CLASSICAL CIVILIZATION

### CLAS 101(S) The Trojan War (Same as Comparative Literature 107) (W)

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 millennia 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*, after which we will 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*.

Format: discussion with short lectures. Evaluation will be based on a series of short papers involving close textual analysis, several short response papers, two 5-page papers, and contributions to class discussion.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first-year students, sophomores, and majors in Classics and Comparative Literature.*  
Hour: 1:10-2:25 TF HOPPIN

**CLAS 102(F) Roman Literature: Foundations and Empire (Same as Comparative Literature 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 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.*

Format: discussion/lecture. Evaluation will be based on short written assignments, midterm and final exams with essays, and contributions to class discussion. No prerequisites. *Enrollment limit: 25 (expected: 15). Preference will be given to first-year students and sophomores and to majors in Classics and Comparative Literature.*

Hour: 1:10-2:25 MR

WILCOX

**CLAS 205(S) Ancient Wisdom Literature (Same as Comparative Literature 217, Jewish Studies 205 and Religion 205)**

(See under REL 205 for full description.)

DEKEL

**CLAS 207(F) From Adam to Noah: Literary Imagination and the Primeval History in Genesis (Same as Comparative Literature 250, Jewish Studies 207, Religion 207)**

(See under REL 207 for full description.)

DEKEL

**CLAS 210 Reading Jesus, Writing Gospels: Christian Origins in Context (Same as Comparative Literature 213 and Religion 210) (Not offered 2010-2011) (W)**

(See under REL 210 for full description.)

BUELL

**CLAS 213 Greek Art and Myth (Same as Arth 213) (Not offered 2010-2011)**

(See under ARTH 213 for full description.)

MCGOWAN

**CLAS 216 Body of Evidence: Greek Sculpture and the Human Figure (Same as Arth 216) (Not offered 2010-2011)**

(See under ARTH 216 for full description.)

MGOWEN

**CLAS 222(S) Greek History (Same as History 222)**

(See under HIST 222 for full description.)

CHRISTENSEN

**CLAS 223 Roman History (Same as History 223) (Not offered 2010-2011)**

(See under HIST 223 for full description.)

CHRISTENSEN

**CLAS 226(S) (formerly 105) The Ancient Novel (Same as Comparative Literature 226) (W)**

In this course we read and closely analyze long works of fiction composed in the ancient Mediterranean between the first century BC and the fourth century AD. 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 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.

Format: discussion, with occasional short lectures. Requirements: vigorous participation in class discussion, about six 2-3 page papers, one revised and expanded 5- to 6-page paper, and a final 10- to 15-page paper.

No prerequisites; not open to students who took this course as CLAS 105/COMP 113. *Enrollment limit: 19 (expected: 10). Preference will be given to majors and prospective majors in Classics and Comparative Literature, then to sophomores and first-years.*

Hour: 11:20-12:35 TR

WILCOX

**CLAS 235 Introduction to Roman Archaeology and Material Culture (Same as Anthropology 235 and History 224) (Not offered 2010-2011)**

This course examines the development of Roman archaeology and the material culture that is its focus from the early Iron Age, ca. 1000 BCE, to the end of 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, Ephesus and Alexandria. Class discussions will focus on issues related to gender, ethnicity and cultural identity in the Roman Empire. For example, what does it mean to be "Roman" in terms of language, ethnicity and cultural institutions? Roman art and architecture was not the product of any single people or culture, but rather the hybrid synthesis of a complex cultural negotiation between the Romans and their colonial subjects (i.e., Greeks, Jews, Celts, etc.). 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.

Format: lecture/discussion. Evaluation will be based on classroom performance, quizzes, one 8- to 10-page paper, a midterm, and a final exam.

No prerequisites. *Enrollment limit: 40 (expected: 30). Preference given to majors or prospective majors in Classics, History, Art History, and Anthropology.*

RUBIN

**CLAS 238 Identity, Geography and Politics in the Roman Empire (Same as History 341) (Not offered 2010-2011)**

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. It is out of this matrix of social fragmentation and uncertainty that the geographical texts of the Augustan age arose. 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 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 issues such as the relationship between geography and ethnography and the differences between modern cartography and the geographical mapping techniques used in the ancient world.

Format: lecture/discussion. Evaluation will be based on classroom performance, quizzes, one 8- to 10-page paper, a midterm, and a final exam.

No prerequisites. *Enrollment limit: 25. Preference given to majors or prospective majors in Classics, Anthropology, and History.*

RUBIN

**CLAS 239 The Construction of Gender in Ancient Greece and Rome (Same as History 322 and Women's and Gender Studies 239) (Not offered 2010-2011)**

The inferior political status and heavily circumscribed lives of women in ancient Greek and Roman societies have received extensive study in recent decades. Yet it is nearly impossible to understand women's lives without also studying the often stringent cultural norms that governed men's lives as well. This course seeks to understand these aspects of Greek and Roman societies over time as expectations for the behaviors, priorities, and activities of both women and men evolved. While the impact of these gendered expectations on the lives of men and women often varied considerably in kind and degree, their interplay was at the same time often intricate, and many that constructed women's lives could only be articulated with reference to corresponding expectations for men. Others emerged only during times of crisis and could even involve a reversal of the usual roles of men and women. Some norms gave men and women a shared experience that is rare in other societies.

We will explore these and related issues by reading widely in such ancient authors as Homer, Sappho, Herodotus, the Greek tragedians, Greek and Roman philosophers, Vergil and other Latin poets, and Roman didactic writers. We will also read modern scholarship on such subjects as the family, prostitution, the exposure of unwanted infants, demography, and the anthropology of gender in both Greek and Roman societies.

Format: lecture and discussion. Evaluation will be based on class preparation and participation, two short 5- to 7-page papers, a midterm, and a final exam.

No prerequisites. *Enrollment limit: 25 (expected: 15).*

CHRISTENSEN

**CLAS 240(S) Roman Cities in the Near East (Same as Anthropology 240 and History 340)**

The Near East under Roman rule was a zone of intense cultural contact and exchange. Major urban centers, such as 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.

Format: seminar. Requirements: evaluation will be based on classroom performance, one 15-minute oral presentation, one 10- to 12-page paper, a midterm and a final exam.

No prerequisites. *Enrollment limit: 15 (expected: 10). Preference given to majors or prospective majors in Classics, Anthropology, Art History, and History.*

Hour: 2:35-3:50 MR

RUBIN

**CLAS 248(F) The Image of God in Greek Art (Same as Arth 238)**

(See under ARTH 238 for full description.)

HEDREEN

**CLAS 258(F) Divine Kingship in the Ancient Mediterranean (Same as Religion 213 and Anthropology 258 and History 394)**

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.

Format: lecture/discussion. Requirements: evaluation will be based on classroom performance, quizzes, one 8- to 10-page paper, a midterm and a final exam.

No prerequisites. *Enrollment limit: 30 (expected: 20). Preference given to majors or prospective majors in Classics, Anthropology, Art History, and History.*

Hour: 1:10-2:25 TF

RUBIN

**CLAS 262 Performing Greece and Rome (Same as Theatre 262 and Comparative Literature 270) (Not offered 2010-2011)**

Since their beginnings in fifth-century Athens, tragedy and comedy have always been translations of something else. The tragedies of Aeschylus, Sophocles and Euripides and the comedies of Aristophanes were hybrids of various poetic, musical and dance genres first developed for a variety of different performance occasions. This class, which will be team-taught by a classics professor and a stage-director who have collaborated in the past on Williamstheatre productions of Greek tragedies, will examine selected dramatic texts from ancient Greece and Rome as literary artifacts and as documents intended for translation into performance. We hope that our interdisciplinary approach will stimulate a wide-ranging consideration of these enormously influential plays.

In addition to scrutinizing the relation of the texts to what we know of ancient production practice, we will illuminate these archaic stagings by analogy to a number of surviving performance traditions in such places as contemporary Japan, China, Indonesia and Africa. We will also trace successive translations and hybridizations of these plays through history to the stages of modern Paris, Berlin, Johannesburg, London, Athens, Kabul, and New York. The class will include a modest number of workshops in performance in order to begin to develop a kinesthetic sense of the production practices we examine.

Format: discussion and some workshops. Evaluation will be based on contributions to discussion, effort in workshops, and several short papers.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to majors or prospective majors in Classics, Theatre, and Comparative Literature.*

HOPPIN and BUCKY

**CLAS 320T(F) Enchantment and the Origins of Poetry (Same as Comparative Literature 320T and CLGR 410T) (W)**

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.*

Format: tutorial. Requirements: 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.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to majors in Classics and Comparative Literature.*

Tutorial meetings to be arranged.

DEKEL

**CLAS 323 Leadership, Government, and the Governed in Ancient Greece (Same as History 323 and Leadership Studies 323) (Not offered 2010-2011) (W)**

(See under HIST 323 for full description.)

CHRISTENSEN

**CLAS 330 Plato (Same as Philosophy 330) (Not offered 2010-2011) (W)**

(See under PHIL 330 for full description.)

MCPARTLAND

**CLAS 332 Aristotle (Same as Philosophy 332) (Not offered 2010-2011)**

(See under PHIL 332 for full description.)

MCPARTLAND

**CLAS 334 Greek and Roman Ethics (Same as Philosophy 334) (Not offered 2010-2011) (W)**

(See under PHIL 334 for full description.)

MCPARTLAND

## GREEK

**CLGR 101(F)-102(S) Introduction to Greek**

This full-year, intensive course presents the fundamentals of Greek grammar, syntax, and vocabulary and introduces students, in the second semester, to works of the classical period (usually Xenophon and Euripides).

This course is designed for students who are beginning Greek or have studied less than two years of Greek in secondary school. *Credit is granted for the first semester only if the second semester is taken as well.* Students with some previous experience in Greek may want to enroll in CLGR 102 only. (Consult the department.)

No prerequisites. Format: recitation/discussion. Evaluation will be based on frequent quizzes, tests, and a final exam.

*Enrollment limit: 15 (expected: 8-10).*

Hour: 11:00-12:15 MWF

11:00-12:15 MWF

First Semester: CHRISTENSEN

Second Semester: HOPPIN

**CLGR 201(F) Intermediate Greek**

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

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

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

Hour: 9:00-9:50 MWF

WILCOX

**CLGR 402 Homer: The Iliad (Not offered 2009-2010; to be offered 2010-2011)**

From the early archaic era through the classical and beyond, Homer's *Iliad* and *Odyssey* simultaneously influenced and reflected Greek conceptions of community, leadership, war, heroism, family, loyalty, the gods, justice, and much more. Nearly all of subsequent Greek literature, both poetry and prose, developed dialogue with these early epic texts. In this course we will read extensive selections from the *Iliad* in Greek and the entire epic in translation, focusing on the oral tradition and societal background in which it is rooted and on the unique structure and character of the poem itself.

Format: recitation/discussion. Evaluation will be based on class participation, oral reports, a midterm and final exams, and a final paper.

Prerequisites: Greek 201 or permission of instructor. Greek 402 is offered alternately as a course on the *Iliad* and the *Odyssey*. Students who have taken Greek 402 on the *Odyssey* may elect this course as well. *Enrollment limit: 12 (expected: 5-10).*

**CLGR 402 Homer: *The Odyssey* (Not offered 2010-2011)**

From the early archaic era through the classical and beyond, Homer's *Iliad* and *Odyssey* simultaneously influenced and reflected Greek conceptions of community, leadership, war, heroism, family, loyalty, the gods, justice, and much more. Nearly all of subsequent Greek literature, both poetry and prose, developed dialogue with these early epic texts. In this course we will read extensive selections from the *Odyssey* in Greek and the entire epic in translation, focusing on the oral tradition and societal background in which it is rooted and on the unique structure and character of the poem itself.

Format: recitation/discussion. Evaluation will be based on class participation, oral reports, a midterm and final exams, and a final paper.

Prerequisites: Greek 201 or permission of instructor. Greek 402 is offered alternately as a course on the *Iliad* and the *Odyssey*. Students who have taken Greek 402 on the *Iliad* may elect this course as well. *Enrollment limit: 12 (expected: 5-10).*

HOPPIN

**CLGR 403 Poetry and Revolution in Archaic Greece (Not offered 2010-2011)**

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.

Format: recitation/discussion. Evaluation will be based on daily translations and contributions to class discussion, several translation quizzes, an oral presentation, a final paper, and a final exam.

Prerequisites: Greek 201 or permission of instructor. *Enrollment limit: 12 (expected: 5-6).*

CHRISTENSEN

**CLGR 404 Tragedy (Not offered 2010-2011)**

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 tragedies were 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.

Format: recitation/discussion. 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: Greek 201 or permission of the instructor. *Enrollment limit: 12 (expected: 4-5).*

HOPPIN

**CLGR 405 Greek Lyric Poetry (Not offered 2010-2011)**

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.

Format: seminar. Evaluation will be based on class participation, a midterm exam, a final paper, and a final exam. Prerequisites: Greek 201 or permission of the instructor. *Enrollment limit: 12 (expected: 5).*

DEKEL

**CLGR 406T Coming of Age in the Polis (Same as Women's and Gender Studies 406T) (Not offered 2010-2011) (W)**

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

Format: tutorial. Evaluation will be based on the translations, reports, and critiques presented in the tutorial sessions.

Prerequisites: Greek 201 or permission of instructor. *Enrollment: 10 (expected: 6-8).*

HOPPIN

**CLGR 407(S) 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.

Format: seminar. Evaluation will be based on class translation and discussion, several short exercises, a midterm, a final paper, and a final translation exam.

Prerequisites: Greek 201 or permission of instructor. *Enrollment limit: 12 (expected: 6-8).*

Hour: 1:10-3:50 W

CHRISTENSEN

**CLGR 410T(F) Enchantment and the Origins of Poetry (Same as Classics 320T and Comparative Literature 320T) (W)**

(See under CLAS 320T for full description.)

DEKEL

## LATIN

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

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

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

*Enrollment limit: 15 (expected: 8-10).*

Hour: 11:00-12:15 MWF

First Semester: HOPPIN

11:00-12:15 MWF

Second Semester: 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.

Format: recitation/discussion. Evaluation will be based on classroom performance, quizzes, a midterm, and a final exam. Occasional oral presentations or short essays may be required as well.

Prerequisites: Latin 101-102 or 3-4 years of Latin in secondary school: consult the department. *Enrollment limit: 12 (expected: 6-10).*

Hour: 10:00-10:50 MWF

RUBIN

**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.

Format: discussion/recitation. Evaluation will be based on class participation, a midterm exam, a final paper, and a final exam.

Prerequisites: Latin 201 or permission of the instructor. *Enrollment limit: 12 (expected: 10).*

Hour: 2:35-3:50 TF

DEKEL

**CLLA 403 The Invention of Love: Catullus and the Roman Elegists (Not offered 2010-2011)**

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.

Format: discussion/recitation. Evaluation will be based on class participation, a midterm exam, a final paper, and a final exam.

Prerequisites: Latin 302 or permission of instructor. *Enrollment limit: 12 (expected: 10-12). Preference given to Classics majors.*

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.

Format: discussion. Evaluation will be based on class preparation and participation, an 8- to 10-page paper, a midterm, and a final exam.

Prerequisites: Latin 302 or permission of instructor. *Enrollment limit: 12 (expected: 6).*

Hour: 2:35-3:50 MR

CHRISTENSEN

**CLLA 406 Horace Odes 1-3 (Not offered 2010-2011)**

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.

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: Latin 302 or permission of instructor.

HOPPIN

**CLLA 407 Caesar and Cicero (Not offered 2010-2011)**

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.

Format: recitation/discussion. 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: Latin 302 or permission of instructor. *Enrollment limit: 12 (expected: 6-9).*

WILCOX

**CLLA 408 Roman Comedy (Not offered 2010-2011)**

Roman comedy flourished only briefly, between the second and third Punic Wars, but its cultural-historical importance is undeniable. In these *fabulae palliatae*, Latin comedies staged in Greek costume and featuring ostensibly Greek characters, Roman attitudes are questioned and mocked, but ultimately reasserted. We will read the *Menaechmi* of Plautus and the *Adelphoe* of Terence, two plays that burlesque the stereotypical relationships between fathers, brothers, sons, and slaves. We will also consider selections from Cato the Elder, Cicero's letters, and other primary and secondary texts that shed additional light on Roman familial relationships and their place in republican society.

Format: discussion/recitation. Evaluation will be based on class participation, several short papers, a midterm and a final exam.

Prerequisites: Latin 302 or permission of the instructor. *Enrollment limit: 12 (expected: 8-10).*

WILCOX

**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.

Format: seminar. Evaluation will be based on class participation, several short written and oral assignments, midterm and final exams, and a final paper.

Prerequisites: Latin 302 or permission of the instructor. *Enrollment limit: 12 (expected: 5-10).*

Hour: 2:35-3:50 TF

WILCOX

## CLASSICS

**CLAS 499(F,S) Senior Colloquium**

This colloquium is required for all senior Classics majors and normally meets every other week for one hour in both the fall and spring semesters. Although required for the Classics major, it is a non-credit course and does not count towards the number of semester courses required for the Classics major or for graduation.

Students must arrange their class schedules so that they can meet on Fridays between 12:15 and 1:10.

Hour: 12:15-1:10 W

Members of the Department.

**CLAS 493(F)-W31, W31-494(S) Senior Thesis**

Recommended for all candidates for the degree with honors. This project will normally be of one semester's duration, in addition to a Winter Study.

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

Students with permission of the department may enroll for independent study on select topics not covered by current course offerings.

## COGNITIVE SCIENCE (Div. II)

Chair, Professor KRIS KIRBY



*Advisory Committee:* Professors: DANYLUK, KIRBY, H. WILLIAMS, ZAKI\*\*. Associate Professor: CRUZ. 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 108 *Artificial Intelligence: Image and Reality*  
CSCI 361 *Theory of Computation*  
CSCI 373 *Artificial Intelligence*  
CSCI 374 *Machine Learning*  
LING 100/ANTH 107 *Introduction to Linguistics*  
LING 220/ENGL 224 *The Syntactic Structure of English*  
NSCI 201/BIOL/PSYC 212 *Neuroscience*  
PHIL 202 *Analytic Philosophy—Language and the Mind*  
PHIL 331 *Epistemology*  
PHIL 388T *Consciousness*  
PSYC 221 *Cognitive Psychology*  
PSYC 322 *Concepts: Mind, Brain, and Culture*  
PSYC 324T *Great Debates in Cognition*  
PSYC 326 *Decision Making*  
PSYC 327 *Optimizing Learning and Memory*  
REL/PHIL 288 *Embodied Mind: 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/NSCI 209T *Animal Communication*  
BIOL 305 *Evolution*  
LING 230/PHIL 131 *Introduction to Logic and Semantics*  
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*  
STAT 331 *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.

#### COGS 222(F) *Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science* (Same as Philosophy 222 and Psychology 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.

Format: lecture/discussion. Requirements: midterm and final exams, and self-paced weekly computer lab exercises.

Prerequisites: Psychology 101 or Philosophy 102 or Computer Science 134. Background in more than one of these is recommended. *Enrollment limit: 25 (expected: 25). Preference given to first- and second-year students.*

*Satisfies one semester of the Division II requirement.*

Hour: 9:55-11:10 TR

CRUZ

#### COGS 493(F) *Senior Seminar*

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.

Format: seminar or tutorial, depending on enrollment. Requirements: several short assignments, final paper, attendance and participation.

Prerequisites: required of, and open only to, senior cognitive science concentrators (though in unusual circumstances non-concentrators may take the class with permission of the cognitive science advisory committee). *Enrollment limit: number of senior concentrators.*

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

DANYLUK

#### COGS W31-494(S) *Senior Thesis*

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.

#### COGS 497(F), 498(S) *Independent Study*

### COMPARATIVE LITERATURE (Div. I)

*Chair, Professor GAIL M. NEWMAN*

Professors: BELL-VILLADA, CASSIDAY, DRUXES, KIEFFER B, NEWMAN, ROUHI. Associate Professors: C. BOLTON\*, S. FOX\*, FRENCH, KAGAYA, MARTIN, NUGENT, PIEPRZAK\*\*), VAN DE STADT. Assistant Professors: DEKEL, HOLZAPPEL\*, NAAMAN, VARGAS. Visiting Assistant Professor: KHATTAB.

Students motivated by a desire to study literature in the broadest terms, as well as those interested in particular examples of literary comparison, will find an intellectual home in the Program in Comparative Literature. The Program in Comparative Literature gives students the opportunity to develop their critical facul-

ties through the analysis of literature in its international and multicultural context. By crossing national, linguistic, historical, and disciplinary boundaries, students of Comparative Literature learn to read texts for the ways they make meaning, the assumptions that underlie that meaning, and the aesthetic elements evinced in the making. Students of Comparative Literature are encouraged to examine the widest possible range of literary communication, including the metamorphosis of genres, forms, and themes.

Whereas specific literature programs allow the student to trace the development of one literature in a particular culture over a period of time, Comparative Literature juxtaposes the writings of different cultures and epochs in a variety of ways. Because interpretive methods from other disciplines play a crucial role in investigating literature's larger context, the Program offers courses intended for students in all divisions of the college and of all interests. These include courses that introduce students to the comparative study of world literature and courses designed to enhance any foreign language major in the Williams curriculum. In addition, the English Department allows students to count one course with a COMP prefix as an elective within the English major.

The Program supports two distinct majors in *Comparative Literature* and *Literary Studies*. The major in Comparative Literature requires advanced work in at least one language other than English and is strongly recommended for students contemplating graduate study in the discipline. Both majors provide a strong basis for any career demanding analytical, interpretive, and evaluative skills and allow the student, within a framework of general requirements, to create a program of study primarily shaped by the student's own interests.

## MAJORS

### *Comparative Literature*

The Comparative Literature major combines the focused study of a single national-language literature with a wide-ranging exploration of literary forms across national, linguistic, and historical boundaries. Each student declaring the major must select a single foreign language as his or her specialty, although the serious study of literature in foreign languages other than the student's specialty is strongly encouraged. The languages currently available are French, German, Ancient Greek, Latin, Russian, and Spanish. Each student will also be paired with a faculty advisor with whom the student will meet each semester to discuss how best to fulfill the requirements for the major.

Eleven courses are required for the major:

Comparative Literature 111 The Nature of Narrative

Any three comparative literature core courses. A core course is any course that meets the following criteria: a) it must treat primarily literature and b) it must be genuinely comparative across cultures and/or primarily theoretical. 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 the foreign language programs and English, Religion, Africana Studies, and Latino/Latina Studies.

Three literature courses in the student's specialty language, in which texts are read in the original. At least one of the three must be above the 200-level.

Three courses in which most of the course work concerns literature other than that of the student's specialty language or literary theory. These courses may be selected from Comparative Literature offerings or from other departments and must be approved by the student's major advisor. Only one may be in English or American literature.

Comparative Literature 401 Senior Seminar (variable topics)

Students who are considering a major in Comparative Literature should aim to acquire intermediate-level proficiency in their specialty language by the end of the sophomore year. They should also complete core course requirements by the end of their junior year. Students pursuing the Comparative Literature major are strongly encouraged to study abroad during their junior year and may receive major credit for up to 4 courses taken during study abroad. At least three courses towards the major must be at the 300 level or above. Students are expected to take the version of 401 offered in their senior year.

### *Literary Studies*

The Literary Studies major allows for a wide-ranging exploration of literary forms across national, linguistic, and historical boundaries. Unlike the major in Comparative Literature, the Literary Studies major does not require the student to choose a specialty language, although the serious study of literature in one or more foreign languages is strongly encouraged. Each student will be paired with a faculty advisor, with whom the student will meet each semester to discuss how best to fulfill the requirements for the major.

Eleven courses are required for the major:

Comparative Literature 111 The Nature of Narrative

Any four comparative literature core courses. A core course is any course that meets the following criteria: a) it must treat primarily literature and b) it must be genuinely comparative across cultures and/or primarily theoretical. 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 the foreign language programs and English, Religion, Africana Studies, and Latino/Latina Studies.

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 who are considering a major in Literary Studies should aim to complete core course requirements by the end of their sophomore year. Students who choose to study abroad during their junior year may receive major credit for up to 4 courses taken during study abroad. At least three courses towards the major must be at the 300 level or above. Students are expected to take the version of 401 offered in their senior year.

## THE DEGREE WITH HONORS IN COMPARATIVE LITERATURE OR LITERARY STUDIES

### *Prerequisites*

Honors candidates in Comparative Literature or Literary Studies 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 or Literary Studies 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 who have Comparative Literature as a major 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. Literary Studies students can also benefit from study abroad; literature courses from abroad are often candidates for credit as major electives.

## COURSES

### COMP 104 Introduction to World Theatre and Performance (Same as Theatre 104) (Not offered 2010-2011) (D)

(See under THEA 104 for full description.)

HOLZAPFEL

### COMP 107(S) The Trojan War (Same as Classics 101) (W)

(See under CLAS 101 for full description.)

HOPPIN

### COMP 108(F) Roman Literature: Foundations and Empires (Same as Classics 102)

(See under CLAS 102 for full description.)

WILCOX

### COMP 111(F) The Nature of Narrative (Same as English 120) (W)

In this course we will read first-rate fiction by first-rate writers from a wide variety of traditions and eras in an effort to understand the meaning of narrative. How does narrative technique shape our understanding of a given text? In what ways, and for what purposes, do authors create different narrators to present a story? Why do we often read and write similar kinds of stories, and what does this repetitiveness do for us? Our texts may include writings by Calvino, Dinesen, Tanizaki, Maupassant, Tolstoy, Babel, Cortazar, and Sholem Aleichem. We will accompany these readings with a variety of pertinent theoretical pieces. *All readings in English.*

Format: lecture/discussion. Requirements: active and thoughtful class participation, three short papers, and a final 10-page paper.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to students considering a major in Comparative Literature or Literary Studies.*

Hour: 11:00-12:15 MW

VAN DE STADT

### COMP 111(S) The Nature of Narrative (Same as English 120) (W)

Through the study of a variety of texts, ranging from the most ancient to the postmodern, the course will introduce historical, comparative, and theoretical approaches to narrative form. Readings will include short stories and novels by Homer, Cervantes, Goethe, Kleist, Balzac, Dostoevsky, Kafka, Woolf, and Barthelme. We will also consider several theoretical and critical discussions of narration. *All readings in English.*

Format: lecture/discussion. Requirements: active class participation, two 8- to 10-page papers.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to students considering a major in Comparative Literature or Literary Studies.*

Hour: 8:30-9:45 TR

B. KIEFFER

### COMP 117(F) Introduction to Cultural Theory (Same as English 117) (W)

(See under ENGL 117 for full description.)

THORNE

### COMP 131(S) Vertigo/Verticality (Same as Africana Studies 131, American Studies 131, and English 131) (W)

(See under ENGL 131 for full description.)

SCHLEITWILER

### COMP 134(S) Myth in Music (Same as Music 134) (W)

(See under MUS 134 for full description.)

M. HIRSCH

### COMP 139(F) Metafiction (Same as English 139) (W)

(See under ENGL 139 for full description.)

ROSENHEIM

### COMP 152 Japanese Film (Same as Japanese 152) (Not offered 2010-2011)

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 several directors whose work seems to borrow equally from genre film and the artistic avant-garde. *All texts are translated or subtitled in English.*

Format: lecture with some discussion. Requirements: regular attendance in class and at weekly evening screenings, weekly readings in film theory and criticism, and several short response assignments, plus two short papers and an in-class exam.

No prerequisites. *No enrollment limit (expected: 25).*

C. BOLTON

### COMP 200(S) 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 Pirandello; 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.

Format: lecture/discussion. Requirements: participation, brief weekly journals, one class presentation, three 6-page papers, a mid-term, and a final.

No prerequisites; first-year students must consult with the instructor before registering for this course. *Enrollment limit: 20 (expected: 20). Preference given to students considering a major in Comparative Literature or Literary Studies.*

Hour: 2:35-3:50 MR

BELL-VILLADA

### COMP 201 The Hebrew Bible (Same as Jewish Studies 201 and Religion 201) (Not offered 2010-2011)

(See under REL 201 for full description.)

DEKEL

### COMP 202(F) Modern Drama (Same as English 202 and Theatre 229)

(See under ENGL 202 for full description.)

PETHICA

### COMP 203 Nineteenth-Century Russian Literature in Translation (Same as Russian 203) (Not offered 2010-2011)

(See under RUSS 203 for full description.)

VAN DE STADT

### COMP 204(S) Twentieth-Century Russian Literature: Manuscripts Don't Burn (Same as Russian 204)

(See under RUSS 204 for full description.)

VAN DE STADT

### COMP 205 The Latin-American Novel in Translation (Same as Spanish 205) (Not offered 2010-2011)

(See under RLSP 205 for full description.)

BELL-VILLADA

### COMP 206 The Book of Job and Joban Literature (Same as Jewish Studies 206 and Religion 206) (Not offered 2010-2011) (W)

(See under REL 206 for full description.)

DEKEL

### COMP 207T Tolstoy: The Major Novels (Same as Russian 210T) (Not offered 2010-2011) (W)

(See under RUSS 210 for full description.)

CASSIDAY

### COMP 208(S) The Culture of Carnival (Same as Theatre 205)

(See under THEA 205 for full description.)

BROTHERS

### COMP 209 The Legend of the Wandering Jew (Same as Jewish Studies 209 and Religion 209) (Not offered 2010-2011)

(See under REL 209 for full description.)

DEKEL

### COMP 210 Latina/o Language and Literature: Hybrid Voices in Contemporary Context (Same as American Studies 240 and Latina/o Studies 240) (Not offered 2010-2011) (D)

(See under LATS 240 for full description.)

CEPEDA

### COMP 211 From Voltaire to Nietzsche (Same as German 210) (Not offered 2010-2011)

(See under GERM 210 for full description.)

B. KIEFFER

### COMP 212(S) Nordic Lights: Literary and Cultural Diversity in Modern Scandinavia (Same as Women's and Gender Studies 200) (D)

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 Björk), 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 Jónsson, and Peter Høeg. Films to include works by Ingmar Bergman, Lasse Hallström, Bille August, Colin Nutley, Lukas Moodysson, Josef Fares, and Tomas Vinterberg. *All readings and discussions in English.*

Format: seminar. Requirements: active participation, two short papers, an oral presentation, and a final paper.

No prerequisites; open to first-year students. *Enrollment limit: 15 (expected: 15). Preference given to Comparative Literature and Women's and Gender Studies majors and those with compelling justification for admission.*

Hour: 1:10-2:25 MR

MARTIN

**COMP 213 Reading Jesus, Writing Gospels: Christian Origins in Context (Same as Classics 210 and Religion 210) (Not offered 2010-2011) (W)**

(See under REL 210 for full description.)

BUELL

**COMP 216 Protest Literature: Arab Writing Across Three Continents (Same as Arabic 216) (Not offered 2010-2011)**

(See under ARAB 216 for full description.)

NAAMAN

**COMP 217(S) Ancient Wisdom Literature (Same as Classics 205, Jewish Studies 205 and Religion 205)**

(See under REL 205 for full description.)

DEKEL

**COMP 220 Cultural Foundations: The Literature and History of Early China (Same as Chinese 224 and History 315) (Not offered 2010-2011) (D)**

(See under CHIN 224 for full description.)

NUGENT

**COMP 222(F) Introduction to Postwar Japanese Cinema to 1960 (Same as Japanese 222)**

(See under JAPN 222 for full description.)

F. STEWART

**COMP 224 Issues in Contemporary Japan through Literature and Film (Same as Japanese 224) (Not offered 2010-2011)**

(See under JAPN 224 for full description.)

KAGAYA

**COMP 225(F) Traditional Chinese Poetry (Same as Chinese 228) (W) (D)**

(See under CHIN 228 for full description.)

NUGENT

**COMP 226(S) The Ancient Novel (Same as Classics 226)(W)**

(See under CLAS 226 for full description.)

WILCOX

**COMP 228(S) Modern Arabic Literature in Translation (Same as Arabic 228) (W) (D)**

(See under ARAB 228 for full description.)

NAAMAN

**COMP 230T Violent States, Violent Subjects: Nation-Building and Atrocity in 19th-Century Latin America (Same as Spanish 230T) (Not offered 2010-2011) (W) (D)**

(See under RLSP 230 for full description.)

FRENCH

**COMP 231T Postmodernism (Same as English 266T) (Not offered 2010-2011) (W) (D)**

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 film, 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.

Format: tutorial. Requirements: After an introductory lecture meeting, students will meet with the instructor in pairs for approximately an hour each week; they will write a 5-page paper every other week (five in all), and respond to their partners' papers in alternate weeks. 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.

Prerequisites: a 100-level literature course (Comparative Literature, English, etc.) and sophomore standing or higher, or permission of the instructor. *Enrollment limit: 10 (expected: 10). Priority will be given to students majoring in a discipline related to critical theory (or considering such a major) and those with a demonstrated interest in the material.*

C. BOLTON

**COMP 233 Introduction to Classical Arabic Literature (Same as Arabic 233) (Not offered 2010-2011) (W)**

(See under ARAB 233 for full description.)

VARGAS

**COMP 234(F) Modern Japanese and Korean Literature in Comparative Perspective (Same as Asian Studies 234)**

(See under ASST 234 for full description.)

FLOYD

**COMP 235 China on Screen (Same as Chinese 235) (Not offered 2010-2011)**

(See under CHIN 235 for full description.)

NUGENT

**COMP 239(F) Introduction to Ecocriticism: North-South Dialogues on Nature and Culture (Same as Environmental Studies 239) (D)**

(See under ENVI 239 for full description.)

FRENCH

*This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.*

**COMP 240(S) Introduction to Literary Theory (Same as English 230) (W)**

(See under ENGL 230 for full description.)

DAVIS

**COMP 241(F) Performing Race: From Shakespeare to Spike Lee (Same as Africana Studies 241 and Theatre 241) (D)**

(See under THEA 241 for full description.)

P. ERICKSON

**COMP 242T Reading and Writing the Body (Not offered 2010-2011) (W)**

Am I a body, or do I have one? The tradition of favoring thought over physical experience has long informed, and 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 or contemplation. In their writing, these authors tell a very different tale with regard to the literary process, and it is focused on the primacy of the physical experience. This course will consider the work of, among others, Maupassant, Kafka, Tanizaki, Tolstoy, Dinesen, Babel, Mandelstam, 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 physical experience, such as asceticism, illness, prostitution, and disability, and occasionally turn our attention to other art forms.

Format: tutorial. Requirements: weekly one-hour sessions with the instructor and a fellow student. Every other week the student will write and present orally a 5 to 6-page paper on the assigned readings for that week. On alternate weeks the student will write and present a 2-page critique of the fellow student's paper.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference will be given to majors in Comparative Literature.*

VAN DE STADT

**COMP 243 (formerly 252) Modern Women Writers and the City (Same as Women's and Gender Studies 252) (Not offered 2010-2011)**

Ambivalence has always been a vital part of literary responses to city life. Whether they praise the city or blame it, women writers react to the urban environment in a significantly different way from men. While male writers have often emphasized alienation and strangeness, women writers have celebrated the mobility and public life of the city as liberating. We will look at issues of women's work, class politics, sexual freedom or restriction, rituals of consumption, the conservation of memory by architecture, and community-building in cities like London, New York, Berlin, Paris. We will examine novels and short stories about the modern city by writers as diverse as Virginia Woolf, Gertrude Stein, Anzia Yezierska, Ann Petry, Jean Rhys, Marguerite Duras, Margaret Drabble, Ntozake Shange, Verena Stefan and Jhumpa Lahiri and Edwidge Danticat. We will consider theoretical approaches to urban spaces by feminists (Beatriz Colomina, Elizabeth Wilson), architectural historians (Christine Boyer) and anthropologists and sociologists (Janet Abu-Lughod, David Sibley, Michael Sorkin). Several contemporary films will be discussed. All readings in English.

Format: lecture and discussion. Requirements: two short papers and one final paper.

Prerequisites: Comparative Literature 111 or a 100-level English course. *Enrollment limit: 25 (expected: 20).*

DRUXES

**COMP 248(S) The Modern Theatre: Plays and Performance (Same as English 234 and Theatre 248)**

(See under THEA 248 for full description.)

BAKER-WHITE and ERICKSON

**COMP 250(F) From Adam to Noah: Literary Imagination and the Primeval History in Genesis (Same as Classics 207, Jewish Studies 207 and Religion 207)**

(See under REL 207 for full description.)

DEKEL

**COMP 252 The Masks of Japanese Literature (Same as Japanese 252) (Not offered 2010-2011) (D)**

From the masks of the noh theater to science fiction fantasies of plastic surgery and cyborg identity, this course examines the device of the mask in modern Japanese fiction, as well as some of its premodern antecedents. The fictional masks we will look at range from the traditional to the technological, from the actual to the metaphorical, from the physical to the purely psychological. But all of them are used by the authors to explore the nature of identity, and the significance of concealing or revealing the self, either in fiction or face to face. This course considers diversity by giving careful thought to the nature of personal and cultural identity, and to how different individuals express those identities through language. Readings will include modern novels and short stories by Abe Kōbō, Enchi Fumiko, Endō Shūsaku, Kurahashi Yumiko, Mishima Yukio, Tanizaki Jun'ichirō, and Oscar Wilde. Visual texts will include noh and puppet theater, avant-garde film by Teshigahara Hiroshi, comics by Tezuka Osamu, and animation by Oshii Mamoru. *The class and the readings are in English.* No familiarity with Japanese language or culture is required.

Format: lecture/discussion. Requirements: in-class exam, ungraded creative project, and two short papers (5-7 pages each) emphasizing original, creative, and convincing readings of the class texts.

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

C. BOLTON

**COMP 254 On the Outside Looking In (Same as Japanese 266) (Not offered 2010-2011)**

(See under JAPN 266 for full description.)

KAGAYA

**COMP 255 Love and Death in Modern Japanese Literature (Same as Japanese 255) (Not offered 2010-2011) (D)**

The initial 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.* No familiarity with Japanese language or culture is required.

Format: lecture/discussion. Requirements: In-class exam, ungraded creative project, and two short papers (5-7 pages each) emphasizing original, creative, and convincing readings of the class texts.

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

C. BOLTON

**COMP 256T(S) Crises and Critiques: The Literature and Intellectual History of Early 20th Century China (Same as Chinese 251T and History 215T) (W) (D)**

(See under CHIN 251 for full description.)

NUGENT

**COMP 259T Adultery in the Nineteenth-Century Novel (Same as English 261T and Women's and Gender Studies 259T) (Not offered 2010-2011) (W)**

In this tutorial, we will read five novels written between 1850 and 1899, all of which focus on the figure of the adulteress: Nathaniel Hawthorne's *The Scarlet Letter* (1850), Gustave Flaubert's *Madame Bovary* (1856), Lev Tolstoy's *Anna Karenina* (1873-77), Theodor Fontane's *Effi Briest* (1894), and Kate Chopin's *The Awakening* (1899). 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 and the United States during this time. Students will meet with the professor in pairs, with one student from each pair writing a 5-page paper for each class session. *All works not originally written in English will be read in English translation.*

Format: tutorial. Evaluation will be based on completion of weekly reading and writing assignments, active engagement during tutorial sessions, and completion of a final synthetic writing assignment.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference will be given to students who have already taken at least one course devoted to literature at Williams.*

CASSIDAY

**COMP 260(S) Reading Reading: An Introduction to the Qur'an and Islam (Same as Religion 230) (W)**

(See under REL 230 for full description.)

DARROW

**COMP 261 Japanese Theatre and its Contemporary Context (Same as Japanese 260) (Not offered 2010-2011)**

(See under JAPN 260 for full description.)

KAGAYA

**COMP 262 Outlaws and Underworlds: Arabic Literature of the Margins (Same as Arabic 262) (Not offered 2010-2011) (W)**

(See under ARAB 262 for full description.)

NAAMAN

**COMP 264 Japanese Literature and the End of the World (Same as Japanese 254) (Not offered 2010-2011)**

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 Shōhei, and Ichikawa Kon; fantasy and science fiction novels by Abe Kōbō, Murakami Haruki and Murakami Ryū; and apocalyptic comics and animation by Oshii Mamoru, Ōtomo Katsuhiro and Takahata Isao. *The class and the readings are in English;* no familiarity with Japanese language or culture is required.

Format: lecture/discussion. Requirements: 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.

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

C. BOLTON

**COMP 266 Confession and Deception in Japanese Literature (Same as Japanese 256) (Not offered 2010-2011)**

Situated at the origins of Japanese literature are the beautiful and revealing diaries of ladies in waiting of the tenth-century imperial court. Since that time, Japanese literary tradition has placed great value on confessional writing of many kinds, from Sei Shōnagon's classical *Pillow Book* and the haiku master Bashō's eighteenth-century travel diaries to postwar autobiographical fiction by writers like Mishima and Tanizaki. The source of interest in many of these texts lies in their combination of self-revelation and concealment or deception. This course asks what it meant for these authors to write from their own experience, and also what new things we can reveal in their work by writing about it ourselves. *The class and the readings are in English;* no familiarity with Japanese language or culture is required.

Format: lecture/discussion. Requirements: 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.

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

C. BOLTON

**COMP 270 Performing Greece and Rome (Same as Classics 262 and Theatre 262) (Not offered 2010-2011)**

(See under CLAS 262 for full description.)

HOPPIN and BUCKY

**COMP 269(F) Transitional Japanese Literature into the Twentieth Century (Same as Japanese 271)**

(See under JAPN 271 for full description.)

KAGAYA

**COMP 271 Religion and the Modern Literary Imagination (Same as English 271 and Religion 271) (Not offered 2010-2011) (W)**

(See under REL 271 for full description.)

HAMMERSCHLAG

**COMP 272 Literature of the Americas: Transnational Dialogues on Race, Violence and Nation-Building (Same as American Studies 256, Latina/o Studies 272 and Spanish 272) (Not offered 2010-2011) (W) (D)**

This course will present some of the methodologies and issues involved in studying the literature of the American hemisphere, with particular emphasis on the dialogue between US and Spanish American writers in the 19th century. Then as now, some of Latin America's most important intellectuals were profoundly affected by the experience of living in the US, and their influential formulations of Latin American identity reflect their ambivalence towards the northern neighbor that was both enviously successful and alarmingly imperialistic with regard to the rest of the hemisphere. Reading Domingo F. Sarmiento, José Martí, and other Spanish American authors in dialogue with Emerson, Whitman and the like, we will examine the various and intertwined ways in which American writers from both North and South of the Río Grande addressed questions of fundamental importance to the new nations of the Americas, including the legacies of slavery and colonial violence, the scope of democracy and women's participation in it, the link between geography and national identity, and the nature of inter-American relations. This course fulfills the EDI requirement by challenging students to engage in a comparative study of the US and Latin American societies, focusing on the ways that political events and decisions in the US have affected Latin American lives and the ways that Latin American writers (and their audi-



ences) have viewed the US. *Conducted in English.*

Format: lecture/discussion. Requirements: regular class attendance and participation, three 5- to 7-pages papers and shorter writing assignments.

No prerequisites. *Enrollment limit: 19 (expected: 19). (Cultural Studies)*

FRENCH

**COMP 275(F) Russian and Soviet Cinema (Same as Russian 275)**

(See under RUSS 275 for full description.)

CASSIDAY

**COMP 278(S) Premodern Japanese Literature and Performance (Same as Japanese 276)**

(See under JAPN 276 for full description.)

KAGAYA

**COMP 300(S) Shakespeare and Freud (Same as English 302)**

(See under ENGL 302 for full description.)

BUNDTZEN

**COMP 301 Word Virus: Cultural Theory after the Linguistic Turn (Same as Religion 301) (Not offered 2010-2011)**

(See under REL 301 for full description.)

JOSEPHSON

**COMP 302T Latino Writing: Literature by U.S. Hispanics (Same as Spanish 306) (Not offered 2010-2011) (W)**

(See under RLSP 306 for full description.)

BELL-VILLADA

**COMP 303 Cities of the Anglophone Chinese Imagination (Same as American Studies 305, Asian Studies 305 and English 374) (Not offered 2010-2011) (D)**

(See under AMST 305 for full description.)

WANG

**COMP 304T German Studies, 1830-1900 (Same as German 302T) (Not offered 2010-2011) (W)**

(See under GERM 302 for full description.)

B. KIEFFER

**COMP 305(F) The Development of his Literature and Ideas (Same as Russian 305)**

(See under RUSS 305 for full description.)

CASSIDAY

**COMP 306 Tolstoy and His Age (Same as Russian 306) (Not offered 2010-2011)**

(See under RUSS 306 for full description.)

VAN DE STADT

**COMP 307T From the "Wende" 'til Today in Literature, Film, and Politics (Same as German 305 and Women's and Gender Studies 305) (Not offered 2010-2011) (W)**

(See under GERM 305 for full description.)

DRUXES

**COMP 308 Everyday Life in Literature and Film (Not offered 2010-2011)**

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.*

Format: seminar. 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: 10). Preference will be given to students majoring in Comparative Literature and Literary Studies.*

DRUXES

**COMP 309T Exile, Homecoming and the Promised Land (Same as Jewish Studies 491T and Religion 289T) (Not offered 2010-2011) (W)**

(See under REL 289 for full description.)

HAMMERSCHLAG

**COMP 314T(S) Enlightenment and its Discontents (Same as German 306T) (W)**

(See under GERM 306T for full description.)

NEWMAN

**COMP 315(F) Medieval Encounters East and West (Same as Arabic 303 and English 303) (D)**

(See under ENGL 303 for full description.)

KNOPP

**COMP 316T(F) Inscrutable Evil, or the Transformative Horror Film (Same as English 318T) (W)**

(See under ENGL 318T for full description.)

J.SHEPARD

**COMP 318(S) Adversity and Modernity in the Twentieth-Century Novel (Same as French 318)**

(See under RLFR 318 for full description.)

B. MARTIN

**COMP 320T(F) Enchantment and the Origins of Poetry (Same as CLGR 410T and Classics 320T) (W)**

(See under CLAS 320T for full description.)

DEKEL

**COMP 324(S) Auteur Cinema and the Very Long Film (Same as English 404)**

(See under ENGL 404 for full description.)

BUNDTZEN

**COMP 329(S) Contemporary World Novel (Same as English 379)**

(See under ENGL 379 for full description.) (Literary Genres)

LIMON

**COMP 338 Popular Culture and the Dynamics of the Everyday (Same as American Studies 339 and Latina/o Studies 338) (Not offered 2010-2011) (W) (D)**

(See under LATS 338 for full description.)

CEPEDA

**COMP 340 Literature and Psychoanalysis (Same as English 363) (Not offered 2010-2011) (W)**

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 them in history, and experimenting with our own writing. 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.*

Format: lecture/discussion. Requirements: active engagement with the material and with each other; reading journal; the equivalent of two shorter and one longer paper.

Prerequisites: one previous course in either Comparative Literature or English, or permission of instructor. *Enrollment limit: 19 (expected: 19). Preference given to Comparative Literature students.*

NEWMAN

**COMP 342(S) Psychoanalysis, Gender, and Sexuality (Same as English 413 and Women's and Gender Studies 388)**

(See under ENGL 413 for full description.)

PYE

**COMP 344(F) From Hermeneutics to Post-coloniality and Beyond (Same as English 386 and Religion 304) (D)**

(See under REL 304 for full description.) (Literature and Theory)

DREYFUS

**COMP 346 Questioning the Cultural Self in Literature (Not offered 2010-2011) (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*.

Format: lecture/discussion. Requirements: active class participation, two 3- to 5-page papers and a final 7- to 10-page paper.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to majors in Comparative Literature or Literary Studies.*

VARGAS

**COMP 350T(S) The Problem of Modernity and the Modernist Imagination (Same as English 350T) (W)**

(See under ENGL 350 for full description.)

RHIE

**COMP 352 Writing after the Disaster: The Literature of Exile (Same as Jewish Studies 352) (Not offered 2010-2011)**

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.

Format: seminar. Requirements: active participation in class discussions, an oral presentation, several short writing assignments, a midterm paper and a final paper.

Prerequisite: Comparative Literature 111 or an equivalent English course. *Enrollment limit: 20 (expected: 20). Preference given to majors in Comparative Literature.*

S. FOX

**COMP 353 Writing the City: Beirut and Cairo in Contemporary Arabic Literature (Same as Arabic 353) (Not offered 2010-2011)**

(See under ARAB 353 for full description.)

NAAMAN

**COMP 354(S) Contemporary American Poetry (Same as American Studies 354 and English 354) (W) (D)**

(See under ENGL 354 for full description.)

BERTRAM

**COMP 355 Contemporary Drama and Performance (Same as English 349 and Theatre 345) (Not offered 2010-2011)**

(See under THEA 345 for full description.)

HOLZAPFEL

**COMP 356(S) The Human Face in the Modern Imagination (Same as Arth 307 and English 346) (W)**

(See under ENGL 346 for full description.)

RHIE

**COMP 359(S) Latinos/as and the Media: From Production to Consumption (Same as American Studies 346 and Latina/o Studies 346) (D)**

(See under LATS 346 for full description.)

CEPEDA

**COMP 370 Displaying, Collecting and Preserving the Other: Museums and French Imperialism (Same as Africana Studies 370 and French 370) (Not offered 2010-2011)**

(See under RLFR 370 for full description.)

PIEPRZAK

**COMP 375(S) New Asian American, African American, Native American, and Latina/o Writing (Same as Africana Studies 403, American Studies 403, English 375 and Latina/o Studies 403) (D)**

(See under AMST 403 for full description.)

WANG

**COMP 401(F) Senior Seminar: Representing the Unrepresentable (W)**

How can language—by its nature mediation—convey the experience of immediacy? How can the exquisitely personal be rendered as public communication? Are there phenomena that resist representation altogether? The seminar will engage theory and literature to traverse the often fraught relationship between artistic utterance and the profoundly silent. In the process, we will explore such phenomena as trauma, intimacy, mystical and ecstatic experience, and psychosis. Participants will also examine their own processes of reading and writing with an eye toward discovering where gaps appear, and how those function. Texts might include works by Sophocles, von Bingen, Kleist, Gogol, Kafka, Cortázar, Campion, Herzog, Jelinek, Sapphire, Lacan, Scarry, Sontag, and Kristeva.

Format: seminar. Requirements: active participation in discussion, several short papers, and one 12- to 15-page final paper.

Prerequisites: one upper-level literature course or permission of instructor. *Enrollment limit: 19 (expected: 19). Preference given to senior Comparative Literature and Literary Studies majors.*

Hour: 2:35-3:50 MR

NEWMAN

**COMP 397(F), 398(S) Independent Study****COMP 493(F)-W31-494(S) Senior Thesis—Comparative Literature****COMP 497(F), 498(S) Independent Study****LIT 493(F)-W31-494(S) Senior Thesis—Literary Studies****COMPUTER SCIENCE (Div. III)**

*Chair, Professor THOMAS MURTAGH*

Professors: BAILEY, DANYLUK, LENHART, MURTAGH. Associate Professor: FREUND. Assistant 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 251   | Discrete Mathematics |
| and any other Mathematics course at the 200-level or higher |                      |



Students considering pursuing a major in Computer Science are urged to take Computer Science 134 and to begin satisfying their mathematics requirements early. Note in particular that Discrete Mathematics covers material complementing that in the introductory courses (Computer Science 134 and 136) and is a prerequisite for many advanced courses.

Students who take Computer Science 107, 108 or 109 may use that course as one of the two electives required for the major in Computer Science. Those who count Computer Science 109 toward the major must select an elective different from Computer Science 371 (*Computer Graphics*) for their project course. Similarly, students who count Computer Science 108 as an elective cannot select Computer Science 373 as their project course. Computer Science 107, 108, 109, and 134 are not open to students who have taken a Computer Science course numbered 136 or higher.

To be eligible for admission to the major, a student must normally have completed Computer Science 136 as well as Discrete Mathematics by the end of the sophomore year. A second Mathematics course at the 200-level or higher must be completed by the end of the junior year. Students are urged to have completed two of the four core courses (Computer Science 237, 256, 334, and 361) by the end of the sophomore year and must normally have completed at least three out of the four core courses by the end of the junior year.

Satisfactory participation is required in the Computer Science Colloquium by all senior majors. With the advance permission of the department, two appropriate mathematics courses numbered 240 or above may be substituted for one Computer Science elective. Other variations in the required courses, adapting the requirements to the special needs and interests of the individual student, may be arranged in consultation with the department.

Potential majors are strongly encouraged to look at the latest copy of the *Informal Guide to Computer Science*, which can be obtained on the World Wide Web at <http://www.cs.williams.edu>. This document contains much more information on the major, including suggested patterns of course selection and advice on courses relevant to different student goals.

## LABORATORY FACILITIES

The Computer Science Department maintains two departmental computer laboratories for students taking Computer Science courses, 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 a student who has demonstrated outstanding intellectual achievement in a program of study which extends beyond the requirements of the regular major. The principal considerations in recommending a student for the degree with honors will be: mastery of core material, ability to pursue independent study of computer science, originality in methods of investigation, and creativity in research. Honors study is highly recommended for those students with strong academic records in computer science who wish to attend graduate school, pursue high-level industrial positions in computing, or who would simply like to experience research in computer science.

Prospective honors students are urged to consult with their departmental advisor at the time of registration in the spring of the sophomore or at the beginning of the junior year to arrange a program of study that could lead to the degree with honors. Such a program normally consists of Computer Science 493 and 494 and a WSP of independent research under the guidance of a Computer Science faculty member, culminating in a thesis which is judged acceptable by the department. The program produces a significant piece of written work 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 107: *Strategy, Interaction, and Design in Board and Video Games*, 108: *Artificial Intelligence: Image and Reality*, 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 107: *Strategy, Interaction, and Design in Board and Video Games*, 108: *Artificial Intelligence: Image and Reality*, or 109: *The Art and Science of Computer Graphics*.

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.

## 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 237 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 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 107, 108, 109, 315, 336T, 337T, 339, 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 in the *Informal Guide to Computer Science*.

### *Courses Open on a Pass-Fail Basis*

Students taking a Computer Science course on a pass-fail basis must meet all the requirements set for students taking the course on a graded basis.

With the permission of the department, any course offered by the department may be taken 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 107(S) Creating Games (Same as 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.

Format: lecture and studio. Requirements: participation, studio work, quizzes.

No prerequisites; not open to students who have completed CSCI 136; this course does not count toward the Art Major. *Enrollment limit: 24 (expected: 24).*

*Preference given to first-year students.*

Lab fee of \$25 will be added to the student's term bill.

Hour: 9:55-11:10 TR

Lab: 1-4 R

MCGUIRE

### **CSCI 108 Artificial Intelligence: Image and Reality (Not offered 2010-2011) (Q)**

Over 50 years ago, scientists began to envision a world where computers and humans could converse. In 1956 the field of "Artificial Intelligence" was officially born, and the work on "AI" began in earnest. Walking and talking robots are still mostly the stuff of science fiction, but AI is close to making them reality. In this course, we will explore the field of Artificial Intelligence. We will try to answer the question "what makes a machine intelligent?" Among the systems we will explore in lecture will be game-playing systems, systems that learn from their environments, and systems that create plans for complex tasks. Underlying all the topics addressed in this course will be two fundamental issues: How can information be represented in a computer so that the machine is able to make use of it? How can the system manipulate that information so that it is able to perform a task that requires intelligence? This course will emphasize hands-on laboratory experience. Laboratory projects will focus on the building and programming of simple robots.

Format: lecture/laboratory. Evaluation will be based on weekly laboratory assignments, four problem sets, two 2- to 3-page papers, and a final examination having similar format to the problem sets.

This course does not assume any programming experience. This course is not open to students who have successfully completed a Computer Science course numbered 136 or above. *Enrollment limit: 18 (expected: 18). Preference given to first-year students and sophomores.*

DANYLUK

### **CSCI 109 The Art and Science of Computer Graphics (Not offered 2010-2011) (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.

Format: lecture/laboratory. Evaluation will be based on project work.

This course is not open to students who have successfully completed a Computer Science course numbered 136 or above. *No enrollment limit (expected: 35-40).*

BAILEY

## **COURSES INTENDED FOR BOTH NON-MAJORS AND MAJORS**

### **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>.

Format: lecture/laboratory. Evaluation will be based on weekly programming assignments, written problem sets, a test program, and midterm and final examinations.

No prerequisites, except for the standard prerequisites for a (Q) course. Note that previous programming experience is not required. Students with prior experience with object-oriented programming should discuss appropriate course placement with members of the department. *No enrollment limit (expected: 18 per section).*

Hour: 9:00-9:50 MWF, 10:00-10:50 MWF Lab: 1-4 M,T

Hour: 10:00-10:50 MWF, 11:00-11:50 MWF Lab: 1-4 M,T

First Semester: FREUND

Second Semester: MURTAGH, DANYLUK

### **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, graphs, and files. 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.

Format: lecture/laboratory. Evaluation will be based on programming assignments and examinations.

Prerequisites: Computer Science 134 or equivalent. (Discrete Mathematics is recommended, but not required). *Enrollment limit: 36 (expected: 20).*

Hour: 9:00-9:50 MWF

Lab: 1-4 W

First Semester: BAILEY

11:00-11:50 MWF

Lab: 1-4 W

Second Semester: MCGUIRE

### **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.

Format: lecture/laboratory. Evaluation will be based primarily on weekly labs, final design project, two exams.

Prerequisites: Computer Science 134, or both experience in programming and permission of instructor. *Enrollment limit: 40 (expected: 25).*

Hour: 11:00-11:50 MWF

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

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. Particular topics of study include graph theory, hashing, and advanced data structures.

Format: lecture. Evaluation will be based on problem sets and programming assignments, and midterm and final examinations.

Prerequisites: Computer Science 136 and Discrete Mathematics. *Enrollment limit: 40 (expected: 25).*

Hour: 9:00-9:50 MWF

HEERINGA

### **CSCI 315 Computational Biology (Same as INTR 315 and Physics 315) (Not offered 2010-2011) (Q)**

(See under PHYS 315 for full description.)

AALBERTS

### **CSCI 318T(S) Numerical Problem Solving (Same as Mathematics 318T) (Q)**

(See under MATH 318 for full description.)

STOICIU

### **CSCI 319 Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as Biology 319, Chemistry 319, Mathematics 319 and Physics**

**319) (Not offered 2010-2011) (Q)**

(See under BIOL 319 for full description.)

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.

Format: lecture. Evaluation will be based on weekly problem sets including programming, one or more midterm examinations and a final examination.

Prerequisites: Computer Science 136. *Enrollment limit: 50 (expected: 25).*

Hour: 9:55-11:10 TR

FREUND

**CSCI 336T(F) 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.

Format: tutorial. Evaluation will be based on problem sets, programming assignments, and midterm and final examinations.

Prerequisites: Computer Science 136 and Computer Science 237. *Enrollment limit: 10 (expected: 10). Preference given to seniors, followed by juniors.*

Tutorial meetings to be arranged.

MURTAGH

**CSCI 337T Digital Design and Modern Architecture (Not offered 2010-2011) (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.

Format: tutorial. Evaluation will be based on microprocessor design projects, participation in tutorial meetings, and examinations.

Prerequisite: Computer Science 237. *Enrollment limit: 10 (expected: 10). Preference given to current or expected Computer Science majors.*

BAILEY

**CSCI 339 Distributed Systems (Not offered 2010-2011) (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.

Format: lecture/laboratory. Evaluation will be based on homework assignments, programming projects, and exams.

Prerequisites: Computer Science 136 (Data Structures) or equivalent programming experience, and Computer Science 237 (Computer Organization), or permission of the instructor. *No enrollment limit (expected: 15).*

PROJECT COURSE

ALBRECHT

**CSCI 356T Advanced Algorithms (Not offered 2010-2011) (Q)**

This course explores advances in algorithm design, algorithm analysis and data structures. The primary focus is on randomized and approximation algorithms, randomized and advanced data structures, and algorithmic complexity. Topics include combinatorial algorithms for cut, packing, and covering problems, linear programming algorithms, approximation schemes, hardness of approximation, random search trees, and hashing.

Format: tutorial. Evaluation is based on weekly problem sets, several small programming projects, weekly paper summaries, and a small, final project.

Prerequisites: Computer Science 256. Computer Science 361 is recommended but not required. *Enrollment limit: 10 (expected: 10) Preference given to Computer Science majors.*

HEERINGA

**CSCI 361(F) Theory of Computation (Same as Mathematics 361) (Q)**

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.

Format: lecture. Evaluation will be based on problem sets, a midterm examination, and a final examination.

Prerequisites: Computer Science 256 or both a 300-level Mathematics course and permission of instructor. *Enrollment limit: 30 (expected: 20).*

Hour: 10:00-10:50 MWF

HEERINGA

**CSCI 371(F) Computer 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 culminate 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.

Format: lecture, with optics laboratory exercises. Evaluation based on assignments, projects, and exams.

Prerequisites: Computer Science 136 and Computer Science 237 OR permission of the instructor. *No enrollment limit (expected: 18).*

PROJECT COURSE

Hour: 12:00-12:50 MWF

Lab: 1-4 R

MCGUIRE

**CSCI 373 Artificial Intelligence (Not offered 2010-2011) (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, search, planning, and reasoning. It then explores those further by surveying current applications in areas selected from machine learning, game playing, robotics, and natural language processing.

Format: lecture/laboratory. Four 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. A midterm examination and a six-page survey paper account for the remainder of the student's grade.

Prerequisites: Computer Science 136 and Discrete Mathematics. *No enrollment limit (expected: 20).*

PROJECT COURSE

TBA

**CSCI 374T(S) Machine Learning (Q)**

This tutorial examines the design, implementation, and analysis of machine learning algorithms. Machine Learning is a branch of Artificial Intelligence that has as its aim the development of algorithms that will improve a system's performance. Improvement might involve acquiring new factual knowledge from data, learning to perform a new task, or learning to perform an old task more efficiently or effectively. This tutorial will cover instances selected from three general categories of algorithms: supervised learning algorithms (including decision tree learning, support vector machines, and neural networks), unsupervised learning algorithms (including k-means and expectation maximization), and reinforcement learning algorithms (such as Q learning and temporal difference learning). It will also introduce methods for the evaluation of learning algorithms, as well as topics in computational learning theory.

Format: tutorial. Evaluation will be based on presentations, problem sets, short programming exercises, empirical analyses of algorithms, and a final exam.

Prerequisites: Computer Science 136 and Mathematics 251. Computer Science 256 is recommended but not required. *Enrollment limit: 10 (expected: 10). Preference given to Computer Science majors.*

Tutorial meetings to be arranged.

DANYLUK

**CSCI 397(F), 398(S), 497(F), 498(S) Reading**

Directed independent reading in Computer Science.

Prerequisites: permission of the department.

Hour: TBA

Members of the Department

**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.

Format: lecture/laboratory. Evaluation will be based on several programming projects, exams, and written assessments of selected research papers.

Prerequisites: Computer Science 237 and either Computer Science 256 or Computer Science 334. *Enrollment limit: 25 (expected: 20).*

PROJECT COURSE

Hour: 11:20-12:35 TR

BAILEY

**CSCI 434T Compiler Design (Not offered 2010-2011) (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.

Format: tutorial. Evaluation will be based on presentations, problem sets, a substantial implementation project, and two exams.  
Prerequisites: Computer Science 237 and Computer Science 361 (concurrent enrollment is acceptable). Computer Science 334 is recommended, but not required.  
*Enrollment limit: 10 (expected: 10). Preference given to current or expected Computer Science majors.*  
**PROJECT COURSE**  
**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.  
This course (along with Computer Science W31 and Computer Science 494) is required for students pursuing honors, but enrollment is not limited to students pursuing honors.

Evaluation will be based on class participation, presentations, and the final written report.

*Enrollment is limited. Open to senior Computer Science majors with permission of instructor.*

Hour: TBA

Members of the Department

### **CSCI W31-494(S) Senior Thesis**

Prerequisites: Computer Science 493.

### **CSCI 499(F,S) Computer Science Colloquium**

Required of senior Computer Science majors, and highly recommended for junior Computer Science majors. Meets most weeks for one hour, both fall and spring.

Hour: 2:35-3:50 F

Chair

## **CONTRACT MAJOR**

*Contract Major Advisor: CHARLES R. TOOMAJIAN, Jr.*

Students with the talent and energy for working independently and with the strong support of two faculty advisors may undertake a Contract Major: a coherent study of an interdisciplinary subject not covered by a regularly offered major. Such a major must be in an area suitable to the talents of the faculty in residence and cannot consist of minor modifications to an existing major. A Contract Major also must conform to the structure and have the coherence of a departmental or program major—i.e., it must embody a disciplined cumulative study that moves from an elementary to an advanced level and culminates in a synthesis similar to a senior major course. Hence a Contract Major usually consists of a program of existing courses, sometimes supplemented by courses of independent study and the senior course.

The process of constructing a proposal for a Contract Major is both interesting and demanding. As part of that process, students should consider carefully the advantage of working within existing majors or programs, taking note of the considerable intellectual pleasures involved in sharing similar educational experiences with other students working within the same field. Students might also consider whether their interests could be met by completing a regular major and coordinate program, or 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 Registrar's Office) which should contain:

- a) a description of the proposed major area of study and an explanation of the reasons for proposing the Contract Major. A sound and persuasive rationale for the major is crucial for obtaining approval from the Committee on Educational Policy (C.E.P.).
- b) a list of all courses in the proposed major and an explanation for each course choice. A minimum of nine semester courses, one of which must be designated the senior major course (and taken during the senior year), must be completed for a Contract Major. Normal rules governing course grades and grade point average apply for entry into and continuation in a Contract Major.
- c) a list of other courses taken or anticipated to meet College distribution requirements, including grades received in courses already completed.
- 2) By mid-January, the student must meet with the Contract Major Advisor to discuss and further develop the proposal.
- 3) By the first day of spring semester classes, the student must submit a complete draft of the proposal to the Contract Major Advisor for feedback.
- 4) By the end of the fourth week of the spring semester, the student must submit the final proposal to the Contract Major Advisor. By this date also, the faculty sponsors must submit their endorsement forms to the Contract Major Advisor. If the student is essentially proposing to transform an existing coordinate program (e.g., Africana Studies, area studies programs, Environmental Studies), into a Contract Major, the chair of that program should also submit to the Contract Major Advisor a statement attesting to the validity of the proposal by the end of the fourth week of the spring semester.
- 5) The Contract Major Advisor then conveys the proposal, a copy of the student's most recent academic progress report, the faculty sponsors' endorsement forms, and recommendations regarding the feasibility and substance of the proposal, for approval by the Committee on Educational Policy. The C.E.P., after consultation with departments and programs substantially affected by a proposal, will vote on each proposal individually and will notify students and sponsors before the spring registration deadline. If the time needed for C.E.P. review demands it, the Contract Major Advisor may permit them to register late without penalty. In making its decisions, the C.E.P. considers the student's academic record, the coherence and feasibility of the plan of study, and the degree of support expressed by the faculty sponsors and, if appropriate, program chairs.

Subsequent changes in a Contract Major must be requested in writing by the student and approved by the faculty sponsors as well as by the Contract Major Advisor. Where there has been substantial alteration of the original program, the Contract Major Advisor will forward the student's written request to the C.E.P. for reconsideration.

### **THE DEGREE WITH HONORS IN THE CONTRACT MAJOR**

The route to the degree with honors in the Contract Major will normally be a senior thesis requiring two semesters and a winter study of work. In special circumstances a student may propose to substitute a one-semester course or a winter study course for one of his or her thesis courses and write a mini-thesis. The Contract Major with honors shall comprise a minimum of eleven semester courses or ten semester courses plus one winter study. One semester of independent study undertaken for the thesis may be allowed to fulfill the requirement for a senior major course.

The faculty sponsors shall determine by the end of winter study whether the student is to be admitted to honors candidacy. If not admitted to honors candidacy, the student may elect not to continue further independent study. If admitted to honors candidacy, the student shall submit a written thesis or minithesis to three faculty readers, at least one of whom shall be a faculty sponsor and at least one of whom shall not be a faculty sponsor. The outside reader or readers shall be selected by the Contract Major Advisor in consultation with the faculty sponsors. There will be a one-hour oral exam by the readers, and they shall make a final decision regarding honors.

### **CMAJ 493(F)-W31, W31-494(S) Senior Thesis**

### **CMAJ 497(F), 498(S) Independent Study**

## **CRITICAL LANGUAGES (Div. I)**

*Coordinator, JANE CANOVA*

The Critical Languages Program enables students to study important foreign languages not taught in regular courses at Williams. Hebrew, Hindi, Korean, and Swahili can be studied for one year at the elementary level.

Students work independently with standard language textbooks and audio materials for roughly ten hours per week and attend two one-hour group review sessions per week with native-speaking tutors. Language faculty from other institutions conduct the midterm and final exams and determine the final grades.

To be eligible for a 200-level Critical Languages course, the student must:

- ◆ demonstrate proven capability for independent work and previous success in foreign language study;
- ◆ explain how study of the language will integrate with his or her major or other academic interests;
- ◆ present a letter of recommendation from a Williams faculty member;
- ◆ in some cases take a pretest for placement;
- ◆ have attained sophomore standing or higher;
- ◆ have at least a 3.00 Grade Point Average.

Interested students should obtain an application form for the desired course in early April. Forms are available at the Center for Foreign Languages, Literatures, and Cultures in the North Academic Building. Students must meet with the program coordinator and hand in the completed application forms no later than one week before preregistration. The application must be approved before registering for the course.

Students should note that Critical Languages courses are hyphenated, meaning no credit is given for the first semester until the second semester is successfully completed. Students must normally begin a course in the fall semester. It cannot be taken Pass/Fail.

A Critical Languages course will be scheduled only if and when at least two students are accepted into the course. Students planning to register for the course must attend an organizational meeting the first week of each semester.

#### **CRHE 201(F)-202(S) Hebrew**

*This course is part of the Jewish Studies concentration.*

#### **CRHI 201(F)-202(S) Hindi**

#### **CRKO 201(F)-202(S) Korean**

#### **CRSW 201(F)-202(S) Swahili**

All courses adhere to the guidelines of the National Association of Self-Instructional Language Programs (NASILP).

## **DANCE (Div I)**

*Chair, Senior Lecturer SANDRA L. BURTON*

*Faculty:* Senior Lecturer: BURTON. Lecturer: H. SILVA. Visiting Lecturer: DANKMEYER. Ballet Mistress: PARKER. Musical Director/Accompanist: SHAKUR, Musical Director/Accompanist: SAUER.

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.

Some courses may be taken for Physical Education and/or academic credit. Successful participation in a company provides completion of the college physical education requirement.

Students may take class at a beginner or at the intermediate/advanced level as indicated by the course description. There is no placement audition for classes. If you are not certain about your level please contact the instructor.

All students are welcomed to audition for membership in the Department's performing companies (Dance Company, Kusika, Sankofa, and INISH). Membership is also possible through invitation by the company directors, and student members receive Physical Education credit for completing company requirements. 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.

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.

### ***COURSES WHICH MAY BE TAKEN FOR ACADEMIC AND/OR PHYSICAL EDUCATION CREDIT***

#### **DANC 201(F) African Dance and Percussion I (Same as Africana Studies 201)**

This course will focus on two or more dance and percussion forms from the continent of Africa or the African diaspora. All students will learn the fundamentals of dance and drumming technique that provide the skills for learning forms such as Kpanlogo (Ghana), Lamban (Senegal, Mali and the Gambia) as well as Ring Shout from the United States.

Format: studio/seminar. This course may be taken for academic and/or PE credit. **Students enrolled for academic credit** are required to attend two dance/percussion technique classes weekly, attend a third meeting for lectures and discussion of reading or media that provide context for the impact of these forms, write a critique of a relevant concert or screening of a documentary film, keep a journal that documents learning, prepare and present a final project based on course content that demonstrates understanding of technique and the ability to use forms to create a composition, and submit a short research paper that supports their project. **Students enrolled for PE credit** are required to attend two dance/percussion technique classes weekly, attend a relevant concert or screening of a documentary film during the semester, and prepare and present a final study using dance or percussion that demonstrates understanding of technique and ability to use the forms in a composition. **All students will be evaluated** on the quality of participation in technique classes and demonstration of ability to use and understand forms in mid-term and the final project. Students enrolled for academic credit will also be evaluated on the quality of short research paper/project, quality of journaling and participation in discussion.

Prerequisites: dance or music experience in any form or permission of the instructor. *Enrollment limit: for PE credit, 6; for academic credit, 10.*

Hour: 1:10-2:00 W (lecture and discussion) and 1:10-2:25 TF (technique classes)

BURTON and SHAKUR

#### **DANC 202(S) African Dance and Percussion II (Same as Africana Studies 206)**

This course will focus on two or more dance and percussion forms from Africa and the African diaspora such as Manjani (Mali and Guinea), Gum Boots (South Africa) and Samba (Brazil). All students will learn the fundamentals of dance and percussion techniques that provide the skills for learning these forms.

Format: studio/seminar. This course may be taken for academic and/or PE credit. **Students enrolled for academic credit** are required to attend two dance/percussion technique classes weekly, attend a third meeting for lectures and discussion of reading or media that provide context for the impact of these forms, keep a journal that documents learning, write a critique of a relevant concert or documentary film, present a final project based on course content that demonstrates understanding of technique and the ability to use the forms to create a dance or music composition and submit a short research paper that supports the final project. **Students enrolled for PE credit** are required to attend two dance/percussion technique classes weekly, a relevant concert or documentary film during the semester, and prepare and present a final study using dance or percussion that demonstrates understanding of technique and the ability to use the forms in a composition. **All students will be evaluated** on the quality of participation in technique classes and demonstration of ability to use and understand forms in mid-term and a final project. Students enrolled for academic credit will also be evaluated on the quality of short research paper/project, quality of journaling and participation in discussion.

Prerequisites: students with dance or music experience in any form or permission of the instructor. *Enrollment limit: for PE credit, 6; for academic credit, 10.*

Hour: 1:10-2:00 W (lecture and discussion) and 1:10-2:25 TF (technique classes)

BURTON and SHAKUR

#### **DANC 205(F) Irish Traditions in Dance and Music I**

This course will introduce students to the dance and music forms that provide a fundamental understanding of Irish dance and music traditions. The technique aspect of the course will include: soft shoe reels, jigs and slipjigs in their role for solo, ceili and long dance forms and hard shoe treble jigs, reels and Hornpipes in their role for solo and set dances.

Format: studio/seminar; two dance technique classes per week for all participants; **students enrolled for academic credit** will attend a third session per week which includes: lectures, discussions, readings and media presentations prepared and selected by professor which include the history of Irish dance and its relationship to Irish dance in North America, the musical influence to Irish dance forms and compositional aspects of Irish dance choreography. One field trip may be included at cost to the student. Evaluation will be based on participation and progress throughout the semester. **All students are required** to take a bi-weekly quiz on course content, attend one live performance during the semester (field trip may be used for this requirement), and prepare movement study (outside class time) for final demonstration of their technical and compositional development. Academic credit participants must submit a journal that reflects their learning periodically and at end of the semester, critique a live performance (field trip may be used for this requirement), give comment on their personal development through video tape support, and give written documentation to support final movement study. **PE credit participants must meet with the professor for mid-term assessment.** No prerequisites; open to all. *Enrollment limit: for PE credit, no limit; for academic credit, 10. Preference given to experienced dancers if academic limit is exceeded.*

Hour: 11:00-11:50 F (lecture/discussion) and 11:00-12:15 MW (studio)

H. SILVA and SAUER

### ***COURSES TAKEN FOR ACADEMIC CREDIT ONLY***

### **DANC 207(S) Anatomy for Movers**

An introduction to the musculoskeletal system through exploration of the body in motion. Anatomical identification, terminology and physiological principals will be highlighted with the use of conditioning exercises, strengthening and diverse movement vocabulary. Various dance styles and Pilates matwork concepts are discussed and experientially explored. Course work will include reading, video viewing, weekly written and physical reviews and final exam.

No prerequisites. Appropriate for dancers, athletes or other movement based participants ie: yoga, pilates, martial arts etc. *Enrollment limit: 10.*

Hour: 11:00-12:15 MW

H. SILVA

### **DANC 212(F) Prelude to Revolt: The Life and Work of Martha Graham (Same as Theatre 227)**

The revolutionary dance work of Martha Graham (1894-1991) has been compared to the artistic innovations of Picasso and the musical genius of Stravinsky. The study of Graham's development within the American cultural climate of the last century, including her influence on the dancers and actors she trained, and her collaborations with musicians and artists, informs our understanding of the modern performance culture of today.

This course will be comprised of two elements: 1) Historic Evolution: an overview of modern dance from its roots in 1900 to the present, we will focus on the development of Graham's dance theory from her days with Denishawn to her later years, while also studying the work of her contemporaries, and her influence on artists who studied with her. 2) Dance Technique: an intensive introduction to major principles of the Graham Technique as a tool for the development of the performer in any medium.

Format: studio and seminar. Evaluation for the course will be based on completion and quality of each of the requirements, including term paper, performance critique paper, practicum exam, discussion of reading and video assignments, and active, committed participation in technique. Students will perform a final showing/lecture demonstration at the end of the term.

Prerequisites: students with dance or theater experience in any form or permission of the instructor. *Enrollment limit: 20.*

Hour: 1:10-3:50 MR

DANKMEYER

### **COURSES WHICH MAY BE TAKEN FOR PHYSICAL EDUCATION CREDIT ONLY**

#### **Beginner Ballet**

This course will introduce students to the fundamentals of classical ballet technique through the traditional ballet class format of barre- and center-work. Students will learn to work safely and correctly with their individual abilities and limitations. Emphasis is placed on: proper alignment of the entire body; understanding music in relation to dance; development of artistic expression.

Format: studio. This course may be taken for physical education credit only.

Students enrolled are required to attend two dance technique classes weekly for the entire semester, take a quiz at the end of each quarter and attend a relevant concert or screening of a documentary or performance film during the semester

Students will be evaluated on the quality of participation in technique classes, demonstration of understanding in questions during class and quizzes.

No prerequisites. *Enrollment limit: 20.*

Hour: 9:55-11:10 TR

PARKER

#### **Intermediate Ballet**

This course will lead students in a traditional classical ballet technique class format. Students will warm up in a consistent, logical manner at the barre and then proceed to center work including adage, pirouettes, jumps and traveling steps. Emphasis is placed on each student working safely and correctly with their individual abilities and limitations. The importance of proper alignment of the entire body, understanding music in relation to dance, and development of artistic expression are among the critical goals of the class.

Format: studio. This course may be taken for physical education credit only.

Students enrolled are required to attend two dance technique classes weekly for the entire semester, take a quiz at the end of each quarter and attend a relevant concert or screening of a documentary or performance film during the semester

Students will be evaluated on the quality of participation in technique classes, demonstration of understanding in questions during class and quizzes.

Prerequisites: at least three years of previous training. *Enrollment limit: 20.*

Hour: 11:20-12:35 TR

PARKER

## **ECONOMICS (Div. II)**

*Chair, Professor DAVID ZIMMERMAN*

Professors: BRADBURY, CAPRIO, GENTRY, D. GOLLIN\*, KUTTNER, MONTIEL\*, P. PEDRONI, S. SHEPPARD\*, SHORE-SHEPPARD, SWAMY\*\*, ZIMMERMAN. Associate Professors: BAKIJA, LOVE, RAI\*\*\*, SCHMIDT\*. Assistant Professors: ASHRAF, GAZZALE, JACOBSON, LALUMIA\*, OLNEY, NAFZIGER\*\*, ROLLEIGH, SAVASER, WATSON\*\*, WILSON. Senior Lecturer: SAMSON§§. Visiting Professor: HANSON. Visiting Associate Professor: HONDERICH§.

The primary objectives of the economics major are to develop an understanding of how the economy works and how individuals, organizations and societies. The major will equip students to understand and analyze economic issues and related social policies. The introductory courses stress use of the basic elements of economic analysis for understanding and resolving such issues. The two required intermediate theory courses then provide a more thorough grounding in economics as a discipline by examining the strengths and weaknesses of the market in allocating economic resources and by examining the aggregate processes that determine employment, inflation, and growth. A course in statistical methods equips the major to understand and apply the tools of quantitative empirical analysis in measuring and testing economic theory. In elective courses students apply theoretical tools and empirical techniques to develop a richer understanding of economic behavior and public policy.

Graduate training in economics requires more mathematical sophistication than does undergraduate economics. We encourage students who are considering pursuing a Ph.D. in Economics to take Mathematics 105 (or 106), Mathematics 209, Mathematics 211 and Mathematics 301. We also advise students to consider electives such as Economics 454 and 475 that present an advanced perspective on contemporary economic theory. As graduate schools also look for evidence of research experience and promise, we strongly encourage interested students to write a senior honors thesis in Economics.

### **Should I Major in Economics to Prepare for a Career in Business?**

Economics is a social science that deals with how individuals and organizations make choices, and with the allocation of scarce resources among competing ends. An economics major is excellent preparation for a wide variety of careers: public policy, law, teaching, economics research in government or in the private sector, as well as more general careers in business. Training in economics is similar to training in other sciences. You will learn about economic systems and the relationships between economic agents and the constraints that determine these relationships. You will learn about economic data and how to test economic theories and measure economic outcomes. *Training in economics is not the same as training in business management.* Success in business is achieved by students from a wide variety of majors, not only economics. We advise students to acquire a broad exposure to the arts, social sciences and natural sciences, and to major in the subject that most engages their interest, rather than attempt to acquire extensive pre-professional training while undergraduates.

### **MAJOR**

Students who have not yet taken an economics course should begin their sequence with Economics 110 and should follow the following sequence:

Economics 110 Principles of Microeconomics

(Note that students may not take any economics courses, including Economics 110 and 120, without having passed the quantitative studies exam or the equivalent.)

Economics 120 Principles of Macroeconomics (Economics 110 or the equivalent is a prerequisite for 120)

Economics 251 Price and Allocation Theory

Economics 252 Macroeconomics

Economics 255 Empirical Methods

*Please note that Statistics 101 or 201 is a prerequisite for Economics 255. Students who are considering majoring in economics are thus strongly encouraged to take Statistics 101 or 201 early in their college careers. Students may take the combination of Statistics 201 and 346 instead of Economics 255. Economics 253 cannot be substituted for Economics 255, or count as an elective towards the economics major.*

Note that Economics 251, 252, and the Empirical Methods course can be taken in any order. In most cases all three of these courses are pre-requisites for Economics Senior Seminars, at least one of which is required for the major. Senior seminars are typically taken during senior year or during the spring of junior year. Students are thus strongly encouraged to complete these three core courses by the end of junior year at the latest.

Prospective majors please note that instructors in all sections of Economics 251, 252, and 255 and courses numbered 350 and above feel free to use elementary calculus in assigned readings, lectures, problem sets, and examinations; therefore, Economics 110 and 120 and Mathematics 103 or its equivalent are required as prerequisites for these courses, with the exception of 251 which has only Economics 110 and Mathematics 103 as prerequisites. By elementary calculus is meant differentiation of single variable polynomial functions and conditions for a maximum or minimum; it does not include integration. Students are also reminded that some courses now have specific mathematics requirements; see course descriptions.

#### *Elective Requirements:*

Students must complete four Economics electives, of which at least two must be selected from advanced electives numbered 350 to 394 (or from the CDE courses offered), and one of which must be selected from electives numbered 450-475. (Note: students may substitute an extra 450+ elective for a 350-394 elective. However, in admitting students to these courses, the department will give preference to students who have not yet taken a course numbered 450-475.)

#### *Credit for Coursework Done Elsewhere*

The normal requirement that nine economics courses be taken at Williams will usually be waived only on the basis of transferred credit deemed acceptable by the department. Credit is granted based on grades consistent with college policy on various examinations:

- ◆ Students who receive a 5 on the Microeconomics AP or Macroeconomics AP exam, or a 5 on each, may place out of Economics 110 or 120, or both, respectively, but major credit will be given for only one course.
- ◆ The Department will grant major credit for both Economics 110 and 120 to a student who receives a 6 or 7 on the higher-level Economics IB examination, and that student can place into any 200-level course or intermediate-level micro or macro course.
- ◆ For A levels credit, the Department will grant major credit for both Economics 110 and 120 to a student who receives a grade of A or higher, or the numeric equivalent.

#### **STUDY ABROAD**

Students who are considering study abroad should consult with the Department's Coordinator for Transfers/Study Abroad Credits early in the process of planning a year or semester abroad. (See the Department website to determine which professor is the Coordinator for this academic year.) Economics majors or prospective majors who are considering spending all or part of their junior year abroad are strongly advised to choose sophomore courses such that they can complete their intermediate theory requirements (Economics 251, 252, and 255) prior to the start of their senior year. We recommend as well that students complete at least part of the major's advanced elective requirement prior to the beginning of the senior year. Students who hope to pursue Honors in economics but who plan to be away for all or part of the junior year are strongly advised to meet with the Department's Director of Research prior to going abroad to discuss options for pursuing honors. (See the Department website to determine the Director of Research for this academic year.)

#### **THE DEGREE WITH HONORS IN ECONOMICS**

We encourage all majors who have at least a 3.5 GPA in economics courses to consider honors. To be admitted to candidacy for honors in economics a student must complete a substantial piece of independent research. Two routes to honors are open: the Specialization Route and the Thesis Route.

##### *1) Specialization Route, consisting of these three units:*

- a. Development of a thesis proposal;
- b. An honors winter study project (W30) in January of the senior year;
- c. Economics 491 or 492 Honors Seminar. Students may pursue the Specialization Route to honors in their senior year, either in the fall semester plus WSP or WSP plus the spring semester. After selecting an advisor and discussing the topic with the advisor, the student should submit a thesis proposal to the department for approval. (A description of what should be included in proposals is listed on the department's website.) Such proposals frequently build on research papers completed for advanced electives, but this is not a requirement. Students should submit proposals at the end of the spring semester if they wish to pursue a fall-WSP thesis and by one week after the last day of classes in December if they wish to pursue a WSP-spring thesis. The department provides a memorandum to majors with more details every spring and fall.

##### *2) Thesis Route (Economics 493-W30-494):*

A few students each year will be accepted for year-long thesis research on a subject closely related to the scholarly interests of a faculty member. A student who hopes to do such independent and advanced research in close association with a faculty member should begin to work out a mutually satisfactory topic early in the second semester of his or her junior year. Application to the department must be made before the end of the junior year by submitting a detailed proposal for work under the supervision of the faculty member. The WSP of the senior year is also spent on the thesis.

The *College Bulletin* states that students who wish to receive honors must take at least one course in addition to the minimum number required for the major. Students who pursue a year-long thesis and therefore take both Economics 493 and 494 may substitute Economics 493 for an upper-level elective (excluding those numbered 400-490) if they wish to. Students who pursue the Specialization Route to Honors may not substitute Economics 491 or 492 for an upper- (or lower-) level elective requirement.

Because economics honors theses frequently make use of empirical economic methods, students considering writing an honors thesis in economics are strongly advised to complete Economics 255 or Statistics 346 before the end of junior year.

#### **AFRICANA STUDIES AND AREA STUDIES**

A major in economics who concentrates in Africana Studies or Area Studies may substitute the non-economics courses in the concentration for one lower-level elective in the Economics major, but not for an advanced elective (350-394).

*Note on course numbers:* Courses between 201 and 299 are lower-level electives and are open to students who have taken 110 or 120. Courses 350 and above are advanced electives, have intermediate theory prerequisites, and are primarily designed for Economics and Political Economy majors. Courses numbered 450-475 are only open to students who have completed Economics 251, Economics 252, and who have satisfied the statistical methods requirement unless the course prerequisite explicitly indicates otherwise.

#### **ECON 110(FS) Principles of Microeconomics (Q)**

This course is an introduction to the study of the forces of supply and demand that determine prices and the allocation of resources in markets for goods and services, markets for labor, and markets for natural resources. The focus is on how and why markets work, why they may fail to work, and the policy implications of both their successes and failures. The course focuses on developing the basic tools of microeconomic analysis and then applying those tools to topics of popular or policy interest such as minimum wage legislation, pollution control, competition policy, international trade policy, discrimination, tax policy, and the role of government in a market economy. This course is required of Economics and Political Economy majors and highly recommended for those non-majors interested in Environmental Studies and Women's and Gender Studies. The department recommends that students follow this course with Principles of Macroeconomics or with a lower-level elective that has Economics 110 as its prerequisite. Students may alternatively proceed directly to Intermediate Microeconomics after taking this introductory course.

Format: lecture/discussion. Requirements: problem sets, quizzes, short essays, midterm, final exam. (*Rolleigh's section in the spring will have two midterm exams.*)

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

Hour: 8:30-9:45 MWF, 11:00-12:15 MWF, 1:10-2:25 TF, 2:35-3:50 TF  
1:10-2:25 MR, 2:35-3:50 MR

First Semester: GAZZALE, WILSON  
Second Semester: BRADBURD, ROLLEIGH

#### **ECON 111(F) 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.

Format: lecture/discussion. Requirements: 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. (Note: Economics 111 cannot substitute for Economics 110 or Economics 120 as a prerequisite for admission to Economics 251 or Economics 252, respectively.) Enrollment limit: 30 (expected: 30).

Hour: 2:35-3:50 MR

BRADBURD

#### **ECON 120(FS) Principles of Macroeconomics (Q)**

This course provides an introduction to the study of the aggregate national economy. Develops the basic theories of macroeconomics and applies them to topics of current interest. Explores issues such as: the causes of inflation, unemployment, recessions, and depressions; the role of government fiscal and monetary policy in stabilizing the economy; the determinants of long-run economic growth; the long- and short-run effects of taxes, budget deficits, and other government policies on the national economy; and the workings of exchange rates and international finance.

Format: lecture/discussion. Requirements: problem sets, short essays, midterm(s), final exam.

Prerequisites: Economics 110. Enrollment limit: 40 (expected: 40).

Hour: 2:35-3:50 MR, 8:30-9:45 TR  
1:10-2:25 MR, 2:35-3:50 MR, 8:30-9:45 MWF

First Semester: LOVE, OLNEY  
Second Semester: ASHRAF, LOVE, NAFZIGER, OLNEY



**ECON 204 Economic Development in Poor Countries (Same as Environmental Studies 234) (Not offered 2010-2011)**

This course is an introduction to the microeconomics of development. The central question is: why are some people and nations poor? And what can governments (or donors) do to reduce poverty? Topics include agricultural productivity, health, education, microfinance, child labor, corruption, and intellectual property rights. We shall also discuss the extent to which market-friendly reforms (such as trade liberalization) can reduce poverty.

Format: lecture/discussion. Requirements: short papers and exams.

Prerequisites: Economics 110. *Enrollment limit: 40 (expected 35). If overenrolled, preference to sophomores.*

RAI

**ECON 205 Public Economics (Not offered 2010-2011)**

This course examines the role of the government in a market economy. Three broad issues are considered: when is government intervention in the economy appropriate? What is the most effective form of intervention? What effects do government policies have on individual incentives? The course will cover issues in both taxation and spending. Specific programs will be considered such as Social Security, Medicare, education, and public assistance for the poor. We will also discuss rationales and strategies for reforming the U.S. tax system.

Format: lecture/discussion. Requirements: problem sets, policy memos, midterm and final exam.

Prerequisites: Economics 110. *Enrollment limit: 40 (expected: 30).*

LALUMIA

**ECON 211(F) Gender in the Global Economy (Same as Women's and Gender Studies 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.

Requirements: reaction papers, midterm exam, research paper. Participation in class discussion will count for part of the grade.

Prerequisites: Economics 110. *Enrollment limit: 30 (expected: 20).*

Hour: 1:10-2:25 TF

HONDERICH

**ECON 213(F) Introduction to Environmental and Natural Resources Economics (Same as Environmental Studies 213) (Q)**

Standard economic theory predicts 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 the fields of environmental and natural resource economics. We will focus on real-world problems, mostly from a microeconomic perspective. About half of the course will cover environmental economics, including pollution, valuation of environmental amenities and of environmental damage, and market-based pollution control policies (like "cap and trade"). The other half of the course will cover natural resource economics, and here we'll study the harvesting of renewable resources (like trees and fish) and the extraction of nonrenewable resources (like oil).

Format: lecture. Requirements: problem sets, short papers or essays, one midterm, and a final exam.

Prerequisites: Economics 110.

*Enrollment limit: 40 (expected: 30). Preference to sophomores if course is overenrolled.*

Hour: 11:00-12:15 MW

JACOBSON

**ECON 215(F) International Trade, Globalization and Its Effects**

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.

Format: lecture/discussion. Requirements will include problem sets, a midterm, and a final exam.

Prerequisites: Economics 110. *Students who have completed Economics 251 must have permission of the instructor. Enrollment limit: 35 (expected: 35).*

Hour: 2:35-3:50 MR

SAVASER

**ECON 219T Global Economic History (Not offered 2010-2011) (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.

Format: tutorial. Requirements: will meet weekly for one hour in groups of two. 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: Economics 110 and 120 or equivalent. *Preference will be given to first-year students and sophomores intending to major in economics. Enrollment limit: 10 (expected: 10).*

NAFZIGER

**ECON 220(S) 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.

Format: lecture/discussion. Requirements: midterm, short problem sets, final, and a research paper.

Prerequisites: Economics 110 and Economics 120. *Enrollment limit: 35 (expected: 35).*

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

NAFZIGER

**ECON 222 Economics of the Arts and Culture (Not offered 2010-2011)**

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.

Format: lecture, discussion. Requirements: midterm and final exam, two policy memoranda.

Prerequisite: Economics 110. *Enrollment limit: 35 (expected: 30). Preference given to sophomores and juniors.*

S. SHEPPARD

**ECON 225T(S) 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.

Format: tutorial, will meet weekly for one hour in groups of two. 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: Economics 252 (or concurrently) or permission of the instructor. *Enrollment limit: 10 (expected 10).*

Tutorial meetings to be arranged.

SAMSON

**ECON 228T(F) Water as a Scarce Resource (Same as Environmental Studies 228) (W)**

This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.

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?

Format: tutorial. Students will meet with the instructor in pairs for an hour each week. Requirements: write a 5- to 7-page paper every other week (five 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. 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: Economics 110 or equivalent. *Enrollment limit: 10 (expected: 10). Preference will be given to first year students and sophomores intending to major in economics and/or to concentrate in Environmental Studies.*

Tutorial meetings to be arranged.

BRADBURY

**ECON 229(S) Law and Economics (Q)**

This course applies the tools of microeconomic analysis to both private (i.e., civil) and criminal 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 criminal law deters criminal activity. 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.

Format: lecture/discussion. 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.

Prerequisite: Economics 110. *Enrollment limit: 35 (expected: 25). Preference given to majors and sophomores if overenrolled.*

Hour: 1:10-2:25 TF

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, seemingly inexorably. A substantial fraction of the United States population lacks health insurance, while the rising number of elderly 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 care and how to pay for it are of concern to 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.

Format: lecture/discussion. Requirements: several short papers and a final research paper and presentation.

Prerequisite: Economics 110. *Enrollment limited to 19 (expected: 19).*

Hour: 11:20-12:35 TR

SHORE-SHEPPARD

**ECON 235 Urban Centers and Urban Systems (Not offered 2010-2011) (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.

Format: lecture/discussion. Requirements: two "policy memoranda" on assigned topics, midterm, and final exam.

Prerequisites: Economics 110. *Enrollment limit: 40.*

S. SHEPPARD

**ECON 240T Colonialism and Underdevelopment in South Asia (Not offered 2010-2011) (W)**

How did colonialism shape the evolution of the economies of South Asia? There is much controversy on this issue, beginning with whether the colonial economy really represented a radical break from the past. With this as our starting point, we will discuss major themes in this literature including the theory of "drain" (of economic surplus from the colonies), "deindustrialization" due to competition from cheap British manufactured goods, the impact of colonial legal institutions and land tenure arrangements, and colonial policies with respect to education, infrastructure, trade, and financial markets. The course will conclude with an assessment of the extent to which the economies of India, Pakistan, and Bangladesh still reflect their colonial past, and the consequences thereof.

Format: tutorial. Requirements: papers.

Prerequisites: Economics 110. *Enrollment limit: 10.*

SWAMY

**ECON 251(F,S) Price and Allocation Theory (Q)**

A study of the determination of relative prices and their importance in shaping the allocation of resources and the distribution of income. Subjects include: behavior of households in a variety of settings, such as buying goods and services, saving, and labor supply; behavior of firms in various kinds of markets; results of competitive and noncompetitive markets in goods, labor, land, and capital; market failure; government policies as sources of and responses to market failure; welfare criteria; limitations of mainstream analysis. Instructors may use elementary calculus in assigned readings, lectures, exams, and problems.

Format: lecture. Requirements: problem sets, a midterm, and a final exam.

Prerequisites: Economics 110 and 120 and Mathematics 103 or its equivalent. *Enrollment limit: 25 (expected: 25).*

Hour: 9:55-11:10 TR, 11:20-12:35 TR, 8:30-9:45 MW

9:55-11:10 TR, 8:30-9:45 MW

First Semester: RAI, JACOBSON

Second Semester: BRADBURY, JACOBSON

**ECON 252(F,S) Macroeconomics (Q)**

A study of macroeconomic theory and policy: the determinants of aggregate output, employment and prices, and the tools of monetary and fiscal policy used by the government in attempts to promote growth and limit inflation. The purpose is both to explain macroeconomics theory and to use it as a framework for discussing the current state of the U.S. economy and for analyzing recent economic policy. Instructors may use elementary calculus in assigned readings, exams, and lectures.

Format: lecture. Requirements: problem sets, two midterms, and a final exam.

Prerequisites: Economics 110 and 120 and Mathematics 103 or its equivalent. *Expected enrollment: 30.*

Hour: 1:10-2:25 TF

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

First Semester: P. PEDRONI

Second Semester: LOVE, SAVASER

**ECON 253(F) Empirical Methods in Political Economy (Same as Political Economy 253) (Q)**

(See under POEC 253 for full description.)

SHORE-SHEPPARD

**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. Students may substitute the combination of Statistics 201 and 346 for Economics 253 or 255.

Format: lecture. Requirements: problem sets, two midterms, and group presentations.

Prerequisites: Mathematics 103 and Statistics 101 (formerly Mathematics 143) or Statistics 201 or equivalent *plus* one course in Economics. *Enrollment limit: 35 (expected: 35).*

Hour: 8:30-9:45 TR, 2:35-3:50 TF, 9:55-11:10 TR

11:20-12:35 TR, 1:10-2:25 MR, 2:35-3:50 TF

First Semester: GENTRY, ZIMMERMAN

Second Semester: WATSON, ZIMMERMAN

## ADVANCED ELECTIVES

### ECON 351 Tax Policy (Not offered 2010-2011) (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).

Format: seminar/discussion. Requirements: several shorter papers, a research paper, and final exam.

Prerequisites: Economics 251 and preferably some familiarity with statistical analysis. *Enrollment limit: 19 (expected: 19). Preference given to senior Economics majors.*

LALUMIA

### ECON 353 Decision Theory (Not offered 2010-2011) (Q)

Studies of decision-making suggest that most people substantially violate even undemanding models of rationality. Are people truly irrational, and, if so, can anything be done about it? This course focuses on normative decision-making (how we should make decisions under general conditions), descriptive decision-making (how we do make decisions under actual conditions), and the contrast between the two. We proceed to a view of prescriptive decision-making, or how we might combine normative and descriptive insights to improve decision-making and judgment. Topics include decision-analytic methods for improving decision-making rigor (e.g., decision trees); microeconomic concepts and tools for optimization problems; game theory as appropriate; insights from cognitive psychology on heuristics (short cuts) that sometimes help, but often distort, decision-making; integrated models of judgment that call for both analysis and intuition; insights from the newly-emerging studies of judgment and wisdom. Until a few years ago, this topic was given normative treatment in departments of engineering, statistics and economics, and was separately taught as a descriptive science in departments of psychology. The apparent value of combining the two into a single, prescriptive analysis of decision-making and judgment has led to a recent wave of interdisciplinary approaches such as the one adopted in this course.

Format: lecture/discussion. Requirements: multiple problems and case analyses, one project, final exam.

Prerequisites: Economics 251 and Mathematics 104 or higher or permission of instructor. *Enrollment limit: 25 (expected: 25).*

FORTUNATO

### ECON 357T The Economics of Higher Education (Not offered 2010-2011)

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.

Format: tutorial; will meet weekly for one hour in groups of two. Evaluation will be based on six 5- to 7-page papers and on the quality of the student's oral presentations and commentary on the work of his/her colleagues.

Prerequisites: Economics 251 and 253 or 255 or Statistics 346 or permission of the instructor. *Enrollment limit: 10 (expected 10). Preference will be given to majors if overenrolled.*

ZIMMERMAN

### ECON 358(F) International Trade and 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.

Format: lecture/discussion. Requirements: problems sets, two midterms, and final.

Prerequisites: Economics 251, 252, and some familiarity with statistical analysis.

Enrollment limit 20, expected 20

Preference given to senior economics majors.

Hour: 11:20-12:35 TR

OLNEY

### ECON 360(F) International Monetary Economics

This course studies the macroeconomic behavior of economies that trade both goods and assets with other economies: international financial transactions, especially the buying and selling of foreign money, the role of central banks and private speculators in determining exchange rates and interest rates, and the effects of international transactions on the overall performance of an open economy. Additional topics may include the "asset market approach" to exchange rate determination, the nature and purpose of certain international institutions, and important current events.

Format: lecture. Requirements 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: Economics 251 and 252. *Enrollment limit: 25 (expected: 25).*

Hour: 2:35-3:50 TF

P

### ECON 362(F) Global Competitive Strategies

This course examines the ways in which a country's factor endowments, domestic market characteristics, and government policies promote or impede the global expansion of its industries and corporations. First, actual trade and investment decisions of multinational corporations are analyzed and compared to the predictions of international trade theory. Second, competitive strategies of indigenous and foreign rivals in U.S., Pacific rim, and European markets are explored. Third, the efficacy of government policies in promoting the competitiveness of industries in global markets is discussed. Case studies of firms, industries, and countries will be utilized.

Format: lecture/discussion. Requirements: a research paper and exam(s).

Prerequisites: Economics 251. *Enrollment limit: 25 (expected: 25). Preference given to senior Economics majors.*

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

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? Second, it analyzes the role of the central bank and the conduct of monetary policy. Special attention will be given to the organization and the operation of the Federal Reserve System, but other monetary policy regimes will also be considered. Students will simulate a meeting of the Federal Reserve Open Market Committee, either to decide on monetary policy or to debate a current policy issue. Third, it studies the complexities associated with managing and regulating modern financial instruments. Throughout the impact of incentives on the shape and evolution of the financial system will be stressed.

Format: lecture and discussion. Requirements: problem sets, midterm, a group project culminating in a paper and a presentation, and a final exam.

Prerequisites: Economics 252. *Enrollment limit: 25 (expected: 25). Preference given to majors.*

Hour: 8:30-9:45 MWF

CAPRIO

### ECON 371T Economic Justice (Not offered 2010-2011)

This tutorial will examine normative and empirical aspects of economic justice, with a special emphasis on concerns related to income distribution. The course is loosely structured around three questions: a) How ought income be distributed? b) How is income distributed? c) What policies should be considered when a) and b) differ? The first question moves us into the area of ethics. We will spend several classes discussing the connections between economic analysis and ethical theory. The second question moves us into the area of facts and theories surrounding income distribution. The third question moves us to consider policy responses to any perceived problems. In considering question c) we will focus on issues related to the distribution of income and status in the United States.

Format: tutorial; will meet weekly for one hour in groups of 2. Evaluation will be based on six 5- to 7-page papers and on the quality of the student's oral presentations and commentary on the work of his/her colleagues.

Prerequisites: Economics 251 and 253 or 255 or Statistics 346 or permission of the instructor. *Enrollment limit: 10 (expected 10). Preference will be given to Economics majors.*

ZIMMERMAN

### ECON 374T Poverty and Public Policy (Not offered 2010-2011) (W)

Since 1965, the annual poverty rate in the United States has hovered between 10 and 15 percent, though far more than 15 percent of Americans experience poverty at some point in their lives. In this course, we will study public policies that, explicitly or implicitly, have as a goal improving the well-being of the poor in this country. These policies include safety net programs (Aid to Families with Dependent Children/Temporary Assistance to Needy Families, Food Stamps,

Medicaid, and housing assistance), education programs (Head Start and public primary and secondary education), and parts of the tax code (the Earned Income Tax Credit). We will explore the design and functioning of these programs, focusing on questions economists typically ask when evaluating public policy: Does the policy achieve its goals? Does the design of the policy lead to unintended effects (either good or bad)? Could it be redesigned to achieve its goals in a more cost-effective manner? Through in-depth study of these programs, students will learn how economists bring theoretical models and empirical evidence to bear on important questions of public policy.

Format: tutorial. Evaluation will be based on six 5- to 7-page papers and on the quality of the student's oral presentations and commentary on the work of his/her colleagues.

Prerequisites: Economics 253 or 255 or Statistics 346 or permission of the instructor. *Enrollment limit: 10 (expected: 10). Preference given to majors if over-enrolled.*

SHORE-SHEPPARD

### **ECON 375T Speculative Attacks and Currency Crises (Not offered 2010-2011) (W)**

This course will review the causes and consequences of currency crises in industrial countries and emerging economies. Topics to be covered include analytical models of balance of payments crises, empirical research on the determinants of currency crises, the relationship between currency and banking crises, and the channels of "contagion" of crises across countries. The evolution of a series of important recent crises with systemic implications will be examined, including the European crisis of 1992, the Mexican crisis of 1994, the Asian crisis in 1997, and the Russian crisis of 1998. Several more recent currency crises with effects more restricted to the crisis countries themselves will also be studied.

Format: tutorial. Requirements: a paper every other week.

Prerequisites: Economics 252. *Enrollment limit: 10.*

MONTIEL

### **ECON 378(F) Long-Run Perspectives on Economic Growth (Q)**

The world today is marred by vast inequities, with about a hundred-fold difference in per capita income from the poorest country to the most affluent. Similar differences exist between rates of growth in different countries. What explanations do economists have to offer for these differences in levels of prosperity and rates of growth? Are the explanations to be found in underlying differences between countries during the past few decades? The past few centuries? Or the past few millennia? If modern differences in economic affluence have origins that are hundreds or thousands of years in the past, what scope exists for policies to reduce global inequality? Can we expect these inequalities to be reduced gradually over time through natural economic processes, 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, along with a review of the evidence that has been examined by scholars and is emerging concerning the applicability of the theory. Examples of issues to be covered include, amongst other topics, the importance of human capital formation in the process of industrialization, the role of colonialism, slavery and ethnic fractionalization in shaping modern institutions, and the long-lasting effect of geography through its impact on the emergence of agriculture in early human societies.

Format: lecture/discussion. Requirements will include at least one exam, a research paper and a class presentation.

Prerequisites: Economics 251 and 252 or permission of the instructor, familiarity with econometrics will be helpful but not essential. *Enrollment limit: 25 (expected: 25). Preference given to senior Economics majors.*

Hour: 2:35-3:50 MR

ASHRAF

### **ECON 379 Economics of the Environment (Same as Environmental Studies 379) (Not offered 2010-2011) (Q)**

This course acquaints students with an intermediate level of environmental and natural resource economics. First half of the course will be devoted to establishing an understanding of basic theoretical concepts as they apply to real-world environmental and resource problems. The topics include externalities, public goods, common property resources, taxes, standards, tradable pollution permits, and inter-temporal resource management. Second half will discuss more advanced topics and familiarize students with analytical tools and models commonly used in environmental and resource economics. The topics include cost-benefit analysis, non-market valuation, choice of pollution-control instruments, uncertainty and the role of information, inter-temporal models of renewable and non-renewable resources, and international environmental treaties.

Format: lecture/discussion. Requirements: written problem sets, a midterm, a short essay, and a final exam.

Prerequisites: Economics 251, familiarity with statistics. *Enrollment limit: 25 (expected: 20). Preference given to senior majors.*

KONISHI

### **ECON 381T(S) Health in Poor Countries (W)(Q)**

Poor health is one of the biggest problems facing poor people in poor countries. Diarrhea, HIV/AIDS, iodine deficiency, intestinal helminthes, malaria, sleeping sickness, tuberculosis, vitamin A deficiency, and yellow fever are common problems in much of the developing world. These health problems reduce happiness directly, as well as indirectly through decreased cognitive and physical ability in productive activities. This course uses microeconomic and econometric tools to examine the causes and consequences of a few of these sources of poor health. Unlike a medical or public health approach to these topics, we will focus on behavioral aspects of these problems. Some of the questions we will explore include: How responsive is demand for health inputs to changes in the price of health inputs? How does economic activity affect health behavior? How does information affect health behavior?

Format: tutorial. Requirements: students will write and present five papers, revise and resubmit one of these papers, and deliver formal comments on five papers written by other students.

Prerequisites: Economics 251 and Economics 253/255. *Enrollment limit: 10 (expected: 10). Preference given to senior Economics majors and CDE students. Not available for the Gaudino option.*

Tutorial meetings to be arranged.

WILSON

### **ECON 382 Industrial Organization (Not offered 2010-2011)**

This course examines the interaction of firms and consumers in monopoly and imperfectly competitive markets. We begin with an investigation of how firms acquire market power. Using game theoretic models, we then analyze the strategic interaction between firms to study their ability to protect and exploit market power. Aspects of strategic decision-making that we shall study include: price discrimination, product selection, firm reputation, bundling and collusion. We conclude with a discussion of the role of anti-trust policy. Theoretical models will be supplemented with case studies and empirical papers.

Format: lecture/discussion. Requirements: There will be several problem sets as well as a midterm and final examination. A group paper and presentation will also be required.

Prerequisites: Economics 251 and preferably some familiarity with statistical analysis. *Enrollment limit: 25 (expected: 25). Preference given to senior majors.*

GAZZALE

### **ECON 383 Cities, Regions and the Economy (Not offered 2010-2011)**

Cities and urbanization can have significant impacts on the economy. In many developed economies, a process of regional decline is associated with older, industrial cities. In developing countries, the process of economic growth is generally associated with increasing urbanization. Urbanization, with its increasing concentration of population and production, puts particular pressure on markets to allocate resources for provision of land, housing, transportation, labor and public goods. Urbanization can alter the productivity of land, labor, and capital in ways that can improve the welfare of residents and the performance of the broader economy. In this course we will examine these conflicting economic forces and examine some recent research that contributes to our understanding of the difference between regional growth and decline, and the role that the urban structure plays in these processes. We will examine the function of land, housing, transportation, and labor markets in the urban context, and the scope for public policies to improve the performance of the regional economy.

Format: lecture/discussion. Requirements: two midterms and a research paper.

Prerequisites: Economics 251. *Enrollment limit: 25 (expected: 25). Preference given to seniors and juniors.*

S. 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.

Format: lecture/discussion. Requirements: class participation, problem sets, short quizzes, short projects such as case write ups, a midterm exam, and a final exam.

Prerequisites: Economics 251, 252, and some familiarity with statistics (e.g., Economics 253 or 255).

*Enrollment limit: 20 (expected: 20) Preference given to senior economics majors.*

Hour: 9:55-11:10 TR

GENTRY

### **ECON 385 Games and Information (Not offered 2010-2011) (Q)**

This course is a mathematical introduction to strategic thinking and its applications. Ideas such as Nash equilibrium, commitment, credibility, repeated games, incentives and signaling are discussed. Examples are drawn from economics, politics, history and everyday campus life. Applications include auctions, labor contracts, debt relief, and corruption.

Format: lecture/discussion. Requirements: exams, problem sets and a substantial final project that involves modeling a real world situation as a game.

Prerequisites: Economics 251; Mathematics 105 (or permission of the instructor). *Enrollment limit: 25 (expected: 25).*

RAI

**ECON 386(S) Environmental Policy and Natural Resource Management (Same as Economics 515 and Environmental Studies 386) (Q)**

Economics has a rich body of advice for policymakers struggling to manage and preserve environmental assets, particularly in developing countries. In this class, we will take a very applied tour of the microeconomic and macroeconomic work in this area, with attention paid to program implementation and evaluation. Student interest will drive some of the selection of specific topics. We will explore the debate about the relationship between economic growth and the demand for environmental quality. We will also study trade, the export of pollution and the idea of a "natural resources curse." We will discuss the sustainable management of renewable and non-renewable natural resources, such as fisheries, forests, oil, and mineral resources. Payments for environmental services are now widely used to protect assets, and we will discuss how such systems work.

Format: lecture/discussion. Requirements: problem sets, a research paper and presentation, a midterm, and a final exam.

Prerequisites: Economics 251, familiarity with statistics.

Enrollment limit: 25 (expected: 20). Preference given to senior majors and CDE masters.

Hour: 11:00-12:15 MW

JACOBSON

**ECON 388 Urbanization and Development (Same as Economics 521 and Environmental Studies 388) (Not offered 2010-2011)**

(See under ECON 521 for full description.)

S. SHEPPARD

**ECON 389(S) Tax Policy in Emerging Markets (Same as Economics 517) (Q)**

(See under ECON 517 for full description.)

BAKIIA

**ECON 390T(S) Financial Crises: Causes and Cures (Same as Economics 523T) (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.

Format: tutorial. 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: Economics 251, 252, and 253/255. Permission of the Instructor required. Enrollment limit: 10 (expected: 10). Not available for the Gaudino option. Tutorial meetings to be arranged. CAPRIO

**ECON 392(F) Finance and Capital Markets (Q)**

This course gives a survey of financial markets and currency trading. We begin by exploring the role of capital markets in the flow-of-funds between savers and investors, their role in risk redistribution and continue with the analysis of exchange-rate markets. Topics include: risk and return tradeoffs, models of stock and bond prices, the capital asset pricing model, financial derivatives (options, futures, currency swaps), hedging, "efficient markets" theories of financial markets and order flow analysis in currency markets.

Format: lecture/discussion. Evaluation will be based on problem sets, midterm, final, a project and class participation.

Prerequisites: Economics 251 and either Statistics 101 or 201 or Economics 253 or Economics 255. Enrollment limit: 25 (expected: 25). Preference to Economics majors.

Hour: 1:10-2:25 MR

SAVASER

**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.

Format: lecture/discussion. Requirements: two midterm exams and one final term paper focused on an international macro policy topic of the student's choice. Prerequisites: Economics 252 (Intermediate Macro). Enrollment limit: 20 (expected: 15). Preference given to Economics majors, and particularly to those wishing to write an honors thesis in related areas of interest.

Hour: 11:00-12:15 MWF

P. PEDRONI

**ECON 394 European Economic History (Not offered 2010-2011)**

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.

Format: lecture/discussion. Requirements: midterm, short problem sets, final, and a research paper.

Prerequisites: Economics 251 or 252 AND either 253, 255, or equivalent. Enrollment limit: 25 (expected: 25).

NAFZIGER

**ECON 395T Growth and Sustainability (Not offered 2010-2011) (W)**

The question to be addressed in this class is whether material living standards can continue to rise indefinitely: is "sustainable growth" possible, or is the world doomed to stagnation—or eventual collapse—by limited resources, population pressures and pollution? The readings will include the views of pessimists, such as Malthus and Diamond, as well as those of optimists, such as Simon and Nordhaus. Because growth and the allocation of resources are central to the study of economics, we will confront the question of sustainability with the tools of microeconomics and growth theory, extending standard economic models to address the challenges posed by population growth, resource use, and pollution.

Format: tutorial: will meet weekly for one hour in groups of two. The requirements are five 5- to 7-page papers, written commentary on fellow students' papers, an expanded version of one of the short papers and consistent contributions to tutorial discussions.

Prerequisites: Economics 251 and 252. Enrollment limit: 10 (expected: 10). Preference will be given to Economics majors.

KUTTNER

**ECON 397(F), 398(S) Independent Study**

Students are invited to apply to undertake independent study on subjects of their own choosing. Interested students should consult with a faculty member about designing an appropriate project well in advance of spring registration.

With permission of the department, an approved project may count as one of the two advanced electives required for the major.

Prerequisites: consent of an instructor and of the department chair.

Hour: TBA

Members of the Department

**ECON 451(F) 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.

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

Prerequisites: Economics 251, 252, and 255. Enrollment limit: 19 (expected: 19). Preference will be given to senior Economics majors.

Hour: 1:10-2:25 MR

LOVE

**ECON 452T Economics of Community Development (Not offered 2010-2011) (W)**

This course focuses attention on the economic issues that arise in understanding community development. Students will address such questions as: why do some cities grow, while others lose population? Why are some communities successful in attracting new firms and getting existing ones to expand? Why are some communities regarded as offering better 'quality of life' than others? Why do employees of local governments join unions in higher proportions than any other sector of the economy? How do decisions made in local governments affect the overall economy, and how does the economy and competition between communities affect local decisions? Thinking about such questions helps to develop skills in economic analysis and understanding of communities, the challenges they confront, and how to improve them. Students will be expected to read, discuss, and synthesize a variety of analytic approaches into their own analysis of particular community development questions. Students will be expected to work with and analyze data and to present the results of their analysis.

Format: tutorial. Requirements: students will meet with the instructor in pairs for an hour each week; they will write a paper every other week, and comment on



their partner's papers every other week.

Prerequisites: Economics 251 and Economics 253 or 255 or the equivalent. *Enrollment limit: 10 (expected:10). Preference will be given to senior Economics majors.*

S. SHEPPARD

#### **ECON 454 Topics in Macroeconomics (Not offered 2010-2011)**

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 2008-2009 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.

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

Prerequisites: Economics 251, 252, and 255. *Enrollment limit: 19 (expected: 19). Preference will be given to senior Economics majors.*

LOVE

#### **ECON 456 Income Distribution (Not offered 2010-2011)**

This course examines the distribution of income in the U.S., with particular emphasis on how it is affected by taxes, transfers, and other government programs. Most of the course will focus on the bottom of the income distribution, where the role for policy is greatest. Questions to be addressed may include the following: What are the causes and consequences of poverty? How do welfare, the minimum wage, and the EITC affect those in poverty? How does discrimination affect the incomes of various demographic groups? What are the effects of affirmative action? How much mobility is there across the income distribution? What explains the recent growth in income at the top of the distribution, and the resulting increase in inequality?

Format: seminar/discussion. Requirements: short writing assignments, computer lab exercises, oral presentations, and a final research paper.

Prerequisites: Economics 251 and 253 or 255 or equivalent. *Enrollment limit: 19 (expected: 19). Preference: senior Economics majors.*

LALUMIA

#### **ECON 457(S) 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.

Format: a mix of lecture, seminar discussion, and time in a computer lab learning to work with data and estimate econometric models. Requirements will include 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: Economics 255, Economics 251, and Economics 120. *Enrollment limit: 19 (expected: 19). Preference will be given to senior Economics majors.*

Hour: 11:00-12:15 MWF

BAKIJIA

#### **ECON 458T Economics of Risk (Not offered 2010-2011)**

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.

Format: tutorial; will meet with the instructor in pairs in each week. Requirements: 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. One of the papers during the term will be revised to reflect feedback from the instructor and the student's partner.

Prerequisites: Economics 251, 252, and Economics 253 or 255. *Enrollment limit: 10 (expected: 10). Preference to senior majors.*

GENTRY

#### **ECON 459 Economics of Institutions (Not offered 2010-2011)**

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.

Format: seminar. Evaluation will be based on four short papers of 7-10 pages each.

Prerequisites: Economics 251, Economics 253 or 255 or the equivalent; *students who have already taken Economics 502 will not be admitted. Enrollment limit: 19 (expected: 19). Preference will be given to senior Economics majors.*

SWAMY

#### **ECON 461(S) Computable General Equilibrium (CGE) Modeling (Same as Economics 504)**

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.

Format: lecture/discussion. Evaluation will be based on problem sets, two midterms, final project and presentation.

Prerequisites: Mathematics 105, Economics 251. *Enrollment limit: 19 (expected: 19). Preference will be given to senior Economics majors.*

Hour: 11:00-12:15 MWF

ROLLEIGH

#### **ECON 463 Financial History (Not offered 2010-2011)**

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, evaluate their efficacy, and consider lessons for modern financial regulation.

Format: seminar. 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: Economics 363, 384, or 392 (that is, any one of those three courses), or permission of instructor. *Enrollment limit: 19 (expected: 19). Preference will be given to senior Economics majors.*

CAPRIO

#### **ECON 464(S) Empirical Methods in Macroeconomics (Same as Economics 514) (Q)**

Macroeconomics and related fields in international finance and development have evolved specialized empirical techniques, known generally as macroeconometrics, which are designed to meet the practical challenges that the data and the empirical questions pose in these fields. The course will introduce the theory and application of these techniques, and students will learn how to implement these techniques using real world data to address practical questions drawn from the fields of macro, international finance and development. Topics to which these techniques will be applied include business cycle analysis and forecasting, sources

of exchange rate volatility and determinants of long run economic growth. Computer work and programming will be an 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.

Format: seminar. Requirements: short empirical projects, midterm, term paper.

Prerequisites: Economics 252, Economics 255 or equivalent, and Economics 393 (360 may substitute for Economics 393). *Enrollment limit: 19 (expected: 19).*

*Preference will be given to senior Economics majors.*

Hour: 1:10-2:25 MR

P. PEDRONI

#### **ECON 465(S) Behavioral and Experimental Economics**

Ample empirical and experimental evidence suggests significant departures from classical assumptions of economics such as perfect rationality and self-interested behavior. In this course, we review this evidence with an eye towards identifying systematic ways in which behavior deviates from our classical assumptions and generating new, and hopefully more realistic, assumptions of behavior. We explore the empirical, theoretical and policy implications of these findings.

Format: seminar. Requirements: one long paper, and a series of critiques.

Prerequisites: Economics 251 and 253 or 255 or the equivalent. *Enrollment limit: 19 (expected: 19). Preference will be given to senior Economics majors.* (Students who have not taken econometrics may apply to be admitted to the course after meeting with Prof. Gazzale).

Hour: 8:30-9:45 MWF

GAZZALE

#### **ECON 466 Economic Growth: Theories and Evidence (Not offered 2009-2010)**

This seminar will examine recent advances in the study of economic growth. Why are some countries richer than other countries? What accounts for differences in growth rates across countries and over time? What are the respective roles of factor accumulation and productivity growth? The answers to these questions have important implications for policy, both in rich and poor countries, and for development assistance from rich to poor. We will review literature, including both technical papers and more popular writing, that offer explanations linked to capital investment, human capital accumulation, policy distortions and poor institutions, geography, agricultural technology, and other sources. Not only will we seek to learn the main policy messages of these papers, but also we will try to understand why different models lead to different conclusions and how economic research progresses over time.

Format: seminar. Evaluation will be based on either five 5- to 6-page papers or one long paper and a series of critiques, as well as class participation.

Prerequisites: Economics 251, 252, 253 or 255 or the equivalent. *Enrollment limit: 19 (expected: 19). Preference will be given to senior Economics majors.*

*Admission requires permission of the Instructor.*

D. GOLLIN

#### **ECON 467T Development Successes (Same as Economics 518T) (Not offered 2010-2011) (W)**

Although living standards in most of the world's 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.

Format: tutorial. Methods of evaluation: students will write five papers during the term, and will prepare and deliver formal comments on five papers written by other students.

Prerequisites: Economics 204 or 501. *Enrollment limit: 10 (expected: 10). Preference given to senior Economics majors. Admission requires permission of the Instructor.*

MONTIEL

#### **ECON 468 Your Money or Your Life: Health Disparities in the United States (Not offered 2010-2011)**

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.

Format: seminar. Course will include frequent small group meetings, a computer lab, and a poverty simulation. Evaluation includes class discussion, oral presentations, 4 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: 19). Preference given to senior Economics majors.*

WATSON

#### **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.

Format: seminar. Requirements: five short response papers (5 pages), and longer final paper (15 pages).

Prerequisites: Economics 253, Economics 255, or equivalent, or permission of instructor. *Enrollment limit: 19 (expected: 15). Preference: to junior and senior Economics majors*

Hour: 11:20-12:35 TR

SWAMY

#### **ECON 475(F) 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.

Format: lecture. Requirements: problem sets, a midterm, class participation, and a final exam.

Prerequisites: Mathematics 105 or equivalent, Economics 251. *Enrollment limit: 19 (expected: 19). Preference given to senior Economics majors.*

Hour: 9:55-11:10 TR

ROLLEIGH

#### **ECON 491(F)-W30 or ECON W30-492(S) Honors Seminar**

This course is a research seminar for candidates for honors in economics. Each candidate prepares an honors thesis. Candidates will meet as a group to discuss problems common to all of them (such as empirical methods, data sources, and theoretical approaches) and each one will report on his/her work at various stages for criticism by the group as a whole. Some work is required during the preceding semester.

Prerequisites: admission by the department. Required for honors in Economics unless a student writes a year-long thesis.

#### **ECON 493(F)-W31-494(S) Honors Thesis**

A year-long research project for those honors candidates admitted to this route to honors. Prerequisites: admission by the department in the spring of the junior year.

#### **GRADUATE COURSES IN DEVELOPMENT ECONOMICS**

Juniors and seniors majoring in Economics or Political Economy may, with the permission of the instructor, enroll in graduate courses given by the Center for Development Economics (described below). Many of these courses are already cross-listed as undergraduate courses, and will count as an undergraduate elective indicated by the cross-listed course number. Other courses might substitute for an elective in the major, *but only with the permission of the chair of the department.*

#### **ECON 501(F) Development Economics I**

The course examines concepts, tools, and models in contemporary economic theory that have proved relevant to development problems, and their application in economic policymaking. Topics include growth processes and structural change; investment and sources of saving; capital, labor, and technological progress; policies for public, private, and foreign enterprises; policymaking and negotiation in governments; and policies for reducing poverty and inequality.

Format: lecture/discussion. Requirements: short papers, two midterms, and a final exam.

Prerequisites: Economics 251 and 252. *Undergraduate enrollment limited and requires instructor's permission.*

Hour: 11:00-12:15 MWF

ASHRAF



**ECON 502(S) 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.

Format: lecture and discussion. Evaluation will be based on several short papers, and a longer final paper.

Prerequisites: at least one among Economics 253, Economics 255, Economics 510, Economics 511, Statistics 346; requires permission of instructor; students who have previously taken Economics 459 will not be enrolled. *Enrollment limit: 19 (expected: 19).*

Hour: 8:30-9:45 TR

SWAMY

**ECON 503(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, microfinance, 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.

Format: lecture/discussion. Requirements: problem sets, one 3-5 page paper, one 8-10 page paper, midterm, and a final exam.

Prerequisites: Economics 110. In addition, an empirical methods course (Economics 253, 255, 510 or 511, or Statistics 346) must be taken before or concurrently with this class. Students who have previously taken Econ 205 will not be enrolled. *Enrollment limit: 30 (expected: 25-30). Undergraduate enrollment limited and requires instructor's permission.*

Hour: 9:55-11:10 TR

BAKIIA

**ECON 504(S) Computable General Equilibrium (CGE) Modeling (Same as Economics 461)**

(See under ECON 461 for full description.)

ROLLEIGH

**ECON 505(S) Finance and Development**

This course focuses on the financial system and its role in economic development. The first part explores the functions of finance, how it contributes to growth, and reviews different models of financial sector development and their influence on how governments viewed the sector. It will examine experiences with financial sector repression and subsequent liberalization, and investigate the causes and impact of financial crises. Then it will study how to make finance effective and how to prevent or minimize crises, analyzing government's role as regulator, supervisor, standard setter, contract enforcer, and owner. In this final part, attention will be devoted to the role of institutions (laws, norms, culture) and incentives in financial sector development.

Format: lecture/discussion. Requirements: midterm, group presentation, policy paper, and a final exam.

Prerequisites: Economics 251 and 252. *Enrollment limit: 30 (expected: 25-30). Undergraduate enrollment limited and requires instructor's permission.*

Hour: 8:30-9:45 MWF

CAPRIO

**ECON 507(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 discuss various models of international trade and the empirical relevance of these theories. The course will provide analytic tools that will be useful in answering important questions such as: Why do countries trade? Who benefits from trade? How does trade affect economic growth and development?

Format: lecture/discussion. Requirements: problem sets, two midterms, and final.

Prerequisites: Economics 251, 252, and familiarity with econometrics.

*Undergraduate enrollment limited and requires instructor's permission.*

Hour: 9:55-11:10 TR

OLNEY

**ECON 509(F) Developing Country Macroeconomics**

This course focuses on the relationship between macroeconomic policies and economic growth in developing countries. After examining the links between macroeconomic stability and long-run growth, the rest of the course is divided into three parts. The first part is devoted to the construction of an analytical model that is suitable for analyzing a wide variety of macroeconomic issues in developing countries. This model provides the general framework for a more specific analysis of fiscal and monetary policies in the two remaining parts. In analyzing fiscal policy, the course will consider in particular the requirements of fiscal solvency and the contribution that fiscal policy can make to macroeconomic stability. It will also examine alternative methods for achieving fiscal credibility, including the design of fiscal institutions. The final part of the course will turn to an analysis of central banking, focusing on central bank independence, time consistency of monetary policy, and the design of monetary policy rules in small open economies.

Format: lecture. Requirements: two hour tests and a comprehensive final exam.

Prerequisites: Economics 251 and 252. *Expected enrollment: 25-30. Undergraduate enrollment limited and requires instructor's permission.*

Hour: 11:20-12:35 TR

KUTTNER

**ECON 510(F) Statistics/Econometrics**

This course focuses on basic methods of bringing economic theory and data together to provide empirical guidance for policy formulation, including use of computers in econometric analysis. This course covers techniques of econometric analysis using a moderate level of mathematical exposition.

Format: lecture/discussion. Requirements: problem sets, two hour exams, and a final.

Admission to 510 depends on previous background in statistics and mathematics. *Enrollment limited to CDE students.*

Hour: 1:10-2:25 MR

KUTTNER

**ECON 511(F) Statistics/Econometrics: Advanced Section**

This course focuses on basic methods of bringing economic theory and data together to provide empirical guidance for policy formulation, including use of computers in econometric analysis. This course covers techniques of econometric analysis using a more mathematical exposition.

Format: lecture/discussion. Requirements: problem sets, two hour exams, and a final.

Prerequisites: Economics 251 and 252; admission to 511 depends on previous background in statistics and mathematics. *Expected enrollment: 30. Undergraduate enrollment limited and requires instructor's permission.*

Hour: 8:30-9:45 MWF

SHORE-SHEPPARD

**ECON 513(S) Developing Country Macroeconomics II**

This lecture course is a continuation of Economics 509. 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 509, 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.

Format: lecture. Requirements: two hour tests and a comprehensive final exam.

Prerequisites: Economics 509. *Expected enrollment: 25-30. Undergraduate enrollment limited and requires instructor's permission.*

Hour: 11:20-12:35 TR

KUTTNER

**ECON 514(S) Empirical Methods in Macroeconomics (Same as Economics 464) (Q)**

(See under ECON 464 for full description.)

P. PEDRONI

**ECON 515(S) Environmental Policy and Natural Resource Management (Same as Economics 386 and Environmental Studies 386) (Q)**

(See under ECON 386 for full description.)

JACOBSON

**ECON 516(T) International Financial Institutions**

This tutorial will explore issues in economic development and finance with a focus on writing short papers that lay out the critical dimensions of these issues and the appropriate policy measures to deal with them. Topics will include: the lessons of the 1990s for developing economies; speeding up growth in slow-growing economies; handling capital inflows, foreign investment and foreign portfolio investment; successes and failures in developing countries in dealing with the recent international economic crisis; dealing with financial and banking crises; the growth and risks of domestic government debt; and country interactions with the IMF and the World Bank.

Format: tutorial. Requirements: students will write five papers and deliver formal comments on 5 papers written by other students.

Open to CDE students and, with the permission of the instructor, undergraduates. *Enrollment limit: 10 (expected: 10).*

Tutorial meetings to be arranged.

HANSON

**ECON 517(S) Tax Policy in Emerging Markets (Same as Economics 389) (Q)**

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.

Format: seminar. Requirements: midterm exam, problem sets, two short essays and a final 10- to 15-page research paper.

Prerequisites: one public economics course or microeconomics course (ECON 503 or ECON 110), and one empirical methods course (ECON 253, 255, 510, or 511); students who have previously taken Economics 351 will not be enrolled.) *Enrollment limit: 19 (expected: 15-19). Preference given to CDE students, but undergraduates with the prerequisites are welcome.*

Hour: 2:35-3:50 MR

BAKIJIA

**ECON 518T Development Successes (Same as Economics 467T) (Not offered 2010-2011) (W)**

(See under ECON 467 for full description.)

MONTIEL

**ECON 520T(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.

Format: tutorial. Methods of 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: 10).*

Tutorial meetings to be arranged.

SAMSON

**ECON 521 Urbanization and Development (Same as Economics 388 and Environmental Studies 388) (Not offered 2010-2011)**

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?

Format: lecture/discussion. Requirements: a midterm and a final exam, plus a paper that evaluates specific problems, policy alternatives, and provides some analysis of relevant data.

Prerequisites: Economics 251 plus 253, 255, 510 or 511. *Expected enrollment: 20. Undergraduate enrollment limited and requires instructor's permission.*

S. SHEPPARD

**ECON 523T(S) Financial Crises: Causes and Cures (Same as Economics 390T) (W)**

(See under ECON 390T for full description.)

CAPRIO

**ECON 530(S) Research Studies**

In this course, each Fellow carries out an individual research study on a topic in which he or she has particular interest, usually related to one of the three seminars. The approach and results of the study are reported in a major paper. Research studies are analytical rather than descriptive and in nearly all cases include quantitative analyses. Often the topic is a specific policy problem in a Fellow's own country.

**ENGLISH (Div. I)**

Chair, Professor PETER MURPHY

Professors: I. BELL, R. BELL\*\*, BUNDTZEN, CASE, FIX\*, KLEINER\*, KENT, KNOPP\*\*\*, LIMON\*\*\*, MURPHY, PYE, RAAB, ROSENHEIM\*\*\*, J. SHEPARD, D. L. SMITH, SOKOLSKY\*\*\*, SWANN, TIFFT\*\*\*. Associate Professors: T. DAVIS, THORNE. Assistant Professors: MCWEENY, RHIE, SCHLEITWILER. Senior Lecturer: CLEGHORN. Lecturers: BARRETT\$, DE GOOYER\$, K. SHEPARD\$. Visiting Associate Professor: PETHICA. Visiting Assistant Professor: UM. Bernhard Emeritus Faculty Fellow: GRAVER. Margaret Bundy Scott Visiting Professor: GRIFFIN. Bolin Fellow: BERTRAM.

**COURSES AND COURSE-NUMBERING**

The course offerings in English enable students, whether majors or non-majors, to explore literature in a variety of ways, and to satisfy their interests in particular authors, literary periods, and genres. They emphasize interpretive skills, systematic and critical thinking, and careful attention to the generic, cultural, and historical contexts of literature written in English.

**100-LEVEL COURSES**

At the introductory level, the department offers a range of writing-intensive 100-level courses which focus on interpretive skills as well as skills in writing and argumentation. The department also offers English 150, *Expository Writing*, a course focusing on analytic writing skills. All 100-level courses are designed primarily for first-year students, although they are open to interested sophomores, juniors, and seniors. A 100-level course other than 150 is required for admission to most upper-level English courses, except in the case of students who have placed out of the introductory courses by receiving a score of 5 on the Advanced Placement examination in English Literature or of 6 or 7 on the International Baccalaureate.

**200-LEVEL COURSES**

Most 200-level courses are designed primarily for qualified first-year students, sophomores, and junior and senior non-majors, but they are open to junior and senior majors and count as major courses. Several 200-level courses have no prerequisites; see individual descriptions for details. 200-level Gateway courses are designed for first- and second-year students who are considering becoming English Majors, or who are interested in pursuing upper-level course work in the department. *All Gateway courses are writing-intensive. 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. Completion of a Gateway course is a requirement for the major.*

**300-LEVEL COURSES**

The majority of English Department courses are at the 300 level. 300-level courses are open to sophomores, juniors, and seniors. 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 that place a premium on independent, student-initiated work. Such classes can be structured in a variety of ways. A class might culminate in a long final paper on a topic of the student's devising and involve conferences focused on the progress of that project. A course might alternate tutorial sessions with seminar meetings, or it might take the form of a colloquium, with discussions organized around individual or group presentations on different aspects of a topic. Limited to 15 students, 400-level courses are open to students who have completed at least one 300-level English course; they should be attractive to any student interested in a course that emphasizes intensive discussion and independent work. Majors considering Honors work are urged to take a 400-level course before senior year as a way of preparing for Honors work.

## ADVISING

All junior and senior English majors are assigned a departmental faculty member as an advisor. Students' preferences for advisors are solicited during the preregistration period in April, and assignments are announced at the start of the school year.

Non-majors who wish to discuss English Department offerings are invited to see any faculty member or the department chair.

## MAJOR

Majors are urged to select a balance of intermediate and advanced courses, and to choose classes from the American, British and Anglophone traditions. Each student can fashion his or her own sequence of study within a basic pattern that insures coherence and variety. This pattern comprises at least nine courses.

They are also urged to elect collateral courses in subjects such as art, music, history, comparative literature, philosophy, religion, theatre, and foreign languages with a view to supporting and broadening their studies in literature. In particular, the study of classical and modern languages, as well as of foreign literatures, is strongly recommended.

## Requirements

The nine courses required for the major must include the following:

- 1) Any 100-level English class. Students exempted by the department from 100-level courses will substitute an elective course.
- 2) At least *two* courses dealing primarily with literature written before 1700 (identified in parentheses at the end of the course description).
- 3) At least *two* courses dealing primarily with literature written between 1700 and 1900 (identified in parentheses at the end of the course description).
- 4) At least *one* course dealing primarily with literature written after 1900 (identified in parentheses at the end of the course description).
- 5) At least *one* "criticism" course (identified in parentheses at the end of course description). A course fulfilling the criticism requirement entails a sustained and explicit reflection on problems of critical method, whether by engaging a range of critical approaches and their implications or by exploring a particular method, theorist, or critic in depth. Please note that when a criticism course also deals with literature satisfying a historical distribution requirement (pre-1700, 1700-1900, etc.), the course may be used to satisfy either the criticism or the chronological requirement, *but not both*.
- 6) At least *one* 200-level Gateway course (listed at the end of the 200-level course descriptions). Gateway courses are designed for first- and second-year students contemplating the major or intending to pursue more advanced work in the department; these courses focus on analytical writing skills while introducing students to critical methods and historical approaches that will prove fruitful as they pursue the major. (Note: a Gateway course can fulfill a Period or Criticism requirement *as well as* a Gateway requirement.)

The department will now give one *elective* course credit toward the major for a course taken in literature of a foreign language, whether the course is taught in the original language or in translation. Such a course may not be used to satisfy the department's historical distribution, criticism, or gateway requirements.

## THE DEGREE WITH HONORS IN ENGLISH

The English Department offers three 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 (Chris Pye) 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), and to devote their senior year winter study course to their honors projects. All students writing a critical thesis or pursuing a critical specialization will be required to take the Honors Colloquium in the fall semester. Students doing a creative writing thesis must, by graduation, take at least nine regular semester courses, and, in addition, take English 497 (Honors Independent Study) and English W31 (Honors Thesis, winter study) during senior year. Students writing a critical thesis must, by graduation, take at least eight regular-semester courses, and, in addition, take English 493 and English 494 (fall Honors Colloquium and spring Honors Independent Study) 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 Independent Study) and English W30 (Honors 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, 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 should be 15,000 words (45 pages); in no case should it be longer than 25,000 words. 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 2010, 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 three final copies of their written work to the department 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 151 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.

### ENGL 106(S) Introduction to Modernism (W)

In her essay "Mr. Bennett and Mrs. Brown" (1924), Virginia Woolf proposed that around 1910 "human character" itself had suddenly changed, rendering existing conventions "in religion, conduct, politics, and literature" no longer adequate to express the new age. "And so the smashing and the crashing began. Thus it is that we hear all around us, in poems and novels... the sound of breaking and falling, crashing and destruction." This course will explore the effort of artists in the

decade or so before and after World War I to “make it new.” We will read work by Conrad, Yeats, Frost, Pound, Joyce, T.S.Eliot, Mansfield, Woolf, Faulkner, William Carlos Williams and others, and chart the range of innovative narrative and formal strategies Modernist writers adopted in their efforts to represent consciousness, experience, memory and the objective world more fully and accurately in an era of massive social, political and technological change. We will also consider some non-print media, including developments in the visual arts from the post-impressionists through to the surrealists, the work of the Bauhaus, and early experiments in film.

Format: discussion/seminar. Requirements: three papers ranging from 3 to 7 pages, regular journal entries or postings, and active participation in class discussions.

No prerequisites; open to first-year students. *Enrollment limit: 19 (expected: 19). Preference given to first-year students.*

Hour: 1:10-2:25 MR

PETHICA

### ENGL 111(F,S) Poetry and Politics (W)

“Poets are the unacknowledged legislators of the world” wrote Shelley in his 1821 “Defence of Poetry,” countering the widely held view of poetry’s airy irrelevance to the material progress of humanity. His claims are echoed a century and a half later in Audre Lorde’s “Poetry is Not a Luxury,” in which she argues that poetry is a vital and essential part of her own political struggle as a Black lesbian feminist. But when W.B. Yeats—himself a very politically involved poet—writes in 1917 that “from the quarrel with others comes rhetoric; from the quarrel with ourselves comes poetry,” he implies that poetry would suffer from too much involvement with the “quarrel with others” that is politics, becoming, perhaps, something more like advertising jingles for political dogma. And when W. H. Auden writes in 1939 that “poetry makes nothing happen” he appears to locate poetry’s value precisely in its irrelevance to politics as such. This course will focus on the vexed relationship between poetry and political struggle, reading predominantly poetry and poetics (writings about poetry) of the last two centuries in an effort to answer the questions: what can poetry do for politics? what does politics do for (or to) poetry? Is poetry essential to political struggle, or do poetry and politics mix only to the detriment of both, producing, on the one hand, bad poetry, and on the other, mere distractions from the “real” work of politics? The primary goal of the course is to make students better readers of poetry, and better readers and writers of argumentative prose.

Format: discussion/seminar. Requirements: active class participation and 20 pages of writing in the form of frequent short papers.

No prerequisites; no prior experience with poetry (or politics!) is expected.. *Enrollment limit: 19 (expected: 19). Preference given to first-year students.*

Hour: 11:00-12:15 MWF

First Semester: CASE

8:30-9:45 TR

Second Semester: CASE

### ENGL 112(S) Introduction to Literary Analysis (W)

This course is designed to encourage students to become more responsive readers of literature through the close study of a small number of works, with frequent written exercises. The emphasis is on learning how to read different types of imaginative literature, especially poetry, Shakespearean drama, and fiction. Class Format: discussion/seminar. Requirements/Evaluation: active class participation and 20 pages of writing in the form of frequent short papers

No prerequisites; open to first-year students. *Enrollment limit: 19 (expected: 19). Preference given to first year students.*

Hour: 1:10-2:25 MR

I. BELL

### 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.

Format: discussion/seminar. Requirements: active class participation and five papers totaling 20 pages.

No prerequisites; open to first-year students. *Enrollment limit: 19 (expected: 19). Preference given to first-year students.*

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

RHIE

### ENGL 117(F) Introduction to Cultural Theory (Same as Comparative Literature 117) (W)

This course has a clear purpose. If you had signed up for a course in biology, you would know that you were about to embark on the systematic study of living organisms. If you were registered for a course on the American Civil War, you would know that there had been an armed conflict between the northern and southern states in the 1860s. But if you decide you want to study “culture,” what exactly is it that you are studying? The aim of this course is not to come up with handy and reassuring definitions for this word, but to show you why it is so hard to come up with such definitions. People fight about what the word “culture” means, and our main business will be to get an overview of that conceptual brawl. We will pay special attention to the conflict between those thinkers who see culture as a realm of freedom or equality or independence or critical thought and those thinkers who see culture as a special form of bondage, a prison without walls. The course will be organized around short theoretical readings by authors ranging from Matthew Arnold to Constance Penley, but we will also, in order to put our new ideas to the test, watch several films (*Ferris Bueller’s Day Off*, *Silence of the Lambs*, *The Lord of the Rings*) and listen to a lot of rock & roll. Why do you think culture matters? Once you stop to pose that question, there’s no turning back.

Format: discussion/seminar. Requirements: five short papers totaling about 20 pages, class attendance and participation.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first-year students. Two sections.*

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

THORNE

### ENGL 118(F) Reading and Writing Creative Nonfiction (Same as American Studies 118) (W)

One of the most popular genres in recent American writing is creative nonfiction (a term that includes the personal essay, the lyric essay, the travel essay and works of literary journalism). The genre reaches back at least to Montaigne, the 16th-century French writer whose “Essais” are often considered the first fully developed “attempts” at the public display of curiosity about the world and introspection that is the hallmark of this form of writing. The central conceit of this course is that the mastery both of this form of writing and of the literary history of this form will make you a better writer. To that end we will read and discuss a wide range of critical nonfiction; we will write literary critical essays in which we analyze and interpret works of creative nonfiction; we will write our own creative nonfiction essays; we will read and learn to edit the work of our peers. Reading will be predominantly but not exclusively American, including Montaigne, Thoreau, Orwell, Woolf, Didion, Dillard, Baldwin, Jamaica Kincaid, David Foster Wallace and Atul Gawande.

Format: discussion/seminar. Requirements: evaluation will be based on weekly short writing assignments (critical and/or creative), three essays of graduated lengths, peer editing and classroom participation.

No prerequisites; open to first-year students. *Enrollment limit: 19 (expected: 19). Preference given to first-year students.*

Hour: 8:30-9:45 TR

CLEGHORN

### ENGL 119(S) Missed Encounters (W) (D)

Although we attempt to engage directly those who are personally and culturally alien, such exchanges remain inseparable from our fantasies of otherness. Those fantasies can be as reductive as a stereotype, but they can also be enormously nuanced and self-revealing, as rich as literature itself. We will study the missed encounter—the encounter in which the element of presupposition and fantasy is vividly apparent—in cultural contexts from the first English accounts of the inhabitants of Virginia to race relations in contemporary African fiction; we will consider such encounters in other contexts as well, including sexual relations, the relations between young and old, even the relation between past and present. But in every case, we will look with an eye toward what such events tell us about the nature of fantasy. The course will consider novels, drama, film, opera, and non-fiction works, perhaps including: Coetzee, *Waiting for the Barbarians*; Harriot, “Report of the New Found Land of Virginia”; Conrad, *Heart of Darkness*; Crane, “The Blue Hotel”; Gordimer, *The Pick Up*; Herzog, *Aguirre*; Shakespeare, *Romeo and Juliet* or *Othello*; Puccini, *Madame Butterfly*; Huang, *M. Butterfly* and Austen, *Pride and Prejudice*. The course reflects the aims of the Diversity Initiative insofar as it encourages self-consciousness about cultural difference and the role of representation in cultural knowledge.

Format: discussion/seminar. Requirements: active class participation, and five papers totaling 20 pages.

No prerequisites; open to first-year students. *Enrollment limit: 19 (expected: 19). Preference given to first-year students.*

Hour: 11:00-12:15 MWF

PYE

### ENGL 120(F) The Nature of Narrative (Same as Comparative Literature 111) (W)

(See under COMP 111 for full description.)

VAN DE STADT

### ENGL 120(S) The Nature of Narrative (Same as Comparative Literature 111) (W)

(See under COMP 111 for full description.)

B. KIEFFER

### 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, may lie behind some of the best and seemingly most original works of art in history. And it’s not just the poets. More recently, an exhibition of artworks using copyrighted material, called “Illegal Art,” has challenged current U.S. copyright law. Given the ubiquity of visual, electronic, and audio borrowing and sampling in contemporary art, one might wonder if anyone even bothers to create alibis for today’s artistic thefts. This course will investigate ideas about artistic and intellectual influence, inspiration, borrowing, revision, appropriation, and outright stealing. We will ask a series of questions as we look at a variety of material, mostly literary, but also visual and

musical, that troubles ideas about novel and derivative art. Where does influence stop and plagiarism begin? What must be forgotten, or remembered, about earlier works of art for a new one to appear to be just that—new? Do aesthetic techniques of reframing and recontextualization have a history? The course will consider these questions mostly by engaging artworks that raise such questions, but also will read work in critical theory about authorship and copyright. We'll spend time thinking about uncreative art and boring art, and consider what aesthetic categories are mobilized in conceptual art by visiting Sol Lewitt's installation at MassMOCA. Throughout, we will refine our sense of the relations among fiction, art, originality, and imitation by studying some of the best acts of artistic and intellectual theft of the recent past. Readings: Roland Barthes, T.S. Eliot, Wordsworth and Coleridge, Borges, Oscar Wilde (lots), Sigmund Freud, Vladimir Nabokov, Andy Warhol, Christian Bök.

Format: discussion/seminar. Requirements: intense reading; 20 pages of writing in the form of frequent short papers; active, substantial class participation; weekly online reading responses.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first-year students.*

Hour: 9:55-11:10 TR

MCWEENY

### **ENGL 127T(F) Film Montage (W)**

Editing has often been seen as a kind of royal road for understanding how films tell stories: in the years following the Russian Revolution, many of the great Russian filmmakers trained by critically recutting a handful of films from Hollywood. Film Montage aims to do something similar. Students will study a range of exemplary films (silent and speaking, foreign and Hollywood) from the perspective of montage, beginning with basic devices from early cinema (matching on action, ellipsis), and proceeding through classical Hollywood narrative editing, associative editing, and dialectical montage.

Students will meet in pairs with me, alternately editing assignments and reading written analyses of their partner's work. Both the edited pieces and the written comments will address the particular context developed for that week, and will also explore aspects of storytelling more generally.

Format: tutorial. Requirements: about half a dozen film editing assignments; biweekly essays; occasional meetings as a full class.

No prerequisites; open to first-year students. *Enrollment limit: 10 (expected: 10). Preference given to first-year students.*

Tutorial meetings to be arranged.

ROSENHEIM

### **ENGL 129(S) Twentieth-Century Black Poets (Same as Africana Studies 129) (W)**

From Langston Hughes to contemporary poets such as Amiri Baraka and Angela Jackson, African American poets have been preoccupied with the relations of poetry to other traditions. Vernacular speech, English poetry, jazz and other musical forms, folk humor and African mythology have all been seen as essential sources for black poetry. This course will survey major poets such as Hughes, James Weldon Johnson, Countee Cullen, Robert Hayden, Gwendolyn Brooks, Baraka, Jackson, and Yusef Komunyakaa, reading their poems and their essays and interviews about poetic craft. We will ask how black poetry has been defined and whether there is a single black poetic tradition or several.

Format: discussion/seminar. Requirements: 20 pages of writing in the form of a journal on the readings and several short papers.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first-year students.*

Hour: 2:35-3:50 MR

D. L. SMITH

### **ENGL 131(S) Vertigo/Verticality (Same as Africana Studies 131, American Studies 131 and Comparative Literature 131) (W)**

You may never have seen King Kong, or any of its remakes, but you'll recognize the image: an enormous ape clinging precariously from the pinnacle of a skyscraper. This image is so arresting that it has been repeated, around the world and across the decades, across multiple media, with a logic that seems as impenetrable as it is implacable. Patterned like a recurring dream, this course examines a series of texts linked by shared motifs—skyscrapers, falling, flight, doubling—that express an unsettling fascination with themes of modernity and primitivism, technology and tradition, uplift and decadence, triumph and terror. Like dreams, the stories that circulate in literature and popular culture may seem as if they are conjured by the imagination from thin air. But imagination is a social practice: as an introduction to certain methodologies of literary and cultural studies, this course aims to reveal and historicize the hidden logic of these recurring motifs. More specifically, we'll consider how the rise of the U.S. as a world power in the 20th century was haunted by imperial ambition and sexualized racial violence, and how the apprehension of time and space—in lived experience, historical narration, and creative artifice—is structured by and through race, gender, and sexuality. Because this course is writing-intensive, we'll spend significant time developing writing skills, with an emphasis on collaborative learning. Texts may include Toni Morrison, *Song of Solomon*, Colson Whitehead, *The Intuitionist*, Nella Larsen, *Passing*, Toshio Mori, *The Brothers Murata*, Wallace Thurman, *Infants of the Spring*, and works by critics such as Brent Edwards, Mike Davis, and Ann Douglas.

Format: discussion/seminar. Requirements: active class participation, regular short writing assignments, and four to five papers totaling about 20 pages.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first-year students.*

Hour: 11:00-12:15 MWF

SCHLEITWILER

### **ENGL 133(S) New Poetry (W)**

In this class we will read or otherwise experience a range of poetry being produced right now in the U.S. Some of this poetry doesn't immediately seem to "fit" in the classroom: it's too new, too weird, too raw, too cerebral, too multi-media, too performance-oriented, somehow "unteachable." The premise of the course is that by engaging with these diverse voices we will come up with ways of talking about them, and that in the process we will have to take up some big and interesting questions: What is poetry? Can it be defined? How does poetry aim to affect us? Does one need "expertise" to appreciate it? And: is poetry important? Does it matter—socially, politically, culturally? The course is aimed at lovers of poetry, those who dislike poetry, those who are intimidated by the idea of it, and those who can't see why we should bother. Readings will be structured around the work of the poets coming to Williams to read, and may also include some "old poetry" (for purposes of comparison), critical articles, and manifestos; we will also watch documentaries or listen to CDs of more performance-oriented work (e.g., slam, spoken word).

Format: discussion/seminar. Requirements: regular participation; 4 short (from 2-3 to 5-6 pp.) papers, of which you will be asked to revise two; one essay will be a research paper on a poet or poetic movement of your choice. Occasional group projects and short postings for class discussion. *This course is part of the Critical Reasoning and Analytical Skills initiative.*

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference to first-year students. Two sections.*

Hour: 9:55-11:10 TR

SWANN

### **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 rapt 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.

Format: discussion/seminar. Evaluation will be based upon class participation; four short papers (5 pages), one of which will be revised into a longer critical essay (of 10-12 pages). Preference will be given to first-year students and then to sophomores. No prerequisites. *Enrollment limit: 19 (expected: 19).*

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

Hour: 8:30-9:45 MWF

DE GOOYER

### **ENGL 139(F) Metafiction (Same as Comparative Literature 139) (W)**

This course will examine some of the ways in which literary works reflect on their status as texts. We'll look at the formal pleasures and puzzles generated by techniques including frame narratives, recursion, self-reference and readerly address, in texts ranging from the Book of Genesis to films by Spike Jonze, to novels by Vladimir Nabokov and Thomas Pynchon. Ultimately, we will use our study of metafiction to focus a larger inquiry into the socializing force of language in human development. Note that students will be required to use, as well as interpret, metafictional techniques in much of their assigned writing.

Format: discussion/seminar. Requirements: five papers of increasingly complexity, totaling 24 pages; consistent attendance and participation; a willingness to reread.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first-year students.*

Hour: 8:30-9:45 MWF

ROSENHEIM

### **ENGL 143(S) Imitation and Parodies (W)**

What you tend to do in English classes is read stories or novels or poems, discuss them, and write essays about them. But critical essays are only one form of written response to a text, and in this class you will attempt other forms. In particular, as the name of the course suggests, you will be writing stylistic imitations of a variety of writers, and plotting out new stories they might have written if they'd ever gotten around to it. In addition, you will be writing parodies—that is, imitations in which you exaggerate various aspects of a piece of imitation, typically to emphasize and mock the aspects of the original that you don't like. Doubtless you can see how the success of an imitation will involve a stylistic and structural understanding of the original, and the success of a parody will involve a complicated piece of criticism that goes entirely unsaid. We'll also screw around with texts in a variety of other ways, by writing meta-fiction responses, or by imagining how a story by one of our target authors might have been rewritten by another. Our guiding assumption will be that by exploring new kinds of written responses to literature, you will be able to strengthen your essays in the long term. Here is my tentative list of target authors, which might be revised at any minute: H.P. Lovecraft, Octavia Butler, J.K. Rowling, Arthur Conan Doyle, P.G. Wodehouse, Ernest Hemmingway, Stephanie Meyer, Paul Park. And maybe I'll throw in some poets: Edgar Allan Poe, Walt Whitman, T.S. Eliot, Gertrude Stein, etc.

Format: discussion/seminar. Requirements: This is a writing-intensive seminar, and you will be writing intensively: numerous small sketches, and at least four longer essays, of at least five pages each.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first-year students.*

Hour: TF 1:10-2:25

P. PARK

### **ENGL 144(S) American Ethnic Detective Fictions and Variations (Same as American Studies 144) (W)**

The many variations of the detective novel—from the British “cozy” to American “hardboiled” thrillers—have long been staples of popular culture. While the intricate plot may play a large role in attracting readers, other formal elements of detective fiction have attracted many writers, some who would transgress the genre itself. In this class, we will read and discuss works by various American ethnic writers and their use of the forms and conventions of the mystery novel to ask: how do we understand the relationship between racial/ethnic identities, histories, experiences and the genres, conventions, and other elements of detective fictions? What is the relationship of form, genre, narrative to cultural politics and history? How do the different writers use conventions of detective fictions, and to what effects and purposes? To this end, we will be readings works that are recognizable “detective fictions” as well as works that complicate and push the boundaries of the genre, to the extent that they become nearly unrecognizable. This is not to suggest that these boundaries are strict or stable. As we will see, the question of what does or does not constitute “detective fiction” will become less central as we investigate multiple ways in which the novels/authors stretch, disrupt, and play with the forms and elements of detective fictions.

Format: discussion/seminar. Requirements: active in-class participation (including short presentations), short response assignments, and a final paper (6-8 pages) on a detective novel of your choice (can be chosen from or beyond the course readings).

No prerequisites; open to first-year students. *Enrollment limit: 19 (expected 19). Preference given to first year students.*

Hour: 2:35-3:50 TF

UM

### **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. Readings will include political essays, works of creative nonfiction, short stories and the occasional poem.

Format: workshop. Requirements: evaluation will be based on substantial, weekly writing assignments of graduated length and active participation in classroom discussion and the peer-editing process regular class meetings will be supplemented by individual conferences.

No prerequisites. *Enrollment limit: 12 (expected: 12). Preference given to given to first-year students, and to students with a history of difficulty with written expression.*

Hour: 11:20-12:35 TR

CLEGHORN

### **ENGL 151(F) Writing About Autobiographical Writing (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, autobiographical fiction. All readers fall prey to it: the autobiographical fallacy—the conflation of author and narrator. Writers know readers are susceptible to it. A class designed to explore the uses and abuses of the autobiographical fallacy by contemporary American authors. How do writers of autobiographical fiction take advantage of this tendency? What role does the autobiographical fallacy play in a writer's authority? What's the relationship between reader and writer in autobiographical fiction? Reading list may include work by Tim O'Brien, Lorrie Moore, Junot Diaz, Dorothy Allison, Amy Hempel, and Edwidge Danticat, among others.

Format: seminar. Requirements: several short essays, with drafts and revisions, in-class presentations, written comments on published and student work, active participation in discussions.

No prerequisites. *Enrollment limit: 12 (expected: 12). Preference given to first-year students with evidenced need for writing instruction.*

Hour: 8:30-9:45 TR, 9:55-11:10 TR

K. SHEPARD

## **200-LEVEL COURSES**

### **ENGL 201A(F) Shakespeare: Illusion and Reality**

From the comedies through the tragedies and romances, Shakespeare's plays explore the blurry lines between illusion and reality until the opposition itself seems to collapse. And the stakes are high. What is real, what imagined in the Athenian woods of *Midsummer Night's Dream*? In the mad land of Illyria in *Twelfth Night*? In the castle at Elsinore? In *Othello's* perceptions of Desdemona and Iago? On the moor in *King Lear*? And what exactly are the stakes? Illusions can be dangerous but the characters who boast of their freedom from illusion are not by and large the characters we sympathize with. As we focus on these themes in 8-10 works from early and late in Shakespeare's career (including in addition to the plays above, *As You Like It*, *Macbeth*, and *The Tempest*), we will also pay close attention to his uses of language, his developing powers as a dramatist and poet, and the sheer range of his critical and theatrical effects.

Format: lecture/discussion. Requirements: class participation, two 5- to 7-page papers, several short writing assignments, and a final exam.

Prerequisites: a 100-level English course; not open to first-years. *Enrollment limit: 25 (expected: 20-25). Preference given to sophomores and first-year students who have placed out of 100-level courses with a 5 on the AP literature exam.*

Pre-1700

Hour: 1:10-2:25 MR

KNOPP

### **ENGL 201B(S) Shakespeare on the Edge**

This introduction to Shakespeare devotes primary emphasis to language, characterization, and narrative forms. Focusing on eight plays, this course explores borderline situations, characters in extremes, liminal or threshold states, and permeable boundaries. How and why does Shakespeare mix comic and tragic elements? What sorts of extremity do characters experience, and with what consequences? How does Shakespearean language dramatize uncertainty, fluidity, equivocation?

Format: lecture/discussion. Requirements: brief weekly quizzes encourage careful and thorough reading of the plays; other requirements include two short essays, and a final examination.

Prerequisites: a 100-level English course or advanced standing in English. *Enrollment limit: 40 (expected: 35). Preference given to none.*

(Pre-1700)

Hour: 11:00-12:15 MWF

R. BELL

### **ENGL 202(F) Modern Drama (Same as Comparative Literature 202 and Theatre 229)**

An introduction to some of the major plays of the past hundred years, and to major movements in drama of the period. Readings will include: Ibsen, *Hedda Gabler*; Wilde, *The Importance of Being Earnest*; Chekhov, *The Cherry Orchard*; Synge, *The Playboy of the Western World*; Pirandello, *Six Characters in Search of an Author*; Brecht, *Mother Courage*; Beckett, *Waiting for Godot*; Miller, *Death of a Salesman*; Pinter, *The Room*; Stoppard, *Armadia*; and McDonagh, *A Skull in Connemara*.

Format: lecture/discussion. Requirements: two 5-page papers, regular journal entries or postings, a final exam, and active participation in class discussions.

No prerequisites; open to first-year students. *Enrollment limit: 40 (expected: 40). No preferences.*

(Post-1900)

Hour: 1:10-2:25 MR

PETHICA

### **ENGL 205(F) The Art of Poetry (W)**

“If I feel physically as if the top of my head were taken off,” Emily Dickinson wrote, “I know that is poetry.” This course will explore the particular pleasures and excitements of poetry, taking up a wide range of poets—John Donne, Robert Frost, Elizabeth Bishop, Robert Hayden, e.e. cummings, Louise Glück, William Butler Yeats, Stephen Dunn, Richard Wilbur, Mary Oliver, and many others. We will raise such questions as, How exactly is poetry different from prose? Can we ever determine the “true” meaning of any poem? Can we reasonably argue that some poems are good and some are bad? How is our reading of a poem affected by what we know about the author, or the historical moment when the poem was composed, or the shape of the book in which it first appeared? What, finally, can a poem do to us?

Format: discussion/seminar. Requirements: two papers (about 5-6 pages each), one requiring a first draft, six short informal responses to individual poems, several creative exercises, and regular class participation.

Prerequisite: a 100-level English course. *Enrollment limit: 19 (expected 19). Preference given to first-year students who have placed out of a 100-level English course.*

Hour: 9:55-11:10 TR

RAAB

### **ENGL 212(F) British Literature: Restoration Through Romanticism**

A survey of the major movements and figures of English literature from 1660 to 1830: Neo-classicism and Romanticism; and such authors as Milton, Pope, Swift, Johnson, Austen, Blake, Wordsworth, Shelley, Byron, and Keats. The course looks at how artistic forms and strategies change over time and also how the language and style of texts engage with and reflect political and social concerns as well the inward, individual life.

Format: lecture/discussion. Requirements: class participation, two 5- to 7-page papers, a mid-term exam and final exam, and occasional short responses to study and discussion questions.

Prerequisite: a 100-level English course. *Enrollment limit: 25 (expected: 25). No preferences.*

(1700-1900)

Hour: 11:20-12:35 TR

SWANN



**ENGL 214 Playwriting (Same as Theatre 214) (Not offered 2010-2011) (W)**  
(See under THEA 214 for full description.)

HOLZAPFEL

**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.

Format: lecture. Requirements: midterm and final exams, and occasional short written exercises.

Prerequisites: a 100-level English course. *Enrollment limit: 100 (expected: 100).*

Hour: 10:00-10:50 MWF

THORNE and MCWEENY

**ENGL 219(F) Introduction to Asian American Literature (Same as American Studies 219)**

This course explores and traces how Asian American literature has been imagined throughout the 20th century by way of closely reading and examining literary texts and their contexts that meditate on the meaning, identity, and stakes of an Asian American literary tradition. While "Asian American" as the name for body of literature or for a group suggests coherence and perhaps even consensus, our readings and discussions will foreground the multiple and sometimes contentious ways in which this category has emerged. We will pay particular attention to the inter-relationship between the aesthetic, social, and historical that animates the "work" of literary and cultural texts, and how this multi-disciplinary context constitutes—and is constituted by—Asian American literature. In privileging literature as our object of inquiry, we should treat the texts as multiply-situated, neither reflecting nor following singular ideology or perspective, but instead as questioning and engaging heterogeneous and sometimes contradictory aspects of Asian American experience, identities, histories, and cultures.

Format: discussion/seminar. Requirements: active in-class participation, including a group presentation, short response and close reading papers, final project.

Prerequisites: a 100-level English course or permission of the instructor; open to first-year students. *Enrollment limit: 19 (expected: 19). Preference given to none.* (Post-1900)

Hour: 2:35-3:50 MR

UM

**ENGL 231(FS) Literature of the Sea (Same as Maritime Studies 231) (W) (Offered only at Mystic Seaport.)**

(See under MAST 231 for full description.)

First Semester: BERCAW-EDWARDS

Second Semester: KING

**ENGL 234(S) The Modern Theatre: Plays and Performance (Same as Comparative Literature 248 and Theatre 248)**

(See under THEA 248 for full description.)

BAKER-WHITE and ERICKSON

(Post-1900)

**ENGL 236(F) Visible Culture: Documentary and Nonfiction (Same as Anthropology 225)**

(See under ANTH 225 for full description.)

D. EDWARDS

**ENGL 244 First-Hand America (Same as American Studies 108) (Not offered 2010-2011)**

(See under AMST 108 for full description.)

CLEGHORN

**ENGL 253T Women and Theatre: Gender, Sexuality and the Stage (Same as Theatre 250T and Women and Gender Studies 250T) (Not offered 2010-2011) (W)**

(See under THEA 250 for full description.)

HOLZAPFEL

**ENGL 261T Adultery in the Nineteenth-Century Novel (Same as Comparative Literature 259T and Women's and Gender Studies 259T) (Not offered 2010-2011) (W)**

(See under COMP 259 for full description.)

CASSIDAY

(1700-1900)

**ENGL 263(S) Contemporary Fictions of the Environment, 1970 to Now (Same as Environmental Studies 263)**

(See under ENVI 263 for full description.)

HOUSER

**ENGL 266T Postmodernism (Same as Comparative Literature 231T) (Not offered 2010-2011) (W) (D)**

(See under COMP 231 for full description.)

C. BOLTON

(Criticism)

**ENGL 271 Religion and the Modern Literary Imagination (Same as Comparative Literature 271 and Religion 271) (Not offered 2010-2011) (W)**

(See under REL 271 for full description.)

HAMMERSCHLAG

**ENGL 287 Topics in Asian American Literature (Same as American Studies 283) (Not offered 2009-2010) (D)**

(See under AMST 283 for full description.)

WANG

**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 215(F) Imagining Immigrants (Gateway) (D) (W)**

The goal of this course is two-fold: to become more responsive readers of literature and more empathetic readers of cultural differences. As Othello and Antony and Cleopatra demonstrate, the conflicts, anxieties, and vulnerabilities faced by today's immigrants have a long history. Moving physically from one culture to another but remaining imaginatively torn between their adopted country and their country of origin, feeling at times like a stranger to both, immigrants face questions that concern us all in our increasingly global society, questions of identity, liminality, alienation, empathy, and language. Bombarded by a language that is not their own, immigrants are constantly thinking about what words mean both literally and symbolically. Why this word rather than another? How do humor and irony work in a foreign culture? How do writers reconcile the pressures of the present moment with the stream of memories from the old country? How is one person's point of view, or one society's point of view, different from another's? How can images and metaphors convey the experience of constantly seeing an object, or an entire world, in terms of another?

In addition to Shakespeare's *Othello* and *Antony and Cleopatra*, we will read short stories, novels, poems, and imaginative non-fiction, including Vladimir Nabokov's *Invitation to a Beheading*, Cristina Garcia's *Dreaming in Cuban*, Nicole Krauss's *The History of Love*, Li-Young Lee's *Rose*, and selections from Maxine Hong Kingston's *The Woman Warrior*, Jhumpa Lahiri's *The Interpreter of Maladies*, W. G. Sebald's *The Emigrants*, and films such as *Dirty Pretty Things*, *The Emigrants*, or *The Godfather Part 2*. This course explores differences and similarities between cultures and societies in the modern world, and between the modern world and the past.

Format: seminar/discussion. Requirements: four short formal essays plus informal journal entries.

Prerequisites: a 100-level English course. *Enrollment limit: 19 (expected: 19).* Preference given to first-year students who have taken a prior English course, or who have a 5 on the AP exam, sophomores, and English majors who have yet to take a Gateway; open to first-year students.

Hour: 8:30-9:45 TR

I. BELL

**ENGL 220(F) Introduction to African American Writing (Same as Africana Studies 220 and American Studies 220) (Gateway) (W)**

Toni Morrison has described her writing as guided by a musician's imperative always to hold something in reserve, to leave her audience wanting something more. It's a simple idea, but a strange one—that a reader's desire might be fulfilled only by its increase, that its satisfaction requires that it is never enough. African American writing, in all its richness and variety, moves between *never enough* and *something more*; this course will introduce just a few of the historical experiences, intellectual currents, cultural resources, thematic preoccupations, and formal strategies encountered in this writing, and consider how and to what ends African American literary tradition(s) have been organized, in critical and polemical ways, by individual writers and scholars, and by artistic and political movements. We'll forego the perspective of a grand overview, diving right in instead, and we won't necessarily always reach for the best-known titles by the most famous authors. In any case, by the end of the course, you should be prepared to have more left to read than you did at the beginning.

Format: discussion/seminar. Requirements: active class participation and four or five short essays, totalling about 20-25 pages.

Prerequisite: a 100-level English course. *Enrollment limit: 19 (expected: 19). Preference given to first-year students, sophomores, English majors who have yet to take a Gateway and Africana Studies concentrators*

(Post-1900)

Hour: 1:10-2:25 MR

SCHLEITWILER

**ENGL 222(S) Lyric Poetry (W) (Gateway)**

What do poems do? How do poems work and play? How do poems challenge and reward attentive scrutiny? What does close, sustained reading enable us to think, feel, and say about a poem? The course considers works by such poets as Frost, Yeats, Keats, Bishop, Tennyson, Donne, Milton, and Shakespeare, among others. This Gateway course is writing intensive, requiring six analytic papers, about three of four pages every other week. Students will also memorize passages and read aloud, to hear as well as see what is happening. The goals are to encourage subtler, richer responses to poetry, to expand appreciation and enjoyment, and to develop analytic and interpretive capacity.



Format: discussion. Requirements: five or six short essays, class participation.

Prerequisites: a 100-level English course. *Enrollment limit: 19 (expected: 14). Preference given to sophomores and first-year students with advanced standing in English.*

(Pre-1700)

Hour: 9:00-9:50 MWF

R.BELL

### ENGL 225(F) Romanticism and Modernism (Gateway) (W)

In the nineteenth and twentieth centuries, literature written in English participated in two international aesthetic movements, Romanticism and Modernism, respectively. While Modernism is often thought to mark a decisive break with Romanticism—in part because both movements presented themselves as “new,” a radical departure from what had gone before—there are important continuities and affinities as well as breaches between the two movements. This course will investigate the nature of Romanticism and Modernism, and the relation between them. We will study major works from each period, including polemics, poetry, novels, and short stories. Our Romantic writers will be primarily British, and will include Wordsworth, Coleridge, Percy and Mary Shelley; Modernist writers will include a more international cast of characters: Wilde, the French Symbolist poets, along with Pound, Stein, Williams, and several Harlem Renaissance writers. We will explore each movement’s engagement with a range of topics and issues: for example, the subjective experience of time and memory; the nature of symbolization and the role of “feeling” in art; the relation of the individual mind to social life; the conflicted appeal for the artist of “common” language and experience, on the one hand, and avant-garde forms of expression, on the other. Our broader aim will be to invite potential English majors to think critically about the principles that underlie the ordering of literary history into aesthetic movements and “periods.”

Format: discussion/seminar. Requirements: four or five short essays, including at least one revision.

Prerequisite: a 100-level English course. *Enrollment limit: 19 per section (expected: 19 per section). Preference given to first-year students, sophomores, and English majors who have yet to take a Gateway.*

(1700-1900 or Post-1900)

Hour: 1:10-2:25 TF

SWANN

### ENGL 228(S) Graphic Storytelling (Gateway) (W)

Telling stories in pictures, rather than words, is a persistent interest in all cultures at all times, but technological innovation has allowed picture storytelling to blossom in the last 300 years or so, producing the image and video-saturated world we live in today. The various forms of picture-storytelling have arguably displaced written words as our dominant storytelling mode. In this course we will focus on storytelling in pictures, through both historical examples and contemporary examples. We will consider older forms of picture-storytelling in paintings and engravings; the birth of the modern comic-strip and also its ubiquitous descendant, the comic book, along with their upscale and even snooty relative the “graphic novel;” and we will consider video storytelling, along with animation. We will energize our thinking through steady comparison to storytelling in words, and through critical and theoretical readings.. Requirements: active class participation and four or five short essays, totalling about 20-25 pages.

Prerequisite: a 100-level English course or the equivalent. *Enrollment limit: 19 (expected: 19). Preference to sophomores.*

(Post-1900)

Hour: 11:20-12:35 TR

MURPHY

### ENGL 230(S) Introduction to Literary Theory (Same as Comparative Literature 240) (Gateway) (W)

In this course we will debate the nature of literary meaning and explore the engagement of literature, theory, and culture. In the first half of the course we read Paul De Man, Stanley Fish, and other critics as we ask questions such as, What determines the meaning of a text? Can an interpretation of a literary work be deemed true or false? In the second half of the course, we will read major books of criticism and theory by authors including Frantz Fanon, Michel Foucault, and Judith Butler and as we investigate the role of art in the construction and transformation of political subjectivities. The emphasis will be on exploring and defending arguments on the issues in productive discussion and frequent short papers.

Format: discussion/seminar. Requirements: several short papers amounting to 20 pages of writing and an in-class presentation.

Prerequisite: a 100-level English course; open to first-year students. *Enrollment limit: 19 (expected: 19). Preference given to first-year students, sophomores, English majors who have yet to take a Gateway, and potential Comparative Literature majors.*

(Criticism) CRAAS

Hour: 9:55-11:10 TR

DAVIS

### ENGL 254(F) American Fiction in War and Peace (Same as American Studies 254) (W) (Gateway)

American literary history is conventionally divided by means of wars: realism after the Civil War, modernism after World War I, postmodernism after Vietnam. Yet it is not clear how this exactly works. Some great American novels are directly about wars; others grudgingly allude to recent wars in their account of changed realities; others manufacture their own myths of war to endorse literary experiments; others suggest counter-histories. We’ll begin with “Rip Van Winkle” as an odd Revolutionary War story. Then we shall consider such Civil War authors as Stephen Crane, Mark Twain, and Louisa May Alcott, such Great War authors as Hemingway and Fitzgerald, such Vietnam authors as Pynchon and Bobbie Ann Mason. The course will focus on the varying relations of war and fiction—fiction about war, fiction as a version of war, fiction as peaceful alternative to war, war in masculinist or feminist literature—in order to trace the skewed relation of two versions of American cultural history.

Format: discussion. Requirements: there will be four or five papers totaling about 20 pages.

Prerequisites: a 100-level English course; the course is open to first-year students who have taken a 100-level English course or received a 5 in AP literature.

*Enrollment limit: 19 (expected: 19). Preference given to sophomores and English majors who have not taken a previous Gateway.*

(Post-1900)

Hour: 9:55-11:10 TR

LIMON

### ENGL 256(S) Culture and Empire: An Introduction (Gateway) (W)

There are many who would argue that the most important event of the twentieth century was neither the Russian Revolution nor World War II nor the eventual collapse of state communism, but rather the crumbling of the old European empires, the end of Europe’s formal dominion over the non-European world. If you are interested in literature and start thinking about the history of empire, some interesting questions emerge: A people can decolonize the state; that is, they can send foreign soldiers and governors back where they came from. They might even be able to decolonize the economy; that is, they might be able to build independent economic institutions for the benefit of local people. But can a people decolonize culturally? Can you decolonize your beliefs and your language and your habits and your arts? Can you, in short, decolonize your head? Should you even bother trying? What would a decolonized culture even look like? This course will serve as an introduction to these and related questions: Is European literature imperialist, by nature or by tendency? Is there such a thing as cultural imperialism? Does it operate even in the absence of genuine empires? Does empire generate distinct kinds of writing? What kind of choices do colonized writers (and other artists) face when trying to address imperialism and its aftermath?

None of these questions have unambiguous answers. The course will be organized around short theoretical readings—from Franz Fanon, Edward Said, Gayatri Spivak and many others. And we will also, in order to put our new ideas to the test, read a number of poems and watch several movies, from Homer’s *Odyssey* to Zacharias Kunuk’s *The Fast Runner*, an Inuit feature released in 2001.

Format: seminar/discussion. Requirements: three papers with revisions.

Prerequisite: a 100-level English course; open to first-year students. *Enrollment limit 19 (expected: 19). Preference given to sophomores.*

(Criticism)

Hour: 1:10-2:25 MR

THORNE

### ENGL 262(F) (formerly 356) Confession and Catharsis in the Poetry of Sylvia Plath and Ted Hughes (Same as Women’s and Gender Studies 262) (Gateway) (W)

Ted Hughes’s publication of *Birthday Letters* in January, 1998, was portrayed in the press and reviews as breaking a 35-year silence on his wife Sylvia Plath’s suicide in 1963. What made this volume of poems a bestseller was its confessional and biographical drama. Hughes addresses his dead spouse and returns to all of the major events in their shared life, simultaneously exposing his feelings and intuitions about what went wrong in their marriage and why Plath was driven to take her life. Less evident to the general reading public was that *Birthday Letters* extends a dialogue between Plath and Hughes on the nature of poetry and poetic identity that began in their courtship. Plath felt that Hughes initiated her into a strong feminine voice, and she, in turn, was responsible for introducing Hughes’s poems, perceived as infused with violence and virility, to an American audience. The poems that made Plath famous posthumously, however, were written in response to her separation from Hughes and to his extramarital affair, and were collected in a volume titled *Ariel* that was altered by Hughes and published after her death. This course will explore the Plath-Hughes marriage, both biographically and poetically. Topics may include: the conflict between Plath’s confessional sensibility and Hughes’s sense of her intrusion on their private life; the role of biography generally in literary interpretation; the vilification of Hughes by feminists and the impact they had on both his poetry and the way he published Plath’s poems, journals, and novel; and the extent to which some of Hughes’s final publications constitute “having the last word” on both personal and poetic disagreements with his dead wife.

Format: discussion/seminar. Requirements: class participation, four or five papers of varying lengths including one revision, and occasional oral reports..

Prerequisites: a 100-level English course. *Enrollment limit: 19 (expected: 19). Preference to sophomores who have not taken a gateway.*

(Post-1900 or Criticism)

Hour: 1:10-2:25 TF

BUNDTZEN

**ENGL 265(S) Topics in American Literature: Reason and Feeling in the American Eighteenth Century (Gateway) (W)**

Of course the eighteenth century was the Age of Reason, dominated by careful and abstract thinking. But it's also an era riven by the untrammeled energy of the emotions, from the romantic passions and violent rages represented in the era's fiction to the religious ecstasies of the Great Awakening. What do we mean by reason and feeling? How can their mutual inflections, even collisions, be reckoned with? How are commitments to the universal lived out in the sway of daily life's emotions? We will examine such concerns through considerations of how eighteenth century Americans negotiated (with varying success) their commitment to a public sphere of civic debate and the instability of personal life in a time marked by increasing geographic mobility, sexual permissiveness, and the revolution's daunting rejection of established authority. Among our readings will be consideration of the intertwining of theology and religious feeling in Jonathan Edwards; the republicanism and also the cunning of Benjamin Franklin; the tormented ratiocinations in Charles Brockden Brown's psychologically lurid novels; Susannah Rowson's landmark novel of seduction; and the disintegration of agrarian republicanism into violence and fear in John Hector St. John de Crèvecoeur.

Format: seminar/discussion. Requirements: 4 papers.

Prerequisites: a 100-level English course. *Enrollment limit: 19 (expected: 19). Preference given to sophomores considering the English major.* (1700-1900)

Hour: 1:10-2:25 TF

DAVIS

**300-LEVEL COURSES****ENGL 300(F) Imagining Contamination (Same as Environmental Studies 300)**

(See under ENVI 300 for full description.)

HOUSER

**ENGL 302(S) Shakespeare and Freud (Same as Comparative Literature 300)**

Although Freud's commentary on Shakespeare takes the form of scattered insights rather than systematic analysis, his influence on both critics and performers of Shakespeare's plays has been wide-reaching. In the opinion of critic Harold Bloom, "What we think of as Freudian psychology is really a Shakespearean invention, and, for the most part, Freud is merely codifying it." Freud himself famously claimed, "Not I, but the poets discovered the unconscious," and perhaps his most controversial theory, the Oedipus complex, was based first on Sophocles' play and then extended to illuminate the character of Hamlet. We will use several readings from Freud—not only his comments on Shakespeare—to explore characters, plots, and their psychological impact on the spectator. Readings will include such topics as fetishism, jealousy, incestuous desire, dream interpretation, sadism and masochism, the superego and guilt, the repetition compulsion, mourning and melancholia, and the Madonna-whore complex. This seminar is intended for upperclass students that are already confident readers of Shakespeare. No prior knowledge of Freud is necessary. We will be reading six plays: *Hamlet*, *Othello*, *King Lear*, *Macbeth*, *Measure for Measure*, and either *The Merchant of Venice* or *A Midsummer Night's Dream*. There will be two short papers (3-5 pages) on specific assignments, and one longer essay (8-10 pages) on a topic of the student's creation in consultation with me.

Format: discussion/seminar. Requirements: active participation in class with occasional responsibility for leading discussion; three papers varying in length from 3-10 pages.

Prerequisites: a 100-level English class; not open to first-year students. *Enrollment limit: 25 (expected: 15-20). Preference given to none.*

(Pre-1700 or Criticism)

Hour: 2:35-3:50 TF

BUNDTZEN

**ENGL 303(F) Medieval Encounters East and West (Same as Arabic 303 and Comparative Literature 315) (D)**

It is frequently noted that the contemporary divide between the European West and the Arab East began as far back as the Crusades. At the same time, however, the intellectual traditions of the medieval European West are unimaginable without the influences of Arab learning. While the largest Christian library in the 10th century contained a mere 400 volumes, the largest of the (70!) libraries in Cordoba contained 600,000 volumes, and the Cairo library contained 2 million. European scholars traveled not only to Sicily and al-Andalus to study science, medicine, philosophy, and literature, but even to Baghdad and Cairo. This course will explore the ways in which medieval Muslims, Christians, and Jews depicted their encounters with one another—sometimes in images of intractable otherness and sometimes with surprising negotiations of otherness. Readings will include contemporary theoretical texts by Edward Said and Homi Bhabha; travel narratives by Marco Polo, John Mandeville, Ibn Battuta, and Sharaf al-Din Marvazi; religious texts and polemics; European Crusader poems and Middle Eastern accounts of European Crusaders; epic and romance narratives like the *Chanson de Roland*, *Floris et Blacbeflor*, *El Cantar de Mio Cid*; and of course and especially fictional stories about the Eastern/Western "other" from the *Thousand and One Nights*, the *Canterbury Tales*, and the *Decameron*. As part of the Exploring Diversity Initiative, this course involves sustained critical and theoretical explorations of the ways medieval Arabs, Jews, and Christians imagined the cultural "other" and in the course of doing so invented their own identities in terms that still linger powerfully today.

Format: discussion/seminar. Requirements: class participation, four or five 1-page position papers, two papers of 8-10 pages.

Prerequisites: a 100-level English course; not open to first-year students. *Enrollment limit: 25 (expected: 15). Preference given to junior and senior English and Comparative Literature majors, and Middle East Studies concentrators.*

(Pre-1700)

Hour: 2:35-3:50 MR

KNOPP

**ENGL 310(F) Seventeenth-century Poetry and Culture (W)**

A study of most of the major poets of seventeenth-century England with particular attention to the social, religious, and political issues that inform the poems. Primarily a course in close reading, we will nevertheless look at works from a variety of perspectives and discuss some of the critical and theoretical issues involved in contextualizing the poems. Authors will include Donne, Jonson, Herbert, Herrick, the Cavalier Poets, Marvell, and Dryden.

Format: discussion/seminar. Requirements: two 8- to 10-page essays and several short assignments.

Prerequisites: a 100-level English Course; not open to first-year students. *Enrollment limit: 25 (expected: 15). Preference given to none.*

(Pre-1700)

Hour: 11:00-12:15 MWF

DEGOOYER

**ENGL 311(F) Theorizing Shakespeare (Same as Theatre 352 and Women's and Gender Studies 312)**

For complex reasons, Shakespeare has always revealed as much about those who speculate on him as the speculators have revealed about him. In this course, we will engage a few plays in considerable depth: *Merchant of Venice*, *King Lear* or *Hamlet* and *Antony and Cleopatra*. But we will also use these works as a means to engage some of the most compelling trends in recent critical thought, including cultural theory and post-Marxist analysis, Political Theology, deconstruction and rhetorical theory, psychoanalytic thought and theories of gender and sexuality. In some instances, we will look at applied criticism, in others we will simply place a theoretical work along side a play and see what they have to say to each other—what, for instance, would a Shakespearean reading of Jacques Lacan look like?

Format: discussion/seminar. Requirements: active class participation and 20 pages of writing in the form of two short and one longer paper.

Prerequisite: a 100-level English course. *Enrollment limit: 25 (expected: 25). Preference given to English majors.*

(Criticism or Pre-1700)

Hour: 11:00-12:15 MWF

PYE

**ENGL 315(S) Milton**

The premise of this course is that Milton is the greatest of the English poets and *Paradise Lost* the greatest of English poems. The purpose of the course is to persuade you that the premise is correct, by immersing students in his densely organized language, his imagined worlds of an earthly paradise, heaven, hell, and the dark world after the fall, and the philosophical and theological problems that challenge the best readers. To prepare for our 6 weeks on *Paradise Lost*, we will read some of Milton's early poems and prose, including *Areopagitica*, his ringing defense of freedom of expression, some of his political writings (to situate him in the strenuous politics of church and state during the English Civil War), and his tract defending divorce (which reflects not only on his own life, but also on the "marriage" of Adam and Eve). And we will conclude the course with three weeks on his other two great long poems, the magnificent and austere *Paradise Regained* and *Samson Agonistes*, which continue Milton's radical redefinition of the classical ideas of heroism and constitute his parting words on the apparent failure of the Puritan Revolution.

Format: discussion. Requirements: several 1-page assignments, a shorter paper and a longer paper; regular attendance and class participation.

Prerequisites: an English 100-level course; not open to first-year students. *Enrollment limit: 25 (expected: 15).*

(Pre-1700)

Hour: 11:00-12:15 MWF

GRIFFIN

**ENGL 316(S) The Art of Courtship (Same as Women's and Gender Studies 316)**

During Elizabeth I's reign, love poetry and dramatic comedy acquired a remarkable popularity and brilliance, unparalleled in English literary history. What is the "art"—the language, form, and rhetoric of Elizabethan courtship? What kind of society generated this literary obsession, and conversely, what kind of culture and sexual relationships did the literature of courtship and seduction produce? This course explores the links between literary conventions and social conventions, sexual politics and court politics. It studies gems of English Renaissance literature (Shakespeare's *Twelfth Night* and *Much Ado About Nothing*, love poetry by Shakespeare, Spenser, Sidney, and Donne, Castiglione's *The Courtier*) along with court rhetoric, political negotiations, the first poem written and published by an Englishwoman, the first autobiography written by an Englishman, social debates over poetry, the theater, sexuality, clandestine marriage, women's lawful liberty. There will be short lectures and lots of discussion.

Format: discussion/seminar. Requirements: short journal entries and three 5-page papers.

Prerequisites: a 100-level English course; not open to first-year students. *Enrollment limit: 25 (expected: 20). No preferences.*

(Pre-1700)

Hour: 9:55-11:10 TR

I. BELL

**ENGL 318T(F) Inscrutable Evil, or the Transformative Horror Film (Same as Comparative Literature 316) (W)**

"Monsters are meaning machines," the critic Judith Halberstam has pointed out, and any number of scholars have noted the etymological connection between the noun monster and the verb demonstrate: to show, to reveal. Horror has been the most durable of film genres partially because it has continually pushed the limits of what's permissible in commercial filmmaking, and its transgressive nature has insured its impact on such cultural conversations as the nature of evil or the measure of normality. This course will consider a common type of horror film, in which the unspeakable is seen as at least temporarily invisible beneath the quotidian, as a way of conceptualizing an instability of increasing social interest: how the rational gives way to—and perhaps might always have masked—the monstrous; how, as Freud noted, the familiar and the shockingly unfamiliar can be seen to somehow coincide; and how a monster's inscrutability might speak to a culture's deep-seated anxieties concerning its own blind spots. To a secondary extent, the course will also be a consideration of the features and formal properties of the genre itself. Films to be studied will include John Robertson's *Doctor Jekyll and Mr. Hyde*, Alfred Hitchcock's *Psycho*, David Lynch's *Eraserhead*, David Cronenberg's *The Fly*, George Sluizer's *The Vanishing*, Juan Carlos Fresnadillo's *28 Weeks Later*, David Fincher's *Zodiac*, Jee-Woon Kim's *A Tale of Two Sisters*, and Tomas Alfredson's *Let the Right One In*.

Format: tutorial. Requirements: will be based on weekly papers and response papers and performance within the tutorial pairings.

Prerequisites: English 203 or 204, or permission of the instructor; not open to first-year students. *Enrollment limit: 10 (expected: 10). Preference given to none.*

*Not available for the Gaudino option.*

Tutorial meetings to be arranged.

J. SHEPARD

**ENGL 322T(F) Novel Arguments (W)**

What does it mean to say that a novel has an argument—that, in other words, it advocates certain beliefs and offers reasons in support of them? We will examine this central question through close reading of European and American nineteenth-century novels by authors including Charles Dickens, Harriet Beecher Stowe, Gustave Flaubert, and Samuel Richardson. We will inquire into theoretical concerns about the meanings of fiction, among them: In what sense can fiction persuade? Are particular beliefs or principles "argued" by the form of the novel, even against an author's conscious wishes? To explore these questions, we will also read critical works exemplifying differing answers to the question of how the novel possesses arguments about issues such as class, industry, slavery, and consumer culture.

Format: tutorial. Requirements: Students will meet with the instructor in pairs for one hour each week. They will alternate between writing 5- to 7-page papers and commentaries on their partner's papers.

Prerequisite: a 100-level English course. *Enrollment limit: 10 (expected: 10). Preference given to English majors.*

(1700-1900)

Tutorial meetings to be arranged.

T. DAVIS

**ENGL 330T(F) Romantic Experiments (W)**

Many works of the Romantic period (from about 1760 to about 1830) are pointedly or at least intentionally strange. Romantic writers were devoted innovators, and it is the Romantic period which gives our culture its interest in what we now call "originality." Some Romantic experimenting seems radical even today, as writers try to invent new ways of meaning, try to reach beyond the usual notions of Sense and Nonsense. Some of it is corrective, born of the hope that the world would become a better place if they could write a new literature. Some of it is splashy newness, an attempt to catch a jaded readership's attention in new ways; and some of it is just ecstatic, deeply personal Weirdness. We will think about Romantic innovation by matching it with the writing it was meant to disrupt or reform; though some works we will simply have to wade into and encounter on their own terms. Authors to be considered might include Barbauld, Blake, Byron, Coleridge, Hemans, Keats, Shelley, and Wordsworth.

Format: tutorial; students will meet with the instructor in pairs for an hour each week. Requirements: they will write a 5- to 7-page paper every other week (five in all), and comment on their partners' papers in alternate weeks. Emphasis will be placed on developing skills not only in reading and interpretation, but also in constructing critical arguments and responding to them in written and oral critiques.

Prerequisites: a 100-level English course. *Enrollment limit: 10 (expected: 10). No preferences.*

(1700-1900)

Tutorial meetings to be arranged.

MURPHY

**ENGL 331(S) Romantic Poetry**

This class will revisit the old critical question, "What is Romanticism?" We will read a range of British Romantic-era texts: poetry and prose of the canonized Romantic poets (Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats) together with work by their popular contemporaries, including poets Charlotte Smith, Mary Robinson, and Felicia Hemans, and essayists William Hazlitt and Thomas DeQuincey. We will ask: to what extent are at least some of these authors self-consciously shaping the literary movement we now call "Romanticism"? How do they seek to define this movement, and what might they be defining it against? In what ways do "Romantic" aesthetics and ideology shape and/or react to the broader political, social and economic culture of early-nineteenth-century England?

Format: discussion/seminar. Requirements: two 5-page papers and one 10-page paper.

Prerequisite: a 100-level English course; not open to first-year students. *Enrollment limit: 25 (expected: 25). No preferences.*

(1700-1900 or Criticism)

Hour: 2:35-3:50 TF

SWANN

**ENGL 333(F) The Nineteenth-Century British Novel**

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 ways in which the novel takes apparently intractable political and social problems and resolves them within stories of romantic love, an act of narrative prestidigitation readers never seem to tire of. 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. Likely authors include: Austen, C. Brontë, Thackeray, Dickens, Eliot, Collins, Hardy.

Format: seminar/discussion. Requirements: heavy reading; 2-3 essays, totaling 20-25 pages; class attendance and productive participation; weekly online reading responses.

Prerequisites: 100-level English course or permission of the instructor. *Enrollment limit: 25 (expected: 20). Preference given to English majors.*

(1700-1900)

Hour: 1:10-2:25 TF

MCWEENY

**ENGL 337(S) Victorian Culture**

Victorian writers and intellectuals were profoundly conscious of themselves as living in a distinctive age. Materially, the combination of the Industrial Revolution and colonial holdings created vast wealth—with its accompanying conspicuous consumption and nouveau-riche "vulgarity"—side by side with a depth and scale of poverty and human suffering never seen before. Socially and intellectually, many saw it as an "age of transition": as John Stuart Mill put it, "Mankind have outgrown old superstitions and old doctrines, and have not yet acquired new ones." Responses ranged from nostalgic depression (Matthew Arnold sadly "Wandering between two worlds, one dead/The other powerless to be born") to exuberant optimism (Elizabeth Barrett Browning celebrating "this live, throbbing age/That brawls, cheats, maddens, calculates, aspires/And spends more passion, more heroic heat/Betwixt the mirrors of its drawing rooms/Than Roland with his knights at Roncevalles"), but nearly all took extremely seriously their roles as critics and conceptual architects of a new world. This course will examine Victorian literary culture in its broader social context, looking at the ways writers engaged with constructions of class, nationality, gender, and the role of the artist and intellectual within society, and tracing the shift from High Victorian earnestness to the Late Victorian "aesthetic" reaction against it. Primary attention will be on poetry and non-fiction prose, together with a few short novels and plays, by such writers as Arnold, Robert and Elizabeth Barrett Browning, Thomas Carlyle, Charles Darwin, Elizabeth Gaskell, Harriet Martineau, Mill, Walter Pater, Christina and Dante Gabriel Rossetti, John Ruskin, and Oscar Wilde.

Format: this course will be taught by a mixture of lecture and discussion, punctuated by an occasional slide show. Requirements: three short papers and a final exam.

Prerequisite: a 100-level English course; not open to first-year students. *Enrollment limit: 25 (expected: about 20). No preferences.*

(1700-1900)

Hour: 1:10-2:25 MR

CASE

**ENGL 338(F) Literature of the American Renaissance (Same as American Studies 338)**

The 1840s and 50s are known as "the American Renaissance," a watershed in American literary history which includes Thoreau's *Walden* and Melville's *Moby-Dick*, Emerson's essays and Hawthorne's fiction. It also includes major abolitionist writings by Frederick Douglass and Harriet Beecher Stowe, Poe's grotesque tales, and the groundbreaking poetry of Walt Whitman and Emily Dickinson. Thus, to study the American Renaissance is to have the pleasure of exploring an inordinately rich period of literary history, and the challenge of negotiating and explaining the links between works that have importantly distinct relationships to the literary culture and national politics of the time. These writers do, however, share more broadly in a historical shift in the construction of private life: the nuclear family, the discipline of psychology, and the idea that one's emotions are a form of essential personal property all emerged into their modern form in the

nineteenth century. As part of this historical shift, literature of the American Renaissance constitutes a complex investigation into the life of the emotions, the concept of personal experience, and the representation of intimate human relationships. As we move through fiction by Hawthorne, Melville, Stowe, and Harriet Wilson, the poetry of Whitman and Dickinson, and the nonfiction essay and autobiography of Emerson, Thoreau, and Douglass, we will explore throughout how these authors deploy emotion, how they conceive of emotion's relationship to the individual person and to the culture at large, and how they variously dramatize the effective affective leverage of relationships, including heterosexual romantic relationships, relationships of slaves to their owners, and masculine relationships both homosocial and homosexual. We will explore this essential period of American literature, then, by inquiring into the ways these authors figure intimacy, emotion, and experience, as a venue to explore more broadly the formations of literary work and its interventions into the culture of a nation heading toward Civil War.

Format: discussion/seminar. Requirements: class participation, email responses to readings, three short papers and a 10-page final paper/four papers.

Prerequisite: a 100-level English course. *Enrollment limit: 25 (expected: 25). Preference given to English and American Studies majors.*

(1700-1900)

Hour: 11:20-12:35 TR

DAVIS

### ENGL 339(F) Faulkner and His Influence

William Faulkner was a great writer in two ways. First, he was the most interesting formal innovator of all the novelists of American modernism (as in *The Sound and the Fury* and *As I Lay Dying*). Second, he was a strange and provocative theorist of race (as in *Go Down, Moses* and *Absalom, Absalom!*). We shall consider both of these dimensions of Faulkner, and what they have to do with each other. Then we shall take up one or more novelists in the Faulkner tradition.

Format: seminar. Requirements: one 5- to 8-page paper and one 8- to 10-page paper.

Prerequisites: a 100-level English course; not open to first-year students. *Enrollment limit: 25 (expected: 25). No preferences.*

(Post-1900)

Hour: 2:35-3:50 TF

LIMON

### ENGL 342(F) Representing Sexualities: U.S. Traditions (Same as Women's and Gender Studies 342) (D)

In this course we will explore the way literary and other cultural texts produced in the U.S. represent and construct queer sexualities. We will start with works considered to be some of the "first" definitively and/or openly queer writings in America, including poetry by Walt Whitman and Emily Dickinson, and consider how they set the terms and tropes for representing queer identities, identifications and desires. From the outset, we will also consider how sexuality and race, as well as gender and ethnicity, intersect in these texts. We will then move to study two rich cultural spaces: Harlem and the Paris of American expatriates. Baldwin's *Giovanni's Room* will serve as a bridge to fifties U.S. culture. In this section we may discuss pulp fiction, queer subcultures, and the emergence of openly lesbian and gay writings. Finally the course will focus on cultural texts from the last thirty years that represent the racial, ethnic, and class diversity of queer communities, as well as the richness of its literary and cultural forms. Some of the main questions we will consider are: What historical shifts and social conditions enable the formation of gay, lesbian, bisexual and transgendered identities? How is the emergence of these identities tied to shifts in conceptualizing race in the U.S.? How is desire itself racialized? What role does the literary and/or reading play in the constitution of identity and community? What are the rewards and limits of established literary genres (such as the novel) when called upon to represent queer lives? When do such lives need new literary and cultural forms? To what degree do queer literatures constitute a canon, or multiple canons, with identifiable formal and thematic relations between older and more recent texts? Readings may include works by authors and theorists such as Whitman, Dickinson, James, Hughes, Nugent, Grimké, Stein, Barnes, Baldwin, Bannon, Highsmith, Rich, Delany, Lorde, Moraga, Kushner, Tea, Cuadros, Chee, Sedgwick, Eng, Harper, Somerville, Muñoz, and Rupp.

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, sexuality, race and ethnicity within the U.S. context.

Format: discussion/seminar. Requirements: class participation, two 5-page papers, one longer paper, short writing assignments, and oral presentation.

Prerequisites: a 100-level English course, or permission of the instructor. *Enrollment limit: 19 (expected: 15). Preference given to English and Women and Gender Studies majors.*

(Post-1900)

Hour: 2:35-3:50 MR

KENT

### ENGL 343T(S) Whitman and Dickinson in Context (W)

In this tutorial, we will read closely the works of two of the most influential and fascinating poets in the U.S., Walt Whitman and Emily Dickinson. In addition to studying in depth their poems and other writings in Whitman's case, his essays, in Dickinson's, her letters—we will delve into some of the major critical debates surrounding their work, both individually and when compared to one another. For example, Whitman is often viewed as perhaps the most public nineteenth-century American poet, whereas Dickinson is regarded as perhaps the most "private." We will interrogate this assumption, exploring how each poet represents publicity and privacy in his/her work, as well as their efforts to "perform" and/or reform the American self. We will also examine how each poet engages questions of gender and sexuality, as well as contemporary debates surrounding such issues as abolition/slavery, women's suffrage, temperance, and territorial expansion. Finally, we will explore Whitman and Dickinson's relation to significant literary and philosophical movements of the period, including transcendentalism and the culture of sentiment. Throughout the course, emphasis will be on analyzing and generating interpretations of Whitman and Dickinson's works, constructing critical arguments in dialogue with other critics, formulating cogent written critiques, and carrying on an oral debate about a variety of interpretations. Students will meet with the instructor in pairs for an hour each week. They will alternate between writing 5- to 7-page papers and commentaries on their partner's papers.

Format: tutorial. Requirements: students will be evaluated on their written work, their oral presentations of that work, their analyses of their colleague's work, and on a final, comprehensive essay that will address the themes engaged in the tutorial.

Prerequisites: a 100-level English course. *Enrollment limit: 10 (expected: 10). Preference given to English majors.*

*Not available for the Gaudino option.*

(1700-1900)

Tutorial meetings to be arranged.

KENT

### ENGL 346(S) The Human Face in the Modern Imagination (Same as ArtH 307 and Comparative Literature 356) (W)

This is a class about faces: how we think about them, how we represent them in images and words, and how we respond (and sometimes do not) to the mental states they express. Psychologists have shown that we are born with an innate preference for face-like visual patterns, and as our minds develop, the cognitive importance of faces only grows with age and enculturation. Idiomatic phrases such as "face to face," "to lose face," "to show one's face," and "two-faced" suggest how deeply intertwined is the human countenance with our everyday grasp of psychological concepts like mind, identity, and character. As Wittgenstein once remarked: "The face is the soul of the body." In this seminar, we will explore attempts by artists, scholars, and scientists to describe, comprehend, and sometimes even capture what makes the human face so special. We will look at images of faces and masks in modern literature and art (Rilke, Bacon, Warhol, Abe, Viola, DeLillo, Sherman, Coetzee, Oursler, Orlan); art historical writings about the face and portraiture (Gombrich, Elkins, Koerner); philosophical reflections on the meaning of faces (Wittgenstein, Levinas, Deleuze); close-ups of the face in films (Dreyer, Bergman); writings on faces and masking practices by anthropologists and sociologists (Simmel, Mauss, Goffman); and psychological research on face perception and recognition (Ekman, Baron-Cohen).

Format: discussion/seminar. Requirements: active participation in class discussions, four 2-page response papers, and one 15-page research paper.

Prerequisites: a 100-level English course; it is recommended, but not required, that students have taken one course in art history or philosophy. *Enrollment limit: 25 (expected: 20). Preference given to English, Art and Comparative Literature majors; not open to first-year students.*

(Post-1900 or Criticism; 200-level credit in art history)

Hour: 1:10-2:25 TF

RHIE

### ENGL 349 Contemporary Drama and Performance (Same as Comparative Literature 355 and Theatre 345) (Not offered 2010-2011)

(See under THEA 345 for full description.)

HOLZAPFEL

### ENGL 350T(S) The Problem of Modernity and the Modernist Imagination (Same as Comparative Literature 350T) (W)

Historically, "modernity" refers roughly to the last four centuries, a time that saw the rise of the scientific revolution, market economies, industrialized production, and mass democracy. Such developments radically altered the world, producing, for many, a disorienting experience of rupture with tradition and the past. All, to be sure, in the name of progress, for the Enlightenment regarded modernity as a fundamentally moral project, one promising to reduce human suffering by means of science and technology, to increase the authority of reason in public life, and to extend individual rights to ever more classes of people. At the same time, however, the Enlightenment cast unacknowledged shadows of its own making: distinctively modern ills like colonial exploitation, mechanized warfare, and widespread feelings of rootlessness and anomie. Progress and good bound up so tightly with loss and evil, it is no wonder that modernity struck (and still strikes) many living through it as a "problem": is modernity a good, but unfinished, project? Or is it, rather, some kind of fateful error, which will lead to the devastation of the natural world without, and human nature within? Will it make us freer and our lives more meaningful? Or is the freedom it promises chimerical? And can life any longer have real meaning in an impersonal world dominated by mass culture and technology? Such anxious doubts haunt modernity, and late 19th and early 20th-century texts that give them forceful expression will be the focus of this tutorial, including: Freud's *Civilization and its Discontents*, Dostoevsky's *Notes from Underground*, Conrad's *Heart of Darkness*, Nietzsche's *The Genealogy of Morals*, Horkheimer and Adorno's *Dialectic of Enlightenment*, James' *The Portrait of a Lady*, Woolf's *Mrs. Dalloway*, and Beckett's *Endgame*.

Format: tutorial. Requirements: students will meet with the instructor in pairs for an hour each week; they will write a 5- to 7-page paper every other week (five in all), and comment on their partners' papers in alternate weeks.

Prerequisites: a 100-level English course; not open to first-year students. *Enrollment limit: 10 (expected: 10). Preference given to none. Preference given to none.*  
*Not available for the Gaudino option.*

(Post-1900)

Tutorial meetings to be arranged.

RHIE

**ENGL 354(S) Contemporary American Poetry (Same as American Studies 354 and Comparative Literature 354) (W) (D)**

What happened to American poetry after all the great modernists—Frost, Stevens, Williams, Moore, Pound, etc.—completed their work? The answer would have to be: many different things. This course will look at some of them and focus explicitly on how through new and traditional forms American poets of diverse backgrounds and aesthetics use poetry to express their various cultural concerns, critiques, and identity constructions. We will be reading with an eye to how poets respond to their particular cultural moment and position, and be paying particular attention to underrepresented groups and how to read various aesthetics for elements of poetic craft and nuances. We will also be looking at contemporary poets who use poetry to imagine untold or neglected stories of cultural pasts and presents. We will be reading a total of 8 to 12 complete collections of poetry, in addition to essays about poetry. Poets and their books will cover topics from the working class, historical figures and events, Native Americans, among others. Aesthetics will range from traditional to experimental forms. Likely poets to be considered are Diane Gilliam Fisher, Patricia Smith, Larry Levis, Sherwin Bitsui, Claudia Rankine, among others. (Reading individual collections will also allow us to talk about how poets construct their books—how the arrangement may change the effect of individual poems, how the books themselves build and unfold—and so we'll avoid one of the dangers of anthologies, where we're more likely to encounter a selection of greatest hits.) Finally, we will spend some time on very recent individual poems from current publications. The goal is to better understand the concerns of contemporary American poets and their relationship to culture, politics, identities, and historical contexts. The course aims to engage students' critical reading and thinking skills about the American experience as it is encountered and formed through poetry. This course is part of the Exploring Diversity Initiative because it focuses on the study of diverse human feelings; and explores social, cultural, and political contexts through the reading of poetry.

Format: seminar/discussion. Requirements: participations in class discussions, written responses to each book, at least one short paper and at least one longer paper/grades will be based on participation in class discussions and completion of written assignments.

Prerequisites: a 100-level English course, or permission from the instructor; not open to first-year students. *Enrollment limit: 15 (expected: 15). Preference given to English and American Studies majors.*

(Post-1900)

Hour: 8:30-9:45 MWF

BERTRAM

**ENGL 360(F) 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 biographical and critical essays. Students unfamiliar with Joyce's short novel *A Portrait of the Artist as a Young Man*, which introduces characters later followed in *Ulysses*, are urged to read it in advance of the course.

Format: discussion/seminar. Requirements: active participation in class discussions, several group reports, a midterm exam, and two papers.

Prerequisite: a 100-level English course. *Enrollment limit: 25 (expected: 25). Preference given to English majors.*

(Post-1900)

Hour: 1:10-3:50 W

TIFFT

**ENGL 363 Literature and Psychoanalysis (Same as Comparative Literature 340) (Not offered 2010-2011) (W)**

(See under COMP 340 for full description.)

(Criticism)

NEWMAN

**ENGL 368(S) Ireland in Film**

In 1909, James Joyce was briefly the manager of one of Dublin's first cinemas. The medium of film has long attracted Irish writers: as a means to explore and represent the country's political and cultural history, to interrogate the very notion of "Irishness", and to promote their work to a wider audience. In turn, Ireland has long provided a rich subject for Hollywood fantasy, often being portrayed by non-Irish directors as either a mythic space for emerald-green romanticism, or, more darkly, as a place of political terror and enduring ideological rivalries. In this course we will view and discuss major films from the canon of Irish cinema, with the main aim of assessing the achievement of indigenous filmmakers and the newly ascendant film movement in Ireland. We will consider the impact of commercial considerations on Irish cinema, and the powerful influence of British and American films (and especially those offering competing representations of Ireland) on Irish filmmakers. We will also read the literary texts on which some films were based, so as to consider the strengths and limitations of the medium as a resource for writers who initially worked only in print. This course will introduce participants to the technical vocabulary of film art, as well as to major themes in modern Irish history and culture. Films to be viewed may include: *Man of Aran*, *The Informer*, *The Quiet Man*, *Eat the Peach*, *In the Name of the Father*, *The Boxer*, *Butcher Boy*, *The Dead*, *Into the West*, *The Field*, *The Crying Game*, *The Commitments*, *In Bruges* and a selection of independent films such as *Poitin*, *Budawanny and Adam and Paul*. Special attention will be given to the work of Neil Jordan, Jim Sheridan and Terry George.

Format: discussion/seminar. Requirements: two 7-page papers, regular journal entries or postings, and active participation in class discussions.

Prerequisites: a 100-level English course; not open to first-year students. *Enrollment limit: 25 (expected: 25). Preference given to none.*

(Post-1900)

Hour: 2:35-3:50 MR

PETHICA

**ENGL 371(F) Feminist Theory and the Representation of Women in Film (Same as Women's and Gender Studies 371)**

Woman's position as the "object of the gaze" is the focus of much recent critical film theory. Central to these theoretical writings is a psychoanalytically-based (Lacanian) perspective that endows men with access to subjectivity as viewers and agency within narrative, and assigns woman a role as fantasized object within a male economy of desire. This perspective, which we find in the work of Laura Mulvey, Jacqueline Rose, Stephen Heath, and Mary Ann Doane, is complemented by a more socio-ideological approach in the work of E. Ann Kaplan, Tania Modleski, and Teresa de Lauretis. We will attempt first to understand the theoretical texts in which the feminine figures as a central term for aesthetic discourse and ideological controversy. Second, we will analyze films, applying and testing these critical perspectives. Questions concerning the problematic subjectivity of the female spectator will be primary, and we will be especially concerned with the ways in which various kinds of works—from those considered to be highly conventionalized or "classical" to those deemed "independent" or of subversive in the way they treat cinematic conventions—address themselves to a male versus a female spectator. Finally, we will evaluate the interpretive possibilities afforded by psychoanalytic and socio-ideological methods both separately and together. In addition to reading selections from theorists and critics, we will look at such films as *Juno*, *La Femme Nikita*, *Now, Voyager*, *Thelma and Louise*, *Vertigo*, *Aliens*, *Maria Full of Grace*, *The Last Seduction*, and *Chicago*.

Format: discussion/seminar. Requirements: active participation in class discussions, two 3- to 5-page papers on specific assignments, one long paper (8-10 pages) on a topic created by the student in consultation with the instructor.

Prerequisites: a 100-level English course, or WGST 101; not open to first-year students. *Enrollment limit: 25 (expected: 25). Preference given to none.*

(Post-1900 or Criticism for English; Feminist Theory for WGST)

Hour: 2:35-3:50 TF

BUNDTZEN

**ENGL 372T(S) American Modernist Fiction (Same as American Studies 372T) (W)**

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.

Format: tutorial. Requirements: five meetings of one hour every week; students will write papers every other week (five in all) of 5-7 pages, and will critique papers in their off-weeks.

Prerequisites: 100-level English course; not open to first-year student. *Enrollment limit: 10 (expected: 10). Preference given to English majors.*

(Criticism or Post-1900)

*Not available for the Gaudino option.*

Tutorial meetings to be arranged.

LIMON

**ENGL 374 Cities of the Anglophone Chinese Imagination (Same as American Studies 305, Asian Studies 305 and Comparative Literature 303) (Not offered 2010-2011) (D)**

(See under AMST 305 for full description.)

WANG

**ENGL 375(S) New Asian American, African American, Native American, and Latina/o Writing (Same as Africana Studies 403, American Studies 403, Comparative Literature 375 and Latina/o Studies 403) (D)**

(See under AMST 403 for full description.)

WANG

(Post-1900)

**ENGL 378(F) Nature/Writing (Same as Environmental Studies 378)**

What do we mean by “nature”? How do we understand the relationships between “nature” and “culture”? In this course we will examine how various American writers have attempted to render conceptions of “nature” in literary form. We will compare treatments of various kinds of natural environments and trace the philosophical and stylistic traditions within the nature writing genre. The authors to be considered include Ralph Waldo Emerson, Henry David Thoreau, William Faulkner, Annie Dillard, Barry Lopez, Ursula LeGuin, and Wendell Berry.

Format: discussion/seminar. Requirements: two 10-page papers, regular class attendance, and participation in discussions.

Prerequisite: a 100-level English course. *Enrollment limit: 25 (expected: about 20). Preference to English majors and Environmental Studies concentrators.*

(Post-1900)

Hour: 11:00-12:15 MWF

D. L. SMITH

**ENGL 379(S) Contemporary World Novel (Same as Comparative Literature 329)**

The subject matter of the course is novels of the last twenty years from around the world; perhaps the central question of the course is whether it makes sense today to consider literature in terms of national traditions. Novels will be examined under such (overlapping) rubrics as globalization, post-colonialism, and postmodernism. We shall read six or seven novels by such writers as Roy, Rushdie, Coetzee, Farah, Marquez, and Mahfouz.

Format: discussion/seminar. Requirements: two papers, 5-6 pages and 8-10 pages. No exams.

Prerequisite: a 100-level English course. *Enrollment limit: 25 (expected: 25). Preference given to English and Comparative Literature majors.*

(Post-1900)

Hour: 1:10-2:25 TF

LIMON

**ENGL 381(F) Black Modernisms and the Great Migration (Same as Africana Studies 380 and American Studies 381)**

Courses on “the Harlem Renaissance” have long been standard fare in college curricula, but this rubric is too narrow to encompass the dramatic changes in early 20th century African American culture that made possible the careers of writers like Alain Locke, Langston Hughes, Claude McKay, Nella Larsen, and Zora Neale Hurston. Instead, we’ll begin with a question: how did the term “urban” become a euphemism for African American culture? A hundred years ago, many informed commentators scorned the notion that African American populations might become other than what they had been for centuries—overwhelmingly rural and Southern. The massive social phenomenon that changed this status, by which millions of impoverished workers sought new lives in the industrial cities of the North, Midwest, and West Coast, is arguably the most significant event in African American history in the 20th century, and has become known as “the Great Migration.” (Or, the Great Migrations’ scholars like to pluralize everything these days—it’s complicated!)

“Black modernisms” should take the plural, too: as we’ll see, the concept of modernism in Euro-American culture depended on a racialized theory of history and civilization that consigned people of color to the past (or, occasionally, the future), even as it was irrevocably shaped by influences of, appropriations from, and collaboration with peoples of color who saw modernity as a chance they were determined to claim for themselves. What became known as “the Harlem Renaissance” was the most famous U.S. example of such a cultural movement, but we’ll explore it in a longer and more aesthetically, politically, and regionally diverse context. The artists and critics we’ll examine, in addition to those mentioned above, may include Hubert Harrison, Jean Toomer, Marita Bonner, Richard Bruce Nugent, Bessie Smith, Richard Wright, David Levering Lewis, Cheryl Wall, and Brent Hayes Edwards.

Format: discussion/seminar. Requirements: class participation, frequent short writing assignments, a midterm take-home exam, and a final project.

Prerequisites: 100-level English course or permission of instructor. *Enrollment limit: 15 (expected: 15). Preference given to English majors and Africana Studies concentrators.*

(Post-1900)

Hour: 11:20-12:35 TR

SCHLEITWILER

**ENGL 386(F) From Hermeneutics to Post-coloniality and Beyond (Same as Comparative Literature 344 and Religion 304) (D)**

(See under REL 304 for full description.)

(Criticism)

DREYFUS

**ENGL 388 Asian American Writing and the Visual Arts (Same as American Studies 304) (Not offered 2010-2011) (D)**

(See under AMST 302 for full description.)

WANG

**ENGL 389 Victorian Poetry: Innovation and Crisis (Not offered 2010-2011)**

“Victorian poetry” tends to conjure up images of little old ladies in lace collars writing sentimental verse. But the best poetry of the period is characterized by a rambunctious strangeness of subject matter, startling innovations in form, and unflinching explorations of the more unsavory corners of the human psyche. While their Romantic predecessors’ poetic subjects were dominated by 1. themselves and 2. Nature, Victorian poets are profoundly interested in other people. They pioneered the dramatic monologue: a lyric utterance by a dramatized figure like a corrupt Renaissance bishop, a suicidal Roman philosopher, and all manner of con men, fanatics, lunatics and murderers—a form that culminates in Robert Browning’s monumental *The Ring and the Book*, a Rashomon-like exploration of conflicting perspectives on a (real) medieval murder case. Victorian poetry is also imbued with a pervasive awareness of social problems and historical process and change: even in their most deeply personal work, Victorian poets tend to correlate personal crisis to historical crisis: hence in Tennyson’s book-length elegy, *In Memoriam*, his grief at the early death of his closest friend leads him to explore doubts about the progressiveness of history and humanity’s place in nature in the light of recent scientific discoveries, while Elizabeth Barrett Browning’s semi-autobiographical novel in verse, *Aurora Leigh*, focuses centrally on the proper role of artists in relation to problems of social justice produced by industrialization. The discussion-based class course will focus primarily on major Victorian poets like Tennyson, Robert and Elizabeth Barrett Browning, Matthew Arnold, and Christina Rossetti, with some attention to later work of Swinburne, D.G. Rossetti, Meredith and others.

Format: seminar. Requirements: assessment will be based on four 4- to 7-page papers, a presentation, and class participation.

Prerequisites: 100 level English class; not open to first-year students. *Enrollment limit: 25 (expected: 20). Preference given to none.*

(1700-1900)

CASE

**ENGL 390(S) Shocking Recognitions and American Renaissance**

Herman Melville, reviewing the work of Nathaniel Hawthorne, famously celebrates the emergence of a distinctive, new American literature. He declares that “genius, all over the world, stands hand in hand, and one shock of recognition runs the whole circle round.” His words proved prophetic, for he was writing in the midst of what came to be known as the American Renaissance. Beginning with those antithetical writers, Ralph Waldo Emerson and Edgar Allan Poe, this outpouring of literary creativity included many unique voices, such as Hawthorne and Melville, Henry David Thoreau, Walt Whitman, and Emily Dickinson. This course will focus on the central paradox that these writers came to be recognized as the core of the American literary canon, yet they were all distinctly idiosyncratic in their styles and literary visions. We will read the poems, essays, and fictions of these writers, noting what makes each of them distinctive, what they had in common, and how they commented on their relations to tradition, to each other, and to American society.

Format: discussion/seminar. Requirements: 1 short paper(5-6pages) and 1 longer paper(10-12pages).

Prerequisites: a 100 level English class; not open to first-year students. *Enrollment limit: 25 (expected: 15-20). Preference given to none.*

Hour: 11:00-12:15 MWF

D. L. SMITH

**400-LEVEL COURSES**

On the aims of these courses, please see description at beginning of the English Department section of the catalog.

**ENGL 404(S) Auteur Cinema and the Very Long Film (Same as Comparative Literature 324)**

This course will focus on six master works by six major film directors: Michelangelo Antonioni’s *L’Avventura*; Bernardo Bertolucci’s *The Last Emperor*; Ingmar Bergman’s *Fanny and Alexander*; Francis Ford Coppola’s *Apocalypse Now!*; Federico Fellini’s *8 1/2*; and Akira Kurosawa’s *The Seven Samurai*. These films were not always well received: the audience to *L’Avventura* at Cannes yelled “Cut!” in exasperation with Antonioni’s desultory editing; Pauline Kael regarded both *Fanny and Alexander* and *The Last Emperor* as far inferior to Bergman’s and Bertolucci’s youthful efforts, arguing that both had betrayed their former intellectual rigor with a new sentimentality; Fellini was roundly criticized for narcissism and egotism in casting the hearthrob Marcello Mastroianni as himself and devoting such a long film to his personal creative blockage; and Coppola’s *Apocalypse Now!* was perceived as a disaster in terms of its budget, its prolonged shooting schedule in a jungle environment, and its devastating impact on the health of its cast and crew. Only *The Seven Samurai* seems to have been recognized immediately as a masterpiece. All of these films are self-reflexive works, representing both the distinctive personalities of their directors and their individual stylistic and thematic concerns—what makes them examples of auteur cinema. During the first half of the course, we will meet to discuss these films individually together with selected readings. At the same time students will be assigned one of these directors to research for a long paper and oral presentation during the second half of the course.

Format: seminar. Requirements: oral presentation and one long (15-20 p.) paper.

Prerequisites: one 300-level English class or permission of the instructor. *Enrollment limit: 15 (expected: 15). Preference given to junior and senior English majors.*

(Criticism)

Hour: 1:10-3:50 W

BUNDTZEN

**ENGL 407 Twentieth-Century American Poetic Movements (Same as American Studies 406) (Not offered 2010-2011)**

(See under AMST 406 for full description.)

WANG

**ENGL 413(S) Psychoanalysis, Gender, and Sexuality (Same as Comparative Literature 342 and Women's and Gender Studies 388)**

Psychoanalytic thought offers one of the most subtle and startling accounts we have of the nature of gender and sexuality, one that suggests how inextricably sexuality is bound to language, to the limits of culture, and to the problem of identity as such. We'll be interested in these issues in their own right; we'll be equally interested in the surprising ways psychoanalytic thought opens up literary, cinematic and visual works—psychoanalysis is, in the end, a form of reading. The course will weave together theoretical texts and fictions from *As You Like It* to *Some Like It Hot*. We'll explore Antigone, "chick flicks" and "buddy" films, courtly love lyrics and novels (Balzac, Woolf, Duras) in the light of thinkers such as Freud, Jacques Lacan, Jacqueline Rose, Leo Bersani and Lee Edelman. Format: discussion/seminar. Requirements: lively participation, two short (6 page) and one longer (8 page) paper.

Prerequisites: a 100-level English course. *Enrollment limit: 15 (expected: 15). Preference given to English, Comparative Literature, and Women's and Gender Studies majors.*

(Criticism)

Hour: 2:35-3:50 MR

PYE

**ENGL 414(F) Poetry and Prose of John Donne (W)**

"Wit!—Wonder-exciting vigour, intenseness and peculiarity of thought," Samuel Coleridge wrote, "this is the wit of Donne!" There is no greater, more daring or more witty, writer of love poems, divine poems, or religious prose in the English language. Donne wrote in a wide variety of classical genres: elegy, epigram, satire, love lyric, epithalamion or marriage song, verse epistle, holy sonnet, hymn, familiar letter, meditation, sermon. Yet he constantly reinvigorated conventional language with "new-made idiom," turning traditional forms to unpredictable ends. This intensive, discussion-oriented seminar will explore the following questions. What are the characteristics of Donne's style, and how does his writing evolve over his career? What was the impact of his coterie audience? How does Donne woo his earthy lovers and God in and through verse? To what extent are biography and history pertinent or helpful in understanding Donne's writing? What made Donne so appealing to T. S. Eliot and the modernists, and more recently, the post-modernists? What are the compelling issues in contemporary Donne criticism?

Format: seminar/tutorial. Requirements: short journal entries and a final 15-page seminar paper.

Prerequisites: a 300-level English course or permission of the instructor. *Enrollment limit: 15 (expected: 15). Preference given to junior and senior English majors.*

(Pre-1700)

Hour: 11:20-12:35 TR

I. BELL

**ENGL 447(F) Henry James**

This course will be devoted to the work of Henry James, whose brilliant, demanding innovations of prose style and acute psychological and ethical explorations mark the shift from the nineteenth-century to the modern novel. James writes about what it meant for American and European societies around the turn of the century to be mutually exposed to, and by, one another. In so doing, he raises questions about what it means to be civilized, to be smart, and to be rich. We will consider how the drama of consciousness is played out in his characters' struggles with love and conscience, and in his own preoccupation with capturing stylistically the narrative logic of the passions. Texts will be drawn from the novellas, including *Daisy Miller*, *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*; and assorted critical writings.

Format: discussion/seminar, possible tutorial component. Requirements: a final 15- to 20-page paper.

Prerequisite: a 300-level English course; not open to first-year students. *Enrollment limit: 15. Preference given to English majors.*

(1700-1900)

Hour: 1:10-3:50 W

SOKOLSKY

**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 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 examining fiction from a writer's point of view (and possibly in preparing to write a long story), we'll read a variety of long stories and examine their craft elements. In addition to Francine Prose's *Reading Like a Writer*, we'll study stories by James Baldwin, Deborah Eisenberg, Mavis Gallant, Jhumpa Lahiri, Katherine Mansfield, Rick Moody, Alice Munro, and George Saunders, among others.

Format: seminar. Requirements: regular attendance, active participation in class discussion, weekly 1- to 2- page response papers, and (once during the semester for each student) presentation of a longer (5-page) paper discussing one story's craft elements.

Prerequisites: a 100-level English course; not open to first-year students. *Enrollment limit: 14. Preference: students who have taken, or intend to take, ENGL 283.*

Hour: 1:10-2:25 TF

BARRETT

**ENGL 281(F,S) The Writing of Poetry**

A workshop in the writing of poetry. Weekly assignments and regular conferences with the instructor will be scheduled. Students will discuss each other's poems in the class meetings.

No prerequisites. *Enrollment limit: 15 (expected: 15). Preference given to students who have preregistered; selection will be based on writing samples and/or conferences with the instructor.*

Hour: 2:35-3:50 TF

First Semester: RAAB

2:35-3:50 TF

Second Semester: RAAB

**ENGL 283(F,S) Introductory Workshop in Fiction**

A course in basic problems that arise in the composition of short fiction. Individual conferences will be combined with workshop sessions; workshop sessions will be devoted to both published and student work. Considerable emphasis will be placed on the process of revision.

No prerequisites. *For fall: enrollment limit: 12 (expected: 12); for spring: enrollment limit: 15 (expected: 15). Interested students should preregister for the course and attend the first class; selection will be based on writing samples.*

Hour: 1:10-3:50 W

First Semester: K. SHEPARD

11:20-12:35 TR

Second Semester: J. SHEPARD

**ENGL 382(S) Advanced Workshop in Poetry**

This course will combine individual conferences with workshop sessions at which students will discuss each other's poetry. Considerable emphasis will be placed upon the problems of revision.

Prerequisites: English 281 or permission of instructor. *Enrollment limit: 15 (expected: 15). Candidates for admission should confer with the instructor prior to registration and submit samples of their writing.*

Hour: 11:20-12:35 TR

RAAB

**ENGL 384(S) Advanced Workshop in Fiction**

A course that combines individual conferences with workshop sessions. Workshop sessions will be devoted to both published and student work. Considerable emphasis will be placed on the process of revision.

Format: Workshop. Prerequisites: English 283 or permission of instructor. *Enrollment limit: 15 (expected: 15). No Preferences. Not open to First-Year Students. Interested students should preregister for the course and attend the first class; selection will be based on writing samples. This course is part of the Critical Reasoning and Analytical Skills initiative.*

Hour: 1:10-2:25 TF

J. 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. By examining stories in both traditional and unusual forms, we'll study how a story's significant elements are chosen, ordered, and arranged; how the story is shaped; how, by whom, and to what purpose it's told. Students will generate new stories for workshop, employing the forms and techniques studied.

Format: discussion class/workshop. Requirements: active participation in workshop and written assignments, including weekly brief responses to assigned stories; two story drafts for discussion in workshop; a final portfolio of two revised, polished stories.

Prerequisites: English 283 or 384, or permission of instructor. *Enrollment limit: 12 (expected: 12). No preferences.*

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

BARRETT

**ENGL 486(F) Opening Up a Story's Possibilities: Revision and Radical Revision (W) (CRAAS)**

An advanced workshop in the revision of short fiction, with particular energy devoted to more radical ways of enlarging the opportunities each story presents: in other words, advanced practice in both realizing a story's initial aesthetic design and re-envisioning it entirely.

Format: workshop. Requirements: three or four directed written assignments and at least four drafts of either one or two short stories, all of which should contribute to a final portfolio of at least 30 pages of fiction.

Prerequisites: English 283, 384 or 385, or permission of the instructor; not open to first-year students. *Enrollment limit: 12 (expected: 12). Preference given to none.*

Hour: 2:35-3:50 TF

J. SHEPARD



**ENGL 491(S) Aesthetics, Knowledge, and Racial Perception (Same as Africana Studies 358 and American Studies 358)**

Long before it became a buzzword on US college campuses, black intellectual traditions have been marked by a drive towards interdisciplinarity, drawing together different modes of producing knowledge while attending to the blindspots inherent in each. Meanwhile, black cultural practices have routinely invoked multiple artistic media at once, pressing against their material limits in a technique Nathaniel Mackey has termed "eroding witness." Underlying these epistemological and aesthetic tendencies is a crucial problem of perception that shapes both racism and efforts to overcome or escape it. For if racism depends on a training of perception-constraining who or what can or cannot be seen or heard under particular conditions-the most powerful challenges to this training do not proclaim a disingenuous "colorblindness"; rather, they draw on visionary political and cultural traditions that improvise what Fred Moten calls "the ensemble of the senses." In this course, we'll explore W.E.B. Du Bois's innovative polygeneric juxtapositions of memoir, history, polemic, autobiography, musicology, and fiction in *Souls of Black Folk and Darkwater*; we'll examine the antagonism between the novelists Richard Wright and Zora Neale Hurston as a struggle between sociology and anthropology, and between photography and oral performance; and we'll consider how writers like Toni Morrison and August Wilson have long stressed the primacy of music in African American arts, and how recent critics like Brent Edwards have recovered the literary ambitions of musicians like Louis Armstrong and Duke Ellington. You should expect significant reading and viewing, in areas that may range from poetry and literary theory to visual art and dance criticism, and beyond, and you should be prepared to contribute substantially to the direction of the course, through individual and collaborative research projects.

Format: discussion/seminar. Requirements: regular short writing assignments, group presentation, final research-based paper of 12-15 pages.

Prerequisites: one 300-level English course or permission of instructor (if taken as Africana Studies or American Studies); not open to first-year students. *Enrollment limit: 15 (expected: 15). Preference given to none.*

Hour: 2:35-3:50 MR

SCHLEITWILER

**HONORS AND INDEPENDENT STUDY****ENGL 397(F), 398(S) Independent Study**

Prerequisites: unusually qualified and committed students who are working on a major writing or research project may confer with the English Department about possible arrangements for independent study.

**ENGL 493(F) Honors Colloquium**

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.

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.

Prerequisite: admission to the department Honors program. *No maximum enrollment.*

Hour: 2:35-3:50 MR

PYE, Director of Honors

**ENGL 494(S) Honors Thesis**

Required of all senior English majors pursuing departmental honors.

PYE, Director of Honors

**ENGL 497(F) Honors Independent Study**

Required of all senior English majors pursuing Honors in creative writing.

PYE, Director of Honors

**ENGL W30 Honors Thesis: Specialization Route**

Required during winter study of all seniors admitted to candidacy for honors *via* the specialization route.

**ENGL W31 Senior Thesis**

Required during winter study of all seniors admitted to candidacy for honors *via* the thesis route.

**ENVIRONMENTAL STUDIES**

*Director, Associate Professor* JENNIFER L. FRENCH

*Associate Director, Lecturer* SARAH S. GARDNER

Associate Professor FRENCH. Visiting Assistant Professor: LYNN. Lecturer: GARDNER. Research Associates: R. BOLTON, VENOLIA. Post-Doctoral Fellows: HOUSER, HOWE.

**MEMBERS OF THE CENTER**

HENRY W. ART, Professor of Biology and Environmental Studies

DAVID H. BACKUS, Lecturer in Geosciences

LOIS M. BANTA, Associate Professor of Biology\*\*

DONALD deB. BEAVER, Professor of History of Science

DIETER BINGEMANN, Associate Professor of Chemistry

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JAMES T. CARLTON, Professor of Marine Sciences

MEA S. COOK, Assistant Professor of Geosciences

DAVID P. DETHIER, Professor of Geosciences and Mineralogy and Director of Research, Hopkins Forest

GEORGES B. DREYFUS, Professor of Religion

JOAN EDWARDS, Professor of Biology\*\*\*

ANTONIA FOIAS, Professor of Anthropology and Sociology\*

JENNIFER L. FRENCH, Associate Professor of Spanish

SARAH S. GARDNER, Lecturer in Environmental Studies

HEATHER HOUSER, Postdoctoral Fellow in Environmental Studies

NICOLAS HOWE, Postdoctoral Fellow in Environmental Studies

DOUGLAS GOLLIN, Professor of Economics\*

PAUL KARABINOS, Professor of Geosciences

WILLIAM S. LYNN, Visiting Assistant Professor of Environmental Studies

KAREN R. MERRILL, Professor of History\*

MANUEL MORALES, Associate Professor of Biology

JAMES NOLAN, Professor of Sociology

DAREL E. PAUL, Associate Professor of Political Science

DAVID P. RICHARDSON, Professor of Chemistry

SHEAFE SATTERTHWAITE, Lecturer in Art

STEPHEN C. SHEPPARD, Professor of Economics\*

DAVID C. SMITH, Senior Lecturer in Biology\*\*\*

JOHN W. THOMAN, Jr., Professor of Chemistry

Environmental issues call upon citizens, organizations, and other agencies to grasp complex science, address conflicting human values, and make difficult ethical and political 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 library materials and 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 majors and the concentration share a common "core" of four courses: ENVI 101, 203, 302, and 402. The core courses are 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 Berk-

shires. 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.

An interdisciplinary course emphasizing field science, ENVI 102, is also required for students majoring in Environmental Policy or Environmental Science. Environmental Studies concentrators are also strongly encouraged to take ENVI 102.

### *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 Director of the Center for Environmental studies are required on the major declaration form.

#### **Track:**

Political Economy  
Political Theory and Law  
Society & Culture  
Environmental Biology  
Environmental Chemistry  
Environmental Geosciences

#### **Advisors for 2010-11:**

Bradburd, Paul  
Gardner, Paul  
French, Lynn  
Art, Morales, Ting, Smith, Edwards, Banta  
Thoman, Bingemann, Richardson  
Karabinos, Dethier, Johnson, Cook

### *The 'Four Places' Goal and Study Away:*

Learning about particular places is an essential part of Environmental Studies. By the time each student graduates, she or he should have developed intellectual insight into and personal experience of four places: "Home," "Here," "There," and "The World." For practical purposes, "Here" is the Berkshires and "There" is a place where the geography and socioeconomic circumstances are outside the student's previous experience. Although this goal is not a requirement of the majors or the concentration, it is a significant aspect of the program, and CES resources are aimed in part at enabling all students to meet it. For example, students are encouraged to pursue summer internships in their "Home" communities, and field courses in natural science, environmental planning, and other areas can deepen familiarity with "Here." Summer recess and Winter Study provide many excellent opportunities for research and other learning outside the New England region.

A wide variety of study away options is available to students in Environmental Studies, including the Williams Mystic program. Students in Environmental Studies are encouraged to study a foreign language and to spend all or part of their junior year abroad. Students considering either a semester or year away should consult both the CES Director and the study abroad office 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 Director of CES.

### *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 1-2 page proposal to their intended advisor and the Director of CES 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.

The 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 Director of the program 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 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. 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. Eight courses are common to all Environmental Policy majors; there are also three distinct tracks through the major, each of which entails an additional theory/methods course and two electives. The three tracks through the major are a) Political Economy, b) Political Theory and Law, and c) Society and Culture. Environmental Policy majors are also encouraged to take GEOS 214 Remote Sensing and GIS. Students majoring in Environmental Policy 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 theory/methods requirement cannot also be used as an elective. The availability of required courses may vary slightly from year to year, and substitutions may be authorized occasionally by the Director of CES. 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. Students seeking exemption from ENVI 102 on the basis of exam results should consult the Director of CES.

### **Requirements for the Major in Environmental Policy**

ENVI 101 Nature and Society  
ECON 110 Principles of Microeconomics  
ENVI 102 Introduction to Environmental Science Methods  
BIOL 203 Ecology

#### **A theory/methods course:**

- For the Political Economy track, ECON 253 Empirical Methods in Political Economy  
or ECON 255 Econometrics
- For the Political Theory and Law track, PSCI 203 Introduction to Political Theory  
or another PSCI course selected in consultation with the Political Science Department Chair and the Director of CES
- For the Society and Culture track, ANSO 205 Ways of Knowing  
or another ANSO course selected in consultation with the Anthropology and Sociology Department Chair and the Director of CES  
or ENVI/COMP 239 Introduction to Ecocriticism: North-South Dialogues on Nature and Culture  
or ENVI 306 Environmental Discourse  
or PHIL 209 Philosophy of Science  
or another PHIL course selected in consultation with the Philosophy Department Chair and the Director of CES

Two electives appropriate to the track and approved by the student's advisor and the Director of CES if not included in the lists below.

For the Political Economy track, courses dealing with policy-making and resource allocation:

ECON 213 Introduction to Environmental and Natural Resource Economics  
ECON 228 Water as a Scarce Resource  
ECON 229 Law and Economics  
ECON 379 Economics and the Environment  
ECON 386 Environmental Policy and Natural Resource Management  
ECON 395 Growth and Sustainability  
ECON 457 Public Economics Research Seminar  
PSCI 201 Power, Politics and Democracy in America  
PSCI 216 American Constitutionalism I: Structures of Power  
PSCI 238 Economic Liberalism and Its Critics  
PSCI 327 Global Politics of Development and Underdevelopment  
MAST 351 Marine Policy

For the Political Theory and Law track, courses dealing with liberalism and its critique:

ECON 229 Law and Economics  
PHIL 236 Contemporary Ethical Theory  
PSCI 201 Power, Politics and Democracy in America  
PSCI 216 American Constitutionalism I  
PSCI 223 International Law  
PSCI 238 Economic Liberalism and Its Critics  
PSCI 309 Understanding Public Policy  
PSCI 311 Congress  
PSCI 316 Making Public Policy  
PSCI 334 Theorizing Global Justice

For the Society and Culture track, courses exploring culture and diversity as bearing on environmental issues:

ANSO 206 Social Theory  
AMST 302 Public Sphere/Public Space  
AMST/ENVI 221/LATS 220 Introduction to Urban Studies  
AMST/LATS 312 Chicago  
AMST/LATS 408 Envisioning Urban Life  
ArH/ENVI 201 American Landscape History  
ArH 311 North American Suburbs  
ArH/ENVI 308 North American Park Idea  
ArH/ENVI 310 North American Agriculture History  
ArH 318 The American Pastoral Mode  
ENVI 306 Environmental Discourse  
ENVI 309 Understanding Public Policy  
ENVI/PHIL 311 Environmental Philosophy and the Emergence of the Ecosphere  
HSCI 240 Technology and Science in American Culture  
MAST/ENGL 231 Literature of the Sea  
MAST/HIST 352 America and the Sea, 1600-Present  
PHIL 210 Philosophy of the Social Sciences  
PHIL 236 Contemporary Ethical Theory  
PSCI 203 Introduction to Political Theory  
PSCI 238 Economic Liberalism and its Critics  
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

ENVI 302 Environmental Planning Work

ENVI 307 Environmental Law

One course in environmental policy: ENVI 309 Understanding Public Policy

or MAST 351 Marine Policy

or ECON 386 Environmental Policy and Natural Resource Management  
shop

ENVI 402 Senior Seminar

#### 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 substitutions may be authorized occasionally by the Director of CES. Students seeking to place out of particular courses on the basis of AP, IB or A-level exams should consult the Director.

#### Requirements for the Major in Environmental Science

ENVI 101 Nature and Society

ENVI 102 Introduction to Environmental Science Methods

BIOL 203 Ecology

A methods course:

GEOS 214 Remote Sensing/GIS

or CHEM 364 Instrumental Methods

or STAT 201 Statistics and Data Analysis

or STAT 231 Statistical Design of Experiments

A five-course disciplinary track:

for *Environmental Biology*

Three electives at the 300+ level from:

BIOL 402T/ENVI 404T Topics in Ecology

BIOL 422T Ecology of Sustainable Agriculture

BIOL 424T Conservation Biology

BIOL 425T Coevolution

BIOL 305 Evolution

BIOL 308 Integrative Plant Biology

BIOL 315 Microbiology

BIOL 302/ENVI 312 Communities and Ecosystems

CHEM 341 Toxicology and Cancer

CHEM 364 Instrumental Methods of Analysis

MAST 311 Marine Ecology

Two electives from:

BIOL 102 The Organism

CHEM 151/3/5 Concepts of Chemistry

GEOS 101 Biodiversity in Geological Time

GEOS 103 Global Warming and Natural Disasters

GEOS 104 Oceanography

BIOL 106 Human Evolution  
BIOL 134 Tropics: Biology and Social Issues  
GEOS 215 Climate Changes  
GEOS 218T The Carbon Cycle  
BIOL 220 Field Botany and Plant Natural History  
BIOL 225 Natural History of the Berkshires  
MATH 235T Biological Modeling with Differential Equations  
MAST 211 Oceanographic Processes

*for Environmental Chemistry*

CHEM 151 Introductory Concepts of Chemistry  
or CHEM 153 Introductory Concepts of Chemistry: Advanced Section  
or CHEM 155 Principles of Modern Chemistry

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 Toxicology and Cancer

*for Environmental Geosciences*

One introductory Geosciences class:

GEOS 101 Biodiversity  
or GEOS 103 Global Warming  
or GEOS 104 Oceanography  
or GEOS 105 Geology Outdoors

GEOS 201 Geomorphology  
GEOS 215 Climate Changes  
GEOS 206 Renewable Energy and the Sustainable Campus or GEOS 218T Carbon Cycle  
or GEOS 205 Earth Resources  
MAST 211/GEOS 212 Oceanographic Processes

One 300+-level elective in Geosciences

ENVI 302 Environmental Planning Workshop

ENVI 402 Senior Seminar

**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 in each of the three divisions: natural science, social science, and humanities and arts.

**Requirements for the Concentration in Environmental Science**

101 Nature and Society: An Introduction to Environmental Studies  
203 Ecology  
302 Environmental Planning and Design Workshop  
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.

*The Natural World*

BIOL/ENVI 134 The Tropics: Biology and Social Issues  
BIOL/ENVI 220 Field Botany and Plant Natural History  
BIOL/ENVI/INTR 225 Natural History of the Berkshires (*deleted 2010-2011*)  
BIOL 302/ENVI 312 Communities and Ecosystems  
BIOL/ENVI 422T Ecology of Sustainable Agriculture  
CHEM/ENVI 341 Toxicology and Cancer  
CHEM/ENVI 364 Instrumental Methods of Analysis  
ENVI 102 Introduction to Environmental Science  
GEOS 101/ENVI 105 Biodiversity in Geologic Time  
GEOS 102 An Unfinished Planet  
GEOS/ENVI 103 Global Warming and Natural Disasters  
GEOS/ENVI/MAST 104 Oceanography  
GEOS 201/ENVI 205 Geomorphology  
GEOS 205/ENVI 207 Earth Resources  
GEOS/ENVI 206 Renewable Energy and the Sustainable Campus  
GEOS/ENVI 214 Remote Sensing and Geographic Information Systems  
GEOS/ENVI 215 Climate Changes  
GEOS/ENVI 218T The Carbon Cycle and Climate  
GEOS/ENVI 254T Gulf of California Tectonics and Coastal Ecosystems  
MAST 211/GEOS 210 Oceanographic Processes  
MAST 311/BIOL 231 Marine Ecology  
MATH 335T/BIOL/ENVI 235T Biological Modeling with Differential Equations  
PHYS/ENVI 108 Energy, Science and Technology

*Humanities, Arts, and Social Sciences*

ANTH 102/ENVI 106 Human Evolution: Down from the Trees, Out to the Stars  
ANTH 214/ENVI 224 The Rise and Fall of Civilizations  
ANTH/WGST 272 Sex in Society: The Cultural Construction of Reproduction  
ArH/ENVI 201 American Landscape History  
ArH 304/ENVI 324 American Transport History  
ArH/ENVI 308 Three Cities  
ArH/ENVI 311 North American Suburbs  
ArH/ENVI 318 The American Pastoral Mode  
ArtS 329 Architectural Design II  
ENGL/ENVI 378 Nature/Writing  
ENVI/ANTH 209 Ecologies of Place: Culture, Commodities and Everyday Life  
ENVI/SOC 236 Sustainability Theory and Practice: A Critical Assessment

ENVI/COMP 239 Introduction to Ecocriticism: North-South Dialogues on Nature and Culture  
 ENVI/ENGL 263 Contemporary Fictions of the Environment, 1970 to Now  
 ENVI/REL/SOC 291 God's Green Earth: Religion and Environment in America  
 ENVI/ENGL 300 Imagining Contamination  
 ENVI 306 Interpreting Nature and Society: The Study of Meaning, Values, and World Views  
 ENVI/PHIL 311 Environmental Philosophy and the Emergence of the Ecosphere  
 ENVI 340/ENGL 339 The Art of Looking: A Course in Creative Non-Fiction (*deleted 2010-2011*)  
 LATS/AMST 220/ENVI 221 Introduction to Urban Studies: Shaping and Living the City  
 LATS/AMST 312/ENVI 313 Chicago  
 MAST/ENGL 231 Literature of the Sea  
 MAST/HIST 352 America and the Sea, 1600-Present  
 PSYC/ENVI 346T Environment Psychology  
 REL/ENVI 287 The Dynamics of Globalization: Society, Religion and the Environment  
 SOC 268 Space and Place  
 SOC 315 Culture, Consumption and Modernity  
 SOC 368 Technology and Modern Society

#### *Environmental Policy*

ECON 204/ENVI 234 Economic Development in Poor Countries  
 ECON/ENVI 213 The Economics of Natural Resource Use  
 ECON 215 International Trade, Globalization and Its Effects  
 ECON/ENVI 228T Water as a Scarce Resource  
 ECON/ENVI 379 Economics of the Environment  
 ECON/ENVI 386/ ECON 515 Environmental Policy and Natural Resource Management  
 ECON 521/ECON/ENVI 388 Urbanization and Development  
 ENVI 208 The Challenge of Climate Change: Policy Responses (*deleted 2010-2011*)  
 ENVI 307/PSCI 317 Environmental Law  
 ENVI 308/PSCI 316 U.S. Environmental Law and Policy (*deleted 2010-2011*)  
 ENVI/HSCI/SCST 309/PSCI 301 Understanding Public Policy  
 ENVI/PSCI 328 International Environmental Law (*deleted 2010-2011*)  
 MAST/ENVI 351 Marine Policy  
 PSCI 229 Global Political Economy  
 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 director of the program. Students are urged to consult with program faculty and the director as soon as they develop an interest in the concentration or if they intend to participate in study away opportunities.

In addition to courses fulfilling the concentration requirements, the following electives and related electives are offered:

Environmental Studies 397, 398 Independent Study of Environmental Problems  
 Environmental Studies 493-W31-494 Senior Research and Thesis

Winter study courses play an important role in the program, offering opportunities to experiment in fields unfamiliar to the student, and for interdisciplinary topics to be developed by faculty working alone and in teams. Students are urged to review each year's winter study offerings bearing in mind their interests in the environment.

#### **ENVI 101(F) Nature and Society: An Introduction to Environmental Studies**

This course introduces environmental studies as an interdisciplinary field of learning. Concerned with the complex dynamics of nature-society relations, environmental studies is indispensable to the development of societies that promote the well-being of people, animals and their habitats. Organized around the ecological, social and ethical knowledges that dominate environmental studies, we explore the nature of this knowledge and its implications for sustainability. We also examine the evolving history and philosophy of environmental studies, and note how different conceptions of nature, society and interdisciplinarity inform the field.

Format: lecture/discussion. Evaluation is based on tests, papers and/or projects, as well as active participation in class.

No prerequisites. *Enrollment limit: 35.*

*Satisfies one semester of the Division II requirement.*

*Required course for students wishing to complete the majors in Environmental Policy and Environmental Science and the concentration in Environmental Studies.*

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

LYNN

#### **ENVI 102(S) Introduction to Environmental Science Methods**

The field of environmental science considers physical, chemical, and biological interactions in an integrated approach to complex environmental systems. This course introduces students to multidisciplinary scientific methods used to assess and interpret human impacts on the environment through hands-on study of several local sites. Examples of topics covered are: anthropogenic carbon dioxide, acid rain, toxic metals, water quality, and waste treatment. Discussions of case studies from other parts of the world illustrate the global analogues of these local studies. Following these group projects, students design and complete independent projects in subjects of particular interest to them.

Format: two 75-minute workshop/discussion sessions, and one 4-hour field/laboratory session each week. Evaluation is based on reports of field and laboratory projects, participation in discussion, and an independent research project.

*Enrollment limit: 24 (expected: 24). Preference given to first-year students. This course is an introductory science seminar, designed for students who have a strong interest in Environmental Science. It is a required course for the majors in Environmental Policy and Environmental Science and satisfies one semester of the Division III requirement. This course also satisfies the "Natural World" requirement for the Environmental Studies concentration.*

Hour: 9:55-11:10 TR

Lab: 1-4 T,R

ART, BINGEMANN and COOK

#### **ENVI 103(F) Global Warming and Natural Disasters (Same as Geosciences 103)**

(See under GEOS 103 for full description.)

COOK and DETHIER

*This course satisfies the "Natural World" requirement for the Environmental Studies concentration.*

#### **ENVI 104(S) Oceanography (Same as Geosciences 104 and Maritime Studies 104)**

(See under GEOS 104 for full description.)

COX

*This course satisfies the "Natural World" requirement for the Environmental Studies concentration.*

#### **ENVI 105(F) Biodiversity in Geologic Time (Same as Geosciences 101)**

(See under GEOS 101 for full description.)

M. JOHNSON

*This course satisfies the "Natural World" requirement for the Environmental Studies concentration.*

#### **ENVI 106 Human Evolution: Down From the Trees, Out to the Stars (Same as Anthropology 102) (Not offered 2010-2011)**

(See under ANTH 102 for full description.)

FOIAS

*This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.*

#### **ENVI 108(F) Energy Science and Technology (Same as Physics 108) (Q)**

(See under PHYS 108 for full description.)

STRAIT

*This course satisfies the "Natural World" requirement for the Environmental Studies concentration.*

#### **ENVI 134(F) The Tropics: Biology and Social Issues (Same as Biology 134) (D)**

(See under BIOL 134 for full description.)

D. C. SMITH

*This course satisfies the "Natural World" requirement for the Environmental Studies concentration.*

#### **ENVI 201(F) American Landscape History (Same as ArthH 201) (W)**

(See under ARTH 201 for full description.)

SATTERTHWAITE

*This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.*

#### **ENVI 203(F) Ecology (Same as Biology 203) (Q)**

(See under BIOL 203 for full description.)

J. EDWARDS

*Required course for students wishing to complete the majors in Environmental Policy and Environmental Science and the Environmental Studies concentration.*

<b>ENVI 205(F) Geomorphology (Same as Geosciences 201)</b> (See under GEOS 201 for full description.) <i>This course satisfies the "Natural World" requirement for the Environmental Studies concentration.</i>	DETHIER
<b>ENVI 206(S) Renewable Energy and the Sustainable Campus (Same as Geosciences 206)</b> (See under GEOS 206 for full description.) <i>This course satisfies the "Natural World" requirement for the Environmental Studies concentration.</i>	DETHIER
<b>ENVI 207(F) Earth Resources (Same as Geosciences 205)</b> (See under GEOS 205 for full description.) <i>This course satisfies the "Natural World" requirement for the Environmental Studies concentration.</i>	COX
<b>ENVI 209(F) Ecologies of Place: Culture, Commodities and Everyday Life (Same as Anthropology 209)</b> 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 botanical legacy of African slavery in the Atlantic world, factory farming and local agriculture, the political economy of lawns, and the cultural politics of invasive species. Lecture/discussion. Three 5- to 7-page essays and several shorter writing assignments. No prerequisites; open to first-years. <i>Enrollment limit: 20 (expected: 20).</i> <i>This course satisfies the "Humanities, Arts and Social Sciences" requirement of the Environmental Studies concentration.</i> <i>Satisfies one semester of Division II requirement.</i> Hour: 9:55-11:10 TR	HOWE
<b>ENVI 213(F) Introduction to Environmental and Natural Resources Economics (Same as Economics 213) (Q)</b> (See under ECON 213 for full description.) <i>This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.</i>	
<b>ENVI 214(S) Remote Sensing and Geographic Information Systems (Same as Geosciences 214)</b> (See under GEOS 214 for full description.) <i>This course satisfies theory/methods requirement for the major in Environmental Science and the "Natural World" requirement for the Environmental Studies concentration.</i>	DETHIER and KARABINOS
<b>ENVI 215(S) Climate Changes (Same as Geosciences 215) (Q)</b> (See under GEOS 215 for full description.) <i>This course satisfies the "Natural World" requirement for the Environmental Studies concentration.</i>	COOK
<b>ENVI 218T(F) The Carbon Cycle and Climate (Same as Geosciences 218T) (W)</b> (See under GEOS 218 for full description.) <i>This course satisfies the "Natural World" requirement for the Environmental Studies concentration.</i>	COOK
<b>ENVI 220(F) Field Botany and Plant Natural History (Same as Biology 220)</b> (See under BIOL 220 for full description.) <i>This course satisfies the "Natural World" requirement for the Environmental Studies concentration.</i>	ART
<b>ENVI 221(F) Introduction to Urban Studies: Shaping and Living the City (Same as American Studies 221 and Latino/a Studies 220)</b> (See under LATS 220 for full description.) <i>This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.</i>	RÚA
<b>ENVI 224 The Rise and Fall of Civilizations (Same as Anthropology 214) (Not offered 2010-2011)</b> (See under ANTH 214 for full description.) <i>This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.</i>	FOIAS
<b>ENVI 228T(F) Water as a Scarce Resource (Same as Economics 228) (W)</b> (See under ECON 228 for full description.) <i>This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.</i>	BRADBUD
<b>ENVI 234 Economic Development in Poor Countries (Same as Economics 204) (Not offered 2010-2011)</b> (See under ECON 204 for full description.) <i>This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.</i>	RAI
<b>ENVI 236(F) Sustainability Theory and Practice: A Critical Assessment (Same as Sociology 236)</b> Sustainability is the third wave of the American environmental movement that began in the early 20th c. with the conservation movement and its focus on protecting and preserving natural resources for current and future generations. Sustainability is an emerging movement concerned with the health and collective well-functioning of multiple and interdependent natural and human systems. From its earliest definition in the mid-1980s to current efforts in industrial ecology, life-cycle assessment, biomimicry, permaculture and resilience theory, sustainability has made impressive strides. But there are critics as well who ask if sustainability is just another form of green washing; whether, for example, the mercury in compact fluorescent light bulbs is worth the energy savings, or if efficiency in all its forms actually increases overall consumption. What good is the greening of our homes, appliances and food choices if they are still part of an economic system requiring continuous growth and consumption every three months? This course will offer an overview and critical assessment of some of the founders, fundamental assumptions and contributions of the sustainability movement in an effort to evaluate its effectiveness as an inside-the-paradigm response to the most critical challenges of our time. Format: lecture/discussion. Requirements: 3-4 short papers and a final project assessing a feature of the sustainability movement. No prerequisites. <i>Enrollment limit: 25 (expected: 20).</i> <i>Preference given to majors in Environmental Policy, Environmental Science, and Sociology and to Environmental Studies concentrators.</i> <i>This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.</i> Hour: 11:20-12:35 TR	VITEK
<b>ENVI 239(F) Introduction to Ecocriticism: North-South Dialogues on Nature and Culture (Same as Comparative Literature 239) (D)</b> 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 <i>History of a Voyage to the Land of Brazil</i> 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/Comp 239 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 <i>History</i> , 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. Lecture/discussion. Three 5- to 7-page essays and several shorter writing assignments. No prerequisites. All readings will be in English. <i>Enrollment limit: 20 (expected: 15)</i> <i>Preference given to Environmental Policy, Environmental Science and Comparative Literature majors and Environmental Studies concentrators.</i> This course satisfies the "Theory/Methods" requirement for the Society and Culture track through the <i>Environmental Policy</i> major and the "Humanities, Arts and Social Sciences" requirement of the Environmental Studies concentration. Hour: 2:35-3:50 TF	FRENCH
<b>ENVI 254T(S) Gulf of California Tectonics and Coastal Ecosystems (Same as Geosciences 254T) (W)</b> (See under GEOS 254T for full description.) <i>This course satisfies the "Natural World" requirement for the Environmental Studies concentration.</i>	M. JOHNSON
<b>ENVI 263(S) Contemporary Fictions of the Environment, 1970 to Now (Same as English 263)</b> What is the place of fiction—of the page, the stage, and the screen—in debates about environmental change? This course will pursue this question while introducing you to literature and film from the past 40 years. The course has twin aims: 1) to develop your ability to analyze literary works in the context of environmental pressures, and 2) to assess how different literary and media forms generate perceptions of our changing world. The following questions motivate the class: How do language and images mediate our understanding of the environment and environmentalism? What role does genre play in this process? What formal and ethical problems arise from representing the nonhuman world? How important are technology and science to figuring the environment? Working through these	

questions, you'll develop the ability to read, interpret, and craft persuasive arguments about fiction; to analyze contemporary texts using major literary concepts and formal categories (such as pastoral, magical realism, satire, wilderness, social construction); and to assess and debate an author's stance toward contemporary environmental issues (e.g., animal rights, sustainability, health, and social justice). Syllabus may include literature by J.M. Coetzee, Don DeLillo, Allen Ginsberg, Leslie Marmon Silko, Indra Sinha, and Karen Tei Yamashita; films by Todd Haynes and Godfrey Reggio; multimedia presentations by the SENSEable City Lab; and short works of criticism and theory.

Format: lecture/discussion. Requirements: short entries on a class blog; 3 essays of 5 pages each; final exam.

No prerequisites; open to first-years. *Enrollment limit: 19 (expected: 19). Preference given to majors in Environmental Policy and Environmental Science; Environmental Studies concentrators.*

*This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration; it may also be used as an elective for the "Society & Culture" track through the Environmental Studies Policy major.*

*Satisfies one semester of the Division I requirement.*

Hour: 2:35-3:50 TF

HOUSER

### **ENVI 287 The Dynamics of Globalization: Society, Religion and the Environment (Same as Religion 287) (Not offered 2010-2011) (D)**

DREYFUS

(See under REL 287 for full description.)

*This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.*

### **ENVI 291(S) God's Green Earth: Religion and Environment in America (Same as Sociology 291 and Religion 291) (W)**

This course will examine the relationship between religious and environmental thought in American cultural history since the mid-nineteenth century. Emphasizing the varied legacies of Christianity, it will pursue a set of vexing questions about the cultural practice of environmental politics: Is environmentalism a religious movement? Is anti-environmentalism? Could religion be the cause of our ecological crisis? Could it be the solution? In addition to recent works by historians, philosophers, and theologians, we will explore the religious (and anti-religious) writings of major environmental figures including Henry David Thoreau, John Muir, Edward Abbey, Rachel Carson, and Aldo Leopold. 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.

Seminar. Two short essays and one 12- to 15-page research paper.

Prerequisites: Environmental Studies 101 or permission of instructor. *Enrollment limit: 19 (expected: 19).*

*This course satisfies the "Humanities, Arts and Social Sciences" requirement of the Environmental Studies concentration and the writing requirement.*

Hour: 1:10-2:25 MR

HOWE

### **ENVI 300(F) Imagining Contamination (Same as English 300)**

Contagion and pollution (along with related terms like plague, virus, and toxicity) have become powerful metaphors that suggest the entanglement of science, culture, and society. This course will explore both medical and environmental ideas of contamination that pervade works of 20th- and 21st-century literature, film, art, and critical writing. Through these texts, we will debate how authors represent human bodies in relation to their environmental contexts. We will draw on the methods of literary analysis, environmental criticism, and medical humanities to consider the following questions: In texts, when are contagion and pollution "just" metaphors and when are they literal processes? How do social movements—such as environmental justice and ecofeminism—employ ideas of contamination to advance their claims? Finally, why do cultural works draw analogies between bodies, ecosystems and social phenomena? To answer these questions, we will attend to the forms of particular literary and artistic genres: for example, animation, science fiction, magical realism and historical fiction. Primary works may include: novels by Jim Crace, Amitav Ghosh, Ishmael Reed, Leslie Marmon Silko, Jane Smiley and Helena Maria Viramontes; memoirs such as *Living Downstream*, *Body Toxic* and *Paradise in the Sea of Sorrow*; films such as *Invasion of the Body Snatchers* and *Wall-E*; photography and multimedia art; and criticism/theory by Ulrich Beck, Rachel Carson, Mary Douglas, Evelyn Fox Keller, Ramachandra Guha, Elaine Showalter and Priscilla Wald.

Format: seminar. Requirements: short Assignments: contributions to class blog, short essay of 5 pages, 1-page prospectus, 15-page essay, and presentation.

Prerequisites: at least one previous course in Comparative Literature or English. *Enrollment limit: 19 (expected: 15). Preference given to majors in Environmental Policy and Environmental Science; Environmental Studies concentrators.*

*This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration; it may also be used as an elective for the "Society & Culture" track through the Envi Policy major.*

*Satisfies one semester of the Division I requirement.*

Hour: 1:10-2:25 TF

HOUSER

### **ENVI 302(F) Environmental Planning Workshop**

This interdisciplinary course introduces the theories, methodologies, and legal framework of environmental planning and provides students with experience in the planning process through project work in the Berkshire region. The first part of the course introduces the students to planning literature through analysis and discussion of case studies. In the second section of the course students apply their skills to the study of an actual planning problem. Small teams of students, working in conjunction with a client in the community, research and propose solutions to a local environmental planning problem. The project work draws on students' academic training, extracurricular activities, and applies interdisciplinary knowledge and methodologies. The course includes several class presentations and culminates in a public presentation of each team's planning study. This course also includes field trips and computer labs.

Format: discussion/project lab. Requirements: class participation, short written exercises, midterm paper, class presentations, final group report..

Prerequisites: Environmental Studies 101 and Biology/Environmental Studies 203, or permission of instructors; open to juniors and seniors only; *preference given to senior Environmental Policy and Science majors and Environmental Studies concentrators. Enrollment limit: 16 (expected: 16).*

*Required course for students wishing to complete the majors in Environmental Policy and Environmental Science and the Environmental Studies concentration.*

Hour: 11:20-12:35 TR

Lab: 1-4 T,R

GARDNER

### **ENVI 307(S) Environmental Law (Same as Political Science 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.

Format: seminar, with guest lecturers. Student-selected midterm paper, final exam and several brief papers on individual readings.

Prerequisites: Environmental Studies 101. *No enrollment limit (expected: 20).*

*Required course for students wishing to complete the major in Environmental Policy; this course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.*

*Satisfies one semester of the Division II requirement.*

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

TBA

### **ENVI 308(S) (formerly 302) Three Cities (Same as ArH 308) (W)**

(See under ARTH 308 for full description.)

*This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.*

SATTERTHWAITE

### **ENVI 309(S) Understanding Public Policy (Same as History of Science 309, Political Science 301 and Science and Technology Studies 309)**

This course looks at public policy in light of the critical-interpretive turn in policy studies. This turn emphasizes the role of agency, meaning, power, justice and moral values in policy discourse, and is indispensable to understanding what policy is and how it works. It also underscores that public policy is not simply what governments do, but is a discursive process involving governments, corporations and civil society intersecting at multiple scales. We shall examine some of the theories and methods of this approach, and explore their implications for policy discourses that impact the well-being of people, animals and nature.

Format: lecture/discussion. Requirements: evaluation is based on tests, papers and/or projects, as well as active participation in class.

Prerequisites: Environmental Studies 101 or permission of instructor. *Enrollment limit: 25 (expected: 20). Preference given to Environmental Policy and Environmental Science majors and Environmental Studies concentrators, but other students interested in public policy are welcome.*

*Satisfies one semester of the Division II requirement.*

*This course satisfies the "Environmental Policy" requirement for the Environmental Policy major and the Environmental Studies concentration.*

Hour: 11:20-12:35 TR

LYNN

### **ENVI 311(S) Environmental Philosophy and the Emergence of the Ecosphere (Same as Philosophy 311)**

From its earliest practitioners, Western philosophy has been concerned with providing systemic accounts of being, in particular answers to the "what is it?" question of ontology and the "how do we know it?" question of epistemology. Environmental philosophy is concerned primarily with ontological and epistemological accounts as they apply to conceptions of nature, including the human place in nature and the human capacity to know and understand nature. This course will focus on recent efforts to conceptualize the ecosphere as both a conceptual tool and as ontologically real, and the epistemological implications that follow. It will include a brief historical overview of ontological and epistemological conceptions of nature from Plato and Aristotle to Descartes and Bacon, before turning to a critical assessment of foundational texts in the ecospheric re-conceptualization of nature, including the works of Ralph Waldo Emerson, A.N. Whitehead,



- Aldo Leopold, Eugene Odum, James Lovelock, Stuart Kaufman and Wes Jackson.  
 Format: lecture/discussion. Requirements: 2-3 short response essays and a final paper.  
 Prerequisites: one course in Philosophy or permission of instructor. *Enrollment limit: 19 (expected: 15). Preference given to majors in Environmental Policy, Environmental Science, and Philosophy and to Environmental Studies concentrators.*  
*Satisfies the "Humanities, Arts and Social Sciences" requirement for the Environmental Studies concentration; counts as an elective for the "Society and Culture" track through the Environmental Policy major.*  
 Hour: 11:00-12:15 MW
- ENVI 312(F) Communities and Ecosystems (Same as Biology 302) (Q)**  
 (See under BIOL 302 for full description.)  
*This course satisfies the "Natural World" requirement for the Environmental Studies concentration.*
- ENVI 313(S) Chicago (Same as American Studies 312 and Latina/o Studies 312)**  
 (See under LATS 312 for full description.)  
*This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.*
- ENVI 318 The American Pastoral Mode (Same as Arth 318) (Not offered 2010-2011) (W)**  
 (See under ARTH 318 for full description.)  
*This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.*
- ENVI 324(S) American Transport History (Same as Art History 304) (W)**  
 (See under ARTH 304 for full description.)  
*This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.*
- ENVI 329(S) The Global Politics of Development and Underdevelopment (Same as Political Science 327)**  
 (See under PSCI 327 for full description.)  
*This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.*
- ENVI 341 Toxicology and Cancer (Same as Chemistry 341) (Not offered 2010-2011)**  
 (See under CHEM 341 for full description.)  
*This course is required for the Chemistry track through the Environmental Science major and satisfies the "Natural World" requirement for the Environmental Studies concentration.*
- ENVI 346(F) Environmental Psychology (Same as Psychology 346)**  
 (See under PSYC 346 for full description.)  
*This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.*
- ENVI 351(FS) Marine Policy (Same as Maritime Studies 351 and Political Science 319) (Offered only at Mystic Seaport)**  
 (See under MAST 351 for full description.)  
*Satisfies one semester of the Division II requirement. This course satisfies the "Environmental Policy" requirement for the Environmental Policy major and the Environmental Studies concentration.*
- ENVI 364(S) Instrumental Methods of Analysis (Same as Chemistry 364) (W)**  
 (See under CHEM 364 for full description.)  
*This course satisfies the theory/methods requirement for the Environmental Science major and the "Natural World" requirement for the Environmental Studies concentration.*
- ENVI 378(F) Nature/Writing (Same as English 378)**  
 (See under ENGL 378 for full description.)  
*This course satisfies the "Humanities, Arts, and Social Sciences" requirement for the Environmental Studies concentration.*
- ENVI 379 Economics of the Environment (Same as Economics 379) (Not offered 2010-2011) (Q)**  
 (See under ECON 379 for full description.)  
*This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.*
- ENVI 386(S) Environmental Policy and Natural Resource Management (Same as Economics 386 and Economics 515) (Q)**  
 (See under ECON 386 for full description.)  
*This course satisfies the "Environmental Policy" requirement for the Environmental Policy major and the Environmental Studies concentration.*
- ENVI 388 Urbanization and Development (Same as Economics 388 and Economics 521) (Not offered 2010-2011)**  
 (See under ECON 521 for full description.)  
*This course satisfies the "Environmental Policy" requirement for the Environmental Studies concentration.*
- ENVI 397(F), 398(S) Independent Study of Environmental Problems**  
 Individuals or groups of students may undertake a study of a particular environmental problem. The project may involve either pure or applied research, policy analysis, laboratory or field studies, or may be a creative writing or photography project dealing with the environment. A variety of nearby sites are available for the study of natural systems. Ongoing projects in the College-owned Hopkins Forest include ecological studies, animal behavior, and acid rain effects on soils, plants, and animals. Students may also choose to work on local, national, or international policy or planning issues, and opportunities to work with town and regional planning officials are available. Projects are unrestricted as to disciplinary focus. Students should consult with faculty well before the start of the semester in which they plan to carry out their project.  
 Prerequisites: approval by the director of the Center.  
 Hour: TBA
- ENVI 402(S) Senior Seminar: Perspectives on Environmental Studies (Same as Maritime Studies 402)**  
 The Environmental Studies and Maritime Studies programs provide students with an opportunity to explore how humans interact with diverse environments at scales ranging from local to global. This discussion-based seminar course encourages students to examine complex environmental issues from a variety of perspectives and to utilize the multiplicity of methodologies that are often necessary to engage environmental problems lacking distinct, sharp-edged boundaries. Students, after exploring their own environmental values and biases, will analyze a complex environmental issue of their choice through a series of papers written from social science, humanities, and natural science perspectives. This process will lead to a final synthesis paper (in lieu of final exam) in which the students present their own integrated perspectives and explain them in a presentation to the class.  
 Format: seminar. Requirements: evaluation is based on tests, papers and/or projects, as well as active participation in class.  
 Prerequisites: Environmental Studies 302 or MAST 351 or permission of instructor. *Enrollment limit: 20 (expected: 15). Preference given to senior majors in Environmental Policy and Environmental Science and Environmental Studies or MAST concentrators.*  
*No division 1, 2 or 3 credit. Required course for students wishing to complete the Environmental Policy and Environmental Science majors and the Environmental Studies or Maritime Studies concentrations.*  
 Hour: 1:10-3:50 W
- ENVI 422(TS) Ecology of Sustainable Agriculture (Same as Biology 422T) (W)**  
 (See under BIOL 422T for full description.)  
*This course satisfies the "Natural World" requirement for the Environmental Studies concentration.*
- ENVI 493(F)-W31-494(S) Senior Research and Thesis**
- ENVP 493(F)-W31-494(S) Senior Research and Thesis**
- ENVS 493(F)-W31-494(S) Senior Research and Thesis**

## FIRST-YEAR RESIDENTIAL SEMINAR

The First-Year Residential Seminar is a program designed to help students explore new ways of integrating their social and intellectual lives. Students who participate live together in the same residential unit, and take the seminar together during the fall semester. Enrollment in the seminar is restricted to students in the program. The seminar explores topics and issues that can be expected to promote lively discussions both in and out of class. It may be team-taught and may contain interdisciplinary subject matter.

All entering first-year students have the opportunity to express interest in participating ; if more students are interested than there are spaces available, selection is done randomly. Participants must commit themselves to taking FRS 101.

## FRS 101(F) Interpreting Human Experience (W)

How we make sense of the world, and of our lives, depends to a considerable degree on the intellectual methodologies we apply to the task of interpretation. Freud, for instance, saw selfhood and perception as fundamentally determined by the structures of the psyche itself; Marx, by contrast, argued that our sense of reality is conditioned primarily by our material and social circumstances; more recently, historian of science Thomas Kuhn has emphasized that the underlying assumptions which shape the very questions we pose as thinkers significantly influence and limit what data, and thus what reality, we are most likely to observe. This course aims to provide a foundational experience for the liberal arts education, by engaging with key religious, political, literary, anthropological, philosophical and psychoanalytic texts with a view to complicating our sense of the purposes and possibilities of intellectual life and to confronting the challenges of epistemology. Readings will include works by Plato, John Stuart Mill, Marx, E.M. Forster, Freud, Rousseau, Richard Dawkins, Brecht, Dangarembga, and extracts from the Bible and the Qur'an. In keeping with the aims of the FRS program, the course is intended to foster productive connections between what we discuss and debate in class and your broader experiences as students. The course will invite and promote interdisciplinary connections between core ways of seeing and interpreting the world, with a strong emphasis on improving your critical skills.

Format: seminar; students who participate live together in the same residential unit, and take the seminar together during the fall semester. Requirements: regular short writing assignments designed to hone your reading skills; four papers ranging from 3-5 pages; and active contribution to discussion.

Enrollment limit: 19 (expected: 19). Enrollment limited to FRS students.

Satisfies one semester of the Division I requirement.

Hour: 2:35-3:50 MR

J. PETHICA

## GEOSCIENCES (Div. III)

Chair, Professor PAUL M. KARABINOS

Professors: COX, DETHIER, M. JOHNSON, KARABINOS, WOBUS\*\*. Assistant Professors: COOK, GILBERT. Research Associates: BAARLI, BACKUS, BRANDRISS.

### MAJOR

The Geosciences major is designed (1) to provide an understanding of the physical and biological evolution of our planet and its interacting global systems, (2) to help us learn to live in harmony with our environment, and (3) to appreciate our place within the vastness of earth history. Forces within the earth are responsible for the development of mountain ranges and ocean basins. Waves, running water, and glaciers have shaped the surface of the earth, providing the landscapes we see today. Fossils encased in sedimentary rocks supply evidence for the evolution of life and help to record the history of the earth.

Students who graduate with a major in Geosciences from Williams can enter several different fields of geosciences or can use their background in other careers. Students who have continued in the geosciences are involved today, especially after graduate training, in environmental fields ranging from hydrology to earthquake prediction, in the petroleum and mining industries, federal and state geological surveys, geological consulting firms, and teaching and research in universities, colleges, and secondary schools. Graduates who have entered business or law have also found many applications for their geosciences background. Other graduates now in fields as diverse as art and medicine pursue their interest in the out-of-doors with a deeper appreciation for the natural world around them.

The Geosciences major sequence includes, after any 100-level course, five designated advanced courses, and three elective courses.

### Sequence Courses (required of majors)

- GEOS 201 Geomorphology
- GEOS 202 Mineralogy and Geochemistry
- GEOS 301 Structural Geology
- GEOS 302 Sedimentology
- GEOS 401 Stratigraphy

Elective courses may be clustered to provide concentrations in selected fields. Suggested groupings are listed below as guidelines for course selections, but other groups are possible according to the interests of the students. Departmental advisors are given for the different fields of Geosciences.

**I Environmental Geosciences.** For students interested in surface processes and the application of geology to environmental problems such as land use planning, resource planning, environmental impact analysis, and environmental law. Such students should also consider enrolling in the coordinate program of the Center for Environmental Studies.

- GEOS/ENVI 103 Global Warming and Natural Disasters
- GEOS/ENVI/MAST 104 Oceanography
- GEOS/ENVI 206 Renewable Energy and the Sustainable Campus
- GEOS/ENVI 214 Remote Sensing and Geographic Information Systems
- GEOS/ENVI 215 Climate Changes
- GEOS/ENVI 218T The Carbon Cycle and Climate

(Students interested in Environmental Geosciences should consult with Professors Dethier or Cook.)

**II Oceanography, Stratigraphy and Sedimentation.** For students interested in the study of modern and ancient sedimentary environments and the marine organisms that inhabited them.

- GEOS 101/ENVI 105 Biodiversity in Geologic Time
- GEOS/ENVI/MAST 104 Oceanography
- GEOS/ENVI 206 Renewable Energy and the Sustainable Campus
- GEOS 212/BIOL 211 Invertebrate Paleobiology
- GEOS/ENVI 253T Coral Reefs

(Students interested in Oceanography, Stratigraphy, and Sedimentation should consult with Professors M. Johnson or Cox.)

**III The Solid Earth.** For students interested in plate tectonics, the processes active within the earth, the origin and deformation of rocks and minerals, and mineral exploration.

- GEOS 102 An Unfinished Planet
- GEOS 105 Geology Outdoors
- GEOS 303 Igneous and Metamorphic Petrology
- GEOS 360T Geology of the Appalachians

(Students interested in the solid earth should consult with Professors Wobus or Karabinos.)

With the consent of the department, certain courses at the 200 level or higher in biology, chemistry, mathematics and statistics, or physics may be substituted for elective courses in the major. Credit may be granted in the Geosciences major for American Maritime Studies 211/Geosciences 210 (*Oceanographic Processes*) or American Maritime Studies 311/Biology 231 (*Marine Ecology*) taken at Mystic Seaport.

Students considering graduate work in geosciences should also take courses in the allied sciences and mathematics in addition to the requirements of the Geosciences major. The selection of outside courses will depend on the field in which a student intends to specialize. Most geosciences graduate schools require a year of chemistry and mathematics through 105. For those going into Environmental Geoscience, courses in computer science or statistics are recommended. For those considering Oceanography, Stratigraphy, and Sedimentation, Biology 102 and Biology 203 are suggested. For students entering solid-earth fields, Physics 131 and 132 are recommended.

### THE DEGREE WITH HONORS IN GEOSCIENCES

In order to be recommended for the degree with honors, a student is expected to have completed at least two semesters and a winter study project (031) of independent research culminating in a thesis which demonstrates outstanding achievement of an original and innovative nature. The principal considerations in admitting a student to a program of independent research are mastery of fundamental material and skills, ability to pursue independent study successfully, and demonstrated student interest and motivation.

Further advice on the major can be obtained from the department chair.

### STUDY ABROAD

Students planning on studying abroad should meet as early as possible with the Department Chair to plan study-abroad courses and to discuss how potential courses might be used in the Geosciences major. In recent years students have found that courses offered by universities in New Zealand, particularly the University of Otago, provide an excellent complement to courses offered at Williams. Courses offered at Norwegian Technical Universities and at several universities in the United Kingdom have also been accepted as part of the Geosciences major. Many other study-abroad programs, however, do not usually offer courses that are acceptable substitutes for courses required by the Williams Geoscience major.

### GEOS 101(F) Biodiversity in Geologic Time (Same as Environmental Studies 105)

Is planet earth now undergoing the most severe mass extinction of species ever to have occurred during its 4.5-billion-year history? By some calculations, the expanding population of a single species is responsible for the demise of 74 species per day. This provocative question is addressed by way of the rock and fossil record as it relates to changes in biodiversity through deep geologic time before the appearance of *Homo sapiens* only 250,000 years ago. Long before human

interaction, nature conducted its own experiments on the complex relationship between evolving life and changes in the physical world. This course examines ways in which wandering continents, shifting ocean basins, the rise and fall of mountains, the wax and wane of ice sheets, fluctuating sea level, and even crashing asteroids all shaped major changes in global biodiversity. Particular attention is drawn to the half dozen most extensive mass extinctions and what factors may have triggered them. Equal consideration is given to how the development of new ecosystems forever altered the physical world. How and when did the earliest microbes oxygenate the atmosphere? Do the earliest multicellular animals from the late Precambrian portray an architectural experiment doomed to failure? What factors contributed to the explosive rise in biodiversity at the start of the Cambrian Period? What explanation is there for the sudden appearance of vertebrates? How and when did plants colonize the land? What caused the demise of the dinosaurs? Is the present dominance of mammals an accident of nature? The answers to these and other questions are elusive, but our wise stewardship of the planet and its present biodiversity may depend on our understanding of the past. Concepts of plate tectonics and island biogeography are applied to many aspects of the puzzle.

Format: lecture; one laboratory per week (some involving field work); plus one all-day field trip to the Helderberg Plateau and Catskill Mountains of New York. Evaluation will be based on weekly quizzes and lab work, a midterm exam, and a final exam.

No prerequisites. *Enrollment limit: 35 (expected: 25).*

Hour: 10:00-10:50 MWF

Lab: 1-3 M,T

M. JOHNSON

### GEOS 102(S) An Unfinished Planet

The earth is a work-in-progress, an evolving planet whose vital signs—as expressed by earthquakes, volcanic eruptions, and shifting plates—are still strong. In a geological time frame, nothing on earth is permanent: ocean basins open and close, mountains rise and fall, continental masses accrete and separate. There is a message here for all who live, for an infinitesimally brief time, on the moving surface of the globe. This course uses the plate tectonics model—one of the fundamental scientific accomplishments of this century—to interpret the processes and products of a changing earth. The emphasis will be on mountain systems (on land and beneath the oceans) as expressions of plate interactions. Specific topics include the rocks and structures of modern and ancient mountain belts, the patterns of global seismicity and volcanism, the nature of the earth's interior, the changing configurations of continents and ocean basins through time, and, in some detail, the formation of the Appalachian Mountain system and the geological assembly of New England. Readings will be from a physical geology textbook and primary source supplement, selected writings of John McPhee, and references about the geology of the Northeast.

Format: lecture, three hours per week; lab (several involving field work), two hours per week; one required all-day field trip during the last week of the semester to the Connecticut Valley and the highlands of western Massachusetts. Evaluation will be based on two hour-tests, weekly lab work, and a scheduled final exam.

No prerequisites. *Enrollment limit: 40 (expected: 40). Preference to first- and second-year students.*

Hour: 10:00-10:50 MWF

Lab: 1-3 W,R

WOBUS

### GEOS 103(F) Global Warming and Natural Disasters (Same as Environmental Studies 103)

The destruction caused by recent hurricanes such as Katrina, devastation of prolonged drought in the African Sahel, catastrophic flooding and mudslides in Indonesia and sea level encroachment on the Alaska coast are visible examples of natural disasters that may be modulated by climate change. Reports from the World Bank conclude that global climate change, together with environmental degradation and urbanization, 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 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 and options for mitigating future impacts and study trends in weather and climate.

Format: lectures, 3 hours per week; laboratory, 2 hours per week. Evaluation based on written reports from laboratories, two hour exams and a final exam.

No prerequisites. *Enrollment limit: 24 (expected 24). Preference to first- and second-year students.*

Hour: 9:00-9:50 MWF

Lab: 1-3 M,W

COOK and DETHIER

### GEOS 104(S) Oceanography (Same as Environmental Studies 104 and Maritime Studies 104)

In this integrated introduction to the oceans we will examine 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.

Format: lecture/discussion, three hours per week; one two-hour laboratory in alternate weeks; one all-day field trip. Evaluation will be based on two hour exams, lab work, oral presentation of an oceanographic topic, participation in the field trip, and a final exam.

No prerequisites. *Enrollment limit: 50 (expected: 50). Preference to first-year and second-year students.*

*This course may not be taken pass-fail; not available for the Gaudino option. Students who have taken GEOS 210/MAST 211 (at Williams-Mystic) may not take GEOS 104 for credit.*

Hour: 11:00-11:50 MWF

Lab: 1-3 M,T

COX

### GEOS 105(F) Geology Outdoors (W)

An introduction to geology through student field projects. The mountains, lakes, rivers, and valleys of the Williamstown area provide unusual opportunities for learning geology in the field. Student projects will include the study of streams as active agents of erosion and deposition, the effects of glaciation on the New England landscape, and the history of mountain building in the Appalachians. Following several group projects introducing the techniques of field geology, students will pursue independent projects on subjects of particular interest to them. This course departs from the standard science course format with three lectures and a required lab each week. Instead, emphasis is placed on learning through active participation in field projects and presentation of results through high quality writing. The class will meet two afternoons each week from 1:00 to 3:50 p.m. There will be two all day field trips. This course is designed for students who have a serious interest in geology or other natural and environmental sciences, the outdoors, and writing.

Format: discussion/field laboratory, six hours per week. Evaluation will be based on participation in field work and discussions, five 8-page papers based on field projects, and an oral presentation of independent projects. Students will use detailed comments on their papers to improve their writing style in successive assignments.

No prerequisites; no previous knowledge of geology required. *Open only to first-year students. Enrollment limit: 10 (expected:10).*

Hour: 1:10-3:50 TF

KARABINOS

### GEOS 201(F) Geomorphology (Same as Environmental Studies 205)

This course is designed for geosciences majors and for environmental studies students interested in surficial geologic processes and their importance in shaping the physical environment. The course emphasizes the nature and rates of constructional, weathering, and erosional processes and the influence of climatic, tectonic, and volcanic forces on landform evolution. Labs focus on field measurements of hydrologic and geomorphic processes in the Williamstown area as well as on the analysis of topographic maps and stereo air photos.

Format: lecture/discussion, three hours per week; laboratory, three hours per week/student projects; weekend field trip to the White Mountains. Evaluation will be based on two hour exams, a project, and lab work.

Prerequisites: any 100-level Geosciences course or consent of the instructor. *No enrollment limit (expected: 15).*

Hour: 8:30-9:45 TR

Lab 1-4 T

DETHIER

### GEOS 202(S) Mineralogy and Geochemistry

This course progresses from hand-specimen morphology and crystallography through element distribution and crystal chemistry to the phase relations, compositional variation, and mineral associations within major rock-forming mineral systems. Laboratory work includes the determination of crystal symmetry; mineral separation; the principles and applications of optical emission spectroscopy, x-ray diffraction and x-ray fluorescence analysis; the use of the petrographic microscope; and the identification of important minerals in hand specimen and thin section.

Format: lecture, three hours per week; laboratory, three hours per week; independent study of minerals in hand specimen; one afternoon field trip. Evaluation will be based on one hour test, lab work, and a final exam.

Prerequisites: one 100-level Geosciences course or consent of the instructor. *No enrollment limit (expected: 12).*

Hour: 8:30-9:45 TR

Lab: 1-4 T

WOBUS

### GEOS 205(F) Earth Resources (Same as Environmental Studies 207)

The metal in your soda can, the plastic in your Nalgene, the components of your computer, the glass in your window, the hydrocarbons being burned to keep you warm in the winter or to transport you in cars or aircraft, the cars and aircraft themselves; all are made of materials mined from the earth. Right now there are more people building more houses, paving more roads, making more vehicles, more electronics, and more plastic packaging—all with geologic materials. As demand soars in both established and growing economies, and as we realize the environmental damage that can result from resource extraction and processing, the importance of understanding earth's resources increases. Finding new deposits and managing those we have requires insight into the geology that underlies the location and origin of strategic earth materials.

This class introduces the geologic processes that control formation, distribution, and extent of materials reserves: dimension stone and gravel, base and precious metal ores, gemstones, petroleum, nuclear energy sources, and specialty materials for medical, technological, and military uses.

Format: lecture, three hours per week. Four field labs in the course of the semester, and a semester project culminating in a poster session. Grading will be based on one hour exam, a final exam, participation in labs, and the semester project.

Prerequisites: one 100-level Geosciences course or permission of instructor; open to first-year students. *Enrollment limit: 25 (expected: 25). May not be taken pass/fail. Preference given to sophomores and Geosciences majors.*

Hour: 11:00-11:50 MWF

COX

**GEOS 206(S) Renewable Energy and the Sustainable Campus (Same as Environmental Studies 206)**

Rising oil and electricity costs disrupt the economy and help fuel global insecurity. Clearer understanding of how fossil-fuel consumption contributes to global climate change is increasing 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? This course is a practical introduction to renewable sources of energy, including conservation, 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. Format: seminar, three hours per week. 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: 20). Preference given to sophomores.*

Hour: 9:55-11:10 TR

DETHIER

**GEOS 210(F,S) Oceanographic Processes (Same as Maritime Studies 211) (Offered only at Mystic Seaport.)**

(See under MAST 211 for full description.)

*Students who have taken Geosciences 104 may not take Geosciences 210 for credit.*

GILBERT

**GEOS 212 Invertebrate Paleobiology (Same as Biology 211) (Not offered 2010-2011)**

This course offers an introduction to the study of prehistoric life. The fossils of marine invertebrates provide an excellent foundation for this purpose, because they are widespread and abundant, they are often well-preserved, and they have a record that reaches back in time over 600 million years. The intellectual discovery of fossils as organic relics and the ways in which fossils were used by earlier generations to support conflicting views on nature are briefly surveyed. The lecture topics that follow are organized to illustrate the various directions explored by paleontologists today to solve a broad range of questions. These include: biological and paleontological views on the species concept relevant to taxonomy; ongoing debate over the timing and mechanisms of evolution; biostratigraphy as a means to correlate sedimentary rocks; functional morphology as a means to reconstruct the biomechanics of extinct species; analysis of fossil assemblages to interpret the ecology of ancient environments; paleogeography as related to patterns in biodiversity, and the possible causes of mass extinctions. Laboratory exercises utilize superb fossil collections to study the processes of fossilization and to survey the biology and taxonomy of the major invertebrate phyla.

Format: lecture/laboratory; field trip to the Lower Devonian Helderbergs of New York State. Evaluation will be based on weekly lab reports, a midterm paper, a midterm exam, a lab practicum, and a final exam.

Prerequisites: any 100-level Geosciences course or Biology 102 or 203. *No enrollment limit (expected: 12).*

M. JOHNSON

**GEOS 214(S) Remote Sensing and Geographic Information Systems (Same as Environmental Studies 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. Evaluation will be based on weekly lab exercises, an hour exam, and a final project. Prerequisites: at least one introductory course in Biology, Environmental Studies, or Geosciences. *Enrollment limit: 16 (expected: 16). Preference given to sophomores and juniors.*

Hour: 11:00-12:15 MW

Lab: 1-4 M

DETHIER and KARABINOS

**GEOS 215(S) Climate Changes (Same as Environmental Studies 215) (Q)**

In recent years, there has been a growing public and scientific interest in the earth's climate and its variability. This interest reflects both concern over future climate changes 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.

Format: lecture, three hours per week; one three-hour lab every other week. Evaluation will be based on lab exercises and problem sets (25%), two hour exams (50%), and a final project (25%) where students will collect, analyze, and interpret data.

Prerequisites: 100-level course in Geoscience, Biology, Chemistry, or Physics or permission of instructor. *Enrollment limit: 20 (expected: 20). Preference to Geoscience majors.*

Hour: 9:00-9:50 MWF

Lab: 1-4 W

COOK

**GEOS 217T Planetary Geology (Same as Astronomy 217T) (Not offered 2010-2011) (W)**

The diversity of our solar system is incredible. No two planets are exactly alike, and as we acquire more data and higher-resolution images, our sense of wonder grows. However, we can't hike around and hammer rocks on Venus or Titan, so we have to infer composition, form, texture and process from remotely-captured images and sparse chemical and spectral data. This leaves plenty of room for interpretation and hypothesizing about geological processes on other bodies. Through reading recent research papers we will examine a number of topics, including the possible Late Heavy Bombardment of the moon, tectonics on Venus, water on Mars, hidden oceans on Europa, and the methane weather cycle on Titan.

Format: tutorial. Evaluation will be based on six 2500-word papers, discussion, and critical analysis. There will be a strong focus on polished writing and argument, and papers will be thoroughly edited by the professor for style, grammar and syntax. Students will improve their writing by integrating into successive papers the editorial comments they receive, and also by editing the writing of their tutorial partners.

Prerequisites: one Geosciences course, or permission of instructor. *Enrollment limit: 10 (expected: 10). Preference given to sophomores.*

COX

**GEOS 218T(F) The Carbon Cycle and Climate (Same as Environmental Studies 218T) (W)**

Carbon dioxide is the most important atmospheric greenhouse gas, and human activities are adding carbon to the atmosphere at unprecedented rates. Yet only half of the carbon we emit each year remains in the atmosphere because biological, geological, and chemical processes continually cycle carbon from the atmosphere to the ocean, to land plants and soils, and to sediments. The workings of the carbon cycle are at the center of many controversies surrounding the causes of past climate changes and the outcome of future global warming. How was the earth's climate steered by past changes in the carbon cycle, billions and millions of years ago? Will natural processes continue to take up such a high percentage of carbon emissions as emissions continue and climate changes? Can and should we coax natural systems to take up even more carbon? How might carbon emissions be reduced on the scale of the Williams campus? We will explore these issues through readings of current journal articles and reports.

Format: tutorial. Requirements: The class will meet weekly for a one-hour orientation to the topic, and students will meet in pairs for one hour each week with the instructor. Each student will orally present a written paper every other week for criticism during the tutorial session. Evaluation will be based on the five papers and each student's effectiveness as a critic.

Prerequisites: one introductory course in Biology, Chemistry, or Geosciences or one course cross-listed in the Environmental Studies program; not open to first-year students. *Enrollment limit: 10 (expected: 10). Preference given to sophomores and juniors.*

Hour: 1:10-2:25 F

COOK

**GEOS 254T(S) Gulf of California Tectonics and Coastal Ecosystems (Same as Environmental Studies 254T) (W)**

In a straight line, the coastal zone on Mexico's Baja California peninsula extends more than 1,000 km from northwest to southeast within the Gulf of California, but the composite length including indented bays and the circumference of more than 30 islands amounts to nearly 3,000 km. The ecosystems developed along the shores of this tectonically active and expanding seaway include extensive rocky shores, coastal sand dunes, coral reefs, clam beds, and huge banks of unattached coralline red algae known as rhodoliths. Sequestration of calcium-carbonate (CaCO<sub>3</sub>) is one factor that all the ecosystems share in common. The products of these limestone-producing systems are surprisingly monumental in physical scale, given the brief 5.5 Ma during which they evolved. Why are these systems so prolific and what physical factors control their biogeography within the context of each island, embayment, or headland? Why does it make any difference whether some rocky shores are composed of andesite, as opposed to granite? What role is played by climate, particularly with respect to patterns of atmospheric and marine circulation in the Gulf of California? These questions are holistic in scope, and the answers are deeply rooted in the region's dynamic geological history. The tools used to answer such questions range from the petrographic microscope in examination of tiny bioclastic grains to satellite images in the analysis of landscapes. The object of this course is to demonstrate how a wide range of disciplines in physical geology, paleontology, and ecology combine to provide a broad but balanced picture of a large and complex region. In addition to regular tutorial sessions, there are two required laboratory sessions devoted to microscopy and satellite imagery. While not mandatory, all participants are eligible to participate in a 10-day field excursion to the lower Gulf of California near La Paz in

Baja California Sur (Mexico) during Spring Break.

Format: weekly meetings for tutorials; two lab sessions over the semester. Requirements: evaluation will be based on five written papers, weekly participation in discussions, attendance at two lab sessions, and a final presentation using a satellite image.

Prerequisites: any 100-level course in the Geosciences; Geosciences 201 (Geomorphology) strongly recommended. *Enrollment limit: 10 (expected: 10). Preference given to sophomores and/or Geosciences majors. Not available for the Gaudino option.*

Material and Lab Fees: textbook approx. \$50; excursion to Gulf of California at no cost to students.

Hour: 1:10-4:00 F

M. JOHNSON

### **GEOS 301(F) Structural Geology (Q)**

The structure of the earth's crust is constantly changing and the rocks making up the crust must deform to accommodate these changes. Rock deformation occurs over many scales ranging from individual mineral grains to mountain belts. This course deals with the geometric description of structures, stress and strain analysis, deformation mechanisms in rocks, and the large scale forces responsible for crustal deformation. The laboratories cover geologic maps and cross sections, folds and faults, stereonet analysis, field techniques, strain, and stress.

Format: lecture/discussion, three hours per week; laboratory, three hours per week. Evaluation will be based on weekly laboratory exercises, problem sets, a midterm exam, and a final exam. Many of the laboratories and problem sets use geometry, algebra, and several projection techniques to solve common problems in structural geology.

Prerequisites: Geosciences 101, 102, 103, or 105 or permission of instructor. *No enrollment limit (expected: 12).*

Hour: 11:00-12:15 MW

Lab: 1-4 M

KARABINOS

### **GEOS 302(S) 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.

Format: lecture/discussion, three hours per week; laboratory, three hours per week; two half-day and one all-day field trip. Evaluation will be based on laboratory work, writing assignments, an hour exam, and a final exam. Ten written critiques (each 350-400 words) of specific assigned papers from the sedimentological literature are designed to teach clear written expression and careful analytical reading. Papers will be thoroughly edited for style, grammar and syntax. Students will improve their writing by integrating editorial comments into successive papers. Each student will compile his/her papers as a growing body of work, and each new paper will be read and edited in the context of the previous submissions.

Prerequisites: Geosciences 202 (may be taken concurrently with permission of instructor). *Enrollment limit: 16 (expected: 12).*

Hour: 11:20-12:35 TR

Lab: 1-4 R

COX

### **GEOS 303(F) Igneous and Metamorphic Petrology**

The origin of metamorphic, plutonic, and volcanic rocks are examined in the light of field evidence and experimental work. Rock texture and composition are used to interpret the environment of formation of individual rock types, and important assemblages are related, where possible, to theories of global tectonics. Laboratory work emphasizes the study of individual rock units and rock suites in hand specimens and by petrographic and x-ray techniques.

Format: lecture/discussion, three hours per week; laboratory, three hours per week; several field trips including one all-day trip to central New Hampshire. Evaluation will be based on lab work, an hour test, and a final exam.

Prerequisites: Geosciences 202 recommended but not required. *No enrollment limit (expected: 12).*

Hour: 9:55-11:10 TR

Lab: 1-4 W

WOBUS

### **GEOS 360T Geology of the Appalachians (Not offered 2010-2011) (W)**

The Appalachians are the eroded remnants of a mountain range that once rivaled the Alps and, perhaps, the Himalayas in elevation. They formed hundreds of millions of years ago in three distinct collisions with other continents. The Appalachians record a rich geologic history of continental rifting, formation and closing of ocean basins, continental collision, and mountain building. We will read papers that describe the history of the Appalachians beginning with the Late Precambrian opening of the Iapetus ocean, through the Paleozoic orogenies that formed the Appalachians, and ending with the formation of the Atlantic. The history of the Appalachians remains controversial, in part, because of diverse perspectives that geologists bring to their work and interpretations, such as different specialties, guiding paradigms, and field areas. The readings are designed to illuminate the roots of the important controversies as well as the geologic history of this well studied mountain belt.

Format: tutorial; after an initial group meeting, students will meet in pairs for one hour each week with the instructor. Each student will orally present a written paper every other week for criticism during the tutorial session. Evaluation will be based on the five papers and each student's effectiveness as a critic.

Prerequisites: one upper-level Geosciences course. *Enrollment limit: 10 (expected: 10).*

KARABINOS

### **GEOS 401(F) Stratigraphy**

Study of the composition, sequence, and correlation of layered sedimentary rocks is traditionally applied to geologic mapping and the reconstruction of ancient environments. Through the use of various time scales, stratigraphy is the unifier of historical geology while also at the heart of conceptual debates over the uniformism or episodicity of geological processes. During the first half of the course, emphasis will be placed on the various methods of correlation based on physical means and the use of fossils. The second half of the course will focus on plate migrations and the relationships between climate and depositional environments as a model for the broad scale interpretation of sedimentary sequences. This part of the course will be conducted as a seminar, with students responsible for topics on the paleogeographic linkage of climate-sensitive facies and natural resources. As a final project, students working individually or in pairs will present a detailed analysis of North-American stratigraphic relationships during a specific interval of Cambrian to Cretaceous time. In sequence, these class reports will provide highlights of the geologic history of the North-American continent through Paleozoic and Mesozoic time.

Format: lecture, three hours a week; one three-hour lab per week during the first half of the course (including field problems); independent projects during the second half of the course; one major field trip. Evaluation will be based on weekly lab assignments during the first half of the semester, seminar participation, and the completion of a final project during the second half of the semester, as well as a midterm and a final exam.

Prerequisites: Geosciences 302 or permission of instructor. *No enrollment limit (expected: 12).*

Hour: 11:20-12:35 TR

Lab: 1-4 R

M. JOHNSON

### **GEOS 403 Geologic Controls of Earth's Climate (Not offered 2010-2011)**

The effects of plate tectonics, uplift and erosion of mountain ranges, and volcanism extend beyond the solid earth. These processes are fundamentally linked to ocean circulation, chemical weathering, the hydrological cycle and the carbon cycle and exert a major influence on the earth's climate state. We will explore how climate was affected by the closing of the Panama and Indonesian Seaways, the uplift of the Himalayas, and the opening of the Drake Passage. We will also examine the evolution of the El Niño-Southern Oscillation, the South Asian Monsoon and the onset of Antarctic and Northern Hemisphere glaciation. Each week, there will be a lecture introducing a topic followed by student-led discussions of articles from the scientific literature.

Format: lecture and seminar discussion, three hours per week. Evaluation will be based on short, weekly papers, class discussions, and execution and oral presentation of an independent project.

Prerequisites: at least one 300-level Geosciences class or permission of instructor. *Enrollment limit: 12 (expected: 7). Preference given to Geosciences majors.*

COOK

### **GEOS 493(F)-W31-494(S) Senior Thesis**

### **GEOS 497(F), 498(S) Independent Study**

## **GERMAN (Div. I)**

*Chair, Associate Professor JANNEKE VAN DE STADT*

Professors: DRUXES, B. KIEFFER, NEWMAN. Lecturer: E. KIEFFER§. Teaching Associates: BERGMANN, KOBER.

### **LANGUAGE STUDY**

The department provides language instruction to enable the student to acquire all four linguistic skills: understanding, speaking, reading, and writing. German 101-W-102 stresses communicative competence and covers German grammar in full. German 103 combines a review of grammar with extensive practice in reading and conversation. German 104 aims to develop facility in speaking, writing, and reading. German 111-112 offers an alternative introduction to German with a focus on reading competence. German 201 emphasizes accuracy and idiomatic expression in speaking and writing. German 202 combines advanced language study with the examination of topics in German-speaking cultures. Students who have studied German in secondary school should take the placement test given during First Days in September to determine which course to take.

### **STUDY ABROAD**

The department strongly encourages students who wish to attain fluency in German to spend a semester or year studying in Germany or Austria, either independently or in one of several approved foreign study programs. German 104 or the equivalent is the minimum requirement for junior-year abroad programs

sponsored by American institutions. Students who wish to enroll directly in a German-speaking university should complete at least 201 or the equivalent. In any case, all students considering study-abroad should discuss their language preparation with a member of the department.

## LITERATURE IN TRANSLATION

The department regularly offers courses on German literature in translation for students who have little or no knowledge of German, but who wish to become acquainted with the major achievements in German literary and intellectual history.

## ADVANCED STUDIES

The department offers a variety of advanced courses for students who wish to investigate German literature, thought, and culture in the original. German 202 is given each year and is recommended as preparation for upper-level courses.

## THE CERTIFICATE IN GERMAN

To enhance a student's educational and professional profiles, the department offers the Certificate in German. It requires seven courses—three fewer than the major—and is especially appropriate for students who begin study of the language at Williams.

Students who enter Williams with previous training in German may substitute more advanced courses for the 100-level courses; they can also be exempted from up to two of the required courses.

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)-W88-102(S) Elementary German

German 101-102 is for students with no previous study of German whose ultimate aim is to gain comprehensive fluency in the language. The course employs a communicative approach involving all four language skills: listening comprehension, speaking, reading, and writing. We focus initially on practice in understanding the spoken language and then move rapidly to basic forms of dialogue and self-expression. In the second semester, reading and especially writing come increasingly into play. The course meets five days a week. Credit granted only on successful completion of 102. Students are required to attend and pass the sustaining program in Winter Study Period.

Format: lecture and discussion. Principal requirements: active class participation, written homework, short compositions, oral exercises and tests.

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

Hour: 10:00-10:50 MTWRF

10:00-10:50 MTWRF

First Semester: DRUXES

Second Semester: NEWMAN

### GERM 103(F) Intermediate German I

This course will combine a thorough grammar review with plenty of reading, writing, and speaking practice. The first two-thirds of the course will focus on discussion of materials provided by the instructor; the last third of the course will be driven by creative student projects. *Conducted in German.*

Format: 4-skills language course. Requirements: extremely active class participation, midterm, several short grammar exercises and papers, and a written/oral final project.

Prerequisites: German 102 or the equivalent. *Enrollment limit: 18 (expected: 12).*

Hour: 10:00-10:50 MWF

NEWMAN

### 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.*

Format: discussion, small group work. Requirements: daily short writing assignments, small group work, midterm, and final.

Prerequisites: German 103 or equivalent preparation. *Enrollment limit: 20 (expected: 15).*

Hour: 9:00-9:50 MWF

DRUXES

### GERM 111(F)-112(S) Reading German for Beginners

German 111-112 is for students whose principal reason for acquiring German is to work with written materials. It is particularly appropriate for students majoring in fields in which the ability to read primary and secondary texts in German can be crucial, such as Art History, Classics, Comparative Literature, History, Music, Philosophy, Political Science, and Theatre. In the first semester students learn the elements of grammar and acquire a core vocabulary. In the second semester, while covering advanced grammatical topics, they practice reading in a variety of textual genres in the humanities and social sciences. They also learn how to work with dictionaries, encyclopedias, and other reference works, in both printed and online forms. By the end of the course they will have a solid foundation for building proficiency in German, whether through self-study or further course work. Credit granted only on successful completion of 112.

Format: lecture and discussion. Principle requirements: written homework, quizzes, tests, active class participation.

No prerequisites. *Enrollment limit: 20 (expected: 15). Preference given to art-history graduate students, seniors and juniors.*

*Students who have taken or plan to take 101 and/or 102 may not take 111-112.*

*Students who wish to continue their study of German after 112 should consult a member of the department.*

Hour: 9:00-9:50 MWF

B. KIEFFER

### GERM 201(F) Advanced German

This course expands on the reading, writing, and speaking skills acquired at the intermediate level, via extensive and intensive work with texts of various sorts, including web sites, newspapers, fiction, audio and video material. *Conducted in German; Readings in German.*

Format: lecture/discussion. Requirements: active class participation, frequent short writing assignments, oral presentations, final project.

Prerequisites: German 104 or the equivalent. *No enrollment limit (expected: 12). Preference will be given to German majors.*

Hour: 11:00-11:50 MWF

B. KIEFFER

### GERM 202 Vienna 1900-2000 and Beyond (Not offered 2010-2011)

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.*

Format: discussion/lecture. Requirements: active class participation, several 1- to 2-page writing assignments, final written/oral project.

Prerequisite: German 201 or the equivalent. *Enrollment Limit: 16 (expected: 8). Preference given to German majors.*

NEWMAN

### **GERM 202(S) 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*.

Format: seminar/discussion. Requirements: frequent short writing assignments. *Conducted in German.*

Prerequisite: German 201 or equivalent.

Hour: 9:55-11:10 TR

DRUXES

### **GERM 210 From Voltaire to Nietzsche (Same as Comparative Literature 211) (Not offered 2010-2011)**

The 130 years from Voltaire's *Candide* to Nietzsche's *Anti-Christ* were a period of astounding literary and philosophical development in Europe, with French and German writers not only playing leading roles but also intensely influencing one another. The course will examine French-German intellectual achievements and relations against the backdrop of the political and social metamorphoses of France and Germany from the reign of Louis XV to Bismarck's creation of the Second Reich. Readings will be drawn from the works of Voltaire, Lessing, Rousseau, Kant, Goethe, Condorcet, Schiller, Madame de Staël, Novalis, Nerval, Büchner, Baudelaire, Marx, George Sand, and Nietzsche. *All readings in English translation, but students with competence in French and/or German will have the opportunity to read some works in the original.*

Format: lecture/discussion. Requirements: active class participation, two take-home essay exams.

No prerequisites. *Enrollment limit: 25 (expected: 15-20). Preference given to German majors and by seniority.*

B. KIEFFER

### **GERM 301T German Studies, 1770-1830 (Not offered 2010-2011) (W)**

From Gotthold Ephraim Lessing, whose quintessentially Enlightenment Nathan der Weise centers around all too familiar religious conflicts, to E.T.A. Hoffmann, whose "Sandman" formed the centerpiece of Freud's essay on the uncanny—and not forgetting Goethe's *Faust*—German literature from 1750-1830 has informed a good deal of 20th-century thinking. This course will explore this amazing explosion of insight and creativity through the close reading of some of its most prominent literary and theoretical texts, including many of the following: Kant, Lessing, Goethe, Novalis, Kleist, Hoffman, Eichendorff, Günderrode, Brentano, and B. von Arnim. *Readings and discussion will be in German for tutorial pairs who speak German, in English for those who don't.*

Format: tutorial. Requirements: paper or commentary most weeks.

*Enrollment limit: 10 (expected: 10). Preference given to students in German and Comparative literature.*

NEWMAN

### **GERM 302T German Studies, 1830-1900 (Same as Comparative Literature 304T) (Not offered 2010-2011) (W)**

A survey of German intellectual life from the end of the Goethe era to the turn of the century, in the context of the political movements that culminated in the unification of Germany as the most powerful nation on the European continent. We will concentrate on the tension between continuing concerns for individual transcendence and new aspirations for social transformation. Readings of literary, theoretical, and polemical texts by Büchner, Marx, B. von Arnim, Wagner, Heine, Stirner, Bismarck, Lasalle, Nietzsche, Fontane, Hauptmann, and Schnitzler. *All readings in German for those who take the course as German 302T; all readings in English for those who take it as COMP 302T.*

Format: tutorial. Requirements: five or six 4-page presentations, five or six 2-page responses.

Prerequisite for GERM 302T: German 202 or the equivalent. Prerequisite for COMP 302T: at least one college-level course in literature or philosophy. *Enrollment limit: 10 (expected: 10). Preference to students majoring in German, Comparative Literature, and Literary Studies.*

B. KIEFFER

### **GERM 303T German Studies, 1900-1938 (Not offered 2010-2011) (W)**

This tutorial surveys the major social and literary movements of Germany from the turn of the century to the rise of the Nazis. We will study various phenomena associated with modernism: urban institutions like the department store and the cinema (Hessel, Benjamin), expressionist poetry (Trakl, Lasker-Schüler), generational conflict via Kafka's alienated sons, Jews in Germany (Klemperer), the patriotic fervor of World War One and its aftermath (Toller, Jünger), Dadaism (Schwitters), the Weimar Republic, inflation and the big crash (Fallada), Nazi ideology and propaganda tactics (Riefenstahl, Speer). Wherever possible, we will read journalism, diary entries, or letters that give us insight into daily life during this highly fractured period of tumultuous political and social changes. *Readings in German or English.*

Format: tutorial. Requirements: weekly 1-hour meetings, alternating 4-page tutorial papers, and 2-page responses.

Prerequisites: for students taking the course in German, German 201 or German 202; for students taking the course in English, one previous course in English or Comparative Literature. *Enrollment limit: 10 (expected: 8).*

DRUXES

### **GERM 304T(F) Rebels and Conformists: Postwar Germany 1945-1989 (Same as Women's and Gender Studies 304T) (W)**

In postwar West Germany, a thorough examination of the Nazi past took a backseat to economic recovery and repairing the country's international standing, whereas to some extent the reverse was true for the East. An authoritarian democracy, an emphasis on consumerism and the qualitatively different experiences of younger generations led them to question whether the Federal Republic was a restoration or a new beginning. In the East, the cold war led to an increasingly Stalinist interpretation of communist principles, while communist ideals were upheld as an antidote to Nazism and the new materialism. This tutorial will cover a wide range of social protest as reflected in literature and film of the two Germanies: critical responses to the Holocaust in the two countries, the 1968 student revolution, anti-capitalist terrorism by the Baader-Meinhof gang, the feminist and gay rights movements, reformers and repression under Ulbricht and Honecker in the GDR, minority rights and environmental activists. Authors will include Peter Weiss, Die Ermittlung, Heinrich Böll, Und sagte kein einziges Wort, Gisela Elsner, Riesenzwerg, Emine Sevgi Özdamar, Das Leben ist eine Karawanserei, Volker Braun, Unvollendete Geschichte, Alice Schwarzer, Der kleine Unterschied und seine großen Folgen, Christian Kracht, Faserland, Thomas Brussig, Wasserfarben. Films may include: Gerhard Klein, "Berlin-Ecke Schönhauser," Ulrich Plenzdorf, "Die Legende von Paul und Paula," Rainer Werner Fassbinder, "Angst essen Seele auf," Reinhard Hauff, "Messer im Kopf," Uli Edel, "Der Baader-Meinhof Komplex," Margarethe v. Trotta, "Das zweite Erwachen der Christa Klages," Heiner Carow, "Coming Out," Hans Weingartner, "Die fetten Jahre sind vorbei." All texts in German. An English version of the course materials is available by prior arrangement with the instructor; tutorial conducted in either language. *Discussion in German or English.*

Format: tutorial. Requirements: alternating 3- to 4-page tutorial papers and 1- to 2-page critiques.

Prerequisites: for students taking the course in German, German 202 or the equivalent; for students taking the course in English, a 200-level course in Comparative Literature or English; open to first-year students in exceptional circumstances in consultation with the instructor. *Enrollment limit: 10 (expected: 8). Preference given to German majors.*

Tutorial meetings to be arranged.

DRUXES

### **GERM 305T From the "Wende" 'til Today in Literature, Film, and Politics (Same as Comparative Literature 307 and Women's and Gender Studies 305) (Not offered 2010-2011) (W)**

The year 2009 marks the twentieth anniversary of the fall of the Berlin Wall. This course will investigate recent trends and developments in Germany. Even though they are now one political entity, East and West are still divided by economy, lived experience, and mentality. We will focus on recent memoirs and films that look back at growing up in the different cultures, or, in the art of Turkish-Germans, living with the contradictions of East and West. Women's and youth issues, immigrant concerns and contemporary social issues will be foregrounded. Films and documentaries will include Berlin is in Germany, Die Unberührbare, Good-bye, Lenin, Herr Lehmann, Geschwister, Kurz und schmerzlos, Gegen die Wand, Jeder schweigt von etwas anderem, Das Leben der Anderen, and Prinzessinnenbad. Authors will include Julia Schöck, André Kubiczek, Claudia Rusch, Jana Hensel, Barbara Honigmann, Julia Franck, Yadé Kara, Sven Regener, and Ingo Schulze. *For those taking the course in German, all readings will be in German; for those taking the course in English, all readings will be in English translation.*

Format: tutorial; weekly one-hour meetings. Requirements: five alternating 4-page tutorial papers and 2-page responses.

Prerequisites: For those taking the course in German, German 201 or German 202; for those taking the course in English, one previous course in English or Comparative Literature. *Enrollment limit 10 (expected: 8). Preference given to students majoring in German, Comparative Literature, and Literary Studies.*

DRUXES



**GERM 306T(S) Enlightenment and its Discontents (Same as Comparative Literature 314T) (W)**

"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.*

Format: tutorial. Requirements: 5-page papers or 2-page written commentaries every other week.

Prerequisites: for German students, 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: 10). Preference given to German and Comparative Literature students.*

Tutorial meetings to be arranged.

NEWMAN

**GERM 493(F)-W31-494(S) Senior Thesis**

VAN DE STADT

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

VAN DE STADT

**GERM 511(F)-512(S) Reading German for Beginners**

German 511-512 is for students whose principal reason for acquiring German is to work with written materials. It is particularly appropriate for students majoring in fields in which the ability to read primary and secondary texts in German can be crucial, such as Art History, Comparative Literature, History, Music, Philosophy, Political Science, and Theatre. In the first semester students learn the elements of grammar and acquire a core vocabulary. In the second semester, while covering advanced grammatical topics, they practice reading in a variety of textual genres in the humanities and social sciences. They also learn how to work with dictionaries, encyclopedias, and other reference works, in both printed and online forms. By the end of the course they will have a solid foundation for building proficiency in German, whether through self-study or further course work. Credit granted only on successful completion of 512.

Format: lecture and discussion. Principal requirements: written homework, quizzes, tests, active class participation.

No prerequisites. *Enrollment limit: 20 (expected: 15). Preference given to Graduate Program students, seniors and juniors.*

Hour: 9:00-9:50 MWF

B. 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 writings related to concurrent seminars in the Graduate Program in the History of Art. The course includes a grammar review.

Format: seminar. Evaluation will be based on written homework, quizzes, tests, and class participation.

Prerequisites: German 511-512 or equivalent preparation (a score of 500 or higher on the SAT II German Reading Test). *Enrollment limited to Graduate Program students; others by permission of the instructor. Enrollment limit: 20 (expected: 12).*

Hour: 9:00-9:50 MWF

E. KIEFFER

**HISTORY (Div. II)**

Chair, Professor CHRIS WATERS

Professors: R. DALZELL, DEW, KOHUT\*\*, MERRILL\*, MUTONGI, SINGHAM, W. WAGNER, WATERS, WHALEN\*, WONG, WOOD. Associate Professors: BERNHARDSSON\*\*, L. BROWN, GARBARINI, GOLDBERG\*, KITTLESON\*\*\*, LONG\*\*, SINIAWER. Assistant Professors: BENSON, CHAPMAN, DUBOW, FISHZON\*, A. REINHARDT. Stanley Kaplan Visiting Professor: OSGOOD. Visiting Assistant Professor: REVILL. Research Associates: GUNDERSHEIMER, 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, although first-year students will not normally be permitted to enroll in a tutorial during the first semester.

Because first-year seminars and tutorials serve as an introduction to the study of history, only one course of each type may count toward the History major; these courses can also be used to meet the department's group and concentration requirements.

*Introductory Survey Courses (202-299):* These courses are open to all students and are intended to provide a basic understanding of the history of peoples, countries, and geographic regions over relatively long time-spans. Most of all, they will provide students with the background necessary for more advanced study in history at the 300 and 400 level. They are offered in either small or large formats, depending on the individual course.

*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, and those planning to be away for the whole of their junior year are strongly 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 honors program or graduate school should contact the faculty director of the Honors 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 honors seminar.

Application to enter the honors program should be made by spring registration in the junior year and should be based on a solid record of work of honors caliber, normally defined as maintaining at least a B+ average in courses taken for the major. Students who intend to write an honors thesis must submit a proposal to the History Department at this time. Students who will be away during the spring semester of their junior year should make arrangements to apply before leaving. Normally, it is the responsibility of the individual student to procure the agreement of a member of the department to act as his or her thesis advisor, and the student must therefore consult with a member of the department about a thesis topic and a possible thesis advisor *prior* to submitting a proposal to the department. A student who is uncertain of which member of the department might be an appropriate advisor, or who otherwise is unable to find an advisor, should contact the chair of the honors committee. An honors thesis proposal must be signed by a member of the History Department. Normally, the thesis topic should be related to course work which the student has previously done. Students should be aware, however, that while the department will try to accommodate all students who qualify to pursue honors, particular topics may be deemed unfeasible and students may have to revise their topics accordingly. Final admission to the honors program will depend on the department's assessment of the qualifications of the student and the feasibility of the project.

Once the student has been notified of admission to the honors program, he or she should register for History 493, *Senior Honors Thesis Research Seminar*, in the fall semester, for History 031 during winter study, and for History 494, *Senior Honors Thesis Writing Seminar*, in the spring. In addition to doing the research for and writing a thesis of approximately 75-100 pages, students will attend special presentations under the History Department's Class of 1960 Scholars Program.

During the fall, students should work regularly on their research and consult frequently with their advisors. Throughout the semester, honors candidates will also present written progress reports for group discussion to the seminar (History 493). Performance in the seminar will be evaluated on the basis of class participation and completed written work and will determine if a student will continue in the thesis program. For students proceeding to History 031 and History 494, performance in the fall semester will figure into the thesis grade calculated at the end of the year.

Students who are deemed to be making satisfactory progress on their research and writing at this point will be allowed to continue with the thesis. They will devote the entire winter study period to thesis work. They should conclude their research during winter study and complete at least one chapter of their thesis for submission to their advisor before the end of winter study. At the end of winter study, the honors committee will formally consult with advisors and make recommendations to the department concerning which students should be allowed to proceed with the thesis. During the early weeks of the second semester, students will present a draft chapter of their thesis to the honors seminar.

Completed theses will be due in mid-April, after which each student will prepare and make a short oral presentation of his or her thesis for delivery at the departmental Honors Colloquium. Another student who has read the thesis will then offer a critique of it, after which the two faculty readers of the thesis will offer their own comments and questions. Finally, there will be a general discussion of the thesis by students and other members of the department.

## LANGUAGE

Study of a foreign language is basic to the understanding of other cultures. Particularly those students who might wish to do graduate work in History are encouraged to enroll in language courses at Williams.

## 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; no courses taken abroad, even at Oxford, can be used to satisfy the major seminar and advanced seminar/tutorial requirements). 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.

## COURSES

### **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, although first-year students will not normally be permitted to enroll in a tutorial during the first semester.

Because first-year seminars and tutorials serve as an introduction to the study of history, only one course of each type may count toward the History major; these courses can also be used to meet the department's group and concentration requirements.

#### **FIRST-YEAR SEMINARS AND TUTORIALS: Africa and the Middle East (102-111)**

##### **HIST 103 The City in Africa: Nairobi and Johannesburg (Same as Africana Studies 103) (Not offered 2010-2011) (W)**

Accra, Nairobi, and Johannesburg are three major African cities with very different origins. In each of these cities African, Asian, Arabic, and European cultures have converged and intermingled in complicated ways that give rise to hybrid cultures, economies, and politics. This seminar will trace the development of these cities from the 19th century to the present. The experience of various groups of city dwellers will be our main focus, as well as the development of the cities' physical infrastructure like transportation, housing, trade, and labor networks. More importantly, though, we will explore the underworld of these cities and will, with the inquisitiveness of a voyeur, the zeal of a private investigator, and the sensibility of a historian, examine ways in which class, race ethnicity, nationality, politics, and gender have influenced the structural growth of these cities and the experiences of their inhabitants. Students will also get a chance to read about the various artistic movements in these cities over the last century, focusing especially on music, theater, and street performances. Students should emerge from this course with a greater awareness of African urban life and with a deepened understanding of colonial and postcolonial societies in Africa and elsewhere in the so-called Third World.

Format: seminar. Evaluation will be based on class attendance and participation, five short papers, and a final research paper.

No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 19 (expected: 19). Preference will be given to first-year students, and then sophomores who have not previously taken a 100-level seminar.*

Group A  
MUTONGI

##### **HIST 104(F) Travel Narratives and African History (Same as Africana Studies 104) (W)**

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 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 fourteenth 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.

Format: seminar. Evaluation will be based on class participation, oral reports, 1-2 short papers, and a research paper.

No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 19 (expected: 19). Enrollment preference will be given to first-year students, then to second-year students who have not previously taken a 100-level seminar.*

Group A  
Hour: 1:10-2:25 TF

MUTONGI

##### **HIST 111(S) Movers and Shakers in the Middle East (Same as Leadership Studies 150) (W) (D)**

This course examines the careers, ideas, and impact of leading politicians, religious leaders, intellectuals, and artists in the Middle East in the twentieth century. Utilizing biographical studies and the general literature on the political and cultural history of the period, this course will analyze how these individuals achieved prominence in Middle Eastern society and how they addressed the pertinent problems of their day, such as war and peace, relations with Western powers, the role of religion in society, and the status of women. A range of significant individuals will be studied, including Gamal Abd al-Nasser, Mustafa Kemal Atatürk, Ayatollah Khomeini, Muhammad Mussadiq, Umm Khulthum, Sayyid Qutb, Anwar Sadat, Naghuib Mahfouz, and Huda Shaarawi.

Format: seminar. Evaluation will be based on class participation, short essays, and a final paper.

No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 19 (expected: 15-19). Preference will be given to first-year students, and then sophomores who have not previously taken a 100-level seminar.*

Group E  
Hour: 8:30-9:45 TR

BERNHARDSSON

#### **FIRST-YEAR SEMINARS AND TUTORIALS: Asia (112-121)**

##### **HIST 117T Clash of Empires: China and the West, 1800-1900 (Same as Asian Studies 117T) (Not offered 2010-2011) (W)**

As ever greater numbers of Western traders sought access to China's products and markets in the early nineteenth century, their ideas of free trade, hopes for commercial expansion, and expectations for international intercourse clashed with the policies and practices of the Qing Dynasty's multi-ethnic empire. This conflict reached a climax in the mid-century Opium Wars, in which China's defeat inaugurated a period of Western domination by several powers (including Britain, France, the United States, and later, Japan). Despite its weakened position, the Qing dynasty continued to contest the definition and scope of Western privilege in China through the end of the century. Historians have long disagreed over how to interpret this "clash of empires," some seeing Western involvement in China as exploitative imperialism and others seeing it as a positive, modernizing force. In either case, however, this conflict profoundly affected China's national development in the twentieth century, and continues to inform contemporary China's view of itself and its international position.

This tutorial course will examine a series of significant points of contention between the Qing Dynasty and expanding Western powers during this period. These will include the opium trade, Christian missionaries, extraterritorial privilege, Western technology, the looting of Chinese artworks and antiquities, and contests over sovereignty in Tibet and Manchuria. We will examine both Western and Chinese perspectives on these conflicts, how the period has been remembered and interpreted, and how it continues to affect Chinese and Western perceptions of China's place in the world.

Format: tutorial. Students in the tutorial will meet in weekly one-hour sessions with the instructor and a classmate. Each week, students will alternate between writing a 5- to 7-page paper on the assigned readings (to be presented orally in class) and writing and presenting a 2-page critique of his/her classmate's paper. The course will conclude with a final paper that examines one of the issues raised in class in greater depth.

No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 10 (expected: 10). Preference will be given to sophomores, and then first-year students who have not previously taken a 100-level tutorial.*

Group B  
A. REINHARDT

##### **HIST 118(S) "Ten Years of Madness": The Chinese Cultural Revolution (Same as Asian Studies 118) (W)**

In 1966 Mao Zedong launched the Great Proletarian Cultural Revolution in an attempt to restore revolutionary purity to the Chinese Communist Party and society. The Cultural Revolution decade (1966-1976) is remembered most often as a period of political violence and intense struggle, over which Mao reigned as supreme leader. In this course, we will complicate this standard interpretation by examining the Cultural Revolution in a variety of ways: as an elite political struggle, an attempt to proletarianize culture and the arts, a social movement, and a youth movement. The course will address themes of participation and complicity, new gender roles, impact on different social groups, and differences between rural and urban experience. In addition to relevant historiographical works, the course will use memoirs, fiction, films, and ethnographies.

Format: seminar. Evaluation will be based on class participation, several short papers, and a final research paper.

No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 19 (expected: 19). Preference given to first year students.*

Group C  
Hour: 2:35-3:50 MR

A. REINHARDT

##### **HIST 119 The Japanese Empire (Not offered 2010-2011) (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.

Format: seminar. Evaluation will be based on class participation, response papers, short essays, and a final research paper.

No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 19 (expected: 15-19). Preference will be given to first-year students, and then to sophomores who have not previously taken a 100-level seminar.*

Group B  
SINIAWER

### **HIST 121T(S) The Two Koreas (Same as Asian Studies 121T) (W)**

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.

Format: tutorial. Requirements: students will meet with the instructor in pairs for an hour each week. Each student will write and present orally a 5- to 7-page essay every other week on the readings assigned for that week. In alternate weeks, students will be responsible for offering an oral critique of the work of their partner. Attention will also be given to revising written work. Students will be evaluated on their essays and their analyses of their partner’s work.

No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 10 (expected: 10). Preference given to first-year students and sophomores. Not available for the Gaudino option.*

Group B

Tutorial meetings to be arranged.

SINIAWER

### **FIRST-YEAR SEMINARS AND TUTORIALS: EUROPE AND RUSSIA (122-141)**

#### **HIST 124 The Vikings (Not offered 2010-2011) (W)**

Viking raiders in longships burst through the defenses of ninth-century Europe, striking terror in the hearts of peasants, monks, and kings for the next three centuries. Yet the impact of these sea-born Scandinavians on European civilization was more complex and constructive than portrayed by medieval chroniclers. Vikings acted as merchants, craftsmen, farmers, settlers, and mercenaries, and they colonized regions beyond the edges of the known world like Russia, Iceland, and North America. This course explores the complicated relationship of the Vikings with the medieval world and examines important developments within Scandinavian society such as kingship, trade, and Christianization. At the same time, we will consider the methodological difficulties presented by the diverse and often contradictory historical sources for the Vikings such as monastic chronicles, archaeology, inscriptions, and Scandinavian sagas.

Format: seminar/lecture. Evaluation will be based on class participation and several papers and assignments.

No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 19 (expected: 15-19). Preference will be given to first-year students, and then sophomores who have not previously taken a 100-level seminar.*

Groups C and G

GOLDBERG

#### **HIST 127(S) The Expansion of Europe (W)**

This course investigates the expansion of European power and influence over much of the rest of the world from the late Middle Ages to the mid-nineteenth century—the early period of European Imperialism. Specific topics will vary, but include the development and initial expansion of medieval and Renaissance Europe, the discovery and conquest of the New World, the struggle with Islam for command of the seas, the establishment of European influence in the East and Far East, the slave trade, the invasion of North America, and the initial steps toward hegemony in the Middle East and Africa. Students will investigate the ways in which individual personality, religiosity, greed, critical first contacts, and cultural misunderstandings and prejudices combined with important aspects of the Military, Scientific, and early Industrial Revolutions to establish European hegemony on a world-wide scale during this early period of European Imperialism.

Format: seminar. Evaluation will be based on five short written exercises and one research paper.

No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 19 (expected: 15-19). Preference will be given to first-year students, and then sophomores who have not previously taken a 100-level seminar.*

Groups C and G

Hour: 1:10-2:25 MR

WOOD

#### **HIST 128T Conquistadors in the New World (Not offered 2010-2011) (W)**

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 1545. Other conquistadors pushed north to the Carolinas and California, south to the Tierra del Fuego and the River Plate, and across the Amazonian basin to the Atlantic. “We came,” wrote the conquistador Bernal Diaz del Castillo, “to serve God, and our King, and to get rich.” Their deeds were legendary, their 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 about the event remain to be answered or are still capable of provoking controversy, questions that will be addressed in this tutorial: Who exactly were the conquistadors? What motivated them? How did their self-perpetuating conquistador system originate and operate? 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 often inspired resistance by indigenous peoples and regimes ultimately fail? Was conquest somehow preordained? Could it have failed? What mixture of human agency, culture, technology, religion, nature, and biology can best explain the results of this encounter between the conquistador and Amerindian worlds?

Format: tutorial. Students will meet in weekly one-hour sessions with a student tutorial partner and the instructor, one presenting a paper, the other offering a critique.

No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 10 (expected: 10). Preference will be given to sophomores and to second-semester first-year students who have not already taken a 100-level seminar.*

Groups D and G

WOOD

#### **HIST 129 Blacks, Jews, and Women in the Age of the French Revolution (Not offered 2010-2011) (W)**

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, especially those of Arabic and Islamic origin. 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.

Format: seminar. 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.

No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 19 (expected: 15-19). Preference will be given to first-year students, and then sophomores, who have not previously taken a 100-level seminar.*

Groups C and G

SINGHAM

#### **HIST 135T(F) The Great War, 1914-1918 (Same as Leadership Studies 135T) (W)**

During the nineteenth and early twentieth century Europeans and their immediate offspring created the modern world. European industry, science, trade, weapons, and culture dominated the globe. After a century of general peace the continual “progress” of Western Civilization seemed assured. Then, in August, 1914, the major European powers went to war with one another. After four years of unprecedented carnage, violence, and destruction, Europe was left exhausted and bitter, its previous optimism replaced by pessimism, its world position undermined, and its future clouded by a deeply flawed peace settlement.

What were the fundamental causes of the Great War? How and why did it break out when it did and who was responsible? Why was it so long, ferocious, wasteful, and, until the very end, indecisive? Why did the Allies, rather than the Central Powers, emerge victorious? What did the peace settlement settle? How was Europe changed? What is the historical significance of the conflict?

Format: tutorial.

No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 10 (expected: 10). Preference will be given to first-year students, and then sophomores, who have not previously taken a 100-level tutorial. Not available for the Gaudino option.*

Group C

Tutorial meetings to be arranged.

WOOD

**HIST 136(F) Before the Deluge: Paris and Berlin in the Interwar Years (W)**

Paris and Berlin were the two poles of Europe in the 1920s, rival capital cities of two historically hostile nations that had only just put an end to the carnage of World War I. Paris was the grande dame; Berlin the upstart. In the 1920s, these two pulsating metropolises became the sites of political and cultural movements that would leave a lasting imprint on European society until the present day. This course focuses on the politics, society, and culture of these two cities in their heyday in the 1920s. We will also consider their fate in the 1930s, first as depression set in, and then as the Nazis came to power. Devoting half the semester to Paris and the other half to Berlin, we will examine a range of parallel topics in both contexts, including the impact of World War I, the growing popularity of right-wing political movements and the increase in political violence, shifting gender norms and sexual mores, and new developments in the realms of art, film, theatre, cabaret, and literature.

Format: seminar. Evaluation will be based on class attendance and participation, several short papers, and a final research paper.

No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 19 (expected: 15-19). Preference will be given to first-year students, and then sophomores who have not previously taken a 100-level seminar.*

Group C

Hour: 2:35-3:50 MR

GARBARINI

**HIST 141 Modernism, Leisure, and Subjectivity in Fin-de-Siècle Russia (Not offered 2010-2011) (W)**

This course introduces students to the artistic movements, everyday life, and socio-cultural upheavals of urban Russia in the fin-de-siècle (1881 to 1914). The fast-paced, consumer-oriented modern city, with its celebrities, fashions, and technological wonders, gripped the imagination of imperial Russia's urban denizens. The inhabitants of St. Petersburg and Moscow, conscious of living in a new era, embraced and grappled with the Modern Age as journalists, impresarios, and artists narrated and interpreted it. We will explore the ways revolution and war, industrialization, the commercialization of culture, and new sensibilities about the self and identity were reflected in modernist art and thought, literature, and autobiographical writings. We also will look closely at the realms of elite entertainment and popular amusement in an attempt to relate consumer culture to notions of gender and sexuality, the redefinition of status and privilege, and concepts of leisure. Historians have offered competing explanations of how and why the rapid social, economic and cultural changes of this period contributed to the fall of the Russian monarchy and the Bolshevik Revolution of 1917. Our primary goal will be to use sources to assess their arguments and, hopefully, make our own. Texts include: historical scholarship, literary works, philosophical and sociological writings, music, visual art, and film.

Format: seminar. Evaluation will be based on class participation, several short essays, and a final research paper.

No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 19 (expected 15-19). Preference will be given to first-year students, and then sophomores who have not previously taken a 100-level seminar.*

Group C

FISHZON

**FIRST-YEAR SEMINARS AND TUTORIALS: LATIN AMERICA AND THE CARIBBEAN (142-151)****HIST 148 The Mexican Revolution: 1910 to NAFTA (Not offered 2010-2011) (W)**

The first great revolution in the twentieth century, the Mexican Revolution was as dramatic and compelling as later episodes in Russia, China and Cuba. Using a wide variety of sources—from films, murals, and comic books to classic works of political and social history—this seminar will examine the forces that exploded in over a decade of violence and produced the peculiar “institutional revolutionary” government that ruled Mexico from the 1920s to the crises of the late 1990s. Was the Revolution a true social revolution or just a “palace coup”? Did workers, women, peasants, or indigenous peoples make real gains in social or political power during the after the Revolution? How democratic or authoritarian is the Mexico that emerged from the brutal decade of the 1910s? Finally, in light of globalization, the political scandals of the 1990s, the defeat of the long-ruling (and oxymoronically titled) Institutional Revolutionary Party, and the Zapatista rebellion in Chiapas, is the Revolution dead or is its promise only now to be fulfilled?

Format: seminar. Evaluation will be based on class participation, a series of short written assignments, and a research paper.

No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 19 (expected: 15-19). Preference will be given to first-year students, and then sophomores who have not previously taken a 100-level seminar.*

Group D

KITTLESN

**HIST 149(F) The 1959 Cuban Revolution: Precedents, Processes, and Legacies, 1898-2009 (Same as Africana Studies 149) (W)**

Few events shaped world politics during the second half of the twentieth century as profoundly as the Cuban Revolution of 1959. Transformed by the leadership of Fidel Castro into a socialist country battling U.S. intervention, Cuba embodied the anti-imperialist aspirations of generations of Latin Americans whose economies and political destinies remained firmly bound to the policy goals of the United States. Cubans who lived the Revolution, however, differed in their reactions to it: while many celebrated the social impact of Cuba's revolution, many others condemned the revolutionary state as nothing more than a repressive (albeit populist) dictatorship. Exploring the precedents, processes, and legacies of the Cuban Revolution, this course will give students a better understanding of how and why the Cuban state has endured for so long in the face of U.S. hostility. We will read historical monographs, speeches by revolutionary leaders, and testimonies of Cubans living during the 20th century to access these themes. And while the course will begin in 1898 with the Cuban wars for independence, it will end in the present and explore the meaning of President Obama's closure of U.S. prison camps in Guantanamo and the transition from Fidel to Raul (and beyond) to try and answer the question that is on the minds of most Cubans and scholars of Cuban history: What next?

Format: seminar. Evaluation will be based on class attendance and participation, five short papers, and a final research project.

No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 19 (expected: 15-19). Preference will be given to first-year students, and then sophomores who have not previously taken a 100-level seminar.*

Group D

Hour: 11:20-12:35 TR

BENSON

**FIRST-YEAR SEMINARS AND TUTORIALS: UNITED STATES (152-191)****HIST 152(F) The Fourteenth Amendment and the Meanings of Equality (Same as Women's and Gender Studies 152) (W)**

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.

Format: discussion. Evaluation will be based on class discussion, three short analytical papers, and a final research paper.

No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 19 (expected 15-19). Priority given to first-year students, and then to sophomores who have not previously taken a 100-level seminar.*

Group F

Hour: 8:30-9:45 TR

DUBOW

**HIST 154T The American Way of War: The First Three Centuries (Not offered 2010-2011) (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.

Format: tutorial. Students will meet with the instructor in pairs for an hour each week. 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.

No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 10 (expected: 10). Preference will be given to first-year students, and then sophomores, who have not previously taken a 100-level tutorial.*

Group F

WOOD

**HIST 158 Thicker than Water: American Political Dynasties (Not offered 2010-2011) (W)**

In a nation long committed to democratic principles, dynasties of any sort are bound to seem anomalous. Yet in six different instances members of the same family have held or aspired to hold the highest office in the land, the Presidency of the United States. Our purpose will be to analyze three of those families: the Adamses, the Roosevelts, and the Kennedys. In particular, we will focus on the paths they took to power, their performance as political leaders, and the legacies they left

behind. Throughout the semester we will also be exploring what differences family ties—the dynastic element—made in the three histories in question. Format: seminar. Readings will consist of primary as well as secondary sources, with frequent short papers developing major points in the reading, and a longer exercise involving in-depth research.

No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 19 (expected: 15-19). Preference will be given to first-year students, and then to sophomores who have not previously taken a 100-level seminar.*

Group F  
DALZELL

#### **HIST 164 Slavery in the United States (Same as Africana Studies 164) (Not offered 2010-2011) (W)**

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.

Format: seminar. 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 in the North and the South. Building on several preliminary essays, each student will complete a research project which leads to a final research paper.

No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 19 (expected: 15-19). Preference will be given to first-year students, and then to sophomores who have not previously taken a 100-level seminar.*

Group F  
L. BROWN

#### **HIST 165(S) Going Nuclear: American Culture in the Atomic Age (W)**

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. As this is a 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.

Format: seminar. Evaluation will be based on class participation, several short essays, and a final 8- to 10-page research paper.

No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 19 (expected: 15-19). Preference will be given to first-year students, and then sophomores who have not previously taken a 100-level seminar.*

Group F  
Hour: 11:20-12:35 TR

CHAPMAN

#### **HIST 166 The Age of Washington and DuBois (Same as Africana Studies 166) (Not offered 2010-2011) (W)**

The beginning of the twentieth century saw the rise of two influential African American thinkers, W. E. B. DuBois and Booker T. Washington. The intellectual and social programs that the two offered as solutions to the “race problem” are often seen as diametrically opposed to one another. This course will begin with an examination of the writings and intellectual production of these two men. Did they share a common ground? What were their responses and solutions to “the Negro question”? How did their ideas take effect? We will also set their work into an African American historical context, examining concurrent social developments such as the mass migration of African Americans to northern cities, the workings of the sharecropping system, and the cultural production of African American film and music artists in the first decades of the twentieth century. Readings will include works by Washington and DuBois, autobiographies of lesser-known Black figures in this era, and works by and about Black women at this time. We will also listen to early blues music and view films.

Format: seminar. Evaluation will be based on class participation, several short papers, and a final exam.

No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 19 (expected: 15-19). Preference will be given to first-year students, and then sophomores who have not previously taken a 100-level seminar.*

Group F  
LONG

#### **HIST 168(F) 1968-1969: Two Years in America (W)**

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.”

Format: discussion. Requirements: evaluation will be based on a number of writing assignments and library exercises; writing assignments will include conducting an oral history, six short response papers, and a 7- to 10-page essay.

No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 19 (expected: 15-19). Preference given to first-year students.*

Group F  
Hour: 11:20-12:35 TR

WONG

#### **HIST 178T(S) Marriage and the American Nation (Same as Women’s and Gender Studies 178T) (W)**

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.

Format: tutorial. Requirements: students will meet in weekly one-hour sessions with the instructor and a classmate; each week, students will alternate between writing a 5- to 7-page paper on the assigned readings (to be presented orally in class) and writing and presenting a 2-page critique of his/her classmate’s paper; the course will conclude with a final paper that examines one of the issues raised in class in greater depth.

No prerequisites; open to first-year students and sophomores only. *Enrollment limit: 10 (expected: 10). Preference given to sophomores, and then to first-year students who have not previously taken a 100-level tutorial. Not available for the Gaudino option.*

Group F

Tutorial meetings to be arranged.

DUBOW

#### **FIRST-YEAR SEMINARS AND TUTORIALS: TRANSNATIONAL/COMPARATIVE (192-199)**

#### **HIST 193 Black Power Abroad: Decolonization in Africa, the Caribbean and Europe (Same as Africana Studies 193) (Not offered 2010-2011) (D) (W)**

(See under AFR 193 for full description.)

SINGHAM

#### **INTRODUCTORY SURVEY COURSES (201-299)**

These courses are open to all students and are intended to provide a basic understanding of the history of peoples, countries, and geographic regions over relatively long time-spans. Most of all, they will provide students with the background necessary for more advanced study in history at the 300 and 400 level. They are offered in either small or large formats, depending on the individual course.

#### **HIST 201 History Behind the Headlines (Not offered 2010-2011) (D)**

What is the history behind today’s major events? And what are some of the differing perspectives and interpretations around the world on how to address some of the most significant issues that face us all? This course will challenge students to think globally and 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 (e.g. East Asian, Latin American, African-American History) is represented in the media and political discourse. The theme for 2009-10 will be citizenship. 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 citizenship, this course is part of the Exploring Diversity Initiative (EDI).

Format: lecture/discussion. Students will be required to keep a media journal and follow the news in various media outlets around the world. Evaluation will be based on participation, short papers, the media journal, and a final project.

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

BERNHARDSSON

#### INTRODUCTORY SURVEY COURSES: AFRICA AND THE MIDDLE EAST (202-211)

##### **HIST 203(S) A Survey of Modern African History (Same as Africana Studies 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 discusses the ways in which 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 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. History 203 is an introductory course, and requires no prior knowledge of African History.

Format: lecture/discussion. Evaluation will be based on two 7- to 10-page papers, one exam, and unspecified number of pop quizzes.

No prerequisites; open to all. *Enrollment limit: 40 (expected 30-40).*

Hour: 1:10-2:25 TF

MUTONGI

##### **HIST 207 The Modern Middle East (Not offered 2010-2011) (D)**

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.

Format: discussion/lecture. Evaluation will be based on participation, short papers, quizzes, group project and final exam.

No prerequisites. *Open to all. Enrollment limit: 40 (expected: 30-40).*

Group E

BERNHARDSSON

##### **HIST 209 The Origins of Islam: God, Empire and Apocalypse (Same as Religion 231) (Not offered 2010-2011)**

(See under REL 231 for full description.)

DARROW

#### INTRODUCTORY SURVEY COURSES: ASIA (212-221)

##### **HIST 212(F) Transforming the “Middle Kingdom”: China, 2000 BCE-1600 (Same as Asian Studies 212) (D)**

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.

Format: lecture/discussion. Evaluation will be based on class participation, two short papers, a midterm, and a self-scheduled final exam.

No prerequisites. *No enrollment limit (expected: 20). Open to all.*

Groups B and G

Hour: 9:55-11:10 TR

A. REINHARDT

##### **HIST 213(S) Modern China, 1600-Present (Same as Asian Studies 213) (D)**

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.

Format: lecture/discussion. Evaluation will be based on class participation, two short papers, a midterm, and a self-scheduled final exam.

No prerequisites. *Enrollment limit: 40 (expected: 35-40). Open to all.*

Group B

Hour: 11:00-12:15 MWF

A. REINHARDT

##### **HIST 214 Japanese Religions and the State (Same as Religion 259) (Not offered 2010-2011) (W)**

(See under REL 259 for full description.)

JOSEPHSON

##### **HIST 215T(S) Crises and Critiques: The Literature and Intellectual History of Early 20th Century China (Same as Chinese 251T and**

##### **Comparative Literature 256T) (W) (D)**

(See under CHIN 251 for full description.)

NUGENT

Group B

##### **HIST 216 The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow (Same as International Studies 101 and Religion 236) (Not offered 2010-2011)**

(See under REL 236 for full description.)

DARROW

Groups B and G

##### **HIST 217(S) Early Modern Japan (Same as Asian Studies 217 and Japanese 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 growth 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, urbanization, popular culture, rural life, gender and sexuality, class and status, religion, and the fall of the Tokugawa bakufu. Assigned materials will include government documents, literature, and films.

Format: discussion/lecture. Evaluation will be based on class participation, response papers, two short papers (5 pages), and a self-scheduled final exam.

No prerequisites. *No enrollment limit (expected: 20). Open to all.*

Groups B and G

Hour: 9:55-11:10 TR

SINIAWER

##### **HIST 218 Modern Japan (Same as Asian Studies 218 and Japanese 218) (Not offered 2010-2011)**

A modernizing revolution, the construction and collapse of an empire, devastating defeat in a world war, occupation by a foreign power, and postwar economic rollercoaster have marked Japan's modern experience. This course will examine the main themes of modern Japanese history with a focus on how various “ordinary people” have lived through the extraordinary changes of the past century and a half. Through the perspectives of ordinary people, be it a young girl working in a cotton textile factory in the 1920s, a wartime soldier, or a teenager of the early twenty-first century, issues of national identity and nationalism, democracy, work, gender, family, youth and consumerism will be addressed. Reading materials will include anthropological studies, fiction, films, political documents, and oral histories.

Format: lecture/discussion. Evaluation will be based on class participation, response papers, two short papers (5 pages), and a self-scheduled final exam or research paper.

No prerequisites. *No enrollment limit (expected: 30). Open to all.*

Group B

SINIAWER

#### INTRODUCTORY SURVEY COURSES: EUROPE AND RUSSIA (222-241)

##### **HIST 222(S) Greek History (Same as Classics 222)**

Ancient Greece has been thought to embody the origins of Western civilization in its institutions, values, and thought; it has been seen as the infancy of modern society, with the attributes of innocence, purity, and the infant's staggering capacity for exploration and learning; it has been interpreted as an essentially primitive, violent culture with a thin veneer of rationality; and it has been celebrated as the rational culture par excellence. The study of ancient Greece indeed requires an interpretive framework, yet Greek culture and history have defied most attempts to articulate one. We will make our attempt in this course by investigating ancient Greece as a set of cultures surprisingly foreign to us, as it so often was to its own intellectual elite. But we will also come to appreciate the rich and very real connections between ancient Greek and modern Western civilization. The course will begin with Bronze Age-Greece and the earliest developments in Greek



culture, and will conclude with the spread of Greek influence into Asia through the conquests of Alexander the Great. We will explore topics such as the aristocratic heritage of the city-state, the effects of pervasive war on Greek society, the competitive spirit in political and religious life, the confrontations with the East, the relationship of intellectual culture to Greek culture as a whole, Greek dependence on slavery, and the diversity of political and social forms in the Greek world. The readings will concentrate on original sources, including historical writings, philosophy, poetry, and oratory. The class will meet once a week for a lecture, and will divide into two discussion sections for the second meeting of the week.

Format: lecture/discussion. Evaluation will be based on contributions to class discussions, a midterm, a final exam, and a medium-length paper.

No prerequisites. Enrollment limit: 40 (expected: 40). Open to all.

Group C and G

Hour: 1:10-2:25 MR

CHRISTENSEN

### **HIST 223 Roman History (Same as Classics 223) (Not offered 2010-2011)**

The study of Roman history involves questions central to the development of Western institutions, religion, and modes of thought. Scholars have looked to Rome both for actual antecedents of European cultural development and for paradigmatic scenes illustrating what they felt were cultural universals. Yet Roman history also encompasses the most far-reaching experience of diverse cultures, beliefs, and practices known in the Western tradition until perhaps contemporary times. A close analysis of Roman history on its own terms shows the complex and fascinating results of an ambitious, self-confident nation's encounter both with unexpected events and crises at home, and with other peoples. As this course addresses the history of Rome from its mythologized beginnings through the reign of the emperor Constantine, it will place special emphasis on the impressive Roman ability to turn the unexpected into a rich source of cultural development, as well as the complex tendency later to interpret such *ad hoc* responses as predestined and inevitable. The Romans also provide a vivid portrait of the relationship between power and self-confidence on the one hand, and violence and ultimate disregard for dissent and difference on the other. Readings for this course will concentrate on a wide variety of original sources, and there will be a strong emphasis on the problems of historical interpretation.

Format: lecture/discussion. Evaluation will be based on weekly brief in-class response papers, one 8- to 10-page paper, a midterm, and a final exam.

No prerequisites. Enrollment limit: 40 (expected: 40). Open to all.

Group C and G

CHRISTENSEN

### **HIST 224 Introduction to Roman Archaeology and Material Culture (Same as Anthropology 235 and Classics 235) (Not offered 2010-2011)**

(See under CLAS 235 for full description.)

Group C and G

RUBIN

### **HIST 225 The Middle Ages (Same as Religion 216) (Not offered 2010-2011)**

This course explores the development of European and Mediterranean civilizations during the thousand-year period known as the "Middle Ages." At the beginning of this period the Romans ruled a massive empire that stretched from Britain to north Africa and from Spain to Iraq. A millennium later, this classical and pagan world had broken apart into three successor civilizations: medieval Europe, the Byzantine empire, and the Islamic world. This course investigates how this momentous transformation occurred. We will examine such topics as relations between Romans and "barbarians," the spread of Christianity and Islam, the development of kingdoms and empires, the Vikings and crusades, saints and religious reformers, art and architecture, cities and trade, the persecution of Jews and heretics, as well as the Black Death and Italian Renaissance.

Format: seminar/lecture and audio-visual presentations. Evaluation will be based on several papers, an exam and class participation.

No prerequisites. Expected enrollment: 10-30.

Groups C and G

GOLDBERG

### **HIST 226(F) Europe From Reformation to Revolution: 1500-1815**

This course introduces students to the major historical developments in Western Europe during the early modern period—such pan-European phenomena as the Reformation, the Witch Craze, the Military Revolution, the rise of absolutist states, the seventeenth-century crisis in government and society, the Enlightenment, the French Revolution and Napoleon, and the establishment of European influence around the world.

Format: lecture/discussion. Evaluation will be based on two short papers, a midterm and a final exam.

No prerequisites. Enrollment limit: 40 (expected: 25-30). Open to all.

Groups C and G

Hour: 2:35-3:50 TF

WOOD

### **HIST 227(F) A Century of Revolution: 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, processes of secularization and religious revival, and the origins of World War I. With an eye toward exploring the origins of today's complex attitudes toward race, ethnicity, and gender, the course will also investigate racial thought, anti-Semitism, and feminism in the nineteenth century.

Format: lecture/discussion. Evaluation will be based on class participation, a midterm and final exam, and a 10- to 12-page research paper.

No prerequisites. No enrollment limit (expected: 25). Open to all.

Group C

Hour: 8:30-9:45 TR

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; 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. Taught primarily via 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.

Format: lecture/discussion. Evaluation will be based on class participation, interpretive papers, quizzes, and one examination.

No prerequisites. Enrollment limit: 40 (expected: 35-40). Open to all.

Group C

Hour: 1:10-2:25 TF, 1:10-2:25 MR

REVILL, KOHUT

### **HIST 229 European Imperialism and Decolonization (Same as Africana Studies 229) (Not offered 2010-2011) (D)**

This course surveys European imperialism in the nineteenth and early-twentieth centuries, paying special attention to important case studies such as British India, China and the Opium Wars, and the Scramble for Africa. The class will both compare European societies, especially insofar as their rival imperial policies contributed to World War I, and European and non-European cultures as they confronted one another for the first time. 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 two of the most dramatic cases of decolonization, Gandhi and Nehru's independence movement in India and Patrice Lumumba's torturous struggle for independence in the Belgian Congo. The comparative scope of this course, combined with the attention it pays to the ways in which power and privilege determined relations between Europeans and Asians, Africans, and Latin Americans helps it meet the requirements for the Exploring Diversity Initiative.

Format: lecture/discussion. Evaluation will be based on class participation, a midterm and final examination, and a 10- to 12-page research paper.

No prerequisites; open to all. No enrollment limit (expected: 25).

Groups A, B, and C

SINGHAM

### **HIST 230(F) Modern European Jewish History, 1789-1948 (Same as Jewish Studies 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 post-war period. In addition to broad historical treatments, course materials will include memoirs and diaries.

Format: lecture/discussion. Evaluation will be based on class participation, two papers, and a final exam.

No prerequisites. No enrollment limit (expected: 20-25).

Group C

Hour: 1:10-2:25 MR

GARBARINI

**HIST 239(F) Modern Germany, 1870-1989**

An introduction to modern German history from the unification of the Empire in 1870 to the reunification of East and West Germany in 1989. Topics covered will include the creation of the German welfare state, the organization of the Wilhelmine Empire, Germany's role in the First World War, the cultural and intellectual life of the Weimar period, the Nazi state and the destruction of Weimar Germany, literature and politics of divided Germany in the Cold War, and German responses to the Holocaust. Sources will include primary artistic, literary, and philosophical works, secondary historical texts, and films.

Format: lecture/discussion. Evaluation will be based on a series of short writing assignments and a final exam.

No prerequisites; open to all. *No enrollment limit (expected: 20).*

Group C

Hour: 8:30-9:45 MWF

REVILL

**HIST 240 Muscovy and the Russian Empire (Not offered 2010-2011)**

Between the fourteenth and the seventeenth centuries the princes and political elite of Muscovy created a vast multi-national empire in Eastern Europe and Asia. Over the next 150 years their imperial heirs transformed and extended this empire, to the point that on the eve of the Crimean War (1853-1855) many believed it to be the most powerful state in Europe. But defeat in the war exposed the weakness of the imperial regime and helped to provoke a process of state-led reform that failed to avert, and may well have contributed to, the collapse of the regime in the February Revolution of 1917. Using a combination of primary and secondary sources, this course will explore the character of the Muscovite and the Russian empires and the forces, processes, and personalities that shaped their formation, expansion, and, in the latter case, decline.

Format: discussion/lecture. Evaluation will be based on class participation, a map quiz, several short essays based on class readings, and a final self-scheduled exam.

*No enrollment limit (expected: 15-25). Open to all.*

Groups C and G

FISHZON

**HIST 241 The Rise and Fall of the Soviet Union (Not offered 2010-2011)**

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.

Format: discussion/lecture. Evaluation will be based on class participation, a map quiz, several short papers based on class readings, and a final self-scheduled exam.

*No enrollment limit (expected: 25). Open to all.*

Group C

FISHZON

**INTRODUCTORY SURVEY COURSES: LATIN AMERICA AND THE CARIBBEAN (242-251)****HIST 242 Latin America From Conquest to Independence (Not offered 2010-2011)**

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 invasion, 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 both "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 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.

Format: lecture/discussion. Evaluation will be based on class participation, two short papers (4-5 pages), and a take-home final exam.

No prerequisites. *No enrollment limit (expected: 25).*

Groups D and G

KITTLESON

**HIST 243 Modern Latin America, 1822 to the Present (Not offered 2010-2011)**

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 of 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, Argentina, Cuba, Chile, Venezuela, Nicaragua, and Guatemala.

Format: lecture/discussion. Evaluation will be based on class participation, two short papers (3-5 pages), and a take-home final exam.

No prerequisites. *Enrollment limit 40 (expected: 35-45).*

Group D

KITTLESON

**HIST 248(S) History of the Caribbean: Race, Nation, and Politics (Same as Africana Studies 248)**

(See under AFR 248 for full description.)

BENSON

Groups D and G

**INTRODUCTORY SURVEY COURSES: UNITED STATES (252-291)****HIST 252(F) North America and the United States, 1492-1865**

A topical analysis of the history of what became the United States of America, beginning with the early years of European conquest and ending with the crisis of the Civil War. Particular attention will be paid to the relationship between major political events and changing patterns of economic, social, and cultural life that shaped them. Readings will include contemporary sources, historical studies, and biographies.

Format: discussion. Requirements: students will write a series of short analytical papers and will have a choice of either writing a longer, final essay or taking a final exam.

No prerequisites. *Enrollment limit: 40 (expected: 20-30). Open to all.*

Groups F and G

Hour: 11:00-12:15 MWF

DALZELL

**HIST 253(S) History of the United States, 1865-Present**

This course surveys the important themes and issues that inform the historical landscape of the United States since the nineteenth century war between the states. With special attention to how Americans defined themselves as citizens and as a nation, the class examines the settlement of the west, the nuances of progressivism, the expanding role of the United States in the world, desegregation and the rights revolution, and the emergence of conservatism. The course also tunes into connections between current affairs and the American past. Reading assignments include a range of primary sources and historical interpretations.

Format: lecture/discussion. Evaluation will be based on participation, short papers, a midterm, and a final take-home exam.

No prerequisites. *Enrollment limit: 40 (expected: 30-40). Open to all.*

Group F

Hour: 2:35-3:50 TF, 11:00-12:15 MWF

DEW, L. BROWN

**HIST 262 The United States and the World, 1776 to 1914 (Not offered 2010-2011)**

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.

Format: lecture/discussion. Evaluation will be based on class participation, two 5- to 7-page papers, quizzes, and a midterm exam.

No prerequisites. *Enrollment limit: 40 (expected: 15-25). Open to all.*

Group F

CHAPMAN

### **HIST 263(F) The United States and the World, 1914 to the Present**

World War I altered the world's geostrategic balance and ushered in a new era for U.S. foreign relations. The self-identified isolationist power would emerge as a hegemon, no longer able or content to rely upon its geographic position to protect it from global entanglement. Some have called this the "Wilsonian Century," as Woodrow Wilson led the charge to involve the United States in a new international order. This new order did not materialize immediately after the Treaty of Versailles in 1919, especially as the world descended into economic depression. During and after World War II, though, the U.S. adopted activist methods of spreading self-determination, democracy, and capitalist models of development and free trade around the world. This became all the more critical as European empires disintegrated and decolonizing countries looked to the adversarial superpowers, the United States and the Soviet Union, for competing models of development and modern forms of government. Through a variety of primary sources and scholarly books and articles, this course will explore U.S. relations with the world from World War I to the current war in Iraq. In addition to official U.S. policy, it will consider how international events have shaped American society and culture and, in turn, how domestic factors have influenced American foreign policy.

Format: lecture/discussion. Evaluation will be based on class participation, a midterm exam., several short papers, a 4- to 5- page paper, and a 6- to 8-page paper.

No prerequisites. *Enrollment limit: 40 (expected: 25-30). Open to all.*

Group F

Hour: 9:55-11:10 TR

CHAPMAN

### **HIST 281(F) African-American History, 1619-1865 (Same as Africana Studies 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.

Format: lecture/discussion Evaluation will be based on the quality of three papers, performance in quizzes, and participation in class discussion.No prerequisites.

*No enrollment limit (expected: 20-25).*

Groups F and G

Hour: 9:55-11:10 TR

L. BROWN

### **HIST 282 African-American History From Reconstruction to the Present (Same as Africana Studies 282) (Not offered 2010-2011)**

This course introduces students to the significant themes and events that have shaped African-Americans' historical experiences from Reconstruction to the end of the twentieth century. Course themes will include: the changing meanings of freedom, equality, and rights; the intersection of ideology and activism; the disconnection between local and national perspectives. Additionally, the course explores the political nature and development of African-American protest traditions, giving particular attention to the rise of Jim Crow, the franchise, black institutional and organizational life, black migration and urbanization, the black freedom movement and its legacy, and the demise of the liberal coalition.

Format: lecture/discussion. Evaluation will be based on class participation, two short papers, and a take-home exam.

No prerequisites. *No enrollment limit (expected: 20-25). Open to all.*

Group F

L. BROWN

### **HIST 284 Topics in Asian American History (Same as American Studies 284) (Not offered 2010-2011) (D)**

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 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."

Format: lecture/discussion. Evaluation will be based on six response papers, two short critical essay (5-7 pages) and a final oral history/family history of an Asian American (10-15 pages).

No prerequisites. *Enrollment limit: 40 (expected: 30). Open to all.*

Group F

WONG

### **HIST 286 Latina/o History From 1846 to the Present (Same as Latina/o Studies 286) (Not offered 2010-2011) (D)**

This course examines the formation of Latina/o communities in the United States from 1846 to the present. Formed through conquest, immigration, and migration, these communities reflect the political and economic causes of migration, U.S. foreign policies, the connections between the United States and the countries of origin, and economic conditions in the United States. People's migration to the United States has been mediated through labor recruitment, immigration and refugee policies, and social networks. Mexicans, Puerto Ricans, Cubans, and Dominicans, as well as more recent immigrants from Central and South American countries, then become racialized populations in the United States. This EDI course examines the racial dynamics at play in the formation of Latina/o communities, as well as the impact of dominant U.S. hierarchies of race, gender and class on the economic incorporation of Latinas and Latinos.

Format: discussion. Evaluation will be based on class participation and group presentations, short writing assignments, two short essays, and a final essay.

No prerequisites. *No enrollment limit (expected: 20). Open to all.*

Group F

WHALEN

### **INTRODUCTORY SURVEY COURSES: TRANSNATIONAL/COMPARATIVE (292-299)**

#### **HIST 292 Africans in Europe: Slaves, Abolitionists, Artists, Intellectuals and Migrants in the Modern Era (Same as Africana Studies 292) (Not offered 2010-2011)**

(See under AFR 292 for full description.)

SINGHAM

#### **HIST 293 History of Medicine (Same as History of Science 320) (Not offered 2010-2011)**

(See under HSCI 320 for full description.)

D. BEAVER

Group G

#### **HIST 294(S) Scientific Revolutions: 1543-1927 (Same as History of Science 224)**

(See under HSCI 224 for full description.)

D. BEAVER

Groups C and G

#### **HIST 295(F) Technology and Science in American Culture (Same as History of Science 240)**

(See under HSCI 240 for full description.)

D. BEAVER

Group F

### **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, and those planning to be away for the whole of their junior year are strongly encouraged to do so.

#### **HIST 301A(F) Approaching the Past: History, Theory, Practice**

This course will explore how the discipline of 'History' has come to assume its present form and how a number of historians since the 1820s have understood their craft. We will begin by discussing the work of three great nineteenth-century historians (Macaulay, Marx, and Ranke) who believed that historical "truth" existed and could, with skill, be deciphered. Next we will explore the philosophy and practice of the cultural and social historians of the 1960s/1970s, comparing

and contrasting it with that of their nineteenth-century predecessors. We will then consider the work of those recent theorists who have tried to refute historians' claims to be able to capture the "truth" of the past, focusing on the state of the field in the wake of challenges posed to its epistemological foundations by "post-modernism." We will conclude with an assessment of the state of the discipline today. In general, we will be less concerned with "the past" than with what historians *do* with "the past." Consequently, we will focus primarily on those abstract, philosophical assumptions that have informed the practice of history. Format: discussion. Evaluation will be based on class participation, a 250-word position statement ("What is History?"), two 9- to 11-page interpretive essays, and a take-home final exam.

*Enrollment limit: 19 (expected: 15-19). Restricted to History majors.*

*Not available for the Gaudino option.*

Hour: 11:00-12:15 MW

WATERS

### **HIST 301B Approaching the Past: Documentary Practices (Not offered 2010-2011)**

Comprised of photographs, oral history, narratives, folklore, films, fiction, music, poetry, art and other forms, documentary provides ways for audiences to access stories that would go untold but for the work of the documentarian: Jacob Riis' turn of the century photographs of New York's Lower East Side, Agee and Walker's study of white southern poverty, Danny Lyon's photos of the civil rights movement, or Spike Lee's film about the murder of four black girls in Birmingham, Alabama. From its beginnings, documentary served to engender a progressive agenda by projecting the voices of the voiceless in order to illuminate the need for social change and spur the audience to action. But documentary also provides a way to access history, both the setting where the document was created and the subject it describes. This course examines the historical development of documentary forms, reviews and critiques the work of specific documentarians, facilitates historical research in non-traditional sources, and encourages students to develop a documentary skill.

Format: seminar. Requirements: Students write two short papers, and the course culminates with students creating their own documentary projects.

*Enrollment limit: 19 (expected: 15-19). Restricted to History majors.*

L. BROWN

### **HIST 301C(F) 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.

Format: seminar. Evaluation will be based on class participation, response papers, short essays, and a final paper.

*Enrollment limit: 19 (expected: 15-19). Restricted to History majors.*

Hour: 1:10-3:50 W

SINIAWER

### **HIST 301D Approaching the Past: Is History Eurocentric? (Not offered 2010-2011)**

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.

Format: discussion. Evaluation will be based on class participation, two 10- to 12-page papers, and a final exam.

*Enrollment limit: 19 (expected: 15-19). Restricted to History majors.*

SINGHAM

### **HIST 301E Approaching the Past: Three Historians of the Dark Ages (Not offered 2010-2011)**

This History 301 seminar investigates the nature of History through the three most important historical writers of the so-called European Dark Ages: Gregory of Tours (d. 594), a Gallo-Roman aristocrat and bishop who chronicled the bloody feuds of the early Frankish kings and queens; the Venerable Bede (d. 735), a Benedictine monk who famously narrated the conversion of Anglo-Saxon England from paganism to Christianity; and Einhard (d. 840), the biographer of the great emperor Charlemagne. For each of these early medieval authors, we will seek to understand not only how he conceived of and wrote about the past, but also how modern historians have tried to use his surviving writings as evidence to construct their own historical arguments and narratives. In this way, our examination of three historians of the Dark Ages will become an exploration into historical methodology, historiography, epistemology, and the limits of historical knowledge.

Format: seminar. Evaluation will be based on class participation, short weekly response papers, and several longer papers.

*Enrollment limit: 19 (expected: 15-19). Restricted to History majors.*

GOLDBERG

### **HIST 301F(S) Approaching the Past: Remembering American History**

Much of what we know and understand about American history is rooted in the received narrative of our national history, a history that is constructed of individual, collective, and a national memory of the past and its meanings. This course will examine some forms through which American historical memory is presented and (re)presented, such as monuments, museums, novels, film, photographs, and scholarly historical writing, by considering a number of pivotal events, institutions, or eras in American history. 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.

Format: seminar. 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.

*Enrollment limit: 19 (expected: 15-19). Restricted to History majors.*

*Not available for the Gaudino option.*

Hour: 1:10-3:50 W

WONG

### **HIST 301G(S) 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.

Format: seminar. Evaluation will be based on class participation, weekly critical response papers to the assigned reading, and a final paper. *Enrollment limit: 19 (expected: 15-19). Restricted to History majors.*

Hour: 1:10-3:50 W

GARBARINI

### **ADVANCED ELECTIVES (302-396)**

These advanced, topical courses are more specialized in focus than are the introductory survey courses (202-299) and are intended to follow such courses. Enrollment is often limited. Because these courses may presume some background knowledge, the instructor may recommend that students enroll in an appropriate introductory course before registering for an advanced elective.

#### **ADVANCED ELECTIVES: AFRICA AND THE MIDDLE EAST (302-311)**

##### **HIST 304(F) South Africa and Apartheid (Same as Africana Studies 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.

Format: lecture/discussion. Evaluation will be based on class participation and three short papers.

No prerequisites. *Enrollment limit: 25 (expected: 20). Open to all.*

Group A

Hour: 1:10-2:25 MR

MUTONGI

##### **HIST 305(S) Nation Building: The Making of the Modern Middle East (D)**

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.

Format: seminar/discussion. Requirements: evaluation will be based on several short papers and a "Magnus" Opus (a.k.a. final research paper).

No prerequisites. *Enrollment limit: 25 (expected: 20-25). Preference given to History majors and students with a background in Middle Eastern studies.*

Group E

Hour: 11:20-12:35 TR

BERNHARDSSON

### **HIST 307 Islam and Modernity (Not offered 2010-2011) (D) (W)**

Is Islam compatible with modernity? And if so, how? This course in intellectual history will systematically address the vast corpus of writings by Muslim activists and scholars on the role of Islam in today's world. Through this examination some of the central questions related to Islam's encounter with modernity will be explored in detail, such as those related to post-colonialism, political authority, violence, the status of women, democracy, and war. Geographically, this course will focus on Egypt and Iran as well as the ideas being developed by Muslim scholars in Europe and North America. Students will discuss these pertinent issues via videoconferencing with other university students in the Middle East on a regular basis.

Format: seminar. Requirements: weekly online journal and commentaries and a final research paper (15-20 pages).

No prerequisites; open to first-year students with instructor's permission. *Enrollment limit: 19 (expected: 19). Preference given to History and Religion majors.*

Group E

BERNHARDSSON

### **HIST 308 Gender and Society in Modern Africa (Same as Africana Studies 308 and Women's and Gender Studies 308) (Not offered 2010-2011)**

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."

Format: seminar. Evaluation will be based on class participation and three short papers.

No prerequisites; open to first-year students with instructor's permission. *Enrollment limit: 25 (expected: 15-20).*

Group A

MUTONGI

### **HIST 310 Iraq and Iran in the Twentieth Century (Not offered 2010-2011) (D)**

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.

Format: discussion/lecture. Evaluation will be based on class participation, short essays, and a final paper.

No prerequisites; open to first-year students with instructor's permission. *No enrollment limit (expected: 20-40).*

Group E

BERNHARDSSON

### **HIST 311 The United States and the Middle East (Same as Leadership Studies 310) (Not offered 2010-2011)**

(See under LEAD 310 for full description)

CHAMBERLIN

### **ADVANCED ELECTIVES: ASIA (312-321)**

### **HIST 315 Cultural Foundations: The Literature and History of Early China (Same as Chinese 224 and Comparative Literature 220) (Not offered 2010-2011) (D)**

(See under CHIN 224 for full description.)

NUGENT

Groups B and G

### **HIST 318 Nationalism in East Asia (Same as Asian Studies 245 and Political Science 354) (Not offered 2010-2011)**

(See under PSCI 245 for full description.)

CRANE

Group B

### **HIST 319(F) Gender and the Family in Chinese History (Same as Asian Studies 319 and Women's and Gender Studies 319) (D)**

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.

Format: seminar. Evaluation will be based on class participation, several short papers, and a final paper

No prerequisites; open to first-year students with instructor's permission. *Enrollment limit: 25 (expected: 20).*

Groups B and G

Hour: 2:35-3:50 MR

A. REINHARDT

### **HIST 321 History of U.S.-Japan Relations (Same as Asian Studies 321 and Japanese 321) (Not offered 2010-2011) (D)**

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 road to World War II, the politics and social history of the Occupation, trade relations, and the U.S.-Japan security alliance. Contemporary topics will also be discussed and due attention will be given to the larger context of U.S.-East Asia relations.

Format: lecture/discussion. Evaluation will be based on class participation, response papers, two short papers (5 pages), and a self-scheduled final exam or research paper.

No prerequisites; open to first-year students with instructor's permission. *No enrollment limit (expected: 30).*

Groups B and F

SINIÄWER

### **ADVANCED ELECTIVES: EUROPE AND RUSSIA (322-341)**

### **HIST 322 The Construction of Gender in Ancient Greece and Rome (Same as Classics 239 and Women's and Gender Studies 239) (Not offered 2010-2011)**

(See under CLAS 239 for full description.)

CHRISTENSEN

Group C and G

### **HIST 323 Leadership, Government, and the Governed in Ancient Greece (Same as Classics 323 and Leadership Studies 323) (Not offered 2010-2011) (W)**

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.

Format: discussion/lecture. 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).

No prerequisites; but a background and/or interest in the ancient world, political systems, and/or Leadership Studies is preferred; open to first-year students with instructor's permission. *Enrollment limit: 19 (expected: 19).*

Group C and G  
CHRISTENSEN

**HIST 324 The Development of Christianity: 30-600 C.E. (Same as Religion 212) (Not offered 2010-2011) (W)**

(See under REL 212 for full description.)

BUELL

Group G

**HIST 325 The World of Charlemagne (Same as Religion 219) (Not offered 2010-2011) (W)**

The medieval emperor Charlemagne (768-814) was known by contemporaries as the "Father of Europe," and in recent years he has become the symbol of the European Union. Thus for twelve hundred years people have believed that Charlemagne and his royal dynasty—the Carolingians—played a decisive role in the shaping of the western world. This course seeks to understand why that should be the case. We will explore how Charlemagne and his family created the first medieval empire out of the diverse peoples and territories of continental Europe: not only through warfare and military might, but also through Christianity and the Church, educational and cultural reforms, government and law, art and architecture, and a fundamental reorganization of the economy and society. Studying these aspects of the Carolingian age will enable us to see the enduring contributions of his family to the formation of Europe as well as the shortcomings and failures of their empire.

Format: seminar. Evaluation will be based on class participation, several papers, and assignments, and a final exam.

No prerequisites; open to first-year students with instructor's permission. *Expected enrollment: 10-20.*

Groups C and G  
GOLDBERG

**HIST 326 War in European History (Not offered 2010-2011)**

From the ancient world to the twentieth century, war has always played an important part in European history. Europeans have not only constantly been at war with other Europeans, but also with neighboring cultures and, indeed, most peoples around the globe. This course will introduce students to the history of European warfare from its origins in the classical and medieval periods to its maturation in the early modern period (1450-1815), and its disastrous culmination in the nationalist struggles of the nineteenth and twentieth centuries. Has there been a distinctively "European Way of War" from the beginning? How do we explain failure and success in European wars? What exactly happened at the strategic, operational, and tactical levels of war? And what caused changes in the organization and waging of European war from one period to the next?

Format: lecture/discussion. Evaluation will be based on class participation, one short research paper, and midterm and final exams.

No prerequisites; open to first-year students with instructor's permission. *No enrollment limit (expected: 30-40).*

Groups C and G  
WOOD

**HIST 327 Knighthood and Chivalry (Not offered 2010-2011)**

Today the terms "knighthood" and "chivalry" evoke romantic images of King Arthur and the Knights of the Round Table. Throughout the Middle Ages, however, knighthood and chivalry described the warlike and violent world of the European ruling class: the nobility. A knight was an armored warrior on horseback, and chivalry described his bellicose aristocratic culture. This course seeks to understand the origins, nature, and transformations of knighthood and chivalry during the Middle Ages. We will explore such topics as the formation of the European nobility, the emergence of the ethos of knighthood, Christian lay piety, family structure and inheritance patterns, the changing status of women, warfare and crusades, life in castles, relations with peasants, jousting and tournaments, courtly love, chivalric literature, and the emergence of "civilized" courtly manners.

Format: seminar/lecture, with audio-visual presentation. Evaluation will be based on several papers and assignments, a final exam, and class participation.

No prerequisites; open to first-year students with instructor's permission. *No enrollment limit (expected: 25).*

Groups C and G  
GOLDBERG

**HIST 328 Medieval Empires (Not offered 2010-2011)**

Today the nation-state is the accepted form of political organization across the globe. But in Antiquity and the Middle Ages, it was large, multi-ethnic empires rather than nations that dominated the map of the known world. This course explores the nature of empire and imperial rule in the late antique and medieval world through several case studies: the late Roman empire of Constantine the Great, the Byzantine empire of Justinian, the Frankish empire of Charlemagne, the Islamic caliphate of Harun al Rashid, and the German Reich of Otto the Great. In examining these premodern world empires, we will investigate the nature of imperial politics, government, ideology, warfare, cultural life, and economic organization, as well as the causes for the rise and fall of empires.

Format: seminar/lecture, with audio-visual presentations. Evaluation will be based on several papers and assignments, a final exam, and class participation.

No prerequisites; open to first-year students with instructor's permission. *No enrollment limit (expected: 10-30). Preference to History majors.*

Groups C and G  
GOLDBERG

**HIST 329 The Christianization of Europe (Same as Religion 214) (Not offered 2010-2011) (W)**

The most important development in the history of Europe was its conversion to Christianity during Late Antiquity and the early Middle Ages. In the fourth century the Roman emperors embraced Christianity as the new religion of their Mediterranean empire, and in subsequent centuries bishops, monks, and missionaries gradually converted the barbarian peoples of Europe to the new religion. In the process, Christianity transformed the peoples and kingdoms it came into contact with and bequeathed to them the legacy of the Roman imperial past. This course explores how the late Roman empire became Christian and how Christianity influenced the politics and societies of early medieval Europe. In the process we will explore such topics as the emergence of Christian doctrine and monasticism, the lives and thoughts of the Church Fathers, the role of saints and missionaries, the function of relics and miracles, the formation of the Church and Papacy, the politics of conversion of kings and kingdoms, the development of Christian art and literature, and the impact of Christianity on everyday religious practices and beliefs.

Format: seminar/lecture. Evaluation will be based on class participation, a midterm and final exam, and several written assignments.

No prerequisites; open to first-year students with instructor's permission. *No enrollment limit (expected: 10-30).*

Groups C and G  
GOLDBERG

**HIST 330 The Reformations in Early Modern Europe (Same as Religion 220) (Not offered 2010-2011)**

(See under REL 220 for full description.)

SHUCK

Groups C and G

**HIST 331(F) The Enlightenment**

Whether it was Illumination, Enlightenment, or *Aufklärung*, Europeans described their eighteenth century as the moment in which the light of knowledge pierced the darkness of superstition and ignorance. Yet the Enlightenment was hardly universally lauded. If the Enlightenment is today a topic of intense debate among scholars, venerated by some as a pinnacle of Western culture and rejected by others as a foundation of Western imperialism, it was no less hotly disputed in its time. In this class we will break down the myth of a single Enlightenment, discussing instead a profusion of enlightenments that touched Europeans of all stripes, from the Scots to the Poles, and ran the intellectual gamut from the occult to the scientific, the radical atheist to the Catholic. We will pay special attention to the cultural practices of enlightenment including new ways of reading and new forms of sociability, and we will explore long term trends that are often associated with the Enlightenment including imperialism, democratization, and the evolution of gender norms.

Format: seminar. Evaluation will be based on two 8-10 page papers or one research paper, class participation, and small projects.

No prerequisites. *Enrollment limit: 25 (expected: 15-20). Open to first-year students with instructor's permission.*

Groups C and G  
Hour: 1:10-2:25 MR

REVILL

**HIST 332 The French Revolution and the Napoleonic Empire (Same as French 216) (Not offered 2010-2011)**

This course provides an examination of the uneven development of a revolutionary tradition in France. We will follow the attempts to define, deny, foreclose, and revise the Revolution from its explosion in 1789 through the end of the Napoleonic regime in 1815. A strong historiographic focus will direct our attention to the gendered nature of the revolutionary project; the tension between liberty and equality that runs throughout French history; the intersection of race and citizenship in both the French and Haitian revolutions; and the plausibility of competing social, political, and cultural interpretations of the Revolution.

Format: discussion. Evaluation will be based on class participation, a midterm examination, several response papers, and a final essay. (This course can be taken, with some modifications, as RLFR 216. Students taking this course for French credit must do some research drawing upon French sources, write their papers in French, and meet with the French TAs or tutors to work on writing style. The instructor will be happy to help the student find French sources relevant to this class.) Prerequisites: some familiarity with the basic narrative of modern European history expected; open to first-year students with instructor's permission. *No enrollment limit (expected: 15-20).*

Groups C and G  
REVILL

**HIST 333(S) Fin-de-siècle Paris and Vienna**

This course examines two great imperial capitals as they faced a similar set of challenges at the end of a century truly dominated by Europe. Both Austria-Hungary and France were forced to reckon with their declining status as great powers, made manifest by their defeat at the hands of Prussia in 1867 and 1870 respectively. Both struggled with the place of ethnic and religious minorities in modern states and both responded with outbursts of political anti-Semitism rooted in their capital cities. In addition, both Paris and Vienna were sites of some of the most innovative and most tortured thinking about sex, gender, race, and social roles, which has left us the legacy of modern psychoanalysis, anthropology, and sociology. By examining these two great cities in the twilight of their power, we will not only gain a basic factual knowledge of fin-de-siècle urban life but also explore some of the works and problems that animated much of the intellectual life of the twentieth century.

Format: seminar. Evaluation will be based on two 8- to 10-page papers or one research paper, class participation, and small projects.

No prerequisites. Enrollment limit: 25 (expected: 15-20). Open to first-year students with instructor's permission.

Group C

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

REVILL

**HIST 334 Sex and Psyche: A Cultural History of Fin-de-Siècle Europe (Same as Women's and Gender Studies 334) (Not offered 2010-2011)**

This course will introduce students to some of the most significant and exciting social, artistic, intellectual, and political developments in fin-de-siècle Europe (1870 to 1914). "Fin-de-siècle" is a concept that denotes not only a historical period—the end of a century—but refers to a consciousness of living in a time of accelerated change and crisis. Intellectuals and artists of the decades we will be examining were preoccupied with "degeneration," loss of innocence, meaning, morality, and the inner self. They were simultaneously fascinated and horrified by technological innovation, emergent political and ideological currents, and the challenges to traditional values and identities posed by them. After a survey of political upheavals during the European fin-de-siècle, the course will focus on three metropolises consecutively: Vienna, Paris, and St. Petersburg. Through analyses of historical literature, novels, music, visual art, and the seminal texts of psychoanalysis we will explore how the self, public life, gender relations, sexuality, and aesthetics were conceived and re-imagined in each city, and bring to light the sensibilities and culture they shared.

Format: discussion. Evaluation will be based on class participation, an oral presentation, two short critical essays based on class readings, and a final research paper.

No prerequisites; open to first-year students with instructor's permission. Enrollment limit: 30 (expected: 20-25). Preference determined by instructor.

Group C

FISHZON

**HIST 335(S) Cultural History of the First World War**

In Europe the First, (not the Second, as Americans might expect), World War is still remembered as the "Great War." The First World War shattered a long century of near-total peace on the continent, profoundly changed social and political relations in all combatant countries, and shifted the global balance of power toward the emerging United States. In retrospect, the war opened the floodgates of modern history, creating space for decolonization, communism, fascism, welfare-state liberalism, suffrage movements, and the final demise of continental monarchies. This course will explore the ways that individuals and groups in the belligerent nations experienced the war asking, in the process, whose experiences "count" in the historiography of the war and looking at the ways that historians access the varieties of social experience.

Format: Lecture and discussion. Evaluation will be based on two 8-10 page papers or one research paper, class participation, and small projects.

No prerequisites. Enrollment limit: 25 (expected: 20-25). Open to first-year students with instructor's permission.

Group C

Hour: 2:35-3:50 TF

REVILL

**HIST 336(S) Nazi Germany**

This lecture-discussion course will approach the history of Nazi Germany chronologically, considering the rise of National Socialism during the Weimar Republic, the Nazi consolidation of power between 1933 and 1935, the "good years" of National Socialist rule from 1935 until 1943, the war, with particular emphasis on the war in the East, the genocide carried out by the Germans and their allies during the war, and the collapse of National Socialist Germany in 1945. The course will also approach the history of Nazi Germany topically, considering National Socialist ideology, the role played by Hitler in the Third Reich, the popularity of National Socialism, National Socialism and women, the National Socialists as modernizers, the experiential and racial reality of the Volksgemeinschaft, German knowledge of the "Final Solution" and complicity in the genocide, the place of the Holocaust in the history of Nazi Germany, National Socialist terror and the Germans, the National Socialist past in postwar German society and in West German families. In considering Nazi Germany chronologically and topically, the course will focus on how ordinary Germans experienced and participated in the history through which they lived.

Format: lecture/discussion. Requirements: evaluation will be based on participation in class discussion, two interpretative essays, each of approximately 5 pages, a research paper of approximately eight pages, and a final examination.

No prerequisites; open to all. Enrollment limit: 25 (expected: 20-25).

Group C

Hour: 2:35-3:50 TF

KOHUT

**HIST 337 Origins of European Social Thought and the Social Sciences (Not offered 2010-2011)**

A study of the creation of the social sciences in Europe with special attention to the historical development of the paired categories of the individual and the social. Topics will include the changing understanding of personhood from 1789 to the mid-twentieth century, the creation of modern academic disciplinary boundaries in the social sciences, the influence of socialist political movements on scholarship, and the relationship of the social to the natural sciences. Readings will include major primary texts from Marx, Durkheim, Weber, Nietzsche, Freud, Dilthey, Comte, Foucault, and others, as well as secondary literature on the history of social thought.

Format: discussion. Evaluation will be based on active participation and short essays on selected topics.

No prerequisites; open to first-year students with instructor's permission. No enrollment limit (expected: 10-15).

Group C

REVILL

**HIST 338 The History of the Holocaust (Same as Jewish Studies 338) (Not offered 2010-2011)**

In twenty-first century America, the murder of approximately six million European Jews by Nazi Germany remains a central event in our political, moral, and cultural universe. Nevertheless, the Holocaust still confounds historians' efforts to understand both the motivations of the perpetrators and the suffering of the victims. In this course, we will study the origins and implementation of the Holocaust from the divergent perspectives of perpetrators and victims. Our goal will be to investigate deeply the interaction of individual lives and world historical events. We will also examine the Holocaust within the larger context of the history of World War II in Europe and historians' debates about Germany's exterminatory war aims. Course materials will include diaries, speeches, bureaucratic documents, memoirs, films, and historical scholarship.

Format: mostly discussion. 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).

No prerequisites; open to first-year students with instructor's permission. Enrollment limit: 25 (expected: 20-25). Preference given to History majors and Jewish Studies concentrators.

Group C

GARBARINI

**HIST 340(S) Roman Cities in the Near East (Same as Anthropology 240 and Classics 240)**

(See under CLAS 240 for full description.)

RUBIN

**HIST 341 Identity, Geography and Politics in the Roman Empire (Same as Classics 238) (Not offered 2010-2011)**

(See under CLAS 238 for full description.)

RUBIN

Group C and G

**ADVANCED ELECTIVES: LATIN AMERICA AND THE CARIBBEAN (342-351)****HIST 345 "In Our Own Backyard?" U.S. and Latin American Relations (Same as Africana Studies 345) (Not offered 2010-2011)**

This course examines the relations between the United States and Latin America during the nineteenth and twentieth centuries. We will explore a variety of U.S. military interventions in the region, including U.S. participation in the Spanish-Cuban-American War, the occupation of Haiti, and the CIA's role in the overthrow of President Salvador Allende in Chile. We will look for consistencies and changes over time, weighing the role of ideology, national security, economic interests, and cultural factors in the creation and outcomes of U.S. policy. Readings will consist of a variety of primary source materials, mostly U.S. government documents but also letters and memoirs by U.S. policy-makers. All of the documents are in English, but students with a reading knowledge of Spanish will be encouraged to investigate other primary sources. In addition to the actions and motivations of officials in Washington, we will also consider how ordinary Americans interpreted U.S. relations with Latin America. Therefore, the course will investigate how young soldiers, African Americans, and women saw their roles as occupiers, allies, and the vehicle of modern civilization in the region. History 345 will also consider Latin American initiatives and responses to U.S. intervention, from attempts by nationalist regimes in Chile, Cuba, Guatemala, and Nicaragua to find an alternative to dependence on the United States, to critiques by Latin American intellectuals concerning U.S. cultural influences.

Format: seminar. Evaluation will be based on class participation, short (2-3 page) weekly writing assignments, and a final research paper (15-20 pages in length).



The final paper will be based on primary source research about a particular U.S. intervention in Latin American.  
 No prerequisites; open to first-year students with instructor's permission. *Enrollment limit: 25 (expected: 25). Preference determined by instructor.*  
*Groups D and F*  
 BENSON

**HIST 346 History of Modern Brazil (Same as Africana Studies 346) (Not offered 2010-2011) (D)**

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 boosterish 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.

Format: lecture/discussion. Evaluation will be based on class participation, two short papers, and a longer (10-12 page) final essay.

No prerequisites; open to first-year students with instructor's permission. *Enrollment limit: 25 (expected: 15-20).*

*Group D*

KITTLESON

**HIST 347(F) 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.

Format: lecture/discussion. Requirements: evaluation will be based on class participation, response papers, two short papers, and a longer (10-12-page) final essay.

No prerequisites. *Enrollment limit: 25 (expected: 15-20). Preference given to History majors.*

*Group D*

Hour: 1:10-2:25 TF

KITTLESON

**ADVANCED ELECTIVES: UNITED STATES (352-387)**

**HIST 352(F,S) America and the Sea, 1600-Present (Same as Maritime Studies 352) (Offered only at Mystic Seaport.) (W)**

(See under MAST 352 for full description.)

*Groups F and G*

GORDINIER

**HIST 354(F) The Revolutionary Generation: Galaxy of Leaders (Same as Leadership Studies 285 and Political Science 285)**

(See under LEAD 285 for full description.)

*Groups F and G*

DUNN

**HIST 355(S) Against All Odds: The American Revolution**

The American Revolution is one of those rare events that not only surprised most contemporary observers but continues to challenge the interpretive powers of historians to this day. For thirteen colonies, spread over more than a thousand miles and characterized by sharply differing political, economic, and social systems, to have joined together, declared their independence from imperial rule, and then gone on to defeat the greatest military and naval power on earth, seems—and indeed was—truly wondrous. Why did it happen? How did it happen? What factors in Britain and America led to it and shaped its outcome? What roles did different classes of people—from governing elites to ordinary individuals, male and female, white, red, and black play in the conflict? And finally, what sort of nation did the Revolution create? These are the questions we will consider during the semester, using a variety of materials and analytical techniques.

Format: reading and discussion. Requirements: evaluation will be based on class participation, a series of short papers on primary sources, plus a choice between a final paper and a final examination.

No prerequisites; open to all. *Enrollment limit: 25 (expected: 15-20).*

*Groups F and G*

Hour: 9:55-11:10 TR

DALZELL

**HIST 356 Race, Gender, and Sexuality in U.S. History (Same as Women's and Gender Studies 356) (Not offered 2010-2011)**

This course explores the shifting, contested, and intersecting meanings of race, gender, and sexuality in the United States. We will begin with three units designed to introduce the theoretical and methodological literature (one each on gender, sexuality, and race), and then devote the rest of our sessions to analyzing a series of specific historical topics examining the ways that race, sexuality, and gender have been imagined, policed, legislated, experienced, and performed in modern U.S. History. Topics to be explored include the development of and challenges to categories of race, sex, and gender; laws and cultural norms regarding sex and relationships; racial and sexual violence and organized resistance; and historical debates about family, immigration, work, and reproduction.

Format: discussion. Evaluation will be based on class participation, two short papers, and a final historiographical paper.

No prerequisites; open to first-year students with instructor's permission. *Enrollment limit: 30 (expected 20-25).*

*Group F*

DUBOW

**HIST 358(S) The Roosevelt Style of Leadership (Same as Leadership Studies 325)**

(See under LEAD 325 for full description.)

DUNN

**HIST 360 The Spanish-American Wars (Same as Leadership Studies 360) (Not offered 2010-2011) (D)**

(See under LEAD 360 for full description.)

CHAPMAN

**HIST 361(S) A Social and Cultural History of World War II (D)**

This course is not a military history of the war but an examination of the social and cultural impact of the war on the United States, and to a lesser extent, Europe and Asia. Through primary documents including memoirs, oral histories, novels, photographs, and films, as well as the current scholarship on the war, we will explore a range of experiences of Americans during the war, both on the American homefront and in combat. The course material will play special attention to the racial, ethnic, gender, sexual, class, and regional relationships that were affected by the war. Themes include the mobilization of the war effort, women and war production, the incarceration of Japanese Americans, the resistance of African Americans to segregation and inequality, the impact of combat on soldiers, the decision to use the atomic bomb and responses to its use, the enduring legacy of the Holocaust, how the war enabled the United States to emerge as a superpower in the postwar era, and various issues involving the historical memory of the war. This course fulfills the requirements for the Exploring Diversity Initiative because it examines how different racial, ethnic, and gendered/sexualized groups were affected by the war, how they transformed American society, and how America's status in the world changed after the war, bringing about new relations between Americans and those they fought with and against during the war.

Format: lecture/discussion. Evaluation will be based on six response papers, two short critical essay (5-7 pages), and a final research paper (15-20 pages).

No prerequisites; open to first-year students with instructor's permission. *Enrollment limit: 25 (expected: 25). Preference determined by instructor.*

*Group F*

Hour: 8:30-9:45 MWF

WONG

**HIST 362(S) 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.

Format: lecture/discussion. Evaluation will be based on several short writing assignments; two 4- to 5-page essays; and a research paper (12-15 pages).

No prerequisites; open to first-year students with instructor's permission. *Enrollment limit: 25 (expected: 25). Preference determined by instructor.*

*Group F*

Hour: 1:10-2:25 TF

DUBOW

**HIST 363(F) Spies and Lies: Intelligence, Propaganda, and the Presidency in the Twentieth Century (Same as Leadership Studies 363 and Political Science 363)**

(See under LEAD 363 for full description.)

OSGOOD

**HIST 364(F) History of the Old South (Same as Africana Studies 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.

Format: discussion. Evaluation based on class participation, two papers of moderate length, and a final examination.

No prerequisites; open to first-year students with instructor's permission. *Enrollment limit: 25 (expected: 25).*

Groups F and G

Hour: 2:35-3:50 TF

DEW

**HIST 365(S) History of the New South (Same as Africana Studies 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.

Format: discussion. Evaluation based on class participation, two papers of moderate length, and a final examination.

No prerequisites; open to first-year students with instructor's permission. *Enrollment limit: 25 (expected: 25).*

Group F

Hour: 2:35-3:50 MR

DEW

**HIST 368 Cultural Encounters in the American West (Same as American Studies 368) (Not offered 2010-2011) (D)**

This class will explore the history of the trans-Mississippi West by focusing on the encounters between Euro-Americans, Native Americans, African Americans, Latino Americans, and Asian Americans in that region from the time of the Gold Rush to the present. We will examine various historical moments of conflict and cooperation between these groups, as well as their perceptions of their experiences in the West and how historians and other writers have constructed the history of the area. Readings will include traditional and revisionist approaches to Western history, oral histories, travel literature, novels, and selected primary documents.

No prerequisites; open to first-year students with instructor's permission. Evaluation will be based on class participation, two short papers (5-7 pages), and a final exam.

*Enrollment limit: 40 (expected: 30). Open to all.*

Group F

WONG

**HIST 372(S) The Rise of American Business**

An examination of the complex process that saw business enterprise move from a marginal position in the largely agrarian society of the early colonial period to become, by the twentieth century, one of the principal forces shaping American culture. Subjects to be considered: the business and political activities of colonial merchants, early-American attempts at industrialization, the business careers of John D. Rockefeller and Andrew Carnegie, and the growth, since 1900, of multi-divisional corporations like DuPont and General Motors. Readings will include historical studies, biography, autobiography, and fiction.

Format: discussion. Requirements: a series of short analytical papers and the choice of either writing a longer, final essay or taking a final exam.

No prerequisites; open to first-year students with instructor's permission. *Enrollment limit: 25 (expected: 20-25). Open to sophomores and also to first-year students with Advanced Placement Credit in American History.*

Group F

Hour: 11:20-12:35 TR

DALZELL

**HIST 374 American Medical History (Not offered 2010-2011)**

This course will cover major themes in American medical history and historiography from the colonial period through the twentieth century. Every aspect of American "medicine" underwent tremendous transition during the period we will study. Medical education, the medical profession, and notions about cures and care changed fundamentally, as did ideas about the nature of illness itself. Our course of study, in addition to charting ways in which the practice of medicine in America has developed, will make an equal effort to understand how medicine has changed and affected American society. Topics that we will investigate include cholera, TB, and childbirth in American society, as well as other medical phenomena.

Format: discussion/lecture. Evaluation will be based on class participation, two short papers, reading quiz, and a final research paper.

No prerequisites; open to first-year students with instructor's permission. *No enrollment limit (expected: 15-25).*

Groups F and G

LONG

**HIST 375 History of American Childhood (Same as Africana Studies 375) (Not offered 2010-2011) (D)**

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?

Format: lecture/discussion. Students will be required to write three papers and be expected to contribute actively to class discussion.

No prerequisites; open to first-year students with instructor's permission. *Enrollment limit: 30 (expected: 20-30). Preference determined by instructor.*

Group F

LONG

**HIST 378(F) The History of Sexuality in America (Same as Women's and Gender Studies 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.

Format: lecture/discussion. Requirements: evaluation will be based on class participation, a midterm examination, several short papers, and a 10- to 12-page research paper.

No prerequisites. *Enrollment limit: 25 (expected: 20-25). Preference given to History majors and Women's and Gender Studies majors.*

Group F

Hour: 1:10-2:25 TF

DUBOW

**HIST 379 African American Electoral Politics in Historical Perspective (Same as Africana Studies 379) (Not offered 2010-2011)**

A little more than a hundred years ago, African Americans were disfranchised. Indeed, most black people could not vote until the last quarter of the 20th century. And yet, at the beginning of the 21st century, a black man mounted a significant campaign for the presidency of the United States. This course investigates the history of African American ideology and activism regarding the vote, office holding, public policy, and party politics. Course themes include: the 14th and 15th Amendments, disfranchisement, women's suffrage, court challenges, the civil rights movement, political ideologies, and candidacies in the post-reform era.

Format: discussion. Evaluation will be based on class participation, two short papers and a final project.

No prerequisites; open to first-year students with instructor's permission. *No enrollment limit (expected: 20). Open to all.*

Group F

L. BROWN

**HIST 380 Comparative American Immigration History (Not offered 2010-2011) (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. There 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.

Format: lecture/discussion. Evaluation will be based on six response papers, two short critical essay (5-7 pages) and a final oral history/family history 15-20

pages).

No prerequisites; open to first-year students with instructor's permission. *Enrollment limit: 25 (expected: 25).*

Group F  
WONG

**HIST 381(S) From Civil Rights to Black Power (Same as Africana Studies 381)**

The Supreme Court decision *Brown v. Board of Education* (1954) ended an era of black activism that used the courts to overturn exclusionary practices of American education, opening a new civil rights era that introduced new strategies and tactics of protest. This course introduces students to the themes and issues of the black freedom movement as it transpired after 1954 and continued into the 1980s in the United States. Focusing on African Americans' demands for the rights and responsibilities of citizenship, and placing their perspectives at the center, the course will follow a chronological format that covers the architecture of racial segregation and the culture of Jim Crow and examines the persistence of activism and resistance. Finally, the course will follow the many iterations of the freedom movement, including direct action, black power, and coalition building.

Format: lecture/discussion. Evaluation will be based on class participation, two short papers, and a take home final.

No prerequisites; open to first-year students with instructor's permission. *No enrollment limit (expected: 20).*

Group F  
Hour: 1:10-2:25 MR

L. BROWN

**HIST 382 Latina/o Politics (Same as Latina/o Studies 382 and Women's and Gender Studies 382) (Not offered 2010-2011) (D)**

(See under LATS 382 for full description.)

WHALEN

**HIST 383(F) History of Whiteness in the United States (Same as Women's and Gender Studies 383) (D)**

If race is a social construct, then any historical study of race and race relations in the United States extends to the topic of American whiteness. Using the work of scholar historians, the course follows a chronology that begins with colonial Virginia and end with the presidency of Barack Obama, 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? What is white culture and how has it developed over time? Because historically whiteness has carried overtones of power, privilege, and wealth in the United States, the course necessarily reveals, examines, and critiques the historical roots of racial disparities. This class is not for the faint-hearted; informed participation is necessary to its success. The reading can be described as intense. The course fulfills the requirements of 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.

Format: discussion. Requirements: 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.

No prerequisites; open to all. *Enrollment limit: 25 (expected: 15-20).*

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

L. BROWN

**HIST 384(F) Comparative Asian-American History, 1850-1965 (D)**

This course will focus on the early history of Chinese and Japanese immigrants and their descendants in the United States. We will first look at the immigration patterns of these two Asian groups to the United States, how they made a living here, and how other Americans reacted to their presence. From there, the course will take an in-depth look at the anti-Asian movement in this country which culminated in the prohibition of most Chinese immigrants from entering the country and later, the incarceration of Japanese Americans during World War II. This course fulfills the Exploring Diversity Initiative requirement because it examines the history of the two Asian immigrant groups of this time period and their relationship to each other and to other ethno-racial groups, all within the context of American history from the Antebellum period through World War II.

Format: discussion. Evaluation will be based on a series of writing assignments: six short response papers, two 5- to 7-page essays, and a 10- to 15-page research paper.

No prerequisites; open to all students. *Enrollment limit: 25 (expected: 10-15).*

Group F  
Hour: 2:35-3:50 MR

WONG

**HIST 385 Contemporary Issues in Recent Asian-American History, 1945-Present (Not offered 2010-2011) (D)**

Since 1965, the Asian-American community has increased in number and diversity. This course will examine the Asian diaspora since 1965 in light of events in both Asia and the United States and how Asians have come to populate the American landscape in terms of immigration and adjustment patterns, Asian-American identity and politics, and the Asian presence in American popular culture. Readings will include oral histories, novels, and contemporary historical and sociological studies of the Asian-American experience.

Format: discussion. Evaluation will be based on class participation, two short papers (5-7 pages) and a personal or family immigration history (15 pages).

No prerequisites; open to first-year students with instructor's permission. *Enrollment limit: 30 (expected: 15).*

Group F  
WONG

**HIST 386 Latinas in the Global Economy: Work, Migration, and Households (Same as Latina/o Studies 386 and Women's and Gender Studies 386) (Not offered 2010-2011) (D)**

This course examines the impact of the global economy on Latinas from 1945 to the present, including Mexican, Puerto Rican, Cuban, and Dominican women, as well as more recent immigrants from Central and South American countries. Using the garment industry as an example of a labor intensive industry that has gone global, we ask questions regarding the impact on Latinas in their countries of origin and in the United States. What impact has the global economy and economic development had on Latinas' work and their households in their countries of origin? How have economic changes and government policies fostered Latinas' migrations? How have Latinas been incorporated into the changing U.S. economy? How have Latinas confronted the challenges created by a globalizing economy? We will also explore the migration and the experiences of Latina domestics and farm workers, past and present. Focusing on the experiences of Latinas as they become racialized populations in the United States, this EDI course explores the impact of dominant U.S. hierarchies of race, gender and class on their economic incorporation, as well as the myriad ways in which they confront, negotiate, and at times challenge those dominant U.S. hierarchies.

Format: discussion. Evaluation will be based on class participation and group presentations, short writing assignments, two short essays, and a final paper that will be presented to the class.

No prerequisites; open to first-year students with instructor's permission. *No enrollment limit (expected: 15).*

Groups D and F  
WHALEN

**HIST 388 The Cold War, 1945-1991 (Not offered 2010-2011)**

This course examines the Cold War from its origins in World War II to its end with the collapse of the Soviet empire in 1991. Lectures, readings, and discussions will explore how and why the Cold War began, why it continued, what characterized it, how its foci changed over time, and how and why it ended. We will pay particular attention to the ideological, diplomatic, technological, and military competitions that marked the bipolar Soviet-American rivalry. We will also explore the collapse of the European imperial order and the resulting process of Third World decolonization, which was a major factor in shaping, perpetuating, and arguably ending the Cold War. Sources for the course will include primary documents, scholarly books and articles on a variety of international Cold War topics, and documentary and feature film clips.

Format: lecture/discussion. Evaluation will be based on class participation, two 5- to 7-page papers, quizzes, and a final exam.

No prerequisites; open to first-year students with instructor's permission. *Enrollment limit: 25 (expected: 15-20).*

Groups C and F  
CHAPMAN

**ADVANCED ELECTIVES: TRANSNATIONAL/COMPARATIVE (388-396)**

**HIST 389(F) The Vietnam Wars (Same as Asian Studies 389)**

This course explores the Vietnam Wars from the perspectives of various Vietnamese, French, and American agents, and addresses the roles played by other international actors. Lectures, readings, films, and discussions will place the Vietnam Wars in the broad context of the Cold War and the post-World War II wave of decolonization, as well as the specific contexts of Vietnamese, French, and American history, politics, and culture. It will address everything from Cold War geopolitical dynamics to the experiences of anti-war protestors and soldiers on patrol. Students will read a number of scholarly texts, primary sources, memoirs, and novels. The course will also be accompanied by a mini-film series.

Format: lecture and discussion. Requirements: evaluation will be based on class participation, several short essays, and a 10- to 12-page historiographical essay.

No prerequisites; open to all. *Enrollment limit: 25 (expected: 15-20).*

Group F  
Hour: 11:00-12:15 MWF

CHAPMAN

**HIST 390 The 1930s in Comparative Perspective: Germany, Italy, and Japan (Same as Asian Studies 390 and Japanese 390) (Not offered 2010-2011) (D)**

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.

Format: lecture/discussion. Evaluation will be based on class participation, response papers, two short papers (5 pages), and a final paper.

No prerequisites; open to first-year students with instructor's permission. *Enrollment limit: 25 (expected: 20-25).*

Groups B and C  
SINIAWER

**HIST 391(F) Insurgencies: Revolts, Revolutions, Wars of National Liberation, and Jihads (Same as Anthropology 391 and INTR 391)**  
(See under ANTH 391 for full description.) JUST

**HIST 392 Producing the Past (Same as Asian Studies 345 and Sociology 345) (Not offered 2010-2011)**  
(See under SOC 345 for full description.) VALIANI

**HIST 393(S) Sister Revolutions in France and America (Same as Leadership Studies 212)**  
(See under LEAD 212 for full description.) DUNN

Groups C, F, and G

**HIST 394(F) Divine Kingship in the Ancient Mediterranean (Same as Anthropology 258, Classics 258 and Religion 213)**  
(See under CLAS 258 for full description.) RUBIN

**HIST 395 Fashioning Bodies: Dress, Consumption, and Gender from the Renaissance to the Present (Same as Women and Gender Studies 395) (Not offered 2010-2011)**

This course explores costume and fashion as vehicles for the (re)creation and expression of gender, class, and sexual identities in Europe and the United States. We will begin by looking at the relationship between fashion and the political and economic power of the courts of early modern Europe. Revolutionary ideologies will be linked to sartorial politics, consumption of clothing to colonization, and changes in the style of clothing to shifting social norms. As our focus turns to the fashion industry in the twentieth century, when mass-produced clothing increased the possibility for reflexivity and imaginative play in dress, we will relate representations of the dressed body to the formation of diverse cultural communities, beauty ideals, and status hierarchies, examining both the normative and subversive potential of fashion. The course considers work in the fields of art history, cultural history, sociology and anthropology, feminist theory, and fashion journalism to ask questions such as: What are the origins of consumer societies? When, why, and how were fashion and consumption feminized? Is clothing a language? What cultural, political and social meanings do certain forms of dress generate? What is the relationship between prevalent understandings of the body and fashion? How is clothing used to stigmatize or differentiate individuals and communities? Topics include: the origins of uniforms and sportswear, eroticism and androgyny in fashion, the cultural politics of ethnic" clothing, and the relationship between the fashion industry and cinema.

Format: seminar. Evaluation will be based on class participation, an oral presentation, two short critical essays based on class readings, and a final research paper. No prerequisites; open to first-year students with instructor's permission. *No enrollment limit (expected: 8-14).*

Groups C, F, and G  
FISHZON

**HIST 396(S) 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 EDI requirement as it seeks to develop an empathetic understanding of the position of Muslims in Europe today.

Format: discussion. Evaluation will be based on class participation, a few short papers, and a longer research paper.

No prerequisites; open to first-year students with instructor's permission. *Enrollment limit: 25 (expected: 15-20). Open to all.*

Groups A and C

Hour: 9:55-11:10 TR

SINGHAM

**ADVANCED SEMINARS (402-479)**

These are advanced courses normally limited in enrollment to fifteen students. Each seminar will investigate a topic in depth and will require students to engage in research that leads to a substantial piece of historical writing. All History majors are *required* to complete either an advanced seminar (402-479) or a tutorial (480-492). Instructors may recommend prior coursework in the area of the seminar. Preference is given to senior History majors, followed by junior History majors.

**ADVANCED SEMINARS: AFRICA AND THE MIDDLE EAST (402-411)**

**HIST 408 Archaeology, Politics, and Heritage in the Middle East (Not offered 2010-2011)**

Archaeological sites and artifacts are not merely relics of the past; they can also be potent and conspicuous symbols of national identity for the modern nation-state. In the Middle East, with its rich archaeological heritage, the relationship among politics, nationalism, and archeology has been particularly strong and interesting. Nevertheless, this is a topic that has only recently attracted the attention of historians. In this seminar, we will analyze the experience of several Middle Eastern countries, including Iraq, Israel, Turkey, Egypt, Lebanon, and Iran, and how they utilized archaeology for state-building purposes. We will discuss how archaeology entered the political discourse, the creation of regional and national museums, the interpretation of archaeological artifacts in the arts and literature, and archaeology's role in contested terrains and political disputes. We will also explore the function of archaeology in the region's important tourism industry. Finally, the issue of cultural patrimony and the emotional impact of archaeology in the region will be addressed.

Format: seminar. Evaluation will be based on class participation, oral presentations, short papers, and a major research paper.

*Enrollment limit: 15 (expected: 15). Preference given to History majors.*

Group E

BERNHARDSSON

**ADVANCED SEMINARS: EUROPE AND RUSSIA (422-441)**

**HIST 425 The First Crusade (Same as Religion 215) (Not offered 2010-2011) (W) (D)**

The First Crusade (1095-1131) was one of the most remarkable episodes in the history of the Middle Ages. Responding to the call of Pope Urban II, a mass movement of armed pilgrims marched almost 2000 miles from western Europe to the Holy Land to reconquer Jerusalem from Turkish invaders. In the eyes of these crusaders, they were undertaking a Christian pilgrimage and penitential war through which they hoped to win salvation, glory, and treasure. In the eyes of others, however, the crusaders were savage barbarians who understood little of the sophisticated civilizations they encountered and who butchered innocent Jews, Muslims, and fellow Christians in God's name. This seminar explores the origins, course, and impact of the First Crusade from social, cultural, theological, political, economic, and military perspectives. Special attention will be given to analyzing, comparing, and contrasting different accounts of the First Crusade—not only those of western Christians, but also of Jews, Byzantine Greeks, Muslims, and other witnesses. Through this study of the First Crusade, we will examine one of the defining events of the Middle Ages and uncover the roots of much ethnic, religious, and political conflict in our modern world.

Format: seminar. Evaluation will be based on several short papers, a map quiz, a research paper, and class participation.

No prerequisites. *Enrollment limit: 15 (expected :10-20).*

Groups C, E and G  
GOLDBERG

**HIST 430 Toward a History of the Self in Nineteenth- and Twentieth-Century Europe (Not offered 2010-2011)**

The self may appear to us as a fixed and stable entity that all people have in common throughout time. However this course puts forward a different view, suggesting that the self is context-specific and subject to the culture and society of particular places and historical eras. Using a range of sources that include historical writing, social theory, psychological theory, literary scholarship, diaries, memoirs, film, and art, we will examine changing, coexisting, and sometimes conflicting notions of selfhood in Europe in the nineteenth and twentieth centuries. From the "individualism" seemingly legitimated by the French Revolution to modern and postmodern conceptions of the fragmented or decentered self, different narratives of the self have been elaborated during the prior two centuries which continue to influence how we think about identity and subjectivity. The goal of this course is to enable students to think historically about the concepts of

self, person, or individual and to explore a range of intellectual approaches to analyzing the nature of the self. Seminar meetings will be devoted to the discussion of common readings. Students should develop research topics in consultation with the instructor.

Format: seminar. Evaluation will be based on class participation, weekly response papers (2 pages), an oral presentation, and a final research paper (12-15 pages). Enrollment limit: 15 (expected :10-20).

Group C  
GARBARINI

#### **HIST 439 Personality, Society, and Identity in Nineteenth- and Early Twentieth-Century Russian Thought (Not offered 2010-2011)**

This seminar studies the movements and themes of Russian thought from the Enlightenment to 1917, situating works of Russian philosophy and literature, when appropriate, within the broader context of Western intellectual traditions. We will explore how ideas about human nature and society inspired and gave meaning to political reform, terrorism, and revolution in the nineteenth and early twentieth centuries, and ponder their relevance in Russia today. The course covers themes such as the individual and society, morality and love, and time and eschatology, as well as topics like: the problem of national identity, conservatism and radicalism, the forging of the intelligentsia tradition, the commercialization of culture, and revolutionary language in 1917. Readings include texts by Pushkin, Belinsky, Dostoevsky, Herzen, Tolstoy, Solovyov, Berdiaev, as well as modernist works (Bely, Blok, Ivanov) and Marxist writings (Plekhanov, Bogdanov, Lenin). We also will read secondary historical literature, watch films, and listen to music in order to gain a deeper understanding of the cultural environment in which our primary sources were written and the ways social ideals and types were disseminated.

Format: seminar. Knowledge of Russian is NOT a prerequisite for this course. Evaluation will be based on class participation, several oral presentations and short preliminary writing assignments, and a final research paper.

No prerequisites. No enrollment limit (expected 8-12). Preference will be given to History and Russian Studies majors.

Group C  
FISHZON

#### **ADVANCED SEMINARS: LATIN AMERICA AND THE CARIBBEAN (442-451)**

##### **HIST 443 Slavery, Race and Ethnicity in Latin America (Same as Africana Studies 443) (Not offered 2010-2011) (D)**

To historians, activists, and other observers, Latin America has often appeared either a racial paradise - where racial mixture and the absence of a "color bar" led to more racially "democratic" societies—or a racial hell —where the seeming fluidity of race relations masked real, violent discrimination. This seminar will explore the ways in which such views were both right and wrong in their judgments and the conditions that made such depictions possible and politically significant. It will explore the historical roots of race relations and politics in Latin America from the beginnings of slavery through its abolition; the changing constructions of indigenous ethnicities; and on to the emergence of new racial identities and political movements in Colombia, Brazil, Cuba, and throughout the region. Concerned with radically different understandings of racial politics than those in the United States, this course fulfills the requirements of the Exploring Diversity Initiative.

Format: seminar. Evaluation will be based on class participation, weekly reading responses, and a final paper.

Enrollment limit: 15 (expected: 10-15).

Group D

##### **HIST 444(S) The Black Republic—Haiti in History and Imagination (Same as Africana Studies 444)**

This course will use the powerful example of Haiti—home of the world's only successful slave rebellion—as a way for students to explore the interdisciplinary and methodological diversity of Africana Studies and History, while simultaneously being introduced to some of Africana's seminal thinkers and actors, including C. L. R. James, Michel-Rolph Trouillot, Edwidge Danticat, Zora Neale Hurston, Katherine Dunham, Maya Deren, and Randall Robinson. Film, dance, literature, music, history, anthropology, and religion will be used with an eye toward helping students produce an original work of their own as the final project. We will explore the traumatic race relations of Haiti – from slavery through the American occupation—as well as the prejudicial and beneficial ways Haiti has appealed to Americans, from boat people and carriers of AIDS, to practitioners of voodoo and creators of a uniquely African-Caribbean art.

Format: discussion. Requirements: evaluation will be based on student participation, a couple of short papers, the completion of an original research paper or project conducted in stages (all projects will have some written component, but may include a dance performance, spoken word, fieldwork etc.), and peer editing/critique.

No prerequisites. Enrollment limit: 15 (expected: 10). Preference given to advanced History majors and Africana Studies concentrators.

Group D

Hour: 1:10-3:50 W

SINGHAM

##### **HIST 448(S) Latin American and Caribbean Narratives: Testimonios, Historical Novels, and Travel Accounts (Same as Africana Studies 448)**

This course will use three narrative genres—testimonios (memoirs), historical novels, and travel accounts—to explore the experiences and cultures of Latin America and the Caribbean during the nineteenth and twentieth centuries. As genres of literature and sources of historical writing, testimonios, novels, and travel accounts are, of course, uneven in quality and utility. Yet, even as we analyze how issues of memory, perspective, and misrepresentation complicate the use of these types of sources for historical inquiries, we will also explore what they reveal about ordinary Latin American and Caribbean citizens. HIST/AFR 400 will unpack what meanings readers can glean from these narratives and how the personal can be political. We will pay special attention to the methodology of reading non-traditional sources and learn to read these narratives for insights into the daily experiences, social hierarchies, gender norms, and family relations of the region. For the final research project, students will select one narrative to use as a starting point of analysis for a significant historical event or theme.

Format: seminar. Evaluation will be based on class attendance, short writing assignments, and final research paper (20-25 pages in length).

Prerequisites: some familiarity with Latin American and/or Caribbean history. Enrollment limit: 15 (expected: 15).

Groups D

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

BENSON

#### **ADVANCED SEMINARS: UNITED STATES (452-471)**

##### **HIST 452(S) Women in America, 1620-1865 (Same as Women's and Gender Studies 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.

Format: seminar. Requirements include 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.

No prerequisites. Enrollment limit: 15 (expected: 10-15). Preference given to advanced History majors and to Women's and Gender Studies majors.

Groups F and G

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

LONG

##### **HIST 456(F) Civil War and Reconstruction (Same as Africana Studies 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.

Format: seminar. Evaluation based on class participation and a substantial research paper based at least in part on primary source materials.

Enrollment limit: 15 (expected: 15).

Group F

Hour: 1:10-3:50 W

DEW

##### **HIST 457 Gender, Law, and Politics in U.S. History (Same as Women's and Gender Studies 457) (Not offered 2010-2011)**

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.

Format: seminar. 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.

No prerequisites. Enrollment limit: 15 (expected: 10-15). Preference given to senior History majors.

Group F  
DUBOW

**HIST 459 Jim Crow (Same as Africana Studies 459) (Not offered 2010-2011) (D)**

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.

Format: seminar. Evaluation will be based on class participation and two shorter assignments leading up to a longer research paper.

Enrollment limit: 15 (expected: 10-15). Preference given to junior and senior History majors.

Group F

L. BROWN

**HIST 464(S) The United States and the Vietnam War**

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.

Format: seminar. Evaluation will be based on class participation, several short papers, and a 20- to 25-page research paper.

Enrollment limit: 15 (expected: 10-15). Preference given to advanced History majors.

Group F

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

CHAPMAN

**HIST 465(S) The Age of Eisenhower and McCarthy: The Fifties (Same as Leadership Studies 465)**

Many Americans have a nostalgic and bland view of the 1950s as a decade when nothing happened and the living was easy. In fact, it was a period of tremendous social, economic, and political change, often characterized by anxiety, fear, and conflict. This course will compare the idealized memory of the 1950s with the historical realities of the age of Dwight Eisenhower and Joseph McCarthy. Beneath the surface of consensus and conformity lay the foundations for the deep social and political turmoil that would erupt in the 1960s as Americans began to question traditional gender roles, civil rights practices, government national security policies, and social values. The seminar will cover the broad spectrum of American life, including the political, economic, diplomatic, cultural, and social history of the 1950s.

Format: discussion/research seminar. Requirements: evaluation will be based on class participation, a substantial research paper (20-25 pages, which we will work on over the course of the semester), and a few short writing assignments designed to prepare students for the larger research project.

Prerequisites: some college work in modern US history/politics. Enrollment limit: 15 (expected: 10-15). Preference given to History majors and Leadership Studies concentrators.

Group F

Hour: 1:10-3:50 W

OSGOOD

**HIST 466(F) Imagining Urban America, Three Case Studies: Boston, Chicago, and L.A. (Same as American Studies 364)**

This course will explore the social, economic, and cultural lives of three cities, each of which at its zenith seemed to contemporaries to represent definitive aspects of "American" development. We will begin with Boston—the country's first "big" city and the nominal capital of Puritan New England—in the colonial and early national periods. From there we will move to Chicago, the transportation and commercial hub of the emerging national economy in the nineteenth century. Finally we will turn to Los Angeles, "The City of Dreams" and the center of the popular entertainment industry in the twentieth century. In each case, drawing on a variety of sources, we will examine the city's origins, the factors that promoted its growth, and the distinctive society it engendered. Then we will consider some of the city's cultural expressions—expressions that seem to characterize not only changing the nature of urban life, but the particular meanings each city gave to the nation's experience at the time. What made these cities seem simultaneously, as they did, so alluring and so threatening to the fabric of national community and identity?

Format: seminar. Requirements: two short papers and a longer essay analyzing selected primary texts; there will be no hour test or final exam.

Enrollment limit: 20 (expected: 15). Preference given to History majors.

Group F

Hour: 1:10-3:50 W

DALZELL

**HIST 471 Comparative Latina/o Migrations (Same as Latina/o Studies 471) (Not offered 2010-2011) (D) (W)**

(See under LATS 471 for full description.)

WHALEN

**ADVANCED SEMINARS: TRANSNATIONAL/COMPARATIVE (472-479)****HIST 472 Failed States and U.S. International Relations (Same as Leadership Studies 472) (Not offered 2010-2011)**

(See under LEAD 472 for full description.)

CHAMBERLIN

**HIST 473 The United States, Revolution, and the Postcolonial World (Same as Leadership Studies 373) (Not offered 2010-2011)**

(See under LEAD 373 for full description.)

CHAMBERLIN

**HIST 475 Modern Warfare and Military Leadership (Not offered 2010-2011)**

Since the late-eighteenth century, the history of the West has been marked by a number of enormously destructive and decisive wars fought by nation-states on a continental and global scale. This era witnessed dramatic changes in the size, armaments, organization, and lethal nature of military forces at sea, on land, and, more recently, in the air, culminating in highly mechanized warfare, and its ultimate weapon, the atomic bomb. This course will study that warfare, paying special attention to the role military leadership played in its development. We will concentrate our attention on the Napoleonic Wars, the American Civil War, World War I, and World War II, and such leaders as Napoleon, Lee and Grant, Haig and Ludendorff, Churchill, Hitler, Stalin, Marshall, Eisenhower, and MacArthur. Do these great leaders provide the key to our understanding of modern warfare? Or are certain "timeless" principles, factors, and behaviors that consistently transcend local historical contexts more important?

Format: seminar. Requirements: a substantial (no upper limit on length) research paper on a topic of the student's choice growing out of some aspect of the course. Participants will, in teams of two or three, lead class discussion at least once as well as give class reports on the course readings. There will be several required films, and the class will also play some computerized historical wargames.

Enrollment limit: 15 (expected: 15). Preference given to History majors.

This course is part of the Leadership Studies concentration.

Groups C and F

WOOD

**HIST 476 Apocalypse Now and Then: A Comparative History of Millenarian Movements (Same as Religion 217) (Not offered 2010-2011)**

(D)

"The end is near!" Millions of people around the world believe that the course of history and the sequence of events that will herald the end of the world are foretold in their scripture, whether Judaic, Christian, or Islamic. These beliefs can have, and have had, widespread social ramifications. This seminar will explore various important political and religious movements that have responded to an apocalyptic message by calling for drastic societal change. Both the social critique of these movements and why they felt that the end was imminent will be analyzed. Special attention will be paid to millenarian movements in the Middle East, North America, and Asia. Students will also assess apocalyptic themes in music, literature and the visual arts.

Format: seminar. Evaluation will be based on student presentations, group project, and a final paper.

No prerequisites. Enrollment limit: 15 (expected: 8-15). Preference given to History majors and students concentrating in African and Middle Eastern Studies.

Groups E, F, and G

BERNHARDSSON

**ADVANCED TUTORIALS (480-492)**

These are advanced reading and writing courses that offer an in-depth analysis of a topic in a tutorial format. Tutorials are limited in enrollment to ten students and preference is given to senior History majors. All History majors are required to complete either an advanced seminar (402-479) or a tutorial (480-492). Instructors may recommend prior coursework in the area of the tutorial. The writing of five or six essays and the oral presentation of five or six critiques of another student's essays are central to tutorials.

**HIST 480T Historical Narratives of the Israeli-Palestinian Conflict (Not offered 2010-2011) (W) (D)**

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 (1948, 1967, 1994, and 2000) and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

Format: tutorial. Requirements: 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.  
No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to History majors and to those who have taken History 207 or other courses on the Middle East.*

Group E  
BERNHARDSSON

**HIST 482T Fictions of African-American History (Same as Africana Studies 482) (Not offered 2010-2011) (W)**

This course examines the form and function of African-American historical narratives with attention to written texts pertaining to the enslavement and freedom of African Americans during the nineteenth and early twentieth century. The lack of documentary material pertaining to this history has made the task of reading and interpreting African American experience particularly challenging. By crossing generic and disciplinary boundaries, students will take up the task of reading African-American history while attending to the difficulties such a task raises. To do so, 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.

Format: tutorial.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to History majors and Africana Studies concentrators.*

Group F  
LONG

**HIST 483T(S) African Political Thought (Same as Africana Studies 483T) (W)**

This course examines the ideas of major figures in the progressive tradition of African political thought. This emancipatory tradition emerged in societies shaped by racial, cultural, and economic exploitation, forcing both African men and women to address questions of identity and political action. Most members of this tradition also considered the ways in which uneven power relations within African communities shaped the personal and political landscapes. The Africans we will examine in this course drew on resources as varied as Pan-Africanism, Nationalism, Classical Liberalism, Social Democracy, Marxism, Black Consciousness, Negritude and Gender theory, yet each participated, at least implicitly, in a common African intellectual project: the meaning of Africa and of being African. Format: tutorial. Requirements: 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 each week. Evaluation will be based on the quality of the biweekly papers and oral critiques and a final writing exercise.

*Enrollment limit: 10 (expected: 10). Preference given to History majors.*

Group A

Tutorial meetings to be arranged.

MUTONGI

**HIST 485T Stalinist Terror and the New Man (Not offered 2010-2011) (W)**

The Bolsheviks strove to engineer a new type of person—socially active, cultivated, healthy, enthusiastic, and ready to build socialism. The methods used and the results produced in the name of this goal included acts of monumental heroism and violence, narratives of human progress, and chronicles of arguably the most egregious human rights violations of the 20th century. In this course we will look at the ways historians, memoirists, and filmmakers have approached the period known as Stalin's Great Purge and Terror (1936-1939), attempting to answer questions to do with culpability, meaning, commitment, belief and disguise, fear, and betrayal. Dualistic concepts and categories like state/society, resistance/collusion, and domination/submission have engendered much controversy among scholars applying them to a time when victims and perpetrators were difficult to distinguish and often the same individuals. The course charts historical analyses and disputes around topics such as: the crimes of communism, "revolution from above," Stalin's personality, popular participation in show trials, the family and everyday life during the Terror, Stalinist science, and Soviet subjectivity.

Format: tutorial. Students will write and present papers every other week and will critique the papers of their tutorial partner in the weeks when they are not presenting.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to History majors.*

Group C  
FISHZON

**HIST 486T Historical Memory of the Pacific War (Same as Asian Studies 486T and Japanese 486T) (Not offered 2010-2011) (W)**

Over six decades after Japan's surrender, the issue of how to remember the Pacific War continues to raise controversy both within Japan and between Japan, Korea, and China. This tutorial will consider how individuals, groups of individuals, and nations construct and reconstruct historical memories by examining how various Japanese, as well as Koreans and Chinese, have sought to remember the Pacific War. The course will begin with a discussion of theoretical writings on the social and political construction of historical memory and the distinctions between official, collective, and historical memory. Then we will consider Japan's unique position as both wartime aggressor and victim, focusing on how the atomic bombings of Hiroshima and Nagasaki, the Occupation, and the Tokyo war crimes trial have shaped how the war has been remembered. We will also deal with how the war has been portrayed in literature, film, and other media. Finally, the course will explore how Japanese, Korean, and Chinese memories of the war continue to influence relationships within East Asia. We will examine the mnemonic sites contested by Chinese, Korean, and Japanese memories by discussing issues pertaining to military comfort women, the Nanking massacre, Unit 731, history textbooks, and Yasukuni shrine. Themes will include how the construction of memory is linked to the nation, how the passage of time influences the construction of historical memory, and the dilemmas of coming to terms with pasts contested both within and between countries.

Format: tutorial. Requirements: students will meet with the instructor in pairs for an hour each week. Each student will write and present orally a 5- to 7-page essay every other week on the readings assigned for that week. In alternate weeks, students will be responsible for offering an oral critique of the work of their partner. Students will be evaluated on their written work and their analyses of their partner's work. There will a final paper (15 pages) on the themes of the course.

No prerequisites. *Enrollment limit: 10 (expected: 10). Open to all.*

Group B  
SINIAWER

**HIST 487T(S) 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.

Format: tutorial. Requirements: each student will write and present orally an essay of approximately seven double-spaced pages every other week on a topic assigned by the instructor. Students not presenting an essay have the responsibility of critiquing the work of their colleague. The tutorial will culminate in a final written exercise.

No prerequisites. *Enrollment limit: 10 (expected: 10). Open to all. Not available for the Gaudino option.*

Group C

Tutorial meetings to be arranged.

WOOD

**HIST 489T Western Political Thought in Transition (Same as Political Science 359T) (Not offered 2010-2011) (W)**

While modern Western political thought traces its roots to the classical era of the Greek polis, its direct legacy from the Greeks derived in fact from the later (Hellenistic) period. It was monarchical in nature and was destined to be creatively transformed during the turbulent centuries stretching from late antiquity to the eighteenth. This tutorial will focus on that crucial period of transition, which eventuated in the emergence of recognizably "modern" constitutionalist notions of consent, parliamentary representation, and individual rights. Readings will involve both primary texts and secondary sources and will concentrate on the contributions of such authors as Eusebius of Caesarea, Augustine, Aquinas, Dante, John of Paris, Marsiglio of Padua, John Locke and Jean-Jacques Rousseau.

Format: tutorial. Each student will write and present orally every other week an essay of approximately 7 pages on an assigned topic focusing on the readings for that week. Students not presenting an essay in a given week will be responsible for presenting orally a 2 page written critique of their tutorial partner's essay.



Students will be evaluated on their essays, their critiques, and on a brief final written exercise focusing on the overall themes of the tutorial.  
*No prerequisites. Enrollment limit: 10 (expected: 10). Preference given to History and Political Science majors.*

*Groups C and G*  
OAKLEY

**HIST 490T(S) Memory, History, and the Extermination of the Jews of Europe (Same as Jewish Studies 490T) (W)**

The atrocities committed by Nazi Germany during the Second World War continue to trouble historians in their attempts to understand and represent them in all their magnitude and horror. Beyond historians, the complicity of segments of European societies in perpetrating those atrocities continues to raise thorny questions for postwar European nations about what their responsibilities are toward that past. This tutorial will focus on a series of questions relating to the historicization and memorialization of the extermination of European Jews. They include: Is the Holocaust unique? Is it a Jewish story or universal story? Does the Holocaust raise different issues for the historian than other historical events? How should the Holocaust be represented and what are the implications of different means of representing it? What role, if any, did European Jews play in their own destruction? Has Germany faced up to its past? Were Germans also victims of World War II? Who were the "bystanders" as compared to the "perpetrators"? Were the postwar trials of perpetrators a travesty of justice? How appropriate are the different uses that Israel and the United States have made of the Holocaust? By the end of the course, students will have grappled with the ongoing controversies that have arisen among scholars, governments, and lay people about the meaning (and meaninglessness) of the Holocaust for the postwar world. In a world in which extraordinary acts of violence continue to be perpetrated and more and more nations' pasts are marked by episodes of extreme criminality and/or trauma, exploring the manner by which one such episode has been remembered, avenged, and adjudicated should prove relevant for future consideration of other societies' efforts to confront their own traumatic pasts.

Format: tutorial. Requirements: Class time consists of weekly one-hour sessions with the instructor and a fellow student. Every other week the student will write and present orally a 5- to 7-page paper on the assigned readings of that week. On alternate weeks, the student will write a 2-page critique of the fellow student's paper. A final written exercise, a thought piece on the issues raised in the tutorial, will cap off the semester's work.

Prerequisite: permission of instructor. *Enrollment limit: 10 (expected: 10). Preference given to History majors and Jewish Studies concentrators. Not available for the Gaudino option.*

*Group C*

Tutorial meetings to be arranged.

GARBARINI

**HIST 491T Political Islam: Past, Present, Future (Not offered 2010-2011) (D) (W)**

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.

Format: tutorial. Requirements: 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: 10). Preference given to History majors and to those who have taken History 207 or other courses on the Middle East.*

*Group E*

BERNHARDSSON

**HIST 492T(F) 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 counter-intuitive 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.

Format: tutorial. Requirements: students will meet with the instructor in pairs for an hour each week. Each student will write and present a 5- to 7- page essay every other week on the readings assigned for that week. In alternate weeks, students will be responsible for offering an oral critique of the work of their partner. Evaluation will be based on written work and analysis of their partner's work.

No prerequisites. *Enrollment limit: 10 (expected: 10). Open to all. Preference given to History majors. Not available for the Gaudino option.*

*Group D*

Tutorial meetings to be arranged.

KITTLESON

**THE THESIS AND INDEPENDENT STUDY (493-499)**

**HIST 493(F) Senior Honors Thesis—Research Seminar**

This seminar is intended solely for writers of honors 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 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.

*Enrollment limited to seniors accepted into the Department's Honors Program.*

Hour: 2:35-3:50 TF

WATERS

**HIST 494(S) Senior Honors Thesis—Writing Seminar**

This seminar is a continuation of HIST 493 and is required of all senior honors thesis writers. Students will meet to discuss draft thesis chapters and prepare for the departmental Honors 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 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.

Prerequisites: successful completion of HIST 493. *Enrollment limited to seniors accepted into the Department's Honors Program.*

Hour: 2:35-3:50 TF

WATERS

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

**HISTORY OF SCIENCE**

(Div. II & III, see course descriptions)

Chair, Professor DONALD deB. BEAVER

A major in the History of Science is not offered, but the occasional Contract Major in it or a related interdisciplinary field is possible. Courses in the History of Science are designed primarily to complement and strengthen work in other major fields. Although any of the courses may be taken separately, studying related courses in other departments will enhance their value, because by nature, History of Science is interdisciplinary.

The following will serve as examples: the 101 course is an introduction to science and technology studies, and concentrates on key aspects of contemporary science and technology relevant to many issues of living in a technological society. *Scientific Revolutions* (HSCI 224) deals with the emergence of modern science in the 1600s and 1700s, and with subsequent revolutions in scientific thought; as such it complements courses related to modern European history. History of Science 240 traces the influential role of science and invention in the shaping of American culture, and complements offerings in American Studies and American History. HSCI 320, an historical overview of the ideas, practice, and organization of medicine, provides context for related coursework in History, Philosophy, and the Premed Program.

**HSCI 101(S) Science, Technology, and Human Values (Same as Science and Technology Studies 101)**

A study of the natures and roles of science and technology in today's society, and of the problems which technical advances pose for human values. An introduction to science-technology studies. Topics include: scientific creativity, the Two Cultures, the norms and values of science, the Manhattan Project and Big Science, the ethics and social responsibility of science, appropriate technology, technology assessment, and various problems which spring from dependencies engendered

by living in a technological society, e.g., computers and privacy, automation and dehumanization, biomedical engineering.  
Format: seminar. Requirements: two or three short exercises, two papers (3-5 pages and 5-7 pages), and two hour exams.

No prerequisites. *Enrollment limit: 20.*

*Satisfies one semester of the Division II requirement.*

Hour: 10:00-10:50 MWF

D. BEAVER

**HSCI 224(S) Scientific Revolutions: 1543-1927 (Same as History 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 or thought, and in society. Knowledge of high-school algebra is presupposed.

Format: lecture/discussion. Evaluation will be based on five problem sets, four short papers (3-5 pages), and two hour exams.

No prerequisites. *Enrollment limit: 30. Open to first-year students.*

*Satisfies one semester of the Division III requirement.*

Hour: 11:00-11:50 MWF

D. BEAVER

**HSCI 240(F) Technology and Science in American Culture (Same as History 295)**

Although technologically dependent, the American colonies slowly built a network of native scientists and inventors whose skills helped shape the United States' response to the Industrial Revolution. The interaction of science, technology, and society in the nineteenth century did much to form American identity: the machine in the garden, through the "American System of Manufactures" helped America rise to technological prominence; the professionalization and specialization of science and engineering led to their becoming vital national resources. Understanding these developments, as well as the heroic age of American invention (1865-1914), forms the focus of this course: how science and technology have helped shape modern American life.

Format: seminar. Requirements: class discussion, six short reports (2-3 pages), and two hour exams.

No prerequisites. *Enrollment limit: 15. Open to first-year students.*

*Satisfies one semester of the Division II requirement.*

Hour: 1:10-2:25 MR

D. BEAVER

**HSCI 309(S) Understanding Public Policy (Same as Environmental Studies 309, Political Science 301 and Science and Technology Studies 309)**

(See under ENVI 309 for full description.)

LYNN

**HSCI 320 History of Medicine (Same as History 293) (Not offered 2010-2011)**

A study of the growth and development of medical thought and practice, together with consideration of its interaction with science and social forces and institutions. The course aims at an appreciation of the socio-historical construction of Western medicine, from prehistory to the twentieth century. The course begins with paleomedical reconstructions, and moves to Babylonian, Egyptian and Greek [not only Hippocratic] medicine, Greek and Roman anatomy and physiology, Arabic medical thought, Renaissance medicine, and the gradual professionalization and specialization of medicine from the sixteenth century. Attention is paid to theories of health and disease, ideas about anatomy and physiology, in addition to achievements such as anesthesia and internal surgery, and advances in instruments such as obstetrical forceps and the stethoscope.

Format: seminar. Requirements: six short papers (3 pages), midterm, final hour exam.

No prerequisites. *Enrollment limit: 15. Open to first-year students.*

*Satisfies one semester of the Division II requirement.*

D. BEAVER

**HSCI 336(S) Science, Pseudoscience, and the Two Cultures (Same as Astronomy 336) (W)**

(See under ASTR 336 for full description.)

J. PASACHOFF

**HSCI 338 The Progress of Astronomy: Galileo through the Hubble Space Telescope (Same as Astronomy 338 and Leadership Studies 338) (Not offered 2010-2011) (W)**

(See under ASTR 338 for full description.)

J. PASACHOFF

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

**COURSES OF RELATED INTEREST**

PHIL 209 Philosophy of Science

SOC 368 Technology and Modern Society

**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 (Same as Theatre 245 and Women's and Gender Studies 245) (Not offered 2010-2011)**

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*.

Format: lecture/discussion, with additional periods set aside for scene presentation. Evaluation will be based on several short papers, plus 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.

No prerequisites; students wishing to enroll as Acting Students should consult with instructors. *Enrollment limit: 15-20 (expected: 15).*

*Satisfies one semester of the Division I requirement.*

BAKER-WHITE, ERICKSON

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

**INTR 110 Geopolitics, Religion, and Oil: The Case of Iraq and Iran (Same as International Studies 101 and Political Science 258) (Not offered 2010-2011)**

(See under INST 101 for full description.)

DARROW and MACDONALD

**INTR 150 Dimensions of Public Health (Not offered 2010-2011; to be offered 2011-2012)**

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. The field of public health relies on contributions from multiple disciplines, including economics, philosophy, biology, sociology and political science, among others. In this course we will survey the field of public health,

introducing students to core concepts and methods that highlight the interrelationship of individual and social choice 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, both historical and contemporary, including, for example, London's Broad Street cholera epidemic, tuberculosis control/eradication efforts, HIV/AIDS, lead poisoning, and obesity. Throughout our study of these cases, we will focus on key questions at the heart of public health. For example, what is effective public health policy and how can we measure its effectiveness? How do we reconcile competing moral and economic claims in shaping such policy? How do our fundamental beliefs and understanding of mortality determine our approach to public health decisions? How are these decisions made?

Format: lecture/discussion. Evaluation will be based upon five mid-length papers (5-7 pages each) and the quality of contributions to class discussion.

No prerequisites. *Enrollment limit: 25 (expected: 20). Preference given to first-year students and sophomores.*

PEDRONI and SHORE-SHEPPARD

#### **INTR 160(S) Mathematical Politics: Voting, Power, and Conflict (Same as Mathematics 175) (Q)**

(See under MATH 175 for full description.)

PACELLI

*Satisfies one semester of the Division III requirement.*

#### **INTR 219T(F) Women in National Politics (Same as Political Science 219 and Women's and Gender Studies 219) (W)**

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: Eleanor Roosevelt, Barbara Jordan, Shirley Chisholm, Maxine Waters, Cynthia McKinney, Lani Guinier, Madeleine Albright, Hillary Clinton, Condoleezza Rice, Sarah Palin, Nancy Pelosi. Students will develop studies of female politicians and activists as contributions to a digital repository.

Format: tutorial. Requirements: alternating 5-page analytical papers with 2-page response papers.

No prerequisites. *Enrollment limit: 10. Preference given to juniors and seniors, or sophomores with permission of instructor.*

Tutorial meetings to be arranged.

JAMES

#### **INTR 221T(S) Racial-Sexual Violence (Same as Africana Studies 221 and Women's and Gender Studies 221) (W)**

This tutorial focuses on the prosecutions of race and rape during the 19th and 20th centuries. It examines historical scholarship, legal case studies, and cultural studies. The tutorial begins with Ida B. Wells, 19th century journalist and anti-lynching crusader and ends with contemporary cases based on allegations/convictions of interracial assaults. Students will contribute critiques of legal cases and their cultural implications to a digital repository.

Format: tutorial. Requirements: alternating 5-page analytical papers with 2-page response papers.

No prerequisites. *Enrollment limit: 10. Preference given to juniors and seniors, or sophomores and first-year students with permission of instructor.*

Tutorial meetings to be arranged.

JAMES

#### **INTR 223 Image, Imaging and Imagining: The Brain and Visual Arts (Same as Neuroscience 318 and Psychology 318) (Not offered 2010-2011)**

(See under PSYC 318 for full description.)

ZIMMERBERG

#### **INTR 252 The Human Image: Photographing People and Their Stories (Same as ArtS 252) (Not offered 2010-2011)**

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. Lab fee: \$100-150.

Format: Studio/lecture. Requirements: 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: Students from all disciplines are welcome. Previous photography experience is desirable, but not essential. Students are strongly encouraged to contact the instructor if they have questions about course requirements. *Enrollment limit: 12 (expected: 12). Preference to upper class students.*

*Satisfies one semester of the Division I requirement.*

B. GOLDSTEIN

#### **INTR 287(F) African Music: Interdisciplinary Studies (Same as Music 233 and Africana Studies 250)**

(See under MUS 233 for full description.)

E. D. BROWN

*Satisfies one semester of the Division II requirement if taken as INTR 287.*

#### **INTR 290 The Philosophy and Economics of Higher Education (Same as Philosophy 290) (Not offered 2010-2011) (W)**

(See under PHIL 290 for full description.)

DUDLEY and SCHAPIRO

#### **INTR 315 Computational Biology (Same as Computer Science 315 and Physics 315) (Not offered 2010-2011) (Q)**

(See under PHYS 315 for full description.)

AALBERTS

*Satisfies one semester of Division III requirement.*

#### **INTR 371(S) Women Activists and Social Movements (Same as Africana Studies 371, Political Science 371 and Women's and Gender Studies 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.

Format: seminar. Requirements: attendance and participation in discussions (10%); collective/group report (30%); 15-pg double spaced research paper (60%).

No prerequisites. *Enrollment limit: 19. Preference given to juniors and seniors, or sophomores and first-year students with permission of instructor.*

Hour: 1:10-3:50 W

JAMES

#### **INTR 391(F) Insurgencies: Revolts, Revolutions, Wars of National Liberation, and Jihads (Same as Anthropology 391 and History 391)**

(See under ANTH 391 for full description.)

JUST

#### **INTR 397(F), 398(S) Independent Study**

#### **INTR 461T Writing about Bodies (Same as Arth 461 and Women's and Gender Studies 461) (Not offered 2010-2011) (W)**

(See under ARTH 461 for full description.)

OCKMAN

## **INTERNATIONAL STUDIES (Div. II)**

*Chair, Professor GEORGE CRANE*

*Advisory Committee:* Professors: CAPRIO, CASSIDAY, CRANE, DARROW, D. GOLLIN, KUBLER, MAHON, MUTONGI, A. V. SWAMY. Associate Professors: BANTA, BERNHARDSSON.

In this era of cultural, technological and economic globalization and also of pressing international crises including environmental degradation, poverty and underdevelopment, terrorism and pandemics, knowledge of the world beyond the United States is an essential part of the liberal education that is the goal of the Williams experience. Both within and outside the classroom the College provides a rich array of opportunities to pursue that goal. The International Studies Program is designed to increase awareness of those opportunities and to provide a centralizing mechanism to encourage gaining such knowledge with perspectives that are cross disciplinary and comparative.

The program administers a number of tracks that provide students with the opportunity to pursue study of one area of the world or theme as a way of complementing the work they have done in their majors. Students will be expected to take courses in at least two departments to fulfill the requirements of a track. In addition to completing International Studies 101, they will be expected to do five courses in a track including an approved senior exercise. Students may not count a course toward more than one track in the program. They may pursue two tracks but will need to meet the course requirements for each track with a full complement of courses.

### **TRACKS**

Tracks are of two kinds. The first type focuses either on a particular region of the world or a contact zone where several cultural traditions encounter each other. The second type is organized thematically and will explore a cultural, political, economic or technological issue globally. Each track will be administered by faculty teaching in that track in consultation with the steering committee. Each track may set an additional requirement of a level of language competency for its concentrators. Each track may also require one of the elective courses to be comparative, i.e. course that might not cover material directly dealing with their area, but would enrich the student's experience with tools for comparative inquiry. At present the program consists of the following tracks:

*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  
 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.

#### **INST 101(S) 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 four sustained case studies that will attend especially to the areas of economic development strategies, global health, democracy promotion and conflict resolution. We will begin with a focus on two debates: about 'globalization' among Thomas Friedman, Joseph Stiglitz, David Harvey and Jagdish Bhagwati and economic development between Jeffrey Sachs, Amartya Sen and William Easterly. We will then turn to four case studies: small scale development strategies in Egypt and India, democratization and human rights promotion in Latin America and the former Soviet Union, combating tuberculosis in the Caribbean and Africa and conflict resolution efforts in Africa and Central Asia. We will take these case studies as concrete instances to think through the shape of the world we will live in for the coming decades.

Format: lecture and discussion. Evaluation will be based on four 4- to 5-page response papers and one oral presentation.

No prerequisites: *Open to all classes. Enrollment limit: 30 (expected: 30). Preference given to first-year students.*

Hour: 9:00-9:50 MWF

DARROW

#### **INST 101 Geopolitics, Religion, and Oil: The Case of Iraq and Iran (Same as INTR 110 and Political Science 258) (Not offered 2010-2011)**

The United States' continuing and troubled attempt to remake the Persian Gulf region provides an occasion for critical reflection on the questions asked and tools available from the International Studies perspective for understanding other nations and regions. This course will examine aspects of the cultural, political, economic and technological dimensions of the nations of Iraq and Iran. The course will begin with a consideration of the history, religions, and societies of these two neighbors as well as the specific features of an oil rentier economy. The course will then turn to the recent experiences of these two nations in the international arena including strategies of sanctions, regime change and democratization prosecuted primarily by the United States. We will pay special attention to the assumptions about the role and character of the state, the character of civil society and the processes of economic and cultural globalization that lie behind these strategies.

Format: lecture/discussion. Evaluation will be based on two short papers and a final research paper.

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

DARROW and MACDONALD

#### **INST 101 Asia and the World (Same as Asian Studies 201 and Political Science 100) (Not offered 2010-2011)**

Asia looms large in contemporary world politics: Japan is gradually assuming an expanded regional national security role; The People's Republic of China is emerging as a multifaceted Great Power; India is challenged by rising ethno-nationalism. This course will explore both the historical background and current dynamics of political and economic issues in these three countries, drawing on themes of imperialism, nationalism, and globalization. It is an introductory class and, therefore, no prior coursework in political science or Asian studies is necessary.

Format: predominately lecture. Requirements: two short papers and a final exam.

No prerequisites. *Enrollment limit: 60 (expected: 60).*

CRANE

#### **INST 101 The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow (Same as History 216 and Religion 236) (Not offered 2010-2011)**

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.

Format: lecture/discussion. Requirements: weekly responses, three short essays (4-6 pages), and one research paper (12-15 pages).

No prerequisites. *Enrollment limit: 30 (expected: 15). Preference given to first-year students and sophomores.*

DARROW

#### **INST 397(F), 398(S) Independent Study**

#### **INST 491(F)-W30, W30-492(S) Senior Honors Project**

### **AREA TRACKS**

#### *African Studies*

AFR 140/COMP 218/ENGL 250 Revolutionary African Literature  
 AFR 200 Introduction to Africana Studies  
 [AFR 403/COMP 361/WGST 364 Women Writing Africa—last offered fall 2007]  
 AFR 377/COMP347/ENGL 348 Imagining Africa  
 [ANTH 252/AFR 252 Cultures and Societies of Sub-Saharan Africa—last offered spring 2009]

[ANTH/AFR 253 Popular Culture in Africa—last offered spring 2008]  
 [ANTH/WGST 370 Gender and Social Change in Modern Africa—last offered spring 2008]  
 [ARTH 200/AFR 201 Modern and Contemporary African Art—last offered fall 2007]  
 [ARTH /AFR 214 Arts of Africa—last offered spring 2008]  
 BIOL/ENV1 134 The Tropics: Biology and Social Issues  
 ECON 204/ENV1 234 Economic Development in Poor Countries  
 HIST 103 The City in Africa: Accra, Nairobi, and Johannesburg  
 [HIST 203 Sub-Saharan Africa Since 1800—last offered spring 2007]  
 HIST 304 South Africa and Apartheid  
 HIST/WGST/AFR 308 Gender and Society in Modern Africa  
 HIST 483T African Political Thought  
 MUS 233/AFR 250/INTR 287 African Music: Interdisciplinary Studies  
 MUS/AFR 235 African Rhythm, African Sensibility  
 PSCI/AFR 256 Politics of Africa  
 PSCI/AFR 350 Government and Politics in Zimbabwe  
 RLSFR 203/AFR 204 Introduction to Francophone Studies

#### *East Asian Studies*

ARTH 103 Asian Art Survey: From the Land of the Buddha to the World of the Geisha  
 ARTH/JAPN 270 Japanese Art and Culture  
 ARTH 274 Chinese Calligraphy: Theory and Practice  
 ARTH 376 Zen and Zen Art  
 CHIN 219 Popular Culture in Modern China  
 CHIN/ANTH 223 Ethnic Minorities in China: Past and Present  
 CHIN 224/COMP 220/HIST 315 Cultural Foundations: The Literature and History of Early China  
 CHIN/COMP 235 China on Screen  
 CHIN 251T/COMP 256T/HIST 215T Crises and Critiques: The Literature and Intellectual History of Early 20th Century China  
 HIST/ASST 117 Clash of Empires: China and the West, 1800–1900  
 HIST 119 The Japanese Empire  
 HIST/ASST 212 Transforming the "Middle Kingdom": China, 2000 BCE–1600  
 HIST/ASST 213 Modern China, 1600–Present  
 HIST/ASST/JAPN 218 Modern Japan  
 HIST/WGST 319 Gender and the Family in Chinese History  
 HIST/JAPN/ASST 321 History of U.S.–Japan Relations  
 [HIST/LEAD 389 The Vietnam War—last offered fall 2008]  
 JAPN/COMP 252 The Masks of Japanese Literature  
 JAPN 254/COMP 264 Japanese Literature and the End of the World  
 JAPN 255/COMP 255 Love and Death in Modern Japanese Fiction  
 JAPN 256/COMP 266 Confession and Deception in Japanese Literature  
 JAPN 260/COMP 261 Japanese Theatre and its Contemporary Context  
 JAPN 276/COMP 278 Premodern Japanese Literature and Performance  
 MUS 126 Musics of Asia  
 PSCI 100/ASST 201/INST 101 Asia and the World  
 PSCI 354/ASST 245/HIST 318 Nationalism in East Asia  
 PSCI 247 Political Power in Contemporary China  
 PSCI 345 Political Leadership in Ancient Chinese Thought  
 REL/ASST 250 Scholars, Saints and Immortals: The Religious Life in East Asia  
 REL 251 Zen Buddhism: History and Historiography  
 REL/ANTH/ WGST 256 Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism  
 REL 257 Gods and Demons in East Asian Religion  
 REL 259/HIST 214 Japanese Religions and the State

#### *Latin American Studies*

ANTH 215 The Secrets of Ancient Peru: Archaeology of South America  
 ANTH 216 Indigenous Peoples of Latin America  
 HIST/WGST 147 Women and Men in Twentieth-Century Latin America  
 HIST 148 The Mexican Revolution: 1910 to NAFTA  
 HIST 242 Latin America From Conquest to Independence  
 HIST 243 Modern Latin America, 1822 to the Present  
 HIST/AFR 248 History of the Caribbean: Race, Nation, and Politics  
 HIST 342 Creating Nations and Nationalism in Latin America  
 HIST 346 History of Modern Brazil  
 HIST443 Slavery, Race, and Ethnicity in Latin America  
 PSCI 222 The United States and Latin America  
 PSCI 346 Mexican Politics  
 PSCI 349T 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/COMP 205 The Latin–American Novel in Translation  
 RLSP/COMP 230T Violent States, Violent Subjects: Nation–Building and Atrocity in 19th Century Latin America  
 RLSP 308 Foundations of Latin American Literature: Colonialism and Post-Coloniality  
 [RLSP 403 Literature and the Body Politic: Space, Power and Performance in Latin America – last offered fall 2008]

#### *Middle Eastern Studies*

ARAB/COMP 228 Introduction to Modern Arabic Literature in Translation  
 ARAB/COMP 233 Introduction to Classical Arabic Literature  
 ARAB/COMP 262 Outlaws and Underworlds: Arabic Literature of the Margins  
 ARAB/COMP 353 Writing the City: Beirut and Cairo in Contemporary Arabic Literature  
 ARTH 220 The Mosque  
 ARTH 278 The Golden Road to Samargand  
 ARTH 472 Forbidden Images?  
 HIST111/LEAD 150 Movers and Shakers in the Middle East  
 HIST 207 The Modern Middle East  
 HIST/ASST 212 Transforming the "Middle Kingdom": China, 2000 BCE–1600  
 HIST 310 Iraq and Iran in the Twentieth Century  
 HIST 311 The United States and the Middle East  
 HIST 408 Archaeology, Politics, and Heritage in the Middle East  
 HIST 480T Historical Narratives of the Israeli–Palestinian Conflict  
 [HIST 489T The Rise and Fall of the Ottomans and the Emergence of Modern Turkey—last offered fall 2008]  
 HIST 491T Political Islam: Past, Present, Future  
 REL 230/COMP 260 Reading Reading: Introduction to the Qur'an and Islam  
 REL 231/HIST 209 The Origins of Islam: God, Empire and Apocalypse  
 REL234 Shi'ism Ascendant?  
 [PSCI 277 Political Islam—last offered spring 2008]

*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/INST 101 The Greater Game? Central Asia and Its Neighbors: Yesterday, Today and Tomorrow  
 RUSS/COMP 203 Nineteenth Century Russian Literature in Translation  
 RUSS/COMP 204 Revolution and Its Aftermath: Russian Literature Since 1900  
 RUSS 206 Topics in Russian Culture: Feasting and Fasting in Russian History  
 RUSS/COMP 275 Russian and Soviet Film in Retrospect  
 RUSS 303 Russia in Revolution  
 RUSS/COMP 305 Dostoevsky and His Age  
 RUSS/COMP 306 Tolstoy and His Age  
 RUSS 307 Music and Nineteenth Century Russian Literature  
 [RUSS 402 Soviet Satire—last offered fall 2008]

*South and Southeast Asia Studies:*

ANTH/ASST 233/REL 249 Spiritual Crossroads: Religious Life in Southeast Asia  
 ECON 240T Colonialism and Underdevelopment in South Asia  
 REL 245 Tibetan Civilization  
 [REL 302/ANTH 392/WGST 325 Religion and Reproduction—last offered spring 2008]  
 ANTH/REL/WGST 272 Sex in Society: The Cultural Construction of Reproduction  
 SOC/ASST 327 Violence, Terrorism and Collective Healing  
 SOC/ASST 345/HIST 392 Producing the Past

**THEMATIC TRACKS**

*Borders, Exile and Diaspora Studies:*

AFR 160/COMP 214/ENGL 251 Defining the African Diaspora  
 [AMST 236 South Asians in America—last offered spring 2009]  
 AMST/LATS 405 Home and Belonging: Comparative Explorations of Displacements, Relocations, and Place-making  
 [ANTH 365 Citizens and Civil Societies—last offered spring 2008]  
 [ENGL 146 Literature and Decolonization—last offered spring 2008]  
 ENGL 332 Colonial Subjects  
 ENGL 379/COMP 329 Contemporary World Novel  
 COMP 346 Questioning the Cultural Self in Literature  
 COMP/JWST 252 Writing after the Disaster: The Literature of Exile  
 HIST/AFR 292 Africans in Europe: Slaves, Abolitionists, Artists, Intellectuals and Migrants in the Modern Era  
 [HIST 333 Twentieth-Century Europe from the Margins: Regions, Local Cultures and Borderlands in Comparative Perspective—last offered fall 2008]  
 HIST 380 Comparative American Immigration History  
 HIST/LATS/WGST 386 Latinas in the Global Economy: Work, Migration and Households  
 HIST/AFR 396 Europeans and Muslims From the Conquest of Algeria to the Present: Arab Nationalism, Islamic Fundame  
 HIST 443 Slavery, Race and Ethnicity in Latin America  
 LATS 203/ARTH 203 Chicano/a Film and Video  
 LATS/HIST 286 Latina/o History, 1848-Present  
 LATS/COMP 338 Popular Culture and the Dynamics of the Everyday  
 LATS/AMST 409 Transnational Lives in Global Context  
 LATS/HIST 471 Comparative Latina/o Migrations  
 PSCI 225 International Security  
 PSCI 324 Genocide, Exile and Famine  
 RLFR 203/AFR 204 Introduction to Francophone Studies  
 RLSP 201 The Cultures of Spain  
 [SOC 209 Social Stratification in a Changing World—last offered fall 2007]  
 [SOC 336 Global Migration—last offered fall 2007]  
 SOC/ASST 345/ HIST 392 Producing the Past

*Economic Development Studies*

ECON 204/ENVI 234 Economic Development in Poor Countries  
 ECON 215 International Trade, Globalization and Its Effects  
 ECON 235 Urban Centers and Urban Systems  
 ECON 358 International Economics  
 ECON 360 International Monetary Economics  
 ECON 362 Global Competitive Strategies  
 [ECON 212/512/INST 201/ENVI 212 Agriculture and Development Strategy—last offered spring 2009]  
 ECON 467T Development Successes  
 ECON 501 Development Economics I  
 ECON 502 Institutions and Governance  
 ECON 503 Public Economics  
 ECON 505 Finance and Development  
 ECON 507 International Trade and Development  
 [ECON 508 Development Finance—last offered spring 2009]  
 ECON 509 Developing Country Macroeconomics  
 ECON 513 Open-Economy Macroeconomics  
 ECON 516 International Financial Institutions  
 PSCI 401 Politics of International Economy  
 PSCI 102 Religion and Capitalism  
 PSCI 229 Global Political Economy  
 [PSCI 327 The Global Politics of Development and Underdevelopment—last offered spring 2009]  
 REL 287 The Dynamics of Globalization: Society, Religion and the Environment

*Global Health*

ANTH/REL/WGST 272 Sex in Society: Cultural Constructions of Reproduction  
 [ANTH 321 Visualizing Health and Illness: Medical Ways of Knowing—last offered fall 2007]  
 BIOL 133 The 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/ENVI 341 Toxicology and Cancer  
 ECON 230 The Economics of Health and Health Care  
 ECON/WGST 307 The Economics of HIV/AIDS  
 HSCI 320 History of Medicine  
 INTR 150 Dimensions of Public Health  
 PHIL 213 Biomedical Ethics  
 PHIL/WGST 228 Feminist Bioethics  
 PHIL 229 Ethics and Genetics  
 PHIL 337 Justice in Health Care  
 SOC 265 Drugs and Society

### *Urbanizing World*

AFR/WGST 400/ COMP 369/ENGL 365 Race, Gender, Space  
 ARAB/COMP 253 Writing the City: Beirut and Cairo in Contemporary Arabic Literature  
 COMP 243/WGST 252 Modern Women Writers and the City  
 ECON 235 Urban Centers and Urban Systems  
 ECON 383 Cities, Regions and the Economy  
 ECON/ENVI 388/ ECON 521 Urbanization and Economic Development  
 ENVI 101 Humans in the Landscape  
 GERM 202 Vienna 1900–2000 and Beyond  
 HIST/AFR 103 The City in Africa  
 HIST 136 Before the Deluge: Paris and Berlin in the Interwar Years  
 LATS 220/AMST 221 Introduction to Urban Studies  
 RLFR 316/WGST 315 Paris on Fire: Incendiary Voices from the City of Light  
 SOC 268 Space and Place  
 SOC/ASST 269 Imagining Spaces of the British Empire in the Twentieth Century  
 SOC 270 Cities and Citizenship  
 SOC 315 Culture, Consumption, and Modernity

## **JEWISH STUDIES (Div. II)**

*Chair, Professor STEVEN GERRARD*

*Advisory Committee:* Professor: GERRARD. Associate Professor: S. FOX\*. Assistant Professors: DEKEL, GARBARINI, HAMMERSCHLAG\*.

### **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:*

JWST 101/REL 203 Judaism: Innovation and Tradition  
 JWST/COMP/REL 201 The Hebrew Bible

#### *Core Courses*

COMP/JWST 352 Writing after the Disaster: The Literature of Exile  
 HIST/JWST 230 Modern European Jewish History 1789–1948  
 HIST/JWST 338 The History of the Holocaust  
 HIST/JWST 490T Memory, History, and the Extermination of the Jews in Europe  
 REL/JWST/PHIL 204 Endtimes: Messianism in Modernity (W)  
 REL/JWST/CLASS 205/COMP Ancient Wisdom Literature  
 REL/JWST/COMP 206 The Book of Job and Joban Literature  
 REL/JWST 207/COMP 250 From Adam to Noah: Literary Imagination and the Primeval History in Genesis  
 REL/JWST/COMP 209 The Legend of the Wandering Jew  
 REL 303/REL 280/ PHIL 282 The Turn to Religion in Post-Modern Thought (W)

#### *Electives*

Students may meet the elective requirement with a course partially related to Jewish Studies or another core course. In a core 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.

ARTH/JWST 463 The Holocaust Visualized  
 GERM 301T German Studies, 1770–1830  
 [GERM 202 German Politics – last offered spring 2008]  
 GERM 302/COMP 304 German Studies, 1830–1900  
 HIST 111/LEAD 150 Movers and Shakers in the Middle East  
 HIST 129 Blacks, Jews, and Women in the Age of the French Revolution  
 HIST 207 Modern Middle East  
 HIST 225/REL 216 The Middle Ages  
 HIST 226 Europe from Reformation to Revolution 1500–1815  
 HIST 239 Modern German History 1870–1989  
 HIST 311 The United States and the Middle East  
 HIST 480 Historical Narrative of the Israeli–Palestinian Conflict  
 REL 270T Father Abraham; The First Patriarch  
 REL/COMP/ENGL 271 Religion and the Modern Literary Imagination  
 RLSP 271/COMP 265 The Interaction of Three Religions and Cultures in Early Modern Spain

#### *Capstone Course*

Jewish Studies/History 490T Memory, History, and the Extermination of the Jews of Europe

#### *Croghan Professorship*

Each year, in addition to the regular course offerings listed above, Williams sponsors the Croghan Bicentennial Visiting Professor in Religion who offers one course in Judaism and/or Christianity. Past Croghan Professors have taught courses on the Mishnah (Shaye Cohen), the historical Jesus (John Dominic Crossan), and Ancient Mediterranean Religions (Ross Kraemer).

#### *Overseas Studies*

Studying in Israel is highly recommended for students interested in Jewish Studies. Many students have spent a semester or year at Hebrew University. With the approval of the Jewish Studies program chair, students may count a study-abroad program towards on core requirement.

#### *Funding*

The Bronfman Fund for Judaic Studies was established in 1980 by Edgar M. Bronfman '50, Samuel Bronfman II '75, and Matthew Bronfman '80. The Bronfman Fund provides opportunities for the Williams community to learn about Jewish history and culture, both within the College's formal curriculum and through the planning of major events on Jewish themes.

The Morris Wiener and Stephen R. Wiener '56 Fund for Jewish Studies was established in 1997 through the estate of Stephen R. Wiener '56. The Wiener gifts have provided an endowment to support a faculty position in modern Jewish thought, and are used to underwrite an annual lecture, forum or event relevant to contemporary Jewish life.

### **JWST 101(F) Judaism: Innovation and Tradition (Same as Religion 203) (D)**

(See under REL 203 for full description.)

HAMMERSCHLAG



<b>JWST 201 The Hebrew Bible (Same as Comparative Literature 201 and Religion 201) (Not offered 2010-2011)</b> (See under REL 201 for full description.)	DEKEL
<b>JWST 204 Endtimes: Messianism in Modernity (Same as Philosophy 204 and Religion 204) (Not offered 2010-2011) (W)</b> (See under REL 204 for full description.)	HAMMERSCHLAG
<b>JWST 205(S) Ancient Wisdom Literature (Same as Classics 205, Comparative Literature 217 and Religion 205)</b> (See under REL 205 for full description.)	DEKEL
<b>JWST 206 The Book of Job and Joban Literature (Same as Comparative Literature 206 and Religion 206) (Not offered 2010-2011) (W)</b> (See under REL 206 for full description.)	DEKEL
<b>JWST 207(F) From Adam to Noah: Literary Imagination and the Primeval History in Genesis (Same as Classics 207, Comparative Literature 250 and Religion 207)</b> (See under REL 207 for full description.)	DEKEL
<b>JWST 208(F) "Thus says YHWH!" Introduction to Prophetic Literature of the Hebrew Bible (Same as Religion 208)</b> (See under REL 208 for full description.)	SCHEUER
<b>JWST 209 The Legend of the Wandering Jew (Same as Comparative Literature 209 and Religion 209) (Not offered 2010-2011)</b> (See under REL 209 for full description.)	DEKEL
<b>JWST 230(F) Modern European Jewish History, 1789-1948 (Same as History 230)</b> (See under HIST 230 for full description.)	GARBARINI
<b>JWST 280(F) The Turn to Religion in Post-Modern Thought (Same as Philosophy 282 and Religion 303) (W)</b> (See under REL 303 for full description.)	HAMMERSCHLAG
<b>JWST 338 The History of the Holocaust (Same as History 338) (Not offered 2010-2011)</b> (See under HIST 338 for full description.)	GARBARINI
<b>JWST 352 Writing after the Disaster: The Literature of Exile (Same as Comparative Literature 352) (Not offered 2010-2011)</b> (See under COMP 352 for full description.)	S. FOX
<b>JWST 463(F) The Holocaust Visualized (Same as Arth 463)</b> (See under ARTH 463 for full description.)	GRUDIN
<b>JWST 490(TS) Memory, History, and the Extermination of the Jews of Europe (Same as History 490) (W)</b> (See under HIST 490 for full description.)	GARBARINI
<b>JWST 491T Exile, Homecoming and the Promised Land (Same as Comparative Literature 309T and Religion 289T) (Not offered 2010-2011) (D)</b> (See under REL 289 for full description.)	HAMMERSCHLAG

## LATINA/O STUDIES (Div. II)

*Chair*, Associate Professor MARIA ELENA CEPEDA

*Advisory Committee*: Professor: WHALEN\*. Associate Professors: CEPEDA, CHAVOYA, FRENCH, KITTLESON, RÚA. Assistant Professors: BENSON, HIDALGO, VARGAS.

Latina/o Studies is an interdisciplinary and comparative field of study that explores the histories and experiences of Latinas and Latinos in the United States. Latinas and Latinos include peoples who come from or whose ancestors come from Latin America and the Spanish-speaking Caribbean. The program seeks to cover the widest range of experiences, encompassing Mexican-Americans, Puerto Ricans, Cubans, and Dominicans, as well as more recent migrations from a wide variety of Central and South American countries. Courses, most of which use a comparative approach, seek to provide students with the tools to continue their work in areas of their particular interest. Focusing on a diverse group with a long history in the United States, which is also one of the fastest growing populations in the contemporary era, provides an opportunity to explore complex dynamics globally and within the context of the United States. The program examines topics such as the political and economic causes of migration, the impact of globalization, economic incorporation, racialization, the formation and reformulations of identities and communities, the uses of urban spaces, inter-ethnic relations, artistic expression, aesthetics, and visual and popular culture.

### THE CONCENTRATION

The concentration in Latina/o Studies requires five courses. Students are required to take the introductory course (LATS 105), one 400-level Latina/o Studies seminar, and three electives. Two electives must be 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:

LATS/AMST 405 Home and Belonging: Displacements, Relocations, and Place-making  
LATS/AMST 408 Envisioning Urban Life: Objects, Subjects, and Everyday People  
LATS/AMST 409 Transnational Lives in Global Contexts  
LATS/ARTH 464 Latina/o Visual Culture: Histories, Identities, and Presentation  
LATS/HIST 471 Comparative Latina/o Migrations

#### Two of the following core electives:

HIST/LATS 286 Latina/o History From 1846 to the Present  
HIST/LATS/WGST 386 Latinas in the Global Economy: Work, Migration, and Households  
LATS/ARTH 203 Chicana/o Film and Video  
LATS/RLSP 209 Spanish for Heritage Speakers: Introduction to Latina/o Cultural Production  
LATS 220/AMST 221 Introduction to Urban Studies: Shaping and Living the City  
LATS/AMST/REL 224 Latina/o Religions  
LATS/AMST 240/COMP 210/LING 254 Latina/o Language and Literature: Hybrid Voices in Contemporary Context  
LATS/ARTH 258 Latina/o Installation and Site-Specific Art  
LATS/AMST 308 California: Myths, Peoples, Places  
LATS/HIST 382 Latina/o Politics  
LATS/AMST 310 Latino Cityscapes: Mapping Place, Community, and Latinidad in U.S. Urban Centers  
LATS/AMST 332 Latinos and Education: The Politics of Schooling, Language, and Latino Studies  
LATS/COMP 338/AMST 339 Popular Culture and the Dynamics of the Everyday  
LATS/AMST 346/COMP 359 Latinos in/and the Media: From Production to Consumption  
REL/LATS/AMST 227 Utopias and Americas  
REL/LATS 309 Scriptures and Race

#### One additional related course from either of the following subcategories OR from the core electives above:

*Countries of Origin and Transnationalism*  
COMP/LATS/RLSP 272/AMST 256 Literature of the Americas: Transnational Dialogues on Race, Violence and Nation-Building  
ENVI/COMP 239 Introduction to Ecocriticism: Transnational Dialogues on Nature and Culture  
HIST 147 Women and Men in Twentieth-Century Latin America  
HIST 148 The Mexican Revolution: 1910 to NAFTA  
HIST/AFR 149 The 1959 Cuban Revolution: Precedents, Processes and Legacies, 1898-2009  
HIST 243 Modern Latin America, 1822 to the Present  
HIST 248 History of the Caribbean  
HIST 342 Creating Nations and Nationalisms in Latin America  
HIST/AFR/LEAD 345 "In Our Own Backyard?" U.S. and Latin American Relations  
HIST 346 History of Modern Brazil

HIST 347 Democracy and Dictatorship in Latin America  
 HIST/LEAD 360 The Spanish-American Wars  
 HIST/AFR 448 Latin American and Caribbean Narratives: Testimonios, Historical Novels, and Travel Accounts  
 HIST 492T History of Revolutionary Thought in Latin America  
 PSCI 222 The United States and Latin America  
 PSCI 346 Mexican Politics  
 PSCI 349T Cuba and the United States  
 [RLSP 200 (formerly 112) Latin-American Civilizations - last offered spring 2008]  
 RLSP/COMP 230T Violent States, Violent Subjects: Nation-Building and Atrocity in 19th Century Latin America  
 RLSP 306T/COMP 302T Latino Writing: Literature by U.S. Hispanics

#### *Comparative Race and Ethnic Studies*

AFR 200 Introduction to Africana Studies  
 AMST/ENGL 144 American Ethnic Detective Fictions and Variations  
 AMST/AFR/LATS 403/COMP/ENGL 375 New Asian American, African American, Native American and Latina/o Writing  
 ARTH/LATS/AMST 462 Art of California: "Sunshine or Noir"  
 HIST/AMST 368 Cultural Encounters in the American West  
 HIST 380 Comparative American Immigration History

### 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.

#### **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.

Format: discussion. Evaluation to be based on student participation and several short papers (1-5 pages) throughout the semester.

No prerequisites. *Enrollment limit: 25 (expected: 20-25). Required course for the concentration in Latina/o Studies. Preference given to Latina/o Studies concentrators.*

Hour: 1:10-2:25 TF

CEPEDA and WHALEN

#### **LATS 203(F) Chicana/o Film and Video (Same as Arth 203)**

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.

Format: film screenings will be scheduled as a lab. Evaluation will be based on one short paper, mid-term exam, final exam and take home essays.

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

Hour: 9:55-11:10 TR and 7:00-9:40 p.m. M

CHAVOYA

#### **LATS 209(F) Spanish for Heritage Speakers: Introduction to Latina/o Cultural Production (Same as Spanish 209)**

This course emphasizes the acquisition and/or improvement of critical communication and analytical skills in Spanish for use both in and outside of the United States. It is tailored to the unique needs of students who have received a majority of their exposure to the Spanish language in an informal/domestic environment, and whose schooling has largely taken place in the United States. We address all four of the primary language skills (listening, reading, writing, and speaking). Through the use of meaningful materials and vocabulary taken from a variety of Spanish-language contexts—but with primary emphasis on the numerous U.S. Latina/o communities—this course aims to sharpen heritage speakers' sociolinguistic competency and ability to interpret Spanish-language musical, cinematic, and literary texts in the target language. Ultimately, students will be prepared for a variety of "real-world," cross-cultural contexts and will be more knowledgeable regarding Latina/o cultural production.

Format: discussion. Evaluation will be based on class participation, several short writing assignments (1-3 pages each), two oral exams, and an oral presentation. No prerequisites. *Enrollment limit: 15 (expected: 15). Open to all heritage speakers of Spanish. Preference given to Latina/o concentrators.*

Hour: 2:35-3:50 TF

CEPEDA

#### **LATS 220(F) Introduction to Urban Studies: Shaping and Living the City (Same as American Studies 221 and Environmental Studies 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.

Format: discussion. Evaluation will be based on attendance and class participation, several short writing assignments (2 pages), two creative group projects and presentations, a midterm essay (8-10 pages) and final essay (8-10 pages).

No prerequisites. *Enrollment limit: 20 (expected: 20). Preference given to American Studies majors and Latina/o Studies concentrators.*

Hour: 11:00-12:15 MWF

RÚA

#### **LATS 224(S) U.S. Latina/o Religions (Same as American Studies 224 and Religion 224) (D)**

In this course, we will engage aspects of Latin@ 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 Latin@ 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 Latin@ 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 Latin@ religious formations arose, this Exploring Diversity Initiative course also examines issues of social and institutional power relations that influence particular religious formations.

Format: discussion. 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.

No prerequisites; open to first year students. *Enrollment limit: none (expected 15).*

Hour: 9:55-11:10 TR

HIDALGO

**LATS 227 Utopias and Americas (Same as American Studies 227 and Religion 227) (Not offered 2010-2011)**  
(See under REL 227 for full description.)

HIDALGO

**LATS 232T Latin Music USA (Same as Music 232T) (Not offered 2010-2011) (W)**  
(See under MUS 232 for full description.)

E. D. BROWN

**LATS 240 Latina/o Language and Literature: Hybrid Voices in Contemporary Context (Same as American Studies 240 and Comparative Literature 210) (Not offered 2010-2011) (D)**

In this course we will focus on issues of language and identity in the contemporary literary production and lived experiences of various Latina/o communities. As such, how are cultural values and material conditions expressed through Latina/o language and literature? How does Latina/o identity challenge traditional notions of the relationship between language, culture, and nation? In what ways might Latina/o literary and linguistic practices serve as tools for social change? Departing from an overview of common linguistic phenomena such as code-switching (popularly known as "Spanglish") and Latina/o English, we will examine bilingual education, recent linguistic legislation, and the English Only movement. Throughout the course we will survey texts culled from a variety of literary and performance genres, ranging from the poetry of the Chicano and Puerto Rican Movements of the 1960s and 1970s to more recent theatrical pieces, novels, poetry, and short stories by writers such as Sandra Cisneros, Junot Díaz, Martín Espada, Víctor Hernández Cruz, Jaime Manrique, Dolores Prida, Michelle Serros, and Helena María Viramontes, among others. Both directly and/or indirectly, these texts address Latina/o language politics, as well as the broader themes of identity, power, community, race/ethnicity, gender, sexuality, class, and hybridity.

Format: discussion. Requirements: class participation, several short writing assignments (1-5 pages each), an oral presentation, and a final exam.

No prerequisites. *Core elective for Latina/o Studies concentration. No enrollment limit (expected: 15).*

CEPEDA

**LATS 258 Latina/o Installation and Site-Specific Art (Same as ArtH 258) (Not offered 2010-2011)**

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.

Format: lecture/discussion. Requirements: two short papers, periodic research reports, final research paper, and presentation.

Prerequisites: Latina/o Studies 105 or ArtH 101-102 or permission of instructor. *Enrollment limit: 19 (expected: 12). Core elective for Latina/o Studies concentration. Preference to Latina/o Studies concentrators and to Art majors.*

CHAVOYA

**LATS 272 Literature of the Americas: Transnational Dialogues on Race, Violence and Nation-Building (Same as American Studies 256, Comparative Literature 272 and Spanish 272) (Not offered 2010-2011) (D) (W)**

(See under COMP 272 for full description.)

FRENCH

**LATS 286 Latina/o History From 1846 to the Present (Same as History 286) (Not offered 2010-2011) (D)**

(See under HIST 286 for full description.)

WHALEN

*Core elective for Latina/o Studies concentration.*

**LATS 308(F) California: Myths, Peoples, Places (Same as American Studies 308)**

"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 whole large region stretching along the Western coast of North America. What aspects of this early myth still inform how we imagine California today? What are the different images that come to mind when you think of California and how might those images relate to other myths placed on California since 1510? In this course, we will examine some of the myths that surround California by looking at 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.

Format: discussion. Evaluation: based upon class participation, short writing exercises, two 3- to 5-page book review essays, and a final project or a 10- to 15-page comparative review essay.

No prerequisites. *Enrollment limit: none (expected 15).*

Hour: 2:35-3:50 MR

HIDALGO

**LATS 309(S) (formerly 273) Scriptures and Race (Same as Africana Studies 309 and Religion 309)**  
(See under REL 309 for full description.)

HIDALGO

**LATS 310 Latino Cityscapes: Mapping Place, Community, and Latinidad in U.S. Urban Centers (Same as American Studies 310) (Not offered 2010-2011) (D)**

This interdisciplinary course examines the emergence of Latino cities in the US. We begin by exploring urban centers that came to be identified with certain Latino groups—Puerto Ricans in New York, Mexicans in Los Angeles, and Cubans in Miami. We then turn to other Latino cities that have been historically overlooked given the popular and scholarly attention placed on New York, Los Angeles, and Miami. In our study of Latino cities, we will analyze the diverse histories of migration and settlement, ethnoracial relations, community building and identity formation, and the racialization of urban spaces. Finally, we will consider the situatedness of latinidad in these urban environments contemplating how Latinos are shaped by and in turn shape the experience of the city in the US. Format: seminar. Evaluation will be based on class participation, field research, 4 response papers (2 pages), a short field narrative (4 pages), a midterm essay (5-7 pages), and a final review essay (8-10 pages).

Prerequisites: Latina/o Studies 220/American Studies 221 recommended. *Enrollment limit: 19 (expected: 12). Core elective for Latina/o Studies concentration. Preference given to Latina/o Studies concentrators and American Studies majors.*

RUA

**LATS 312(S) Chicago (Same as American Studies 312 and Environmental Studies 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 of 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.

Format: discussion. 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).

No prerequisites. *Enrollment limit: 20 (expected: 20). Core elective for Latina/o Studies concentration. Preference given to American Studies majors, Latina/o Studies concentrators, and students who have taken LATS 220/AMST 221/ENVI 221.*

Hour: 8:30-9:45 TR

RÚA

**LATS 332 Latinos and Education: The Politics of Schooling, Language, and Latino Studies (Same as American Studies 332) (Not offered 2010-2011) (W) (D)**

Schools have often become the focal point for debates over the relationship between cultural identity, intellectual abilities, and the production of knowledge. What should be taught, who should be taught, and how they should be taught frame the politics of schooling. Language has often taken center stage in these debates. This course examines the effects of educational policies and practices on the development of Latina/o students and communities. We will also consider how these students and communities have resourcefully carved out spaces and made demands to meet their educational needs. Topics include school desegregation, bilingual education, student walk-outs and sit-ins, as well as the origins and advancement of Chicano Studies, Puerto Rican Studies, and more recently Latino Studies programs on college campuses. Students will critically engage the major themes of the course in two essays as they also engage each other in the form of peer-reviews and other in-class writing workshop exercises. This course explores the experiences and expressions of racially and culturally diverse Latinas and Latinos, focusing on the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. hierarchies of race, culture, gender and class.

Format: discussion. Evaluation will be based on class participation, writing workshop participation (and related assignments), group presentations, and two essays (12-15 pages).

No prerequisites. *Enrollment limit: 19 (expected: 12). Preference given to Latina/o Studies concentrators and American Studies majors.*

RUA

**LATS 338 Popular Culture and the Dynamics of the Everyday (Same as American Studies 339 and Comparative Literature 338) (Not offered 2010-2011) (W) (D)**

Via the critical analysis of select musical, cinematic, literary, and popular media texts, we will investigate the primary approaches to the study of popular expression and identity, with particular emphasis on Latina/o popular cultural production. This course will focus on the following questions: How is Latina/o identity expressed through the "popular" or the everyday? In which ways does the study of Latina/o popular culture illuminate our understanding of the Latina/o community's history and culture? What methodologies or theoretical approaches are best suited to the analysis of the "here and now"? Employing a broad range of current Cultural Studies theories and methods, students will conduct an original semester-long research project and complete various ethnographic exercises in this analysis of the historical, socio-political, and artistic uses of popular culture among Latinas/os.

Format: discussion. Requirements: class participation, several short writing assignments (1-3 pages each), oral presentation, and a final paper (15-20 pages).

No prerequisites. *Enrollment limit: 19 (expected: 10). Core elective for Latina/o Studies concentration. Preference to Latina/o Studies concentrators, and American Studies and Comparative Literature majors.*

CEPEDA

**LATS 346(S) Latinas/as and the Media: From Production to Consumption (Same as American Studies 346 and Comparative Literature 359) (D)**

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, television, media policy and audience studies in an attempt to answer the following: How do Latinas 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 race, gender, sexuality, class and nation? Readings include literary and theoretical works by contemporary writers and scholars such as Arlene Dávila, Alberto Fuguet, Vicki Mayer, Yeidly Rivero, América Rodríguez, and Angharad Valdivia among others.

Format: discussion. Requirements: student participation, 1 student-led discussion period, several short papers throughout the semester (3-5 pages each), final exam.

No prerequisites. *No enrollment limit (expected: 10). Core elective for Latina/o Studies concentration.*

Hour: 11:00-12:15 MWF

CEPEDA

**LATS 382 Latina/o Politics (Same as History 382 and Women's and Gender Studies 382) (Not offered 2010-2011) (D)**

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 Latinas and Latinas/os 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.

Format: discussion. 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).

No prerequisites; open to first-year students. *Enrollment Limit: none (expected: 20). Preference given to Latina/o Studies concentrators and History majors.*

WHALEN

**LATS 386 Latinas in the Global Economy: Work, Migration, and Households (Same as History 386 and Women's and Gender Studies 386) (Not offered 2010-2011) (D)**

(See under HIST 386 for full description.)

WHALEN

*Core elective for Latina/o Studies concentration.*

**LATS 397(F), 398(S) Independent Study**

**LATS 403(S) New Asian American, African American, Native American, and Latina/o Writing (Same as Africana Studies 403, American Studies 403, Comparative Literature 375 and English 375) (D)**

(See under AMST 403 for full description.)

WANG

**LATS 405 Home and Belonging: Displacements, Relocations, and Place-Making (Same as American Studies 405) (Not offered 2010-2011) (W) (D)**

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.

Format: seminar. 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. *Enrollment limit: 19 (expected 15). Preference given to senior Latino Studies concentrators and American Studies majors.*

RUA

**LATS 408(F) Envisioning Urban Life: Objects, Subjects, and Everyday People (Same as American Studies 408) (W) (D)**

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 will cover include historical accounts of the varied ways in which poverty has 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.

Format: seminar. Evaluation will be based on attendance and class participation, class presentations, 4 short essays (4-5 pages), and a final paper (18-20 pages).

Prerequisites: prior course(s) in American Studies, Latina/o Studies, or permission of instructor; not open to first year students. *Enrollment limit: 19 (expected: 19). Preference given to senior Latina/o Studies concentrators and to senior American Studies majors.*

Hour: 1:10-3:50 W

RÚA

**LATS 409(S) Transnational Lives in Global Context (Same as American Studies 409) (W) (D)**

In the age of satellite television, e-mail, and readily available international phone cards, transnationalism has rapidly become the norm as opposed to the exception. However, what does it really mean to "be transnational"? How do the lived experiences of transnational individuals and communities merge with (and differ from) theoretical notions of the transnational? How do the practices and concepts of diaspora, globalization, and transnationalism compare? How does the growing number of transnational citizens and residents in this country shape "American" identity on the local, national, and global scales? In this interdisciplinary, comparative course we will analyze contemporary theories regarding the origins and impacts of transnationalism, key critiques regarding the field of transnational studies itself, and transnationalism's role in the "New" American Studies. Case studies examined in this course include China, Colombia, the Dominican Republic, Haiti, Mexico, the Philippines, Puerto Rico, and Syria.

Format: discussion. Evaluation to be based on student participation, the completion of an original research paper conducted in stages (abstract, annotated bibliography, outline, and multiple drafts), and peer editing.

No prerequisites. *Enrollment limit: 19 (expected: 10). Preference to Latina/o Studies concentrators and to American Studies majors.*

Hour: 1:10-3:50 W

CEPEDA

**LATS 462 Art of California: "Sunshine or Noir" (Same as American Studies 462 and Arth 462) (Not offered 2010-2011)**

(See under ARTH 462 for full description.)

CHAVOYA

**LATS 464 Latina/o Visual Culture: Histories, Identities, and Representation (Same as Arth 464) (Not offered 2010-2011) (W) (D)**  
(See under ARTH 464 for full description.)

CHAVOYA

**LATS 471 Comparative Latina/o Migrations (Same as History 471) (Not offered 2010-2011) (D) (W)**

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.

Format: seminar/discussion. 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.

No prerequisites. Enrollment limit: 15 (expected: 8-15). Preference given to History majors and to Latina/o Studies concentrators.

Group F  
WHALEN

**LATS 493(F) Senior Honors Thesis**

Students beginning their thesis work in the fall must register for this course and subsequently for LATS 031 during Winter Study.

Prerequisite: approval of program chair. Enrollment limited to senior honors candidates.

**LATS 031 Senior Honors Thesis**

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.

**LATS 494(S) Senior Honors Thesis**

Students beginning their thesis work in Winter Study must register for this course.

Prerequisites: approval of program chair and LATS 031.

Enrollment limited to senior honors candidates.

## LEADERSHIP STUDIES (Div. II)

Chair, Professor JAMES MCALLISTER

*Advisory Committee:* Professors: DUNN, WOOD. Associate Professors: BERNHARDSSON, M. MACDONALD, MCALLISTER\*\*\*MEL-LOW\*\*\*. Assistant Professor: P. MACDONALD. Stanley Kaplan Visiting Professor: OSGOOD. Visiting Lecturer: G. CHANDLER§§.

Leadership Studies focuses on the universal phenomenon of leadership in human groups. Leadership Studies asks what leadership means within a wide variety of social contexts—whether in a family, a team, a theatre company, a philanthropy, a university, a multinational corporation, or a nation state waging war. It seeks to understand the dynamics of the relationships between leaders and followers. It studies authority, power, and influence. It seeks to grasp the bases of legitimacy that leaders claim, and followers grant, in all of these relationships.

Through a wide range of courses in the social sciences and the humanities, a number of questions are addressed through the curriculum. How have men and women defined leadership and what are the bases of leaders' legitimacy in different historical contexts? How do leaders in different contexts emerge? Through tradition, charisma, or legal sanction? How do different types of leaders exercise and maintain their domination? What are the distinctive habits of mind of leaders in different historical contexts? What are the moral dilemmas that leaders in different contexts face? What are the typical challenges to established leadership in different historical contexts? How does one analyze the experiences of leaders in widely disparate contexts to generate systematic comparative understandings of why history judges some leaders great and others failures. How and why do these evaluations about the efficacy of leaders shift over time?

To meet the requirements of the concentration, students must complete one of the two sequences outlined below (6 courses total).

### 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:*

PHIL 101 Introduction to Moral and Political Philosophy

PSCI 203 Introduction to Political Theory

*Two Core Courses Dealing with Specific Facets or Domains of Leadership:*

[ENGL 137 Shakespeare's Warriors and Politicians - last offered fall 2008]

HIST/CLAS/LEAD 323 Leadership, Government, and the Governed in Ancient Greece

HIST 111/LEAD 150 Movers and Shakers in the Modern Middle East

HIST 158 Thicker than Water: American Political Dynasties

HIST 326 War in European History

HIST/AFR 381 From Civil Rights to Black Power

HIST 475 Modern Warfare and Military Leadership

LEAD/RLFR 212/HIST 393 Sister Revolutions in France and America

LEAD 250 Political Leadership

LEAD 402 The Art of Presidential Leadership

LEAD/PSCI 285/HIST 354 The Revolutionary Generation: Galaxy of Leaders

LEAD 295 Leadership and Management

PSCI/LEAD 218 The American Presidency

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 120 America and the World After September 11 or

LEAD/PSCI 125 Power, Leadership and Legitimacy: An Introduction to Leadership Studies

*One Required Course on Issues Related to American Domestic Leadership:*

HIST 158 Thicker than Water: American Political Dynasties

HIST 360 The Spanish-American Wars (D)

LEAD 250 Political Leadership

LEAD/PSCI 285/HIST 354 The Revolutionary Generation: Galaxy of Leaders

LEAD 402 The Art of Presidential Leadership

PSCI/LEAD 205 Leaders in Contemporary Conservative Political Thought

PSCI/LEAD 218 The American Presidency

PSCI 230 American Political Thought

*Three Required Courses Dealing with Specific Facets of American Foreign Policy Leadership:*

HIST 262 The United States and the World, 1776 to 1914

HIST 263 The United States and the World, 1914 to the Present

HIST/LEAD/AFR 345 "In Our Own Backyard?" U.S. and Latin American Relations  
 HIST 388 The Cold War, 1945-1991  
 HIST 464 The United States and the Vietnam War  
 PSCI 222 The United States and Latin America  
 PSCI 225 International Security  
 PSCI 242/HIST 370 America and the Vietnam War  
 PSCI 262 America and the Cold War  
 PSCI 323T Henry Kissinger and the American Century  
 PSCI 326 Empire and Imperialism  
 PSCI 420/440 Senior Seminar in International Relations: The War in Iraq  
 SOC 202 Terrorism and National Security

*Capstone Course(s):*

LEAD 402 Domains of Leadership: The Roosevelt Style of Leadership  
 HIST/LEAD 460 The Age of Lyndon B. Johnson (Same as History 460)

(There is no winter study component to the *American Foreign Policy Leadership* track.)

**LEAD 125(F) Power, Leadership and Legitimacy: An Introduction to Leadership Studies (Same as Political Science 125)**

Leadership has long been a central concept in the study of politics. Philosophers from Plato to Machiavelli have struggled with the question of what qualities and methods are necessary for effective leadership. 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.

Format: lecture/discussion. Requirements: class participation and several brief (1 page) response papers, a short mid-term paper, and a longer final paper.

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

*Subfield open*

Hour: 1:10-2:25 TF

C. CHANDLER

**LEAD 135T(F) The Great War, 1914-1918 (Same as History 135T) (W)**

(See under HIST 135 for full description.)

WOOD

**LEAD 150(S) Movers and Shakers in the Middle East (Same as History 111) (W) (D)**

(See under HIST 111 for full description.)

BERNHARDSSON

**LEAD 212(S) Sister Revolutions in France and America (Same as History 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 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..

Format: seminar. Requirements: two papers, several class presentations, and active participation in class discussions.

Prerequisites: course background in French history or early American history or Political Theory. *Enrollment limit: 15 (expected: 15). Preference given to students with backgrounds in American history, French history or Political Science.*

*Satisfies one semester of the Division II requirement.*

Hour: 1:10-3:50 R

DUNN

**LEAD 218 The American Presidency (Same as Political Science 218) (Not offered 2010-2011)**

(See under PSCI 218 for full description.)

MELLOW

**LEAD 250(S) Political Leadership**

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 office-holders and high-achieving young political leaders—operatives and elected officials.

Format: seminar. Requirements: three short papers and a final research paper.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to Leadership Studies concentrators and Political Science majors.*

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

SWIFT

**LEAD 257 Leaders in Africa: Prophets, Autocrats Tyrants (Same as Africana Studies 257 and Political Science 257) (Not offered 2010-2011)**

(See under PSCI 257 for full description.)

MUNEMO

**LEAD 285(F) The Revolutionary Generation: Galaxy of Leaders (Same as History 354 and Political Science 285)**

The American Revolution produced a galaxy of brilliant politicians and statesmen of extraordinary courage, intellect, creativity, and character. They succeeded in drafting an unparalleled Constitution and establishing enduring democratic political institutions while nevertheless failing to grapple with the wrenching issue of slavery and the rights of women. In this course, we will explore the lives, ideas, and political leadership of these men, most of whom belonged to the social elite of their day: Washington, Madison, Jefferson, Adams, and Hamilton. We will study in depth their superb writings, such as the correspondence between Madison and Jefferson and between John Adams and his wife Abigail, and Madison's and Hamilton's Federalist essays. We will also read recent interpretations of the founding generation by Gordon Wood, Joseph Ellis, Edmund Morgan, Bernard Bailyn, and others.

Format: seminar. Requirements: two papers and four class presentations.

No prerequisites; courses in Leadership Studies or Political Theory or early American History are very helpful for admission to this seminar. *Enrollment limit: 15 (expected: 15). Preference given to students with a background in American History or Political Science.*

Hour: 1:10-3:50 R

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 several noted leadership and management thinkers.

Format: seminar for the first half of the course and tutorial for the second half. Course requirements will include active class participation, several brief (1 page or less) response papers, a short midterm paper, and a longer final paper, which will be written by a team of two students during the tutorial portion of the course. This paper will focus on two cases of each team's choice.

No prerequisites. *Enrollment limit: 20 (expected: 20). Preference given to Leadership Studies concentrators.*

Hour: 1:10-2:25 MR

C. CHANDLER

**LEAD 310 The United States and the Middle East (Same as History 311) (Not offered 2010-2011)**

At the turn of the twentieth century, the United States was considered a benign superpower in the Middle East. Americans were known as "innocents abroad" for their educational and philanthropic work. From a distance, American society was admired for its affluence and freedom, and Middle Eastern politicians eagerly sought American advice and assistance. Today, however, the situation could hardly be more different. This course will examine the remarkable transformation of American involvement in the Middle East. Significant cultural and political encounters of the latter half of the twentieth century will be assessed in order to

identify how the United States has approached the region and consider the multifaceted and sometimes ambivalent reactions of people in the Middle East to increasing U.S. presence. It will also explore the difficulty the United States has experienced in balancing diverse, and sometimes conflicting, foreign policy interests, and will evaluate what may account for the increasing level of antagonism and mistrust on both sides.

Format: discussion. Evaluation will be based on class participation, short papers and a final research paper.

No prerequisites; open to first-year students with instructor's permission. *Enrollment limit: 25 (expected: 25). Preference given to History majors.*

Groups E and F  
CHAMBERLIN

**LEAD 311(F) Congress (Same as Political Science 311) (W)**  
(See under PSCI 311 for full description.)

C. JOHNSON

**LEAD 314T(F) Leadership in American Political Development (Same as Political Science 314T) (W)**  
(See under PSCI 314 for full description.)

MELLOW

**LEAD 323 Leadership, Government, and the Governed in Ancient Greece (Same as History 323 and Classics 323) (Not offered 2010-2011) (W)**

(See under HIST 323 for full description.)

CHRISTENSEN

*Satisfies one semester of the Division II requirement.*

**LEAD 325(S) The Roosevelt Style of Leadership (Same as History 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.

Format: seminar. Evaluation based on participation in class discussions, oral reports, two research papers.

Prerequisites: Leadership Studies 125 or permission of instructor. *Enrollment limit: 12 (expected: 12). Preference given to Leadership Studies concentrators and students with a background in American history and political science.*

Hour: 1:10-3:50 T

DUNN

**LEAD 338 The Progress of Astronomy: Galileo through the Hubble Space Telescope (Same as Astronomy 338 and History of Science 338) (Not offered 2010-2011) (W)**

(See under ASTR 338 for full description.)

J. PASACHOFF

**LEAD 360 The Spanish-American Wars (Same as History 360) (Not offered 2010-2011) (D)**

This course contextualizes the Spanish-American War of 1898—often perceived as the United States' initiation into the realm of imperialism—in the longer history of Spanish imperial decline and U.S. ascendancy in the Americas. It will explore the consequences of this geopolitical realignment from the perspective of the Spanish as well as Spain's Latin American subjects who broke free from colonial rule only to find themselves, in one historian's words, "under America." Readings—including scholarly books, articles, and primary documents—will also investigate a wide range of U.S. perspectives on the nation's rapid continental expansion in the nineteenth century that was facilitated by Spain's retreat from the Americas. By 1898, the dissolution of the Spanish empire and the United States' quest for hemispheric hegemony and world power culminated in the Spanish-American War and the advent of an American empire. The conflicts this war generated within U.S. society and between the U.S., Spain, Latin American and Caribbean nations, and the Philippines will constitute the focus of the second part of the course. This course fulfills the requirements of the Exploring Diversity Initiative, as students will examine the struggles that emerged within and between the countries in question over which groups would gain and lose social, economic, and political power and privilege as they confronted the power vacuum created by the collapse of the Spanish Empire.

Format: discussion. Evaluation will be based on class participation, several short essays, and one 10- to 12-page historiographical essay.

No prerequisites; open to first-year students with instructor's permission. *Enrollment limit: 25 (expected: 20-25). Preference determined by instructor.*

Group F  
CHAPMAN

**LEAD 363(F) Spies and Lies: Intelligence, Propaganda, and the Presidency in the Twentieth Century (Same as History 363 and Political Science 363)**

This course traces the use of intelligence operations and propaganda by the executive branch during the twentieth century. Topics include: US espionage and covert operations abroad; the role of intelligence collection and analysis in shaping US national security policies; domestic censorship, surveillance, and intelligence activities; the impact of foreign espionage and major spy cases on American politics and foreign policy; wartime propaganda and efforts to "sell war" to the American public; the history of the CIA, FBI, and other intelligence agencies; the role of intelligence in counterterrorism operations; the politics of secrecy and the relationship between secrecy and presidential power; and concerns related to human rights and civil liberties.

Format: lecture/discussion. Requirements: evaluation will be based on class participation, short (2-page) weekly writing assignments based on the reading, and a final research paper (8-10 pages)

No prerequisites; open to all. *Enrollment limit: none (expected: 15-20).*

Group F

Hour: 11:20-12:35 TR

OSGOOD

**LEAD 373 The United States, Revolution, and the Postcolonial World (Same as History 473) (Not offered 2010-2011)**

The United States is a country born of revolution and steeped in anti-colonialism. Nevertheless, by the second half of the twentieth century, the U.S. government found itself allied with European imperial powers and battling emerging revolutionary movements around the developing world. This course will examine this transition and consider the nature and long-term implications of the U.S. response to revolution in the postcolonial world. We will look at a number of revolutionary movements in Asia, Latin America, the Middle East, and Africa with a focus on the 1960s and 1970s. Case studies will include the Cuban, Vietnamese, Palestinian, Angolan, and Iranian Revolutions. Students will write an original 20-25 page research paper, based on primary sources, on a topic to be chosen in consultation with the instructor.

Format: seminar. Evaluation will be based on class participation, several short papers, and a 20- to 25-page research paper.

*Enrollment limit: 15 (expected: 10-15). Preference given to advanced History majors and Leadership Studies concentrators.*

Group F  
CHAMBERLIN

**LEAD 397(F), 398(S) Independent Study**

Permission of the chair of Leadership Studies required.

**LEAD 402(F) 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 and Richard Nixon. 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.

Format: seminar.

Prerequisites: Leadership Studies 125 or permission of the instructor. *Enrollment limit: 15 (expected: 15). Preference given to Leadership Studies concentrators and students with background in American history and political science.*

Hour: 1:10-3:50 T

DUNN

**LEAD 465(S) The Age of Eisenhower and McCarthy: The Fifties (Same as History 465)**

Many Americans have a nostalgic and bland view of the 1950s as a decade when nothing happened and the living was easy. In fact, it was a period of tremendous social, economic, and political change, often characterized by anxiety, fear, and conflict. This course will compare the idealized memory of the 1950s with the historical realities of the age of Dwight Eisenhower and Joseph McCarthy. Beneath the surface of consensus and conformity lay the foundations for the deep social and political turmoil that would erupt in the 1960s as Americans began to question traditional gender roles, civil rights practices, government national security policies, and social values. The seminar will cover the broad spectrum of American life, including the political, economic, diplomatic, cultural, and social history of the 1950s.

Format: discussion/research seminar. Requirements: evaluation will be based on class participation, a substantial research paper (20-25 pages, which we will work on over the course of the semester), and a few short writing assignments designed to prepare students for the larger research project.

Prerequisites: some college work in modern US history/politics. *Enrollment limit: 15 (expected: 10-15). Preference given to History majors and Leadership Studies concentrators.*

Group F

Hour: 1:10-3:50 W

OSGOOD



## **LEAD 472 Failed States and U.S. International Relations (Same as History 472) (Not offered 2010-2011)**

For much of the modern era, international relations and national security focused primarily on the nation-state. In the nineteenth and twentieth centuries, competition between strong states formed the basis of international conflict. In the twenty-first century, however, security studies have expanded to include weak states, ungoverned territories, and transnational organizations as the focus of national security problems. This course will examine this transition during the latter part of the twentieth century and the consequent shift of US foreign policy from a state-centric framework to one that seeks to control foreign populations and ungoverned spaces. Topics will include the concept of globalization, population control, the international drug trade, terrorism, and counterinsurgency.

Format: seminar. Requirements: evaluation will be based on discussion of course readings and a 25-page paper based on primary research on a topic chosen in consultation with the instructor.

No prerequisites. Enrollment limit: 15 (expected: 10-15). Preference given to History majors and Leadership Studies concentrators.

Group F

CHAMBERLIN

## **LEGAL STUDIES (Div. II)**

Chair, Professor LAWRENCE KAPLAN

*Advisory Committee:* Professors: JACKALL, JUST, KAPLAN, KASSIN\*\*, NOLAN, SHANKS\*. Associate Professor: SINIAWER. Assistant Professor: CROWE. Visiting Assistant Professor: A. HIRSCH§§.

Legal Studies is an interdisciplinary program designed to give students a background and frameworks for understanding the law as a means of regulating human behavior and resolving disputes among individuals, groups, and governments. Emanating from a liberal arts tradition, and not specifically aimed at preparing students for law school, this program provides the tools needed to think and argue critically about how laws work, how they evolved in the course of history and in different parts of the world, how they are enforced, and how they affect our everyday lives.

The courses in this program address a wide range of subjects, including the philosophical, moral, historical, social, and political underpinnings of law; the U.S. Constitution; law enforcement and other aspects of criminal justice; methods of scientific proof; psychological influences on evidence, trials, and decision-making; cultural perspectives and non-western legal traditions; and the use of law to regulate environmental policy. Courses are taught by faculty in the Sciences, Social Sciences, and Humanities, whose work centers on legal processes, and by visiting professors from various law schools.

### **THE CONCENTRATION**

The concentration in legal studies consists of six courses, including an interdisciplinary introductory course, four electives taken from at least two departments, and a senior seminar on a contemporary topic in the law. Electives may vary from year to year according to course offerings. In addition, the program offers local, alumni, and professional contacts for summer and WSP internships in a wide range of government and private law-related settings.

### **STUDY ABROAD**

Students who choose to study abroad should consult with the Program Chair to insure that they can complete the requirements. Studying abroad may provide exciting opportunities to learn about legal traditions and systems other than those of the United States. Students should check with the Chair to be sure that courses taken abroad will be counted toward completion of the Program.

### **REQUIRED COURSES**

#### **LGST 101(S) Processes of Adjudication**

This course offers an overview of America's and other legal systems, including the historical and constitutional underpinnings; the jury system; the legal profession; the adversary system; and the intersection of law and various other disciplines including psychology, sociology, history, political science, and philosophy. Format: lecture/discussion. Evaluation will be based on a final exam, many short papers, and class participation.

No prerequisites. Enrollment limit: 40 (expected: 40). Preference to first-years and sophomores who are considering a concentration in Legal Studies.

Hour: 8:30-9:45 TR

A. HIRSCH

#### **LGST 401(S) Senior Seminar: Law and Philosophy**

The notion of criminal responsibility and corollary issues such as the insanity defense are inextricably linked with the problem of free will. Disputes over methods of legal interpretation implicate and sometimes invoke different epistemological premises. The contours of the criminal law, such as the propriety of capital punishment and outlawing allegedly victimless behavior, are inseparable from ethical theory. So too, the appropriate conduct of criminal defense attorneys who know or believe their clients are guilty raises profound ethical questions. In short, major questions of law are informed by philosophical perspectives. This course explores the intersections of law and philosophy, focusing on the five areas alluded to—criminal responsibility, interpretation, the death penalty, victimless crimes, and the attorney's ethical code. Readings will include major philosophers (e.g., Kant, Mill, and Rorty), legal theorists (e.g., Dworkin and Scalia), and writers who fall into neither category but who have opined provocatively on matters related to relevant issues (e.g., Stanley Fish and Allan Bloom).

Format: seminar. Requirements: active class participation, several short papers, and a substantially longer final paper.

Prerequisites: Legal Studies 101 and at least two Legal Studies electives, or permission of the instructor. Enrollment limit: 25 (expected: 20-25). Preference will be given, in order of seniority, to students for whom this course completes the Legal Studies concentration.

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

A. HIRSCH

### **ELECTIVES**

Four elective courses are required to complete a concentration in Legal Studies. These courses must be taken from at least two departments. Other courses, not listed here, may be approved by the Chair.

ANTH 342 Dispute and Conflict, Settlement and Resolution: The Anthropology of Law

CHEM 113 Chemistry and Crime: From Sherlock Holmes to Modern Forensic Science

COMP 401/ENGL 449/LGST 399 Literature and the Law

ECON 371T Economic Justice

ENVI 307/PSCI 317 Environmental Law

HIST/WGST 152 The Fourteenth Amendment and the Rights Revolution

HIST 380 Comparative American Immigration History

HIST/WGST 457 Gender, Law and Politics in U.S. History

INTR/AFR 210/PSCI 302 Race, Culture, and Incarceration

LEAD/PSCI 285/HIST 354 The Revolutionary Generation: Galaxy of Leaders

PHIL 101 Introduction to Moral and Political Philosophy

PHIL 213 Biomedical Ethics

PHIL 236 Contemporary Ethical Theory

PHIL 272T Free Will and Responsibility

[PHIL 300 Mute Witness: Disability, Gender, and Testimony—last offered spring 2008]

[PHIL 307 Free Will—last offered spring 2008]

PSCI 201 Power, Politics and Democracy in America

PSCI 216 American Constitutionalism I: Structures of Power

PSCI 217 American Constitutionalism II: Rights and Liberties

PSCI 223 International Law

PSCI/AFR 318 The Voting Rights Act and Voting Movement

PSCI 420 Law and Rights in International Politics

PSYC 347 Psychology and the Law

SOC 215 Crime

SOC 218 Law and Modern Society

SOC 265 Drugs and Society

#### **LGST 397(F), 398(S) Independent Study**

Open only to upperclass students under the supervision of a member of the Legal Studies Advisory Committee.

## **MARITIME STUDIES**

Chair, Professor RÓNADH COX

*Advisory Committee:* Professor: ART\*, COX. Assistant Professors: GILBERT, TING. Associate Deans: GERRY, TOOMAJIAN.

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-Present I

(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) Ethics and the Environment: Senior Seminar (Same as Environmental Studies 402)

#### 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 124 The Vikings

HIST 127 The Expansion of Europe

HIST/JAPN/ASST 321 History of U.S.-Japan Relations

HIST 248 History of the Caribbean

##### *Maritime Literature*

ENGL 450 Herman Melville and Mark Twain

CLGR402 The Odyssey

##### *Marine Policy*

AMST 302 The United States and the Pacific

ECON/ENVI 213 Economics of Natural Resource Use

ECON/ENVI 386/ ECON 515 Environmental Policy and Natural Resource Management

ENVI 307/PSCI 317 Environmental Law

ENVI/PSCI 328 International Environmental Law

PSCI 223 International Law

PSCI 229 Global Political Economy

##### *Marine Science*

BIOL 414 Life at Extremes

GEOS/BIOL 212 Invertebrate Paleobiology

GEOS/ENVI 215 Climate Changes

GEOS/ENVI 253T Coral Reefs

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.

#### **MAST 104(S) Oceanography (Same as Geosciences 104 and Environmental Studies 104)**

(See under GEOS 104 for full description.)

COX

*Satisfies one semester of the Division III requirement.*

#### **MAST 211(F,S) Oceanographic Processes (Same as Geosciences 210) (Offered only at Mystic Seaport.)**

This course is an introduction to the physical, chemical, geological, and biological processes that control the major features of the world's oceans. Topics include ocean circulation, waves and tides, plate tectonics, shoreline processes, biological productivity, and food web structure. This overview of the oceans is designed for both non-science majors and science majors who desire a general course on oceanography.

Format: lecture/laboratory, including coastal and near-shore field trips, 11 days offshore, and a laboratory or field research project. Requirements: an hour test, a research project, a presentation, and a final exam.

*Satisfies one semester of the Division III requirement.*

Hour: TBA

GILBERT

#### **MAST 231(F,S) Literature of the Sea (Same as English 231) (Offered only at Mystic Seaport.) (W)**

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, Charles Johnson, Timothy Egan, and Ursula K. Le Guin.

Format: small group tutorials with weekly lectures, including coastal and near-shore field trips, and 10 days at sea.

Requirements: regular papers, class participation, journal-writing, and a final paper.

*Satisfies one semester of the Division I requirement.*

Hour: TBA

KING

#### **MAST 311(F,S) Marine Ecology (Same as Biology 231) (Offered only at Mystic Seaport.)**

Using the principles of evolutionary biology and experimental ecology, this course examines the processes that control the diversity, abundance and distribution of marine organisms. Major marine communities, including estuaries, the rocky shore, sandy beaches, salt marshes, coral reefs, and the deep sea are discussed in detail.

Format: lecture/laboratory, including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project. Requirements: an hour test, a research project, a presentation, and a final exam.

Prerequisites: Biology 101 or Geosciences/Maritime Studies 104, or permission of instructor.

*Satisfies one semester of the Division III requirement.*

Hour: TBA

CARLTON

#### **MAST 351(F,S) Marine Policy (Same as Environmental Studies 351 and Political Science 319) (Offered only at Mystic Seaport.)**

This seminar utilizes the interdisciplinary background of the other Williams-Mystic courses to examine national and international contemporary issues in our relationship with ocean and coastal resources. This seminar takes a topical approach to the study of marine law and policy, examining fisheries, harbor development, coastal zone management, admiralty law, law of the sea, marine pollution, and shipping.

Format: lecture, discussions, guest lectures by active professionals, and includes coastal and near-shore field trips, and 10 days offshore. Requirements: a mid-term, an independent research paper, a presentation, and a final exam.

*Satisfies one semester of the Division II requirement.*

Hour: TBA

HALL

**MAST 352(F,S) America and the Sea, 1600-Present (Same as History 352) (Offered only at Mystic Seaport.) (W)**

This course focuses on the history of America's relationship to the sea from the age of discovery through the heyday of merchant sail to the triumph of steam and the challenges of the twentieth century. Readings in primary sources and secondary works on the social, economic, and diplomatic implications of maritime activities culminate in a research paper. Topics such as shipbuilding, whaling, and fisheries are studied through museum exhibits and artifacts in the material culture component of the course.

Format: lecture/discussion, including coastal and near-shore field trips, 10 days offshore, and an independent, primary source research paper. Requirements: an hour test, two papers, and a final exam. Student papers will be a 5-page minimum and a 15-page minimum essay. The 15-page paper will be critiqued in three steps, as an outline, a draft, and a final paper, with attention to reasoning and style.

*Satisfies one semester of the Division II requirement.*

Hour: TBA

GORDINIER

**MAST 402(S) Ethics and the Environment (Same as Environmental Studies 402)**

(See under ENVI 402 for full description.)

LYNN

**MAST 397(F), 398(S) Independent Study**

**MAST 493(F)-031, 031-494(S) Senior Thesis**

## MATERIALS SCIENCE STUDIES

*Advisory Committee:* Professors: AALBERTS, S. BOLTON\*\*, KARABINOS, D. LYNCH, L. PARK, STRAIT. Assistant Professors: S. GOH, W. 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 016 Glass and Glassblowing  
CHEM 156 Organic Chemistry: Introductory Level  
and CHEM 251 Organic Chemistry: Intermediate Level  
CHEM 255 Organic Chemistry: Intermediate Level –Special Laboratory Section  
CHEM 155 Current Topics in Chemistry  
or CHEM 256 Foundations of Physical and Inorganic Chemistry  
CHEM 335 Inorganic/Organometallic Chemistry  
CHEM 361 Physical Chemistry: Structure and Dynamics  
CHEM/ENVI 364 Instrumental Methods of Analysis  
CHEM 366 Physical Chemistry: Thermodynamics  
GEOS 202 Mineralogy and Geochemistry  
MATH 209 Differential Equations and Vector Calculus  
MATH 315 Groups and Characters  
PHYS 014 Electronics  
PHYS 201 Electricity and Magnetism  
PHYS 202 Waves and Optics  
PHYS/MATH 210 Mathematical Methods for Scientists  
PHYS 301 Quantum Physics  
PHYS 405T Electromagnetic Theory  
PHYS 411T Classical Mechanics

## MATHEMATICS AND STATISTICS (Div. III)

*Chair, Professor CESAR E. SILVA*

Professors: ADAMS, O. BEAVER, BURGER\*, R. DE VEAUX, GARRITY, S. JOHNSON, LOEPP, MORGAN\*, SILVA. Associate Professor: DEVADOSS, KLINGENBERG, PACELLI\*\*. Assistant Professors: BEAZLEY, BOTTS, MILLER, STOICIU. Visiting Lecturer: PEDERSEN.

**MAJOR**

The major in Mathematics is designed to meet two goals: to introduce some of the central ideas in a variety of areas of mathematics and statistics, and to develop problem-solving ability by teaching students to combine creative thinking with rigorous reasoning. 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 104 Calculus II  
Mathematics 105 or 106 Multivariable Calculus

*Applied/Discrete Mathematics/Statistics (one course)*

Mathematics 209 Differential Equations and Vector Calculus or  
Mathematics 210 Mathematical Methods for Scientists (Same as Physics 210) or  
Mathematics 251 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 211 Linear Algebra  
Mathematics 301 Real Analysis or Mathematics 305 Applied Real Analysis  
Mathematics 312 Abstract Algebra or Mathematics 315 Groups and Characters or Mathematics 317 Applied Abstract Algebra

*Completion (three courses plus colloquium)*

Two electives from courses numbered 300 and above, or Stat 231.

Any 400-level course taken in the senior year (excluding thesis work).

Participation in the Mathematics Colloquium, in which all senior majors present and attend talks on mathematical or statistical topics of their choice.

*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 (*this starts with the class of 2014*). 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 104

AB 4 or 5 Math 105

BC 3, 4 or 5 Math 106

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 Mathematics 103 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.

*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 301, 305, 312, and 315/317 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. 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 301 and 312. 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 301 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 209, 210, 251, 305, 315/317, 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 373 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 305 especially recommended. Williams has exchange and joint programs with good engineering schools. Interested students should consult the section on engineering near the beginning of the Bulletin and the Williams pre-engineering advisor for further information.

## MATHEMATICS COURSES

*STATISTICS COURSE LISTINGS FOLLOW THE MATHEMATICS COURSE LISTINGS.*

**NOTE: Course Numbers**—The first digit of the three-digit label for each course roughly denotes the difficulty level of the course. The middle digit denotes the field (0=calculus/analysis, 1=algebra/number theory, 2=geometry/topology, 3=applied, 4=probability, 5=discrete, 6=computation, 7,8=miscellaneous). The last digit occasionally indicates the level within a field, but most often simply distinguishes amongst the courses in the field. In particular, for example, Math 211 is not “easier” than Math 251; they are simply different mathematical fields (algebra vs. discrete).

There are three types of 300-level courses. There are the core courses: Math 301, 305, 312, 315, 317. There are the “precore” courses, which do not have the core courses as prerequisites. These include Math 313, 316, 327 and others. Finally there are those courses that have a core course as a prerequisite, such as Math 302.

### **MATH 101T(F) Mathematical Analysis with Descriptive Statistics**

This course is intended to develop quantitative skills for non-science majors. We will cover basic algebra from an applied point of view, including working with formulas and solving for unknowns. We will investigate a variety of ways to model real-world problems. For example, how many handshakes away are you from the president and how is that related to a transportation network? We will cover basic finance, including loans and annuities. Finally, we will also cover descriptive statistics, including data analysis, computing with mean/median/variance, data display and contingency tables.

Format: tutorial/computer lab. Evaluation will be based primarily on homework, quizzes and/or exams, and computer projects.

Prerequisites: placement by a Quantitative Studies Counselor. *Enrollment limit: 10 (expected: 10).*

Tutorial meetings to be arranged.

S. JOHNSON

### **MATH 102(F) Precalculus**

This course prepares students for Mathematics 103, first semester calculus. The course begins with a brief review of algebra followed by a thorough treatment of algebraic, logarithmic, and trigonometric functions from a graphical, analytical and applied point of view.

Format: lecture. Evaluation will be based primarily on homework, quizzes, and/or exams.

Prerequisites: placement by a Quantitative Studies Counselor or permission of instructor. *Enrollment limit: (expected: 15).*

Hour: 9:00-9:50 MWF

PEDERSEN

### **MATH 103(F,S) Calculus I (Q)**

Calculus permits the computation of velocities and other instantaneous rates of change by a limiting process called differentiation. The same process also solves “max-min” problems: how to maximize profit or minimize pollution. A second limiting process, called integration, permits the computation of areas and accumulations of income or medicines. The Fundamental Theorem of Calculus provides a useful and surprising link between the two processes. Subtopics include trigonometry, exponential growth, and logarithms. This is an introductory course for students who have not seen calculus before. Students who have previously taken a calculus course may not enroll in Mathematics 103 without the permission of instructor.

Format: lecture. Evaluation will be based primarily on homework, quizzes, and/or exams.

Prerequisites: Mathematics 102 (or demonstrated proficiency on a diagnostic test; see Mathematics 101). *No enrollment limit (expected: 30).*

Hour: 9:00-9:50 MWF, 10:00-10:50 MWF

11:20-12:35 TR

First Semester: LOEPP  
Second Semester: PACELLI

### **MATH 104(F,S) Calculus II (Q)**

Mastery of calculus requires understanding how integration computes areas and business profit and acquiring a stock of techniques. Further methods solve equations involving derivatives (“differential equations”) for population growth or pollution levels. Exponential and logarithmic functions and trigonometric and inverse functions play an important role. This course is the right starting point for students who have seen derivatives, but not necessarily integrals, before. Students who have received the equivalent of advanced placement of AB 4 or BC 3 may not enroll in Mathematics 104 without the permission of instructor. Students who have higher advanced placement must enroll in Mathematics 105 or above.

Format: lecture. Evaluation will be based primarily on homework, quizzes, and/or exams.

Prerequisites: Mathematics 103 or equivalent. *No enrollment limit (expected: 30).*

Hour: 10:00-10:50 MWF, 11:00-11:50 MWF

9:00-9:50 MWF

First Semester: O. BEAVER  
Second Semester: SILVA

### **MATH 105(F,S) Multivariable Calculus (Q)**

Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives, multiple integrals. There is also a unit on infinite series, sometimes with applications to differential equations. This course is the right starting point for students who have seen differentiation and integration before. Students with the equivalent of advanced placement of AB 4, BC 3 or above should enroll in Mathematics 105.

Format: lecture. Evaluation will be based primarily on homework, quizzes, and/or exams.

Prerequisites: Mathematics 104 or equivalent, such as satisfactory performance on an Advanced Placement Examination. *No enrollment limit (expected: 45).*

Hour: 9:00-9:50 MWF, 10:00-10:50 MWF, 11:00-11:50 MWF

10:00-10:50 MWF, 11:00-11:50 MWF

First Semester: DEVADOSS  
Second Semester: MILLER

### **MATH 106(F) Multivariable Calculus (Q)**

Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives and multiple integrals. The goal of the course is Stokes Theorem, a deep and profound generalization of the Fundamental Theorem of Calculus. The difference between this course and Mathematics 105 is that Mathematics 105 covers infinite series instead of Stokes Theorem. Students with the equivalent of BC 3 or higher should enroll in Mathematics 106, as well as students who have taken the equivalent of an integral calculus and who have already been exposed to infinite series. For further clarification as to whether or not Mathematics 105 or Mathematics 106 is appropriate, please consult a member of the math/stat department. Mathematics 106 satisfies any Mathematics 105 prerequisite. Credit will not be given for both Mathematics 105 and Mathematics 106.

Format: lecture. Evaluation will be based primarily on homework, quizzes, and/or exams.

Prerequisites: BC 3 or higher or integral calculus with infinite series. *No enrollment limit (expected: 45).*

Hour: 10:00-10:50 MWF, 11:00-11:50 MWF, 12:00-12:50 MWF

ADAMS

### **MATH 175(S) Mathematical Politics: Voting, Power, and Conflict (Same as INTR 160) (Q)**

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.

Format: lecture/discussion. Evaluation will be based primarily on projects, homework assignments, and exams.

Prerequisites: Mathematics 100/101/102 (or demonstrated proficiency on a diagnostic test) or permission of instructor. *Enrollment limit: 30 (expected: 30).*

Hour: 9:55-11:10 TR

PACELLI

### **MATH 180 The Art of Mathematical Thinking: An Introduction to the Beauty and Power of Mathematical Ideas (Not offered 2010-2011)**

(Q)  
What is mathematics? How can it enrich and improve your life? What do mathematicians think about and how do they go about tackling challenging questions? Most people envision mathematicians as people who solve equations or perform arithmetic. In fact, mathematics is an artistic endeavor which requires both imagination and creativity. In this course, we will experience what this is all about by discovering various beautiful branches of mathematics while learning life lessons that will have a positive impact on our lives. There are two meta-goals for this course: (1) a better perspective into mathematics, and (2) sharper analytical reasoning to solve problems (both mathematical and nonmathematical).

Format: lecture/discussion. Evaluation will be based primarily on projects, homework assignments, and exams.

Prerequisites: Mathematics 100/101/102 (or demonstrated proficiency on a diagnostic test—see Mathematics 100) or permission of instructor. *Enrollment limit: 30 (expected: 30). Not open to students who have taken mathematics courses other than Mathematics 100, 101, 102, 103, 170, Statistics 101 without permission of the instructor.*

BURGER

### **MATH 209(S) Differential Equations and Vector Calculus (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.

Format: lecture/discussion. Evaluation will be based on problem sets, hour tests, and a final exam.

Prerequisites: Mathematics 105. *No enrollment limit (expected: 25). Students may not normally get credit for both Mathematics 209 and Mathematics/Physics 210.*

Hour: 9:00-9:50 MWF

JOHNSON

**MATH 210(S) Mathematical Methods for Scientists (Same as Physics 210) (Q)**

(See under PHYS 210 for full description.)

TUCKER-SMITH

**MATH 211(F,S) Linear Algebra (Q)**

Many social, political, economic, biological, and physical phenomena can be described, at least approximately, by linear relations. In the study of systems of linear equations one may ask: When does a solution exist? When is it unique? How does one find it? How can one interpret it geometrically? This course develops the theoretical structure underlying answers to these and other questions and includes the study of matrices, vector spaces, linear independence and bases, linear transformations, determinants and inner products. Course work is balanced between theoretical and computational, with attention to improving mathematical style and sophistication.

Format: lecture. Evaluation will be based primarily on homework and exams.

Prerequisites: Mathematics 105 or 209 or 210 or 251, or Statistics 201. *No enrollment limit (expected: 35).*

Hour: 10:00-10:50 MWF, 11:00-11:50 MWF

First Semester: STOICIU

10:00-10:50 MWF, 11:00-11:50 MWF

Second Semester: BEAZLEY

**MATH 251(F,S) Discrete Mathematics (Q)**

As a complement to calculus, which is the study of continuous processes, this course focuses on the discrete, including finite sets and structures, their properties and applications. Topics will include basic set theory, infinity, graph theory, logic, counting, recursion, and functions. The course serves as an introduction not only to these and other topics but also to the methods and styles of mathematical proof.

Format: lecture/discussion. Evaluation will be based primarily on homework, classwork, and exams.

Prerequisites: Mathematics 104 or Mathematics 103 with Computer Science 134 or one year of high school calculus with permission of instructor. *No enrollment limit (expected: 20).*

Hour: 10:00-10:50 MWF

First Semester: BEAZLEY

9:55-11:10 TR

Second Semester: DEVADOSS

**MATH 285 Teaching Mathematics (Not offered 2010-2011) (Q)**

Under faculty supervision, student-teachers will prepare and conduct scheduled weekly extra sessions for Mathematics 105, for smaller, assigned groups of students. For these sessions they will prepare presentations, assign and grade homework, and answer questions on the course material and on the homework. They will be available to their students outside of class, attend and assist at Mathematics 105 lectures (3 hours a week), and visit and evaluate each other's sessions. There is a weekly meeting, for an hour or two, including organizational matters, deeper study of the mathematics discussed, and practical teaching skills. In addition, there will be other special meetings as needed. There will be assigned readings, discussion, drills, and weekly homework or papers. This is not a seminar on education but rather a seminar on mathematics and the mechanics of teaching it.

Format: seminar/teaching. Evaluation will be based on the overall teaching activity, responsibility, participation in the seminar and other meetings, homework and papers.

Prerequisites: permission of instructor, preferably early in the previous Spring. *Enrollment limit: 6 (expected: 4).*

MORGAN

**MATH 301(F) Real Analysis (Q)**

Real analysis is the theory behind calculus. It is based on a precise understanding of the real numbers, elementary topology, and limits. Topologically, nice sets are either closed (contain their limit points) or open (complement closed). You also need limits to define continuity, derivatives, integrals, and to understand sequences of functions.

Format: lecture/discussion. Evaluation will be based on homework, classwork, and exams.

Prerequisites: Mathematics 105 and 211, or permission of instructor. *No enrollment limit (expected: 30).*

Hour: 11:00-11:50 MWF

SILVA

**MATH 302(F) 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.

Format: lecture. Evaluation will be based primarily on homework, classwork, and exams.

Prerequisites: Mathematics 301 or 305. *No enrollment limit (expected: 10).*

Hour: 9:55-11:10 TR

MILLER

**MATH 305(S) Applied Real Analysis (Q)**

Real analysis or the theory of calculus—derivatives, integrals, continuity, convergence—starts with a deeper understanding of real numbers and limits. Applications in the calculus of variations or "infinite-dimensional calculus" include geodesics, harmonic functions, minimal surfaces, Hamilton's action and Lagrange's equations, optimal economic strategies, nonEuclidean geometry, and general relativity.

Format: lecture. Evaluation will be based primarily on homework, classwork, and exams.

Prerequisites: Mathematics 105 and 211, or permission of instructor. *No enrollment limit (expected: 35).*

Hour: 9:55-11:10 TR

GARRITY

**MATH 306(F) Chaos and Fractals (Q)**

This course is an introduction to chaotic dynamical systems. The topics will include bifurcations, the quadratic family, symbolic dynamics, chaos, dynamics of linear systems, and some complex dynamics.

Format: lecture. Evaluation will be based on performance on homework and exams.

Prerequisites: Mathematics 211. *No enrollment limit (expected: 15).*

Hour: 10:00-10:50 MWF

SILVA

**MATH 308T(F) Analysis and Number Theory (Same as Mathematics 406T) (Q)**

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; students are strongly encouraged to perform original research on these problems, which can range from numerical to theoretical investigations. Topics include Additive Number Theory (especially Goldbach's Problem and the Circle Method, the  $3x+1$  Problem, and More Sum Than Difference Sets), the Riemann Zeta Function and Random Matrix Theory, and Benford's law of digit bias; other topics will be chosen by student interest. We 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.

Format: tutorial. Requirements: evaluation will be based on scholarship, discussions, homework, examinations, papers and presentations.

Prerequisites: for those taking 308T: at least one of 301/305/312/315/317; for those taking 406T: one of 301/305 AND one of 312/315/317. *Enrollment limit: 10 (expected: 10).*

Tutorial meetings to be arranged.

MILLER

**MATH 312(S) Abstract Algebra (Q)**

Algebra gives us the tools to solve equations. Sets such as the integers or real numbers have special properties which make algebra work or not work according to the circumstances. In this course, we will generalize algebraic processes and the sets upon which they operate in order to better understand, theoretically, when equations can and cannot be solved. We define and study the abstract algebraic structures called groups, rings and fields, as well as the concepts of factor group, quotient ring, homomorphism, isomorphism, and various types of field extensions.

Format: lecture. Evaluation will be based primarily on problem sets and exams.

Prerequisites: Mathematics 211 and one or more of the following: Mathematics 209, 251 or Statistics 201, or permission of instructor. *No enrollment limit (expected: 25).*

Hour: 11:00-11:50 MWF

STOICIU

**MATH 313 Introduction to Number Theory (Not offered 2010-2011) (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.

Format: lecture. Requirements/Evaluation: evaluation will be based primarily on performance on homework, projects, and exams

Prerequisites: Mathematics 211 or 251, or permission of instructor. Students cannot enroll in both Mathematics 313 and 313T. *No enrollment limit (expected: 20)*

BURGER

**MATH 315(F) Groups and Characters (Q)**

An introduction to group theory with emphasis on topics having applications in the physical sciences; greater attention is paid to examples and to the application of theorems than to the more difficult proofs. Topics include symmetry groups, group structure (especially properties related to order), representations and characters over the real and complex fields, space groups (chemistry), matrix groups (physics).

Format: lecture. Evaluation will be based primarily on performance on problem assignments and a final exam.

Prerequisites: Mathematics 211. *No enrollment limit (expected: 30).*

Hour: 9:55-11:10 TR

GARRITY

**MATH 316(S) Protecting Information: Applications of Abstract Algebra and Quantum Physics (Same as Physics 316) (Q)**

Living in the early decades of the information age, we find ourselves depending more and more on codes that protect messages against either noise or eavesdropping. We begin this course by studying the history of this subject, including, for example, the story of the enigma code from World War II. We then examine some of the most important codes currently being used to protect information, including linear codes, which in addition to being mathematically elegant are the most practical codes for error correction, and the RSA public key cryptographic scheme, popular nowadays for internet applications. Looking ahead by a decade or more, we show how a "quantum computer" could crack any RSA code in short order, and how quantum cryptographic devices will achieve security through the Heisenberg uncertainty principle.

Evaluation will be based on homework sets and exams.

Prerequisites: Physics 210 or Mathematics 211 (possibly concurrent) or permission of instructors. (*students not satisfying the course prerequisites but who have completed Mathematics 209 or Mathematics 251 are particularly encouraged to ask to be admitted.*)

Hour: 9:00-9:50 MWF

LOEPP and WOOTTERS

**MATH 317 Applied Abstract Algebra (Not offered 2010-2011) (Q)**

The abstract algebraic structures called groups, rings and fields have proven to have surprisingly many applications. For example, groups have been used to build secure cryptosystems and to study the symmetry of molecules. We will study the abstract properties of groups, rings and fields and then study several applications of this theory. Possible topics include cryptography, puzzles, error correcting codes, computer software applications, symmetry, tiling, networks, and grobner bases.

Evaluation will be based primarily on homework and exams.

Prerequisites: Mathematics 211 and one or more of the following: Mathematics 209, 251 or Statistics 201 or permission of the instructor.

LOEPP

**MATH 318T(S) Numerical Problem Solving (Same as Computer Science 318T) (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. Computer programming skills are not required.

Format: Tutorial. Evaluation will be based on homework, classwork, and exams.

Prerequisite: Mathematics 105/106 and Mathematics 211 or permission of the instructor. *Enrollment limit: 10 (expected: 10).* This tutorial is a quantitative/formal reasoning course. *Not available for the Gaudino option.*

Tutorial meetings to be arranged.

STOICIU

**MATH 319 Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as Biology 319, Chemistry 319, Computer Science 319 and****Physics 319) (Not offered 2010-2011) (Q)**

(See under BIOL 319 for full description.)

*This course does not count towards the major in Mathematics.*

BANTA

**MATH 321 Knot Theory (Not offered 2010-2011) (Q)**

Take a piece of string, tie a knot in it, and glue the ends together. The result is a knotted circle, known as a knot. For the last 100 years, mathematicians have studied knots, asking such questions as, "Given a nasty tangled knot, how do you tell if it can be untangled without cutting it open?" Some of the most interesting advances in knot theory have occurred in the last ten years.

This course is an introduction to the theory of knots. Among other topics, we will cover methods of knot tabulation, surfaces applied to knots, polynomials associated to knots, and relationships between knot theory and chemistry and physics. In addition to learning the theory, we will look at open problems in the field.

Format: lecture. Evaluation will be based on problem sets, midterms, and a final exam.

Prerequisites: Mathematics 211 or permission of instructor. *No enrollment limit (expected: 25).*

ADAMS

**MATH 324(S) Topology (Q)**

Topology is the study of when one geometric object can be continuously deformed and twisted into another object. Determining when two objects are topologically the same is incredibly difficult and is still the subject of a tremendous amount of research, including current work on the Poincare Conjecture, one of the million-dollar millennium-prize problems. The first part of the course on "Point-set Topology" establishes a framework based on "open sets" for studying continuity and compactness in very general spaces. The second part on "Homotopy Theory" develops refined methods for determining when objects are the same. We will prove for example that you cannot twist a basketball into a doughnut.

Format: lecture/discussion. Evaluation will be based on homework, classwork, and exams.

Prerequisites: Mathematics 301, or permission of instructor and Mathematics 305 or 312. *Not open to students who have taken Mathematics 323. No enrollment limit (expected: 20).*

Hour: 8:30-9:45 TR

O. BEAVER

**MATH 341 Probability (Not offered 2010-2011) (Q)**

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, including some from coding theory, number theory and nuclear physics.

Format: lecture. Evaluation will be based primarily on homework, classwork, and exams.

Prerequisites: Mathematics 211 or 251 or permission of instructor. *No enrollment limit (expected: 20).*

MILLER

**MATH 354(S) Graph Theory (Q)**

Graph theory is the theory of mathematical objects constructed by connecting a set of edges at a set of vertices. They have applications in a variety of fields including biology, chemistry, physics, operations research, and computer science, including networks and the web. We will develop the theory of graphs, including undirected and directed graphs, complete graphs, multipartite graphs, planar graphs, subgraphs, graph enumeration, colorings of graphs and embeddings of graphs. We will also consider applications.

Format: lecture. Evaluation will be based primarily on homework and exams.

Prerequisites: Mathematics 211. *Enrollment limit: none (expected: 25).*

Hour: 11:20-12:35 TR

ADAMS

**MATH 361(F) Theory of Computation (Same as Computer Science 361) (Q)**

(See under CSCI 361 for full description.)

HEERINGA

**MATH 365(F) 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, the Godel'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.

Format: lecture. Evaluation will be based primarily on performance on homework and exams.

Prerequisites: Mathematics 105 or 106 and Mathematics 211. *Enrollment limit: none (expected: 20).*

Hour: 8:30-9:45 TR

GARRITY

**MATH 373 Investment Mathematics (Not offered 2010-2011) (Q)**

Over the years financial instruments have grown from stocks and bonds to numerous derivatives, such as options to buy and sell at future dates under certain conditions. The 1997 Nobel Prize in Economics was awarded to Robert Merton and Myron Scholes for their Black-Scholes model of the value of financial instruments. This course will study deterministic and random models, futures, options, the Black-Scholes Equation, and additional topics.

Format: lecture/discussion. Evaluation will be based on homework, classwork, and exams.

Prerequisites: Mathematics 211 or permission of instructor. *No enrollment limit (expected: 20).*

MORGAN



**MATH 375(S) 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.

Prerequisites: Mathematics 211 and Mathematics 209, 251; or Statistics 201; or permission of the instructor. *No enrollment limit (expected: 30).*

Hour: 11:00-11:50 MWF

S. JOHNSON

**MATH 397(F), 398(S), 497(F), 498(S) Independent Study**

Directed independent study in Mathematics.

Prerequisites: permission of the department.

Hour: TBA

Members of the Department

**MATH 402(S) Measure Theory and Probability (Q)**

The study of measure theory arose from the study of stochastic (probabilistic) systems. Applications of measure theory lie in biology, chemistry, physics as well as in economics. In this course, we develop the abstract concepts of measure theory and ground them in probability spaces. Included will be Lebesgue and Borel measures, measurable functions (random variables), Lebesgue integration, distributions, independence, convergence and limit theorems. This material provides good preparation for graduate studies in mathematics, statistics and economics.

Format: lecture/discussion. Evaluation will be based primarily on performance on homework assignments and exams.

Prerequisites: Mathematics 301 or 305 or permission of instructor.

Hour: 11:20-12:35 TR

O. BEAVER

**MATH 404 Ergodic Theory (Not offered 2010-2011) (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 will start with an introduction to the necessary topics from measure theory: sigma-algebras, measurable sets and measurable transformations. Then we will cover ergodic, weak mixing, mixing, and Bernoulli transformations, and transformations admitting and not admitting an invariant measure. There will be an emphasis on specific examples such as group rotations, the binary odometer transformations, and rank-one constructions.

Format: lecture. Evaluation will be based on presentations, problem assignments and exams.

Prerequisites: Mathematics 301 or 305 or permission of instructor. *No enrollment limit (expected: 10).*

SILVA

**MATH 406T(F) Analysis and Number Theory (Same as Mathematics 308T) (Q)**

(See under MATH 308T for full description.)

MILLER

**MATH 411(S) Commutative Algebra (Q)**

Commutative algebra has applications ranging from algebraic geometry to coding theory. For example, one can use commutative algebra to create error correcting codes. It is perhaps most often used, however, to study curves and surfaces in different spaces. To understand these structures, one must study polynomial rings over fields. This course will be an introduction to commutative algebra. Possible topics include polynomial rings, localizations, primary decomposition, completions, and modules.

Evaluation will be based primarily on homework and exams.

Prerequisites: Mathematics 312 or 317 or permission of the instructor. *No enrollment limit (expected: 15).*

Hour: 10:00-10:50 MWF

LOEPP

**MATH 414 Galois Theory (Not offered 2010-2011) (Q)**

The relation of high school algebra to the abstraction of Mathematics 312 is not apparent, but Galois Theory shows the link. One goal of high school algebra is to solve (find roots of) linear equations ( $ax + b = 0$ ) and quadratic equations. By the sixteenth century, methods were found to solve third and fourth degree equations. Here progress stopped until the early nineteenth century, when Abel and Galois showed that no such general method for finding roots of equations of degree higher than four can exist. They needed totally new tools, which led to the mathematics of abstract algebra. The goal of Mathematics 414 is to develop through linear algebra, the deep connection between roots of polynomials and finite groups.

Format: lecture/discussion. Evaluation will be based on homework and exams.

Prerequisites: Mathematics 312 or 315 or 317 and permission of the instructor. *No enrollment limit (expected: 15).*

GARRITY

**MATH 418(F) Linear Algebraic Groups (Q)**

Linear algebraic groups lie at the heart of many pure and applied subfields of mathematics and have become fundamental tools in a wide variety of active areas of research. They are both groups and algebraic varieties, and thus lie on the boundary between classical algebra and algebraic geometry in an obvious sense. As we dig deeper into their structure, however, we will uncover surprising connections to representation theory, combinatorics, and the geometry of Euclidean space. The course will begin with an introduction to affine algebraic varieties, their topology, and their morphisms (assuming no previous experience with commutative algebra), using the linear algebraic groups as our main class of examples. Topics to be covered after laying the requisite algebro-geometric groundwork may include Borel subgroups, Grassmannians and flag varieties, Weyl groups, the Bruhat decomposition, Lie algebras, root systems, Coxeter groups, Dynkin diagrams, and reflection groups.

Format: lecture. Requirements: evaluation will be based primarily on homework and exams.

Prerequisites: Mathematics 312 or 317 or permission of the instructor. *Enrollment limit: none (expected: 15).*

Hour: 9:00-9:50 MWF

BEAZLEY

**MATH 433(F) Mathematical Modeling and Control Theory (Q)**

Mathematical modeling is concerned with translating a natural phenomenon into a mathematical form. In this abstract form the underlying principles of the phenomenon can be carefully examined and real-world behavior can be interpreted in terms of mathematical shapes. The models we investigate include feedback phenomena, phase locked oscillators, multiple population dynamics, reaction-diffusion equations, shock waves, morphogenesis, and the spread of pollution, forest fires, and diseases. Often the natural phenomenon has some aspect we can control—such as how much pollution, electric charge, or chemotherapeutic agent we put into a river, circuit, or cancer patient. We will investigate how to operate such controls in order to achieve a specific goal or optimize some interpretation of performance. We will employ tools from the fields of differential equations and dynamical systems. The course is intended for students in the mathematical, physical, and chemical sciences, as well as for students who are seriously interested in the mathematical aspects of physiology, economics, geology, biology, and environmental studies.

Format: lecture. Evaluation will be based primarily on performance of problem sets and exams.

Prerequisites: Mathematics 209 or Physics 210 and Mathematics 301 or 305 or permission of instructor. *No enrollment limit (expected: 12).*

Hour: 10:00-10:50 MWF

S. JOHNSON

**MATH W30 Senior Project**

Taken by candidates for honors in Mathematics other than by thesis route.

**MATH 493(F)-W31-494(S) Senior Honors Thesis**

Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under *The Degree with Honors in Mathematics*.

**MATH 499(F,S) Senior Colloquium**

Meets every week for two hours both fall and spring. Senior majors must participate at least one hour a week. This colloquium is in addition to the regular four semester-courses taken by all students.

Hour: 1:00-2:00 MW

Members of the Department

## STATISTICS COURSES

**STAT 101(F,S) Elementary Statistics and Data Analysis (Q)**

It is nearly impossible to live in the world today without being inundated with data. Even the most popular newspapers feature statistics to catch the eye of the passerby, and sports broadcasters overwhelm the listener with arcane statistics. How do we learn to recognize dishonest or even unintentionally distorted representations of quantitative information? How are we to reconcile two medical studies with seemingly contradictory conclusions? How many observations do we need in order to make a decision? It is the purpose of this course to develop an appreciation for and an understanding of the interpretation of data. We will become familiar with the standard tools of statistical inference including the t-test, the analysis of variance, and regression, as well as exploratory data techniques. Applications will come from the real world that we all live in.

Format: lecture. Evaluation will be based primarily on performances on quizzes and exams.

Prerequisites: Mathematics 100/101/102 (or demonstrated proficiency on a diagnostic test; see Mathematics 100). Students who have had calculus, and potential Mathematics majors should consider taking Statistics 201 instead. *Enrollment limit: 50 (expected: 40). Not open for major credit to junior or senior Mathematics majors.*

Hour: 9:00-9:50 MWF, 11:00-11:50 MWF  
9:55-11:10 TR, 11:20-12:35 TR

First Semester: BOTT  
Second Semester: KLINGENBERG

**STAT 201(FS) Statistics and Data Analysis (Q)**

Statistics can be viewed as the art (science?) of turning data into information. Real world decision-making, whether in business or science is often based on data and the perceived information it contains. Sherlock Holmes, when prematurely asked the merits of a case by Dr. Watson, snapped back, "Data, data, data! I can't make bricks without clay." In this course, we will study the basic methods by which statisticians attempt to extract information from data. These will include many of the standard tools of statistical inference such as the t-test, analysis of variance and linear regression as well as exploratory and graphical data analysis techniques.

Format: lecture. Evaluation will be based primarily on performance on quizzes and exams.

Prerequisites: Mathematics 105 or equivalent. Students without any calculus background should consider Statistics 101 instead. *Enrollment limit: 40 (expected: 40).*

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

First Semester: DE VEAUX, KLINGENBERG  
Second Semester: BOTTS, DE VEAUX

**STAT 231(F) 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.

Format: lecture. 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. *No enrollment limit (expected: 10).*

Hour: 11:20-12:35 TR KLINGENBERG

**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 O-ring failure at Space Shuttle launches.

Format: lecture. Evaluation will be based primarily on performance on exams, homework, and a project.

Prerequisites: Statistics 101 or 201, and Mathematics 105 and 211; or permission of instructor. *No enrollment limit (expected: 20).*

Hour: 9:00-9:50 MWF

DE VEAUX

**STAT 355(S) 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.

Format: lecture. Requirements: evaluation will be based on homework and exams.

Prerequisites: Statistics 201 and Mathematics 211. *Enrollment limit: 25 (expected: 10).*

Hour: 11:00-11:50 MWF

BOTTS

**STAT 397(F), 398(S), 497(F), 498(S) Independent Study**

Directed independent study in Statistics.

Prerequisites: permission of the department.

Hour: TBA

Members of the Department

**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 using Silicon Graphics workstations.

Format: lecture. Evaluation will be based primarily on homeworks and projects.

Prerequisites: Statistics 346 or permission of instructor. *Enrollment limit: 10. (expected:10).*

Hour: 9:00-9:50 MWF

DE VEAUX

**STAT 493(F)-W31-494(S) Senior Honors Thesis**

Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under *The Degree with Honors in Mathematics*.

Hour: TBA

Members of the Department

**MUSIC (Div. I)**

Chair, Professor M. JENNIFER BLOXAM

Professors: BLOXAM, E. D. BROWN, KECHLEY, W. A. SHEPPARD. Associate Professors: E. GOLLIN\*, M. HIRSCH, PEREZ VELAZQUEZ\*\*\*. Visiting Assistant Professor: MASCI. Lyell B. Clay Artist in Residence and Director of Jazz Activities/Senior Lecturer in Music: JAFFE. Artist in Residence in Choral and Vocal Activities/Lecturer in Music: B. WELLS. Artist in Residence in Orchestral and Instrumental Activities/Lecturer in Music: FELDMAN. Artists in Residence: STEVENSON (piano), KURKOWICZ (violin). Visiting Artist in Residence in Africana Studies and Music: BRYANT (jazz guitar). Ensemble Directors: BERGERON (Brass Ensemble, trumpet), BODNER (Symphonic Winds, classical saxophone, Musicianship Skills Lab), GOLD (Percussion Ensemble, percussion), CAPRONI (Marching Band), MARTULA (Clarinet Choir, clarinet), S. WALT (Woodwind Chamber Music, bassoon). Individual Instructors: CASEY (voice), GENOVA-RUDIAKOV (violin), HEBERT (flute), JENKINS (oboe), KIBLER (voice), EDWIN LAWRENCE (piano, organ, harpsichord, Musicianship Skills Lab), ERIK LAWRENCE (jazz saxophone), MEEHAN (jazz drums), MORSE (harp), NAZARENKO (jazz piano), PANDOLFI (horn), PARKE (cello), PHELPS (guitar), ROIGER (jazz vocal), RYER-PARKE (voice), M. WALT (voice), WHEELER (trombone), WOOLWEAVER (viola, violin), WRIGHT (piano), ZIMMERMAN (bass).

**MAJOR****Sequence Courses**

Music 103, 104 Music Theory and Musicianship I  
Music 201, 202 Music Theory and Musicianship II  
Music 207, 208, 209 Music in History I, Music in History II, and Music in History III  
Music 402 Senior Seminar in Music

**Elective Courses**

An additional two semester courses in music, to be selected from the following:

Group A: any 106-134, 136, 138, 210T, 220, 230-234, 240, 241, and 246T courses. The department reserves the right to refuse registration in any course for which the student is determined to be over-prepared.

Group B: 203T, 204T, 211, 212, 213, 215, 216, 217, 221T, 223T, 245T, 301, 305, 306, 308, 325, 326, 407, 408, 427, 428.

Department strongly recommends that students elect at least one course from each group.

It is strongly recommended that prospective majors complete 103, 104, 201, 202 and 207 by the end of the sophomore year.

**Performance and Concert Requirements**

Music majors are encouraged to participate in departmental ensembles throughout their careers at Williams; i.e., for eight semesters. Majors are required to participate in departmental ensembles for at least four semesters. 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:

- Composition:** A Composition thesis must include one major work completed during the senior year, a portfolio of smaller works completed during the junior and senior years, and a 10- to 15-page discussion of the student's work or analysis of a major 20th Century work.
- Performance:** A Performance thesis must include an honors recital given during the spring of the senior year and a 15- to 20-page discussion of one or more of the works performed. The student's general performance career will also be considered in determining honors.
- History, Theory and Analysis, or Ethnomusicology:** A written Historical, Theoretical/Analytical, or Ethnomusicological thesis between 65 and 80 pages in length and an oral presentation based on the thesis is required. A written thesis should offer new insights based on original research.

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 involving individual vocal or instrumental instruction involve extra fees which are subsidized by the department. (See Music 251-258 and Studies in the Musical Art 325, 326, 427, 428). For further information check the Music Department webpage and contact the Department of Music.

## STUDY ABROAD

Music majors considering study abroad should meet with the department chair well in advance in order to determine whether it will be possible to complete the requirements for the major. Study abroad courses are not accepted as substitutes for the specific required major courses. However, they may qualify as electives toward the major if approved by the department.

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### Students considering a major in music should enroll in Music 103 and 104.

Descriptions of the following courses are listed numerically within the course listings.

## THEORY AND MUSICIANSHIP

- MUS 103 Music Theory and Musicianship I
- MUS 104 Music Theory and Musicianship I
- MUS 201 Music Theory and Musicianship II
- MUS 202 Music Theory and Musicianship II
- MUS 245 Music Analysis: Music with Text
- MUS 301 An Introduction to Modal and Tonal Counterpoint
- MUS 308 Orchestration and Instrumentation

## COMPOSITION (See the first course number in the sequence for course description.)

- MUS 203T, 204T Composition I and II
- MUS 305, 306, 407, 408 Composition III, IV, V and VI

## SPECIAL STUDIES IN THE MUSICAL ART (See the first course number in the sequence for course description.)

- MUS 325, 326, 427, 428 Musical Studies

## 100-LEVEL COURSES

### MUS 101(F) Listening to Music: An Introduction

*Intended for non-major students with little or no formal training.*

When you listen to music—on the radio, on your Ipod, at a concert—how much do you really hear? This course has two goals: to refine listening skills, thus increasing the student's understanding and enjoyment of music, while at the same time providing a survey of the major composers and musical styles of the Western classical repertoire to be encountered in concert halls today. Students will be introduced to music from the Baroque, Classical, Romantic, and Modern periods, including works by composers such as Bach, Mozart, Beethoven, Brahms, Mahler, and Stravinsky. Genres to be covered include the symphony, string quartet, piano sonata, opera, song, and choral music. Attendance at selected concerts on campus required.

Format: lecture. Evaluation will be based on two quizzes, two tests and a final exam, and two concert reports.

No prerequisites. *Enrollment limit: 40 (expected: 40). Preference given to first-years and sophomores.*

Hour: 10:00-10:50 MWF

HIRSCH

### MUS 102(F) Fundamentals of Music (W)

This course seeks to define and describe the fundamental nature of music in Western society. Through a variety of exercises and projects, students will develop an understanding of basic musical rudiments such as pitch, scales, triads, rhythm, meter, and notation materials that form the foundation of Western art and popular musics. By the end of the course, students will have begun the study of basic four-part harmony. All theoretical concepts will be reinforced through the development of appropriate active-performance skills, including sight-singing, dictation, and keyboard performance. In addition, students will explore various topics such as philosophies of music (including aesthetics), music cognition and perception, and acoustics, and their relationships to defining what music is, what music "means," and how and why music is valuable. Students will be expected to complete weekly argumentative papers reacting to the various philosophical readings; as the semester progresses, these reaction papers will increase in both length and depth, in preparation for a final project of each student's choice. Students will receive frequent and detailed critiques (either in the form of written comments or verbal discussions) of each writing assignment.

Format: two weekly lectures. Evaluation will be based on written and performance quizzes, written papers, and a final research project.

No prerequisites. *Enrollment limit: 16 (expected: 10). Preference given to students with music-reading proficiency and demonstrated performance experience.*

Hour: 11:20-12:35 TR

BODNER

### MUS 103(F) Music Theory and Musicianship I

*Music 103 and 104 are designed for potential majors and for students with strong instrumental or vocal backgrounds. Although there is no prerequisite for Music 103, students are expected to have some knowledge of musical rudiments, reading proficiency in at least one clef, and ideally have some comfort reading both bass and treble clefs. A short diagnostic exam will be administered at the first class meeting of Music 103 to assess students' skills and background, and determine if a student requires any additional remedial work to complement and fortify course work during the early weeks of the semester. Students with a strong background in music theory may take a placement exam during First Days to see whether they can pass out of one or both semesters. Music 103 and 104 are required for the music major.*

Music 103 presents the materials, structures and procedures of tonal music, with an emphasis on the harmonic and contrapuntal practice of the baroque and classical periods (ca. 1650-1825).

Music 103 explores triadic harmony, voice leading, and counterpoint with an emphasis on the chorale style of J.S. Bach and his predecessors. Keyboard harmony and figured bass exercises, sight singing, dictation, analysis of repertoire, written exercises and emulation projects will develop both an intellectual and an aural understanding of music of the period. Projects include the harmonization of chorale melodies, the arrangement of classical period minuets and the composition of a dice game minuet.

Format: lecture two days a week; a conference meeting one day a week; ear training/musicianship skills lab meeting twice a week. Evaluation will be based on weekly written work, written and keyboard quizzes, and midyear and final projects. Must be taken as a graded course.

*Enrollment limit: 32 (expected: 32). Preference to potential majors, and those with strongest musicianship skills.*

Hour: 8:30-9:45 TR, 11:20-12:35 TR Labs: 9-9:50 MWF, 10-10:50 MWF, 11-11:50 MWF, 12-12:50 MWF

MASCI (lectures); KECHLEY and LAWRENCE (conference/labs)

### MUS 104(S) Music Theory and Musicianship I

Music 104 continues the practical musicianship work of Music 103, while expanding the scope of harmonic topics to include seventh chords and chromatic harmony. Music 104 further explores the transformation of chorale harmony in contrapuntal works of the eighteenth century. Projects include the composition and performance of preludes, fugues and organ chorale preludes on baroque models.

Format: lecture two days a week; a conference meeting one day a week; ear training/keyboard skills lab meeting twice a week. Evaluation will be based on weekly written work, written and keyboard quizzes, and midyear and final projects. Must be taken as a graded course.

Prerequisite: Music 103. *Enrollment limit: 24 (expected: 24). Preference given to sophomores and first-years who have taken 103.*

Hour: 11:20-12:35 TR

Lab: 9-9:50 MWF, 10-10:50 MWF, 11-11:50 MWF,

MASCI (lecture); BODNER and LAWRENCE (conference/labs)

NOTE: *Prerequisites for Music 106 through 141*

For each course, varying degrees of musical experience are necessary. Students may consult with the instructor or simply attend the first class meeting. (Successful completion of Music 101 automatically qualifies the student for Music 106 through 141.)

### **MUS 106(F) 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 will involve a trip to the Metropolitan Opera.

Format: lecture/discussion. Evaluation will be based on a midterm, a brief paper, an 8-page paper, and a final exam.

No prerequisites. *Enrollment limit: 35 (expected: 25).*

Hour: 1:10-2:25 MR

W. A. SHEPPARD

### **MUS 107(F) World Jazz: An Exploration of the Influence of Jazz on Four Continents (Same as Africana Studies 107)**

Jazz, an African-American art form, has traversed the world, influencing music from Europe to Asia and Africa to South America. In its transnational journey, practitioners of jazz are often confronted with a most basic question, "What is Jazz?" This course will tackle this question from an international perspective, exploring both the negative and positive impact American music (i.e., music from the U.S.A.) has had on the cultures of the world. Topics will include "cultural imperialism," the importance of such terms as "traditional," "native," "authentic," "primitive," "creative," "innovative," and "progressive/conservative," and the function of music in particular societies. Finally, we will also study the influence of "world music" on jazz. As both a practitioner of "world jazz" on several different continents and as an official and unofficial "Jazz Ambassador" for the United States, Professor Freddie Bryant will bring his research and personal expertise to bear on this exciting, new and expanding field.

Format: lecture/discussion. Requirements: weekly listening and reading assignments, one short paper, a midterm examination and a research paper. Musicians are encouraged to substitute a creative project (e.g., musical composition, transcriptions, and/or performance or recording) in place of the research paper. Evaluation will also be based upon attendance and class participation.

No prerequisites; no prior musical experience required, but students without musical backgrounds are expected to learn a vocabulary of terms for describing musical sound; open to first-year students. *Enrollment limit: 19 (expected: 19).*

Hour: 11:20-12:35 TR

BRYANT

### **MUS 108 The Concerto (Not offered 2010-2011)**

More than any other instrumental genre in music, the concerto by its nature tells stories. As in opera, the concerto focuses on a protagonist, usually a single soloist; the interest of the work lies in the dynamic musical interplay between that individual and the larger ensemble. This course will explore the development of the concerto, from its origins in 17th-century Italy through the 20th century. We will focus on the musical means by which composers of the Baroque, Classical, Romantic, and Modern periods, working in a wide variety of styles, created compelling musical narratives. We will also consider the cultural contexts within which concerti are composed and performed, giving particular attention to the persona of the virtuoso as exemplified by such figures as Bach, Mozart, Beethoven, Clara Schumann, Liszt, Paganini, Horowitz, and Marta Argerich. Works to be studied will include several concerti to be performed on campus by the Berkshire Symphony with professional and student soloists.

Format: lecture/discussion. Evaluation will be based on short quizzes and papers, a midterm and a final exam, and attendance and participation.

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

BLOXAM

### **MUS 109 Symphony (Not offered 2010-2011)**

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.

Format: lecture. Evaluation will be based on two hour-exams or quizzes from listening assignments and readings, one short paper and a final exam.

No prerequisites. *No enrollment limit (expected: 25).*

### **MUS 110 Chamber Music (Not offered 2010-2011)**

A musical and cultural historical survey of music for small instrumental ensembles from the early-eighteenth through the twentieth centuries. Defined for this course as ensemble music for from three to eight players, we will consider string quartets, works for strings and piano, and examples of wind and brass chamber music by Bach, Haydn, Mozart, Beethoven, Brahms, Webern, Bartok, Beach, Hailstork and many others. Several live performances will be presented in class by faculty and visiting chamber musicians.

Format: lecture, twice per week. Evaluation will be based on several listening quizzes or short exams, a paper based on research or listening, and a final exam

No prerequisites. *No enrollment limit (expected: 25).*

### **MUS 111 Popular Music: Revolutions in the History of Rock (Not offered 2010-2011)**

This course will trace the history of rock music from the 1950s to the present, focusing on those musicians who revolutionized the genre in various periods. Such "revolutions" are discovered in the use of new sounds and musical forms, in the relationship between lyrics and musical setting, and in the conception of rock's role in society. Three objectives will underpin our studies: to develop listening skills with music that one often hears, but perhaps rarely listens to intently; to determine in what ways popular music can be interpreted as reflecting its cultural context; and to encounter the work of several of the more innovative musicians in the history of rock. Finally we will interrogate our own activities by asking why the study of the "merely popular" should be pursued in a liberal arts education, whether new approaches can be developed for this endeavor, and what makes music "popular."

Format: lecture/discussion. Evaluation will be based on two tests, two papers, and a final exam.

No prerequisites or musical background assumed. *Enrollment limit: 80 (expected: 80). Preference given to juniors and sophomores.*

W. A. SHEPPARD

### **MUS 114 American Music (Not offered 2010-2011)**

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.

Format: lecture/discussion. Evaluation will be based on class participation, two short papers, a midterm exam, and a final exam.

No prerequisites. *Enrollment limit: 19 (expected: 15). Preference to students with demonstrated interest in American Studies or Music.*

M. HIRSCH

### **MUS 115 Introduction to Twentieth-Century Music (Not offered 2010-2011)**

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.

Format: lecture/discussion. Evaluation will be based on two tests, two short papers, and a final exam.

No prerequisites. *Enrollment limit: 19 (expected: 12).*

W. A. SHEPPARD

### **MUS 116(S) 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.

Format: discussion/lecture. 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. Students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments.

No prerequisites. *Enrollment limit: 15 (expected: 10).*

Hour: 1:10-2:25 MR

W. A. SHEPPARD

**MUS 117 Mozart (Not offered 2010-2011)**

This course will examine the extraordinary life and musical genius of Wolfgang Amadeus Mozart. Through guided listening, students will gain appreciation of Mozart's classical compositional style and its timeless appeal. The class will explore Mozart's pivotal position as a musician in Viennese society; his strange combination of bawdy behavior and sublime artistry; his relationship with his domineering father, as well as with Haydn, Beethoven, and Salieri; and the myths about Mozart that have sprung up in the two centuries since his death.

Format: lecture/discussion. Evaluation will be based on class participation, listening quizzes, two short papers, a midterm exam, and a final exam.

No prerequisites. *Enrollment limit: 19 (expected: 15). Preference given to students with demonstrated interest in music.*

M. HIRSCH

**MUS 118 Bach (Not offered 2010-2011)**

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 as 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.

Format: lecture/discussion. Evaluation will be based on 2 papers, a midterm, a final exam, and class participation.

No prerequisites. *Enrollment limit: 25 (expected 20).*

BLOXAM

**MUS 120 Beethoven (Not offered 2010-2011)**

This course provides an introduction to the life and music of Ludwig van Beethoven. The composer's difficult childhood, tragic loss of hearing, clandestine affair with the "Immortal Beloved," and tempestuous relationship with his suicidal nephew Karl—such biographical elements, together with the French Revolution and emergence of Romanticism, will form the backdrop for our study of his titanic artistic struggles and monumental achievements. Students will listen to a broad cross section of Beethoven's music, including piano sonatas, string quartets, symphonies, overtures, concertos, choral works, and opera. We will explore his ties to Haydn, Mozart, and other composers, his fierce individualism, and his impact on later generations, subjects linked to notions of artistic genius and the sublime.

Format: lecture/discussion. Evaluation will be based on listening quizzes, two papers, midterm and final exams, and class participation.

No prerequisites. *Enrollment limit: 19 (expected: 15). Preference will be given to those with a demonstrated interest in music.*

M. HIRSCH

**MUS 122 African-American Music (Same as Africana Studies 122) (Not offered 2010-2011)**

This course will survey the history of African-American music in the United States from its beginnings through the mid-twentieth century. Focus on the following themes: the survival of Africanisms in African-American music, the relationship of African-American music in the U.S. to the music of Africa and the African diaspora, the process of acculturation, and the sociological study of African-American music in the U.S.

There will be an emphasis on discussing music, listening to it, watching videotaped performances, and attending concerts of live music for which there will be additional costs. Evaluation: two hour exams, final exam, and three concert reviews.

No prerequisites, but students without musical backgrounds must learn a vocabulary of terms for describing musical sound; open to first-year students.. *Enrollment limit: 20. If more than 20 students enroll, priority will be given to Africana Studies majors, music majors, and seniors.*

E. D. BROWN

**MUS 123(F) Music Technology I**

Designed for students with some music background who wish to learn basic principles of Musical Technology and practical use of current software and hardware. Topics include acoustics, MIDI sequencing, digital recording and editing, sampling, analog and digital synthesis, digital signal processing, and instrument design. Lectures will provide technical explanations on those topics covered in class and an historical overview of electronic music.

Format: lecture. Evaluation will be based on weekly assignments, a midterm exam a final paper and two composition projects. Some background in acoustics/physics is desirable.

Prerequisites: Music 102 or 103. Knowledge of and proficiency with musical notation is required. *Enrollment limit: 8 (due to the limitations of the electronic music studio facility) (expected: 8). Preference given to first-year students and potential Music majors.*

Hour: 9:55-11:10 TR

PEREZ VELAZQUEZ

**MUS 124(S) The Singing Voice: Mechanics, History and Meaning**

Why does an opera singer sound different from 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 physiological and acoustical properties of singing and explores the varieties of singing style and function including Western classical, jazz, pop and gospel as well as less familiar approaches such as overtone singing, yodeling and belting. The historical development of singing styles will be considered as will the meaning making of specific vocal qualities. Students will learn the basics of several singing styles. Format: lecture/discussion and one 50-minute vocal lab. Evaluation will be based on two tests, two papers, and a final project.

No prerequisites. *Enrollment limit: 15 (expected: 15). Preference will be given to department ensemble participants.*

Hour: 1:10-2:25 MR

B. WELLS

**MUS 125 Music Cultures of the World (Not offered 2010-2011)**

A case-study approach to the music of selected areas including Africa, Native America, India, and Afro-America. Focus is on analyzing the concepts and behaviors that shape musical sound in different music cultures.

No prior musical experience required, but students without musical backgrounds *must* learn a vocabulary of terms for describing musical sound. There will be an emphasis on listening.

Evaluation based on one or more short papers, midterm and final exams.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference will be given to seniors.*

E. D. BROWN

**MUS 126 Musics of Asia (Not offered 2010-2011) (D)**

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.

Format: lecture/discussion. Evaluation will be based on four tests and two papers.

No prerequisites; no musical experience necessary. *Enrollment limit: 25 (expected: 20).*

W. A. SHEPPARD

**MUS 130(S) History of Jazz (Same as Africana Studies 130)**

This course surveys the history of jazz from its origins to the present. Emphasis is on the contributions of the major figures in jazz as seen against the backdrop of their social milieu. Emphasis on the relationship between music and the social experience of African Americans.

Format: lecture with some discussion. Evaluations based on the following: homework 50%, one concert review 20%, research paper 30%.

No prerequisites. *Enrollment limit: 20 (expected: 20). Preference given to jazz musicians, Africana Studies concentrators, and seniors.*

Hour: 9:55-11:10 TR

E. D. BROWN

**MUS 131 Gender, Class, and Race in Western Musical Society (Not offered 2010-2011)**

This course examines some of the myriad ways in which gender, class, and race have impacted both classical and popular music in the West. We will read a range of current scholarship demonstrating contrasting philosophical, analytical, and critical approaches to studying the social history of music, and explore selected topics focusing on certain composers, performers, and/or repertoires germane to the subject. Topics may include, among other things, a comparison of the life and works of Clara and Robert Schumann, the life and music of the Blues queens in the early twentieth century, Bizet's opera *Carmen*, Schubert and Tchaikovsky as gay composers, and Madonna.

Format: lecture/discussion, twice per week. Evaluation will be based on class participation, several short papers, and a final project.

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

BLOXAM

**MUS 132 Women and Music (Not offered 2010-2011)**

This course will introduce students to various issues concerning women in music (classical and popular): e.g., the widespread perception that there are no “great” female composers, the claim that there is a “women’s sound” in music, the representation of women in music by men, the gendered understanding of musical forms, genres, and techniques, the historical spheres of women’s music-making, and the challenges faced by female musicians in various social contexts from the Middle Ages to the present. The class will explore women’s contributions to music as composers, performers, teachers, patrons, and scholars.

Evaluation based on class participation, two papers, a class presentation, and a final exam.

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

M. HIRSCH

**MUS 133 Men, Women, and Pianos (Not offered 2010-2011)**

This course takes the piano, its repertoire, 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 nineteenth century and twentieth century musical life. In addition to exploring “serious” works by composers such as Mozart and Beethoven, we will consider parlor music and music by crowd-pleasing virtuosos such as Liszt and Gottschalk. We will also consider a broad range of classical and popular performers, ranging from Clara Schumann, Vladimir Horowitz, Artur Schnabel and Glenn Gould through Art Tatum and Liberace. Other topics will include the “cult of the virtuoso,” Jane Campion’s 1993 film *The Piano*, and musical nationalism as reflected in music for the piano.

Format: lecture/discussion. Two meetings per week. Evaluation based on participation, several short papers and quizzes, and a final project.

Prerequisites: ability to read music, or permission of instructor. *Enrollment limit: 19 (expected: 19).*

BLOXAM

**MUS 134(S) Myth in Music (Same as Comparative Literature 134) (W)**

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?

Format: lecture/discussion. Evaluation will be based on class participation, three 6- to 8-page papers (with revisions), and a final presentation.

No prerequisites. *Enrollment limit: 15 (expected: 10). Preference given to students with a demonstrated interest in literature or music.*

Hour: 9:55-11:10 TR

M. HIRSCH

**MUS 135 Storytelling in Music (Not offered 2010-2011)**

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.

Evaluation will be based on brief written assignments and a paper, a midterm and a final exam, and attendance and participation.

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

BLOXAM and HIRSCH

**MUS 136 Bach and Handel: Their Music in High Baroque Culture (Not offered 2010-2011)**

This course compares and contrasts the lives and music of the two composers of the High Baroque who best capture the period’s expressive aims, Johann Sebastian Bach and George Frideric Handel. We will examine their 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. Bach’s Brandenburg Concerti and B-minor Mass, and Handel’s Water Music and Messiah are just a few of the works to be explored and enjoyed.

Evaluation will be based on several quizzes, two short papers, and a final exam.

No prerequisites. *Enrollment limit: 19 (expected: 12).*

BLOXAM

**MUS 137 Cathedral, Court, and City Soundscapes: Introduction to Early Music (Not offered 2010-2011)**

This course provides an introduction to the great variety of music in Europe before the Protestant Reformation. Important cities, courts and cathedrals of medieval and Renaissance Europe will serve as focal points for situating a broad range of early music in its cultural context. We will explore innovations in sacred music at cathedrals such as Rome, Paris, Reims, Florence, Bruges, and Salisbury, and trace the rise of secular music for the entertainment and empowerment of the French, Burgundian, English, Imperial, and Italian courts. We will also consider the roles of music and musicians in the civic life of urban centers including Florence, Paris, Bruges, and London. Genres of music to be addressed include plainchant, music for the Mass, ceremonial and devotional motets, vernacular song in French, English, German and Italian, instrumental dance music, and early keyboard music. Composers will range from the 12th century abbess Hildegard of Bingen through Leonin at Notre Dame of Paris c.1200, Machaut in 14th-century Reims, Dunstable in 15th century London, Du Fay in 15th century Florence, culminating with Obrecht in Bruges and Josquin in Italy c.1500.

Format: Lecture/discussion. Evaluation will be based on class participation, several quizzes, two short papers, and a final exam. A field trip may be required.

No prerequisites. *Enrollment limit: 19 (expected: 10).*

BLOXAM

**MUS 138 Sibyl of the Rhine: The Life and Times of Hildegard of Bingen (Not offered 2010-2011)**

The 11th century German abbess Hildegard of Bingen was one of the most remarkable people of her age. She was a theologian and reformer, poet, composer, artist, author of treatises on natural science and medicine; she corresponded with emperors, kings, queens and popes as well as abbots, abbesses, nuns, monks, and laypeople. Yet she lived most of 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 course draws on a wealth of recent scholarship to explore the life and times of this extraordinary woman, using her music as the window into her ideas and her world. Class meetings will include discussion of readings by and about her life and work as well as in-class performance of her plainsongs and liturgical drama.

Format: lecture/discussion, two days a week. Evaluation based on class participation, several short papers, and a final project. A field trip may be required.

No prerequisites. *No enrollment limit (expected: 10-15).*

BLOXAM

**200-LEVEL COURSES****MUS 201(F) Music Theory and Musicianship II**

Music 201 continues to greater degrees the study of music techniques from the common practice period by means of analysis, composition, written exercises, sight-singing, keyboard application and dictation. We will expand our understanding of chromaticism. We will learn how chromaticism is used as a voice-leading tool, and how it participates in music events at deeper levels of the structure. We will learn about innovations that occurred from the early 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. Format: two lecture meetings and two skills lab meetings per week. Final grading will be based on homework, theory quizzes, analysis papers, compositional projects, a final exam, class attendance, preparation and participation, and on the results of the lab portion of the class (sight singing, ear training, and keyboard harmony).

Prerequisites: Music 104. *Enrollment limit: 15 (expected: 12). Preference to potential Music majors.*

Hour: 11:20-12:35 TR

Lab: 12-12:50 MWF

PEREZ VELAZQUEZ (lecture); BODNER (lab)

**MUS 202(S) Music Theory and Musicianship II**

Music 202 proceeds to the study of 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.

Format: two lecture meetings and two skills lab meetings per week. Final grading will be based on homework, theory quizzes, analysis papers, compositional projects, a final exam, class attendance, preparation and participation, and on the results of the lab portion of the class (sight singing, ear training, and keyboard harmony).

Prerequisite: Music 201. *Enrollment limit: 15 (expected: 15). Preference given to Music majors.*

Hour: 1:10-2:25 MR

Lab: 9:55-11:10 TR

KECHLEY (lecture); BODNER (lab)

**MUS 203T(F,S), 204T(F,S) Composition I and II**

Beginning courses in musical composition taught in tutorial format. Required assignments range from 5 to 6 and each student is required to complete a semester composition project. 1-2 group meetings per week will deal with the presentation of new assignments, analysis of models for composition, performance of work in class, and critiquing of work. Individual meetings will deal with the conception and execution of the semester project. Performances of work in class will be

arranged by the instructor. Performance of the semester project on the semester-end concert is required and such arrangements are the responsibility of the student. Evaluation based on the quality and timeliness of composition projects, attendance and class participation.

Prerequisites: Music 202 (maybe taken concurrently) and permission of instructor; not open to first-year students. *Enrollment limit: 6 (expected: 4). Preference given to music majors. Consideration of non-majors based on qualifications and experience.*

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

First Semester: PEREZ VELAZQUEZ  
Second Semester: KECHLEY

**MUS 205(F) From Sin to Salvation and Back Again!: Spirituals, Blues, Gospel, Jazz, R&B, and Hip Hop (Same as Africana Studies 205)**

(See under AFR 205 for full description.)

BRYANT

**MUS 206T(S) 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 Tannhäuser, 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.

Format: tutorial. Requirements: 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: 10). Preference given to sophomores and juniors.*

Tutorial meetings to be arranged.

W.A. SHEPPARD

**MUS 207(F) Music in History I: Antiquity-1750**

This course explores 1000 years of music-making in Western European culture, beginning with the philosophical and theoretical origins of that music in ancient Greece and extending to the life and music of J.S. Bach. Topics covered will include how the sound of music changed over a millennium; the different functions it served and how genres developed to serve these functions; the lives of the men and women who composed, performed, and wrote about music; and how the changing notation and theory of music related to its practice over the centuries. At the same time, the course provides an introduction to the modern study of music history, sampling a broad range of recent scholarship reflecting an array of critical approaches to the study of early music in our own day.

Format: three meetings per week; field trip(s) may be required. Evaluation will be based on 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: 19 (expected: 10). Preference given to Music majors or those planning to major.*

*Not available for the Gaudino option.*

Hour: 11:00-11:50 MWF

BLOXAM

**MUS 208(S) Music in History II: 1750-1900**

A survey exploring the development of music in Western society from the Classical through the Romantic periods. Emphasis will be on the contextual study of works by such composers as Haydn, Mozart, Beethoven, Schumann, Berlioz, Wagner, and Strauss. Changing musical styles will be examined in conjunction with the aesthetics of the period, with special attention paid to the use and purpose of music and the role of the musician in society.

Format: lecture/discussion, three days per week. Evaluation will be based on class participation, two papers, two tests, and a final exam.

*Enrollment limit: 15 (expected: 10). Open to qualified non-majors with permission of instructor. Required of Music majors.*

Hour: 10:00-10:50 MWF

M. HIRSCH

**MUS 209(F) Music in History III: Musics of the Twentieth Century**

A survey of musics in both Western and non-Western society from the close of the nineteenth century to the present. Emphasis will be on the contextual study of the music of major composers of Western art music, on the musical expressions of selected areas of world music such as Africa, Asia, India, and the Americas, and on the intermingling of musical influences of pop, jazz, and art music of the electronic age.

Format: lecture/discussion, two days per week. Evaluation will be based on class participation, two papers, a midterm, and a final exam.

*Enrollment limit: 12 (expected: 12). Open to qualified non-majors with permission of instructor. Required of Music majors.*

Hour: 1:10-2:25 TF

W. A. SHEPPARD

**MUS 210T American Pop Orientalism (Not offered 2010-2011) (W) (D)**

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.

Format: tutorial. 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.

Previous related coursework and/or musical experience is desirable, but is not required. *Enrollment limit: 10 (expected: 10). Preference to sophomores and juniors.*

W. A. SHEPPARD

**MUS 211(F) Arranging for Voices**

The elements of arranging music for vocal ensembles will be studied from numerous angles. In addition to regular assignments involving arranging in various styles, the class will study successful vocal arrangements. Analysis of the various components involved in good arranging—including voice leading, range balance and voicing, key relationships, and motivic and structural cohesiveness—will be addressed.

Evaluation will be based on weekly arranging assignments building toward the midterm, final exams, larger arranging projects, and a performance of selected works.

*Prerequisites: permission of instructor. Enrollment limit: 10 (expected: 8). Preference given to seniors, juniors, and music ensemble members.*

Hour: 1:10-2:25 MR

WELLS

**MUS 212 Jazz Theory and Improvisation I (Same as Africana Studies 212) (Not offered 2010-2011)**

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 will be encouraged to study the piano). Pianists and guitarists should be able to sight read chords on a jazz lead sheet.

In addition to the development of skills, written work consists of assignments (e.g., harmonic analysis and exercises in transposition and transcription), a transcription project (e.g., of a recorded solo or a composition) and concluding recital.

Format: alternates between lecture style exposition of theoretical topics and a master class where students will perform and be evaluated on pieces they arrange for a student group. Evaluation will be based on weekly homework, a midterm, a transcription project and the end of semester concert, as well as improvement as measured in weekly class performance.

Prerequisites: Music 103 and/or permission of instructor; musical literacy required as per above description. *Enrollment limit: 15 (expected: 13). Course may not be taken pass/fail.*

JAFFE

**MUS 213(S) Jazz Theory and Improvisation II (Same as Africana Studies 214)**

A continuation of Music 212, this course builds upon theoretical knowledge, performance and aural skills developed previously. Students will deal with more complex theoretical and performance issues, such as modal interchange and minor key harmony, use of symmetric scales, commonly-used reharmonizations of the blues and "I Got Rhythm" chord progressions, and Coltrane's "Three Tonic" harmonic system.

The format is the same as for Music 212, with two weekly meetings, alternating between theory and performance sessions, and including a final recital.

Requirements: two transcription projects and two original compositions, as well as a midterm and participation in a recital at the end of the semester.

Prerequisites: Music 212. *Enrollment limit: 15 (expected: 5-8). Preference given to advanced students already capable jazz performers.*

Hour: 11:20-12:35 TR

JAFFE



**MUS 215 Choral Conducting (Not offered 2010-2011)**

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.

Evaluation will be based on regular conducting assignments and final projects.

Prerequisites: permission of instructor. *Enrollment limit: 9 (expected: 8). Preference given to music majors and music department ensemble members.*

B. WELLS

**MUS 216(F) Orchestral Conducting**

This course will introduce and develop a broad range of subjects associated with conducting, including: rehearsal techniques, physical and aural skills, interpretation, and programming. Related areas to be discussed include: balance, intonation, rhythm, articulation, phrasing, bowings, and complex meters. Weekly conducting and score reading assignments will form the core of the workload. Larger projects may involve conducting existing instrumental ensembles, and along with score reading, will be the basis of the midterm and final exams. This course involves a trip to audit a Boston Symphony rehearsal at Symphony Hall.

Format: lecture/lab. Evaluation will be based on regular conducting assignments and final projects.

Prerequisites: permission of instructor. *Enrollment limit: 6 (expected: 4-6). Preference will be given to juniors and seniors.*

Hour: 2:35-3:50 MR

FELDMAN

**MUS 217(F) Jazz Arranging and Composition**

This is a course designed to acquaint the student with the basic principles of composing and arranging for Jazz Ensemble, beginning with the quintet and progressing through the big band. Intensive score study and some transcription required.

Evaluation will be based on the successful completion, rehearsal and performance of original arrangements and/or compositions during the semester, to include at least one transcription of a recorded arrangement, one quintet or sextet arrangement, and one arrangement for big band. Performances by the Jazz Ensembles, as rehearsed and prepared by the students of this course, are also expected.

Format: weekly lecture and targeted ensemble rehearsals generally last 1 and 1/2 hours. Additional individual meetings are generally an hour a week, more frequently and for longer amounts of time as needed. Requirements: project based; students must participate in small ensembles.

Prerequisites: Music 212 and permission of instructor. *Enrollment limit: 5 (expected: 3-5).*

Hour: 2:35-3:50 TF

JAFFE

**MUS 221T Jazz Ear Training (Not offered 2010-2011)**

This tutorial is designed for jazz performers, composers and arrangers who have taken Music 212 and who seek further work in the area of aural development. The focus of the tutorial will be on the development of advanced aural skills specific to the disciplines of jazz performance and arranging/composition.

Its *format* will involve two weekly meetings. In the first, *tutorial pairs* will meet individually with the instructor to present transcriptions of approved improvised solos, which will be thoroughly notated and performed by the students. A critique of both the performance and notation of these transcription projects will be offered by the partnered students for one another, as well as by the instructor, with revisions and corrections incorporated into an edited performance 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.

Format: tutorial. Evaluation based on assessment of weekly assignments as described above.

Prerequisites: Music 212, functional jazz keyboard skills, and permission of the instructor. *Enrollment limit: 10 (expected: 8). Preference given to those students judged by the instructor to be best prepared.*

JAFFE

**MUS 223T Music Technology II (Not offered 2010-2011)**

Advanced studies in computer music to include the creation of works and design of new instruments. This course focuses on sound synthesis. Programs include C Sound and interactive software. Students will complete a number of assignments designed to develop skill with the programs studied in class, in addition to quizzes and composition projects. This course is designed for students with musical literacy. Knowledge and proficiency with musical notation is required. Some experience with computer programming is desirable.

Prerequisite: Music 123 *Music Technology I* or Music 103 and permission of instructor. *Due to the limitations of the electronic studio, enrollment will be limited to 9.*

PEREZ VELAZQUEZ

**MUS 230 Seminar in Caribbean Music (Not offered 2010-2011)**

This seminar will examine the music of several Caribbean islands, especially Trinidad, Cuba, Puerto Rico, Jamaica, and Haiti. Although the focus of this seminar is Caribbean music, students with sufficient background may write about Caribbean dance. Potential topics to be investigated include: African and European influences in the music of the Caribbean, Creolization in music, the colonial legacy as it has affected music, the effect of migration and globalization on music, the impact of Caribbean music abroad, gender roles in Caribbean music, the creativity of Caribbean musicians, and nationalism in music.

Prerequisites: substantial knowledge of the history, culture, and the society of at least one Caribbean country or prior course work in (or substantial knowledge of) music. *Enrollment limit: 10.*

E. D. BROWN

**MUS 231(F) Nothin' But the Blues (Same as Africana Studies 231)**

For the past 100 years, blues has been an important and influential form of African-American music that has spread its influence far beyond Black Americans. This seminar examines the history and evolution of the blues and asks several questions. What values and beliefs are implicit in or are expressed through the blues? How has the social experience of African-Americans affected blues music? How has this music changed over time and in different places? Have these changes allowed this music to speak to audiences? What have various forms of the blues meant to African-Americans, to white Americans, to Europeans, Africans, and other peoples? Are there significant differences in the ways in which men and women approach singing or playing the blues? What has been the impact of the blues on other forms of music?

Evaluation is based on oral presentations and four 5-7 page papers. No exams.

Prerequisites: prior knowledge of, or course work in, music, African-American history, or African-American culture. *Enrollment limit: 10. If over-enrolled preference to concentrators in Africana Studies and students with a musical background.*

This course is a Critical Reasoning and Analytical Skills Course.

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

E. D. BROWN

**MUS 232T Latin Music USA (Same as Latina/o Studies 232T) (Not offered 2010-2011) (W)**

From the nineteenth century until today, the most important foreign influence on popular culture in the USA has been the music and dance traditions of Latin America, especially those from Cuba, Puerto Rico, The Dominican Republic, Brazil, Argentina, and Mexico. These music and dance traditions have enriched North American culture and served as a means by which Latinos and non-Latinos have communicated different meanings to different people at different times. This tutorial examines the history of Latin music and dance traditions in the United States, analyzing the meanings communicated and assessing the impact of these traditions on American culture and vice versa. Although the focus of this course is music, students may examine related dance forms.

Format: tutorial. Requirements: take-home hour exam (15%), 5 papers presented in class (80%), class participation (5%), no final exam.

Prerequisites: permission of instructor; students wishing to take this course should email the professor. *Enrollment limit: 10. Preference based on major and materials submitted.*

E. D. BROWN

**MUS 233(F) African Music: Interdisciplinary Studies (Same as Africana Studies 250 and INTR 287)**

This course examines African music from an interdisciplinary perspective that may include musical, historical, religious, sociological, dance, or psychological studies. It also integrates music (or dance) performance with academic study. The goals of the course are to understand the synergy amongst music, dance, and religion in Africa and its diaspora and to integrate academic study with the performance of music and dance. Themes and geographical focus may change from year to year, and the course may be taken more than once.

In 2010-11 we will explore two case studies comparing and/or contrasting religious music and dance in Zimbabwe and Ghana. Students will meet for class discussions during academic class hours as well as participate in separate labs/rehearsals and concerts with the Zambezi Marimba Band. Concert dates TBA. Students will participate in two kinds of performance activities: 1) the opportunity to sing, play mbira dza vadzimu (the mbira of the ancestor spirits), marimba, and hosho (rattle) with Cosmas Magaya and Beaulier Shitro who are masters of Zimbabwean mbira music. The opportunity to dance Zimbabwean religious music may be possible; 2) The opportunity to learn to play gyil (Ghanaian xylophone) and drums. The opportunity to dance to gyil music may be possible. Evaluation will be based on papers, participation, and the improvement of performance skills. No exams.

Prerequisites: This course is open to all students with an intermediate level of skill in music or dance.

Labs: Zambezi Marimba Band rehearsals (T, Th 4-6:30 PM) and some weekends to be arranged. Private lessons and production rehearsals required and arranged as needed. *Enrollment limit: 10 (expected: 10). If more apply, audition and writing sample may be required.*

Hour: 9:55-11:10 TR

E. D. BROWN

**MUS 234 Afro-Pop: Urban African Dance Music (Same as Africana Studies 234) (Not offered 2010-2011)**

Over the past 100 years, West African highlife, Congolese rumba, and South African jazz and other urban musics have arisen all over the African continent. More recently, rap has taken root, changing the musical landscape in Africa's cities. Although these urban musics are entertaining, they have a deeper significance. They help Africans retain a link to tradition while recognizing the impact of urbanization, globalization, and other modern influences on lives of people in contemporary Africa. We will examine several styles of urban dance music and the multiplicity of meanings these musics may carry through reading texts, watching videos, and learning to perform music from Zimbabwe and Ghana with Forward Kwenda, Bernard Woma, and Ernest Brown.

Format: seminar and rehearsal/performance. Requirements: three 5- to 7-page papers and related oral presentations, attendance and participation in class and lab (rehearsals with the Zambezi Marimba Band TR 4-6:30 PM and some weekends), participation in a concert of mbira music with Forward Kwenda on Nov. 7, participation in a concert of Zimbabwean and Ghanaian dance music with Kusika (date TBA).

Evaluation: three papers and related oral presentations 60%; participation in rehearsals and two concerts 20%; improvement in performance skills 20%.

Prerequisites: open to all students with an intermediate level of performance skill in any kind of music or dance. *Enrollment limit: 10 (expected: 10). If more apply, audition will be required.*

E. D. BROWN

**MUS 235(S) African Rhythm, African Sensibility (Same as Africana Studies 235) (D)**

This course has three goals. The first is to immerse students in African music, encouraging them to learn to play an African musical instrument, the Zimbabwean *mbira dza vadzimu* (the *mbira* of the ancestor spirits), and to understand the structure of this music from an insider's perspective. The second goal is to deepen that understanding by introducing students to the work of scholars who have contributed to a theoretical understanding of African music. The final goal is to broaden that understanding by comparing and contrasting certain features of *mbira* music with non-African music.

The course will investigate these topics through class discussions, papers, and reading, listening, and viewing assignments. This course has a lab component which involves taking *mbira* lessons for credit (MUS 251-Section 30) with Forward Kwenda (times TBA), a master of the *mbira dza vadzimu*. This material will be performed in a concert with Mr. Kwenda on a date TBA. Other music will be discussed, analyzed, or performed informally in class.

This course fits the Educational Diversity Initiative in that it immerses students in another music culture and gives them the tools with which to understand that culture from the inside. It also encourages students to reflect critically upon this perspective and to develop a deeper and more theoretical understanding of *mbira* music. Finally, this course fits EDI's emphasis on the Comparative Study of Cultures and Societies by encouraging students to compare and contrast specific aspects of African and non-African music cultures.

Format: discussion/performance. Evaluation: performance 20%; participation in class 20%; papers 60%.

Prerequisites: an intermediate level of performance ability in music or dance. Prior experience performing on African instruments not required. Enrollment is by audition on the first day of class and submission of a writing sample to Prof. Brown before the first class meeting. *Enrollment limit: 10 (expected: 10). If more than 10 students register for the course, selection will be by audition and writing sample*

Hour: 11:20-12:35 TR

E. D. BROWN

**MUS 240 Introduction to the Music of Duke Ellington (Same as Africana Studies 240) (Not offered 2010-2011) (W)**

This course will survey the career and compositional style of Edward Kennedy (Duke) Ellington (1899-1974). Students will learn to listen to and analyze music from throughout Ellington's five-decade career as a bandleader, composer, arranger, and writer. Particular emphasis will be placed on development of aural analysis skills, in terms of form, style, orchestration, and the ability to identify the individual sounds of key Ellingtonian soloists. Ellington's importance as a key figure in American cultural history, and the relationships between his music and parallel stylistic developments and influences from both within and outside of the jazz tradition will also be discussed.

Requirements: weekly listening and reading assignments, one biographical paper examining the career of an Ellingtonian, as well as participation in a group presentation to the class of one of Ellington's extended works; midterm and final exams will also be given.

*Enrollment limit: 19 (expected: 13). Preference given to musically literate students.*

JAFFE

**MUS 241 Introduction to the Music of John Coltrane (Same as Africana Studies 242) (Not offered 2010-2011) (W)**

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.

Format: lecture. Evaluation based on in-class participation and preparation, quizzes on assigned readings, midterm and final examinations, and a final paper; 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.

Prerequisite(s): Music 103 and/or 212 strongly recommended. Musical literacy sufficient to deal with the material and/or permission of the instructor. *Enrollment limit: 19 (expected: 10). Preference given to musically literate students and Music majors.*

JAFFE

**MUS 242 Monk and the BeBop Revolution (Same as Africana Studies 245) (Not offered 2010-2011)**

(See under AFR 245 for full description.)

BRYANT

**MUS 244T Music and Meaning (Not offered 2010-2011) (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.

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. 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: 10). Preference given to sophomores and juniors.*

M. HIRSCH

**MUS 245T Music Analysis: Music with Text (Not offered 2010-2011) (W)**

The course explores the ways in which musical structure interacts with, can comment upon, and can influence one's reading of a text set to music, and similarly, how texts set to music can exert influence upon and guide one's understanding of the musical structure. Using scenes from Mozart operas and selected songs of the 19th and 20th centuries (by Schubert, Schumann, Brahms and Schoenberg), the course will examine the bearing specific aspects of a text (voice, person, time, alliteration, meter, and so forth) have upon the musical domain, and conversely, how musical structures have the ability to project or allegorize actions in the text. We will observe the often amazing ways composers of texted music use the tonal system to create musical desires—desires that may be fulfilled, withheld, delayed, redirected, and so forth, in ways that enhance, or enact the desires of characters in a drama or poem. In addition to the specific issues involving texted and dramatic works, the course will introduce certain techniques and insights of linear analysis—one of the most profound developments in tonal analysis during the last century. Analysis assignments, based on the student's close study of texted musical works, will offer the opportunity to apply these techniques. The course will also confront the difficult issue of writing about music and will help students define and clearly express ideas about music.

Format: tutorial. Students will attend one weekly group lecture and one weekly tutorial meeting. Grades will be based on five analysis essays/presentations and five critiques of another student's analyses.

Prerequisites: Music 104. *Enrollment limit: 10 (expected: 10). Preference to those with the most theory background (Music 103/104, 201/202).*

E. GOLLIN

**MUS 246T The Tale of Carmen, 1845-Now (Same as Women's and Gender Studies 248T) (Not offered 2010-2011) (W)**

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 female 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 Hammers-  
tein'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 analyze re-castings of Bizet's famous score in  
instrumental music since 1875, and explore remarkable dance interpretations ranging from Carlos Saura's 1983 flamenco version through David Bourne's chore-  
ography in his 2001 gay reading called *The Car Man*. Our ultimate purpose will be to probe the ways in which this powerful narrative and the music it inspired  
have lent themselves to multifaceted textual and musical constructions of individual and group identities, encompassing gender and sexuality, "Otherness," na-  
tionality, ethnicity, and class.

Format: tutorial. Requirements: 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. 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.

No prerequisites; ability to read music useful but not necessary. *Enrollment limit: 10 (expected: 10). Preference to sophomores and juniors.*  
BLOXAM

### MUS 248(F) The Romantic Generation

This course explores the emergence and flowering of musical Romanticism through contextual study of the life and works of Franz Schubert, Frederic Chopin,  
Robert Schumann, and Franz Liszt. The music of these four composers will be examined in connection with political, social, philosophical, and aesthetic devel-  
opments of the first half of the nineteenth century. By exploring musical manifestations of such diverse Romantic topics as the sublime, fantasy, myth, the exotic,  
rebellion, and intersections among music, literature, and painting, students will gain appreciation of the extraordinary complexity and richness of nineteenth-cen-  
tury Romanticism. Musical works to be studied include *Lieder*, character pieces for piano, chamber music, choral music, opera, and orchestral music.

Format: lecture/discussion. Requirements: evaluation based on class participation, four short papers, an oral presentation, and a final exam.

No prerequisites, however, students should be able to read music. *Enrollment limit: 19 (expected: 15). Preference given to students with demonstrated interest in*  
*music.*

Hour: 9:55-11:10 TR

HIRSCH

### MUS 251-258 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  
Music Office. This replaces the need to register online. Registration is for course number 251, with the appropriate section number from the following list. Stu-  
dents will be reassigned to course numbers 252-258 based on the number of semesters of instruction already taken in one particular section.

Specific instrument or voice sections are as follows:

01 Bassoon	11 Organ	21 Trombone
02 Cello	12 Percussion	22 Harp
03 Clarinet	13 Piano	23 Jazz Drums
04 Bass	14 Classical Saxophone	24 Jazz Saxophone
05 Flute	15 Trumpet	25 Jazz Trumpet
06 Guitar	16 Viola	26 Euphonium
07 Harpsichord	17 Violin	27 Tuba
08 Horn	18 Voice	28 African Drumming
09 Jazz Piano	19 Jazz Bass	29 Jazz Guitar
10 Oboe	20 Jazz Vocal	30 Mbira

Prerequisite: Permission of the individual instructor. Enrollment limits apply to each section based upon availability and qualifications.

Hour: TBA

STAFF

### MUS 261-268 Chamber Music Workshop

Chamber Music and other small groups 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 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 Chamber Music 261 concert at the end of the semester. The ensembles  
will be organized based on skill levels and the instruments represented.

To register for the course, a student must first contact the Chamber Music Performance Coordinator, fill out registration/billing contract signed by both the Coor-  
dinator and the student, and turn that in to the Music office. This replaces the need to register on line. Students should register for 261 for their first semester  
enrolled in this course and should use the numbers 262-268 for subsequent semesters.

Format: partial credit fifth course. Evaluation based on preparation for coachings weekly.

Prerequisite: permission of the Chamber Music Performance Coordinator, Ronald Feldman. *Enrollment limit: 12. Preference given to more advanced students, to*  
*be determined by audition as necessary.*

Hour: TBA

STAFF

## 300-LEVEL COURSES

### MUS 301 Introduction to Counterpoint (Not offered 2010-2011)

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—and will illustrate how such con-  
trapuntal discipline is manifest in music from Palestrina and Bach to Brahms and Debussy. The species exercises will lead to a final composition project, such as  
emulation of a motet in sixteenth-century style or a fugue.

Evaluation will be based on written exercises and emulation projects.

Prerequisites: Music 103 or permission of instructor. *Enrollment limit: 19 (expected: 13).*

E. GOLLIN

### MUS 305, 306, 407, 408 Composition III, IV, V, and VI

Advanced individual instruction in composition. Projects will be initiated largely by the students with guidance from the instructor. Student is responsible for  
arranging performance of his/her own work.

Student may enroll for up to four semesters by taking these courses in sequence, with the lower numbered course being the prerequisite for the next higher  
numbered course. May not be taken in conjunction with Music 493 or 494, the honors courses in composition.

Prerequisites: Music 203T, 204T and permission of instructor.

*Enrollment limit: 2 students per instructor for all four courses.*

Hour: This course will be offered in the same time slot as the 200-level composition tutorial (203 or 204) that is offered in that semester KECHLEY, PEREZ VE-  
LAZQUEZ

### MUS 308(F) Orchestration and Instrumentation

A practical and historical study designed to develop knowledge and skill when working with the instruments of the orchestra, wind ensemble, and other groups.  
Includes analysis of examples from the literature as well as projects performed and discussed in class.

Evaluation based on assignments, larger projects, quizzes, and final exam.

Prerequisite: Music 104. *Enrollment limit: 6, preference given to music majors, potential majors, and composition students.*

Hour: 2:35-3:50 MR

KECHLEY

### MUS 310 Brazilian and Latin Jazz: Theory, Analysis and Performance (Same as Africana Studies 310) (Not offered 2010-2011)

Brazilian and Latin Jazz have long had an influence on the development of jazz in the United States. From Dizzy Gillespie's famed collaborations with Chano  
Pozo, the Bossa Nova craze of the 1960's to current artists like Danilo Perez, David Sanchez and Trio da Paz the rhythms of Brazil and Latin-America seem  
almost as common as the original North-American "swing." We will analyze and perform repertoire from artists famous in the United States as well as traditional  
music from Brazil, Cuba and South America expanding our knowledge of jazz theory with rhythmic, harmonic and melodic practices from these countries.

Format: There will be three meetings a week including one lab for rehearsal. The other two meetings will be a combination of lecture/discussion/analysis and  
practical application with instruments. Requirements: There will be weekly written assignments including analyses, transcriptions and arrangements, occasional

quizzes and a mid-term examination. The final public concert will be an important factor in the grading process.  
Prerequisites: Music 212 or permission of the instructor, all students must have experience playing or singing jazz and skill on their respective instruments.  
*Enrollment limit: 10 (expected: 7). If overenrolled preference will be given to music majors and seniors.*  
BRYANT

### **MUS 325, 326, 327, 427, 428 Musical Studies**

Tutorial in nature, this course offers the opportunity for work of a creative nature, based upon the talents and backgrounds of the individual student, working under the close guidance of music faculty. All such projects require approval of the full music faculty 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. The course includes the following possibilities:

- individual instruction in the performance of literature for voice, piano, organ, or an orchestral instrument at the advanced level. Participation in periodic Performance Seminars is required. There is an extra fee for these lessons, with the cost partially subsidized by the department. *Additional guidelines for instrumental or vocal lessons for full credit can be secured at the Music Department office and on the Music Department website. Full credit lessons must be approved by the entire music faculty. An audition may be required.*
- jazz arranging and composition;
- advanced studies in jazz improvisation;
- coaching, rehearsal, and performance of instrumental or vocal chamber music;
- advanced work in music theory (critical methods and analysis, solfeggio, keyboard harmony, ear-training and dictation, counterpoint and orchestration). Prerequisites: Music 202;
- advanced independent study in modal and tonal counterpoint. Prerequisites: Music 301;
- studies in issue areas such as acoustics and perception, philosophy and aesthetics of music, women and minorities in music, music of non-Western cultures, music and technology;
- advanced work in music history.

With the permission of the department, the project may be continued by election of the next-higher numbered course. Majors may register for four semesters; non-majors may register for two semesters. The specific name of the project elected is to be specified after the title, "Musical Studies."

*The numbers 325, 326, 427, 428 should be used for four sequence courses in the same subject. If a different subject is elected, the numbering sequence should start again at 325. These numbers are selected without regard to semester taken or class year of student.*

*Prerequisites: Permission of the instructor and music faculty. (Intended primarily for music majors.)*

*Students must obtain a special form for this course election from the Music Department Office.*

*Note: Music 325, 326, 427, 428 must be taken as a graded course and it is strongly recommended that it be taken only as part of a four-course load.*

Hour: TBA

CHAIR and Members of the Department

### **MUS 394(S) Junior Thesis**

This course involves independent study in history or theory of music, under the supervision of a member of the department, as preparation for the senior thesis.

## **400-LEVEL COURSES**

### **MUS 402(S) Senior Seminar in Music: Modern Composers and Early Music (W)**

Modern composers are acutely aware of the musical past, and each responds to this "presence of the past" in his or her own way. This seminar, the culminating course in the major, will examine a variety of modern composers' engagements with medieval and Renaissance music. Beginning with Johannes Brahms and his interest in and use of early music, we will explore ways in which and reasons why a range of composers spanning the last century have turned to music centuries old for inspiration and materials. Music and writings by composers ranging from Schoenberg and Stravinsky to such recent figures as Charles Wuorinen, Peter Maxwell Davies, Alfred Schnittke, and Arvo Pärt will be considered.

Format: seminar. Requirements: evaluation will be based on papers, presentations, and class participation.

Prerequisites: Music 202, 207, 208, 209 and permission of instructor. *Enrollment limit: none (expected: 6). Preference given to senior Music majors.*

*Not available for the Gaudino option.*

Hour: 1:10-3:50 W

BLOXAM

### **MUS 407(F), 408(S) Composition V and VI**

(See under MUS 305 for full description).

### **MUS 427(F), 428(S) Musical Studies**

(See under MUS 325 for full description).

### **MUS 493(F)-W31-494(S) 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.

### **MUS 497(F), 498(S) Independent Study**

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.

## **NEUROSCIENCE (Div. III)**

Chair, Professor HEATHER WILLIAMS

*Advisory Committee:* Professors: P. SOLOMON, H. WILLIAMS, ZIMMERBERG, ZOTTOLI\*\*. Associate Professor: N. SANDSTROM. Visiting Assistant Professor: MARVIN.

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 implants. Combining this wide range of approaches and research methods to study a single remarkably complex organ—the brain—requires a unique interdisciplinary approach. The Neuroscience Program is designed to provide students with the opportunity to explore this approach.

### **THE PROGRAM**

The program in neuroscience consists of five courses including an introductory course, three electives, and a senior course. In addition, students are required to take two courses, Biology 101 and Psychology 101, as part of the program.

*Neuroscience* (Neuroscience 201) is the basic course and provides the background for other neuroscience courses. Ideally, this will be taken 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 in the spring of their junior year.

### **REQUIRED COURSES**

BIOL 101 The Cell

PSYC101 Introductory Psychology

(Both of these courses should be completed by the end of the sophomore year.)

NSCI 201/BIOL 212/PSYC 212 Neuroscience

NSCI 401 Topics in Neuroscience

## ELECTIVES

Three elective courses are required. At least one elective must be from *Group A* and at least one elective must be from *Group B*. The third elective may come from either *Group A* or *Group B* or the student may wish to petition the advisory committee to substitute a related course.

### *Group A*

BIOL/NSCI 209T Animal Communication  
BIOL 213 Sensory Biology  
BIOL/NSCI 304 Neurobiology  
BIOL/NSCI 310 Neural Development  
BIOL 410 Cell Dynamics in Living Systems

### *Group B*

PSYC/NSCI 315 Hormones and Behavior  
PSYC/NSCI 316 Clinical Neuroscience  
PSYC 317T Nature via Nurture: Explorations in Developmental Psychobiology  
PSYC/NSCI 318/INTR 223 Image, Imaging and Imagining: The Brain and Visual Arts

## **NSCI 201(F) Neuroscience (Same as Biology 212 and Psychology 212)**

A study of the relationship between brain, mind, and behavior. Topics include a survey of the structure and function of the nervous system, basic neurophysiology, development, learning and memory, sensory and motor systems, language, consciousness and clinical disorders such as schizophrenia, Parkinson's disease, and addiction. The laboratory focuses on current topics in neuroscience.

Format: lecture, three hours a week; laboratory, every other week. Evaluation will be based on a lab practical, one lab report, two hour exams and a final exam. Prerequisites: Psychology 101 or Biology 101; open to first-year students with permission of instructor. *Enrollment limit: 72 (expected: 72). Preference given to sophomores and to Biology and Psychology majors.*

*Satisfies one semester of the Division III requirement.*

*Not available for the Gaudino option.*

Hour: 9:55-11:10 TR Lab: 1-4 M,T,W

H. WILLIAMS and ZIMMERBERG

## **NSCI 213(F) Sensory Biology (Same as Biology 213)**

(See under BIOL 213 for full description.)

H. WILLIAMS

## **NSCI 304(F) Neurobiology (Same as Biology 304)**

(See under BIOL 304 for full description.)

ZOTTOLI

## **NSCI 315(S) Hormones and Behavior (Same as Psychology 315)**

(See under PSYC 315 for full description.)

N. SANDSTROM

## **NSCI 316(F) Clinical Neuroscience (Same as Psychology 316)**

(See under PSYC 316 for full description.)

P. SOLOMON

## **NSCI 318 Image, Imaging and Imagining: The Brain and Visual Arts (Same as INTR 223 and Psychology 318) (Not offered 2010-2011)**

(See under PSYC 318 for full description.)

ZIMMERBERG

## **NSCI 397(F), 398(S) Independent Study**

## **NSCI 401(S) Topics in Neuroscience: Adult Neurogenesis and Plasticity**

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, alcoholism, stress, neurogenesis, novel neuromodulators, retrograde messengers, and synaptic plasticity.

Format: seminar and tutorial meetings. 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: 12).*

*This course is required of all senior students in the Neuroscience program.*

*Not available for the Gaudino option.*

Hour: 11:00-12:15 MWF

MARVIN

## **NSCI 493(F)-W31-494(S) Senior Thesis**

Independent research for two semesters and a winter study under the guidance of one or more neuroscience faculty. After reviewing the literature in a specialized field of neuroscience, students design and conduct an original research project, the results of which are reported in a thesis. Senior thesis work is supervised by the faculty participating in the program.

## PERFORMANCE STUDIES

*Advisory Committee:* Professors: DARROW, D. EDWARDS, EPPEL\*\*, HOPPIN, OCKMAN, W. A. SHEPPARD. Associate Professors: KAGAYA, L. JOHNSON, MLADENOVIC. Assistant Professors: BURTON, JOTTAR (*Coordinator*), 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.

## **AFR 400 Race, Gender, Space (Same as Comparative Literature 369, English 365, and Women's and Gender Studies 400)**

(See under AFR 400 for full description.)

ROBOLIN

## **ARTH 408 Contemporary Performance Art History: Space, Time, Action (W)**

(See under ARTH 408 for full description.)

CHAVOYA

## **ARTH 461T Writing about Bodies (Same as INTR 461 and Women's and Gender Studies 461) (W)**

(See under ARTH 461 for full description.)

OCKMAN

## **INTR 230 Prelude to Revolt: The Life and Work of Martha Graham**

(See under INTR 230 for full description.)

DANKMEYER

## **JAPN 276 Premodern Japanese Literature and Performance (Same as Comparative Literature 278)**

(See under JAPN 276 for full description.)

KAGAYA

## **LATS 230 Approaching Performance Studies (Same as Theatre 230 and Women and Gender Studies 231)**

(See under LATS 230 for full description.)

JOTTAR

**LATS 375 Performance and Its Traces (Same as Theatre 375)**

(See under LATS 375 for full description.)

JOTTAR

**THEA 104 Introduction to World Theatre and Performance (Same as Comparative Literature 104) (D)**

(See under THEA 104 for full description.)

HOLZAPFEL

**THEA 204 Acting II**

(See under THEA 204 for full description.)

SANGARE

**THEA 236 Political Theatre Making**

(See under THEA 236 for full description.)

EPPEL

**THEA 250T Women and Theatre: Gender, Sexuality and the Stage (Same as English 253T and Women and Gender Studies 250T) (W)**

(See under THEA 250 for full description.)

HOLZAPFEL

**THEA 305 Costume Design (Same as ArtS 200)**

(See under THEA 305 for full description.)

BROTHERS

**PHILOSOPHY (Div. II)**

Chair, Professor STEVEN GERRARD

Professors: DUDLEY\*\*\*, GERRARD, SAWICKI, WHITE. Associate Professors: BARRY, CRUZ, MLADENOVIC. Assistant Professors: MCPARTLAND\*. Visiting Assistant Professor: J. PEDRONI. Bolin Fellow: WELCH.

To engage in philosophy is to ask a variety of questions about the world and our place in it. What can we know? What should we do? What may we hope? What makes human beings human? These questions, in various forms, and others like them are not inventions of philosophers; on the contrary, they occur to most people simply as they live their lives. Many of us ask them as children, but later either ignore them, or accept answers we can live with. Philosophers, however, seek to keep such questions open, and to address them through reasoned discussion and argument, instead of accepting answers to them based on opinion or prejudice. The program in philosophy is designed to aid students in thinking about these issues, by acquainting them with influential work in the field, past and present, and by training them to grapple with these issues themselves. The program emphasizes training in clear, critical thinking and in effective writing. Philosophy courses center around class discussions and the writing of interpretive and critical essays.

**MAJOR**

Philosophy is a discipline with a long and intricate history, a history that remains an integral part of the discipline. In this way, it differs dramatically from the natural sciences: for example, although no contemporary physicists or biologists embrace Aristotle's physics or biology, among philosophers there continue to be champions of Aristotle's metaphysics and of his ethics. Because of the richness and continuing importance of the history of philosophy, the program is designed to give majors a historical background that will acquaint them with a wide variety of approaches in philosophical issues, and will provide them with a basis for evaluating and contributing to contemporary debates.

A total of nine courses is required for the major in Philosophy. There are both a new and old set of requirements. Students in the class of 2014 and later must meet the new set; students in earlier classes may choose to meet the old or new set.

The new set has four required classes and five electives. The required classes are: any 100-level philosophy course, Philosophy 201 (History of Ancient Philosophy), Philosophy 202 (History of Modern Philosophy), and Philosophy 401 (Senior Seminar). The five electives will be 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]. In addition at least one of the electives must be a tutorial. The tutorial may also count toward the distribution requirements if it is designated in the course catalog as fitting into one of the three areas. We recommend that prospective majors take Philosophy 201 and 202, Philosophy 203, and a tutorial in philosophy, by the end of their sophomore year. Cross-listed courses and courses taught at other institutions will not count towards the distribution requirement. Up to two courses cross-listed with other departments at Williams, or taught at other institutions (and approved by the Williams department), may be counted toward the philosophy major.

In the old set of requirements students are required to take 101 and 102, Philosophy 401, and six electives. Students wishing to meet the old set who have taken 101 and not 102 must take a Metaphysics and Epistemology course; students who have taken 102 and not 101 must take a Value Theory course.

**THE DEGREE WITH HONORS IN PHILOSOPHY**

The degree with honors in Philosophy is awarded to the student who has demonstrated outstanding achievement in a program of study that extends beyond the requirements of the major. The extension beyond major requirements may take the form either of independent work culminating in a senior essay or thesis (the independent-study route) or of additional course work (the directed-study route). Candidates must have GPAs of 3.6 or higher in their courses in philosophy at the end of the junior and senior years. Juniors interested in pursuing honors should so inform the Department Chair no later than mid-April. The independent-study route to honors requires the completion and defense of either a senior essay produced in the fall semester plus winter study period

(maximum 40 pages) or a year-long senior thesis (maximum 75 pages). Plans for either essay or thesis (including a brief proposal and bibliography, worked out in consultation with an advisor) must be submitted to the department in April of the junior year. A recommendation for graduation with honors will be made on the basis of the thoroughness, independence, and originality of the student's work. The directed-study route to honors 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 (10 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 scope of the student's course work, the quality of the student's participation in Philosophy 401, and the thoroughness, independence, and originality reflected in the submitted papers.

**PHIL 109T Skepticism and Relativism (Not offered 2010-2011) (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?

Format: tutorial. Requirements: 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.

No prerequisites; this tutorial is an appropriate first course in philosophy and is open to first-year students. *Enrollment limit: 10 (expected: 10). Preference will be given to sophomores and first-year students.*

CRUZ

**PHIL 112(F) Who Are We? 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? Or is our nature fixed? Are we basically self-interested or other directed? 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, Aquinas, Hume, Marx, Nietzsche, Freud, Sartre, Beauvoir, and Foucault. Readings from the natural and social sciences may also be included.

Format: lecture/discussion. Requirements: frequent short papers (some graded, some p/f), class participation.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first-years and sophomores.*

Hour: 11:20-12:35 TR

SAWICKI

**PHIL 114(F,S) Plato, With Footnotes (W)**

Twentieth-century philosopher Alfred North Whitehead wrote, famously, "The safest general characterization of the European philosophical tradition is that it consists of a series of footnotes to Plato." Whitehead's remark provides the organizational basis for this introductory course: during the semester, we make our way through Plato's Republic, one of the tradition's most influential great books. As we encounter perennial philosophical issues, we punctuate our examination of the Republic by taking detours to consider some of the most important "footnotes to Plato" provided by later philosophers such as Aristotle, Hobbes, Kant, and Nietzsche.

Format: discussion. Requirements: regular short papers, class participation.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first-year students and prospective Philosophy majors who have taken no 100-level courses.*

Hour: 11:00-11:50 MWF  
10:00-10:50 MWF

First Semester: A. WHITE  
Second Semester: A. WHITE

### **PHIL 115(F) Personal Identity (W)**

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 person are equally important for scientific research programs (especially in psychology), for law, and for the arts (especially the 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 that 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; and writing clear, polished, well-argued papers.

Format: discussion. Requirements: class attendance, class participation, and weekly short assignments (about 2 pages long); there will be no final paper and no final examination.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first-years and sophomores.*

Hour: 9:55-11:10 TR

MLADENOVIC

### **PHIL 116(S) Mind and Knowledge (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.

Format: seminar. Requirements: active participation; five (4-6 page) essays.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first-years and sophomores.*

Hour: 11:20-12:35 TR

CRUZ

### **PHIL 117(F,S) 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.

Format: seminar. Requirements: frequent short papers.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first-years and sophomores.*

Hour: 12:00-12:50 MWF  
9:55-11:10 TR

First Semester: GERRARD  
Second Semester: GERRARD

### **PHIL 119(S) What is the Meaning of "Meaning"? (W)**

What is the meaning of the sentence: what is the meaning of the sentence? What is the meaning of Marcel Duchamp's *Fountain*? What is the meaning of Vladimir Nabokov's *Pale Fire*? What is the meaning of the scat syllables in Ella Fitzgerald's 1960 Berlin performance of *Mack the Knife*? What is the meaning of life? Does "meaning" mean the same thing in each of these questions? We will ask and attempt to answer these questions with the help of philosophers, artists, musicians, and novelists.

Format: seminar. Requirements: frequent short papers.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first-year students and sophomores.*

Hour: 1:10-2:25 MR

GERRARD

### **PHIL 201(F) History of Ancient Greek Philosophy**

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.

Format: lecture/discussion. Requirements: short papers, possibly supplemented by one or more exams.

No prerequisites; open to first-year students. *Enrollment limit: none (expected: 20-40).*

Hour: 11:20-12:35 TR

A. WHITE

### **PHIL 202(S) History of Modern Philosophy**

A survey of 17th- and 18th-century philosophy with a focus on the major metaphysical and epistemological writings of Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant. This active and exciting historical span is the source of many contemporary philosophical approaches and themes, and it continues to attract scholarly interest in its own right. Topics include the natures of mind and body, the physical world, freedom, and human knowledge and the rise of mechanistic science.

Format: lecture. Requirements: several short writing assignments, self-scheduled essay midterm and final.

No prerequisites; open to first-years. *Enrollment limit: none (expected: 15-20).*

Hour: 8:30-9:45 TR

CRUZ

### **PHIL 203(F) (formerly 103) 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.

Format: lecture/discussion. Requirements: a midterm, a final, frequent homework and problems sets.

No prerequisites. *No enrollment limit (expected: 50-80).*

[*Contemporary Metaphysics and Epistemology*]

Hour: 10:00-10:50 MWF

GERRARD

### **PHIL 204 Endtimes: Messianism in Modernity (Same as Jewish Studies 204 and Religion 204) (Not offered 2010-2011) (W)**

(See under REL 204 for full description.)

HAMMERSCHLAG

### **PHIL 205 (formerly 201) Continental Philosophy: Reading the Critics of Reason (Not offered 2010-2011)**

Nineteenth- and twentieth-century European philosophy gave rise to an astounding number of brilliant thinkers (including Kierkegaard, Nietzsche, Heidegger, Arendt, Lacan, Adorno, Gadamer, Habermas, 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' interpretative skills.



Format: lecture/discussion. Requirements: several short papers, final 8- to 10-page paper, regular attendance and participation  
No prerequisites. (Philosophy 102 recommended). *Enrollment limit: 15 (expected: 10-15).*  
*This course is part of the Critical Reasoning and Analytical Skills initiative.*  
SAWICKI

**PHIL 206 (formerly 202) Philosophy of Language and Philosophy of Mind (Not offered 2010-2011) (W)**

This course is designed to introduce students to twentieth-century philosophy by focusing on two of its premier research areas, language and mind. Each of these topics been studied independently of the other, with the philosophy of language dominating the first half of the century and the philosophy of mind surging in the second half. Research on language and mind have also enjoyed a fruitful liaison, as much of the technical apparatus of the philosophy of language has been used to illuminate the mind. The other side of this coin is that language is something that minds achieve, and some prominent theories of linguistic meaning have emphasized psychological elements of language use. The course will begin with the work of Frege, Russell, and Wittgenstein, and end with the work of Putnam, Dennett, Fodor and Churchland. The course is intended to prepare students for more advanced research on either language or mind. At the same time, the course aims to offer an overview of the methods and intellectual style of analytic philosophy. Thus, it will also serve as preparation for advanced work in epistemology, philosophy of science, metaphysics, and ethics. The syllabus can be found at: [http://www.williams.edu/philosophy/fourth\\_layer/faculty\\_pages/jcruz/courses/lang&mind.html](http://www.williams.edu/philosophy/fourth_layer/faculty_pages/jcruz/courses/lang&mind.html).

Format: lecture/discussion. Requirements: short writing assignments each week, and two longer papers.

Prerequisite: Philosophy 102 or permission of the instructor. *Enrollment limit: 19 (expected: 12-18).* *Preference given to Philosophy, Psychology, Linguistics and Computer Science majors.*  
CRUZ

**PHIL 207 The Unconscious (Not offered 2010-2011) (W)**

Modern Philosophy of mind—from Descartes through Hume to Kant—relies on the natural assumption that all mental states are at least potentially conscious. Beliefs, desires and intentions must belong to someone, to some subject—and from this it seems to follow that some subject must be aware of them as his or her own. Sigmund Freud offers a radical challenge to this Cartesian picture when he introduces the idea that consciousness arises from an unconscious—the existence of which undermines certainty about our reasons for belief. In this course we explore theories of the unconscious in contemporary analytic and continental philosophy. We begin with close readings of Freud's seminal texts (including his case-studies) in order to elucidate his concept of unconscious mental states and his view that human action cannot be understood without postulating unconscious beliefs and desires. We discuss the nature, evidence and reliability of Freud's theory with reference to the writings of his many critics and defenders, including later Freudians. Finally we turn to radical transformations and applications of the idea of the unconscious in post-Freudian philosophy of mind, moral philosophy, political theory and feminism. In addition to Freud, readings may include writings by Adler, Winnicott, Sartre, Davidson, Rorty, Lear, Gardiner, M. Cavell, Dennett, Moran, Wilkes, Marx, Marcuse, Foucault, and Butler.

Format: four weeks of lecture/discussion, six weeks of tutorials, and two weeks of seminar. Requirements: class participation, four 5- to 6-page papers and a final paper.

Prerequisites: Philosophy 101 and 102, or consent of the instructors. *Enrollment limit: 20 (expected: 20).* *Preference given to Philosophy majors.*

MLADENOVIC and SAWICKI

**PHIL 209(F) Philosophy of Science**

It is a generally held belief, in our times and culture, that science is the best source of our knowledge of the world, and of ourselves. The aim of this course is to examine the origins, grounds, and nature of this belief. We will analyze and discuss various accounts of scientific method, structure and justification of scientific theories, scientific choice, change, and the idea that scientific knowledge is progressive. The course will begin with the "received view" of scientific theories, methods, and knowledge, advanced by logical positivists, which assumes the objectivity and the rationality of science. We will then discuss philosophies of science that emerged out of various criticisms of this view—especially those of Popper, Lakatos, Kuhn and Feyerabend—and the challenges to the assumptions of scientific objectivity and rationality their works provoked. This discussion will naturally lead us to the relativist and social-constructivist views developed within contemporary science studies. Finally, we will analyze the current debate about the cognitive credentials of science and the proper approach to the study of science, which came to be known as "the science wars." Requirements: frequent short assignments, class presentation, class participation, and a longer (5-7 pages) term paper.

Prerequisites: any 100-level Philosophy courses or permission of instructor. *Enrollment limit: 19 (expected: 19).*

[*Contemporary Metaphysics and Epistemology*]

Hour: 2:35-3:50 MR

MLADENOVIC

**PHIL 210 Philosophy of Social Sciences (Not offered 2010-2011) (W)**

Is it possible to have scientific knowledge of human thought, feelings, behavior, social life and history? If so, is that knowledge importantly different in kind or in rigor from the knowledge we have of natural phenomena? Do social sciences legitimately employ different methodology than natural sciences? If so, what is that methodology, is there a single one, and what is the cognitive goal it serves? If not, could social sciences improve their scientific credibility by emulating the methodology of natural sciences? To answer these questions, we will discuss some of the following issues in the philosophy of social sciences: nature of 'social facts' and social reality; holism vs. reductionism; teleological, functional and structural explanations; theory formation, evidence, and the role of values in social science; the relationship between knowers and the known; and some issues concerning agency, rationality, intentionality and understanding. The readings will include Mill, Dilthey, Durkheim, Weber, Hempel, Rudner, Nagel, Popper, Winch, Taylor, Geertz, Rosenberg, MacIntyre, Hacking, Longino, Nelson, Wylie, and other contemporary philosophers of social sciences.

Format: lecture/discussion. Requirements: class participation, 8 short weekly response papers (1-2 page), three longer (5 page) papers.

Prerequisites: Philosophy 101 or 102 or 103; or consent of the instructor. Philosophy 209 is highly recommended. *Enrollment limit: 19 (expected: 10-15).* *Preference given to philosophy majors, students who have taken Philosophy 209, and students who demonstrate serious interest in the course.*

MLADENOVIC

**PHIL 212 Ethics and Reproductive Technologies (Same as Women's and Gender Studies 212) (Not offered 2010-2011) (W)**

(See under WGST 212 for full description.)

J. PEDRONI

**PHIL 213T(F) 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. 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.

Format: tutorial. Evaluation will be based on written work, on oral presentations of that work, and on oral critiques.

No prerequisites. *Enrollment limit: 10 (expected: 10).* *Preference will be given to declared and prospective philosophy majors and students committed to taking the tutorial.*

[*Contemporary Value theory*]

Tutorial meetings to be arranged.

PEDRONI

**PHIL 220T Immortality and the Soul in Ancient and Medieval Thought (Same as Religion 282T) (Not offered 2010-2011) (W)**

According to a 2003 poll, 84% of Americans believe that the soul survives death. Ideas about immortality and the soul have a long history, and have been at the center some of the major philosophical and religious traditions of Western culture. The central aim of this course is to examine how some central figures in these traditions think about immortality and the soul. In addition, we will discuss some of the philosophical difficulties that come to the fore when thinking about these issues. Is the immortality of human persons even coherent? What would it mean for an individual to survive her own death? Does belief in the indestructibility of the human soul have ethical implications? What evidence is there for the existence, let alone immortality, of the soul?

Format: tutorial. Requirements: students will be expected to write a short paper every other week, and to give a presentation based on their papers. They will also be expected to write a final paper. We will pay close attention to revising papers in light of peer and instructor feedback. We will also work on critically reading and evaluating texts in the history of philosophy. Readings for the class may include: Homer, Plato, Aristotle, Fragments from the Stoics and Pre-Socratics, Plotinus, Origen, Tertullian, Augustine, Moses Maimonides, Ibn Sina, Averroes, and Aquinas.

No prerequisites. *Enrollment limit: 10 (expected: 10).* *Preference given to sophomores.*

MCPARTLAND

**PHIL 222(F) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science (Same as Cognitive Science 222 and Psychology 222)**

(See under COGS 222 for full description.)

[*Contemporary Metaphysics and Epistemology*]

KIRBY

**PHIL 225 Classics in Western Feminist Thought (Same as Women's and Gender Studies 225) (Not offered 2010-2011) (W)**  
(See under WGST 225 for full description.)

SAWICKI

**PHIL 226 Big Games: The Spiritual Significance of Sports (Same as Religion 279) (Not offered 2010-2011)**

Sports matter beyond all apparent reason. They are children's games, yet grip adults. They serve as entertainment, yet are taken most seriously. They demand physical excellence, yet drive athletes to injury and spectators to become obese. The significance of contemporary sports is thus unquestionable, but it is also unexplained. Diversion and fitness alone cannot begin to account for the extraordinary amounts of time, money, and emotion invested in the playing, watching, and analysis of sports.

This course will attempt to comprehend the significance of sports by attending to their role as a source of three distinctive forms of "spiritual" experience: patriotism, beauty, and divinity. We will consider the extent to which the fundamental elements of contemporary sports (games, athletes, equipment, arenas, fans, and media) can be interpreted as together comprising a complex phenomenon that provides opportunities for all participants to share in these experiences. Throughout we will investigate actual examples, taken from particular sports, chosen for their ability to illuminate different aspects of spiritual experience.

Format: lecture twice a week; scheduled discussion groups once per week. Requirements: quizzes, short writing assignments, final exam.

No prerequisites. Enrollment limit: 100 (expected: 80-100).

DUDLEY

**PHIL 227 Death and Dying (Not offered 2010-2011) (W)**

In this course we will examine traditional philosophical approaches to understanding death and related concepts, with a special focus on the ethical concerns surrounding death and care for the dying. We will begin with questions about how to define death, as well as reflections on its meaning and function in human life. We will move on to examine ethical issues of truth-telling with terminally ill patients and their families, decisions to withhold or withdraw life-sustaining treatments, the care of seriously ill newborns, physician-assisted suicide, euthanasia, and research efforts to extend the human life-span. In addition to key concepts of death, dying, and terminal illness, we will develop and refine notions of medical futility, paternalism and autonomy, particularly within the context of advance directives and surrogate decision making.

Format: lecture/discussion. Requirements: active participation in class discussions, two mid-length papers (7-10 pages), and weekly short writing assignments (2 pages). Possible experiential learning component.

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

J. PEDRONI

**PHIL 228(F) Feminist Bioethics (Same as Women's and Gender Studies 228) (W) (D)**

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.

Format: lecture/discussion. Requirements: 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).

No prerequisites, although previous coursework in Women's and Gender Studies is desirable; not open to first-year students. Enrollment limit: 19 (expected: 8-10). Preference given to Women's and Gender Studies and Philosophy majors.

[Contemporary Value theory]

Hour: 2:35-3:50 TF

J. PEDRONI

**PHIL 231(S) Ancient Political Thought (Same as Political Science 231)**

(See under PSCI 231 for full description.)

**PHIL 232(F) Modern Political Thought (Same as Political Science 232)**

(See under PSCI 232 for full description.)

DEVEAUX

**PHIL 235T(S) 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?

Format: tutorial. Requirements: tutorial pairs will meet with the instructor for one hour a week; each student will write a 5-page paper every second week, and comment on the tutorial partner's paper on alternate weeks; no final paper; the final grade will be based on the cumulative quality of papers (which will not be individually graded), quality of the responses to the tutorial partner's written work, preparedness for tutorial meetings, quality of oral contribution, and overall progress in the course; I will meet individually with each student for a midterm evaluation.

No prerequisites; open to first-years. Enrollment limit: 10 (expected: 10). Preference given to Philosophy majors and then to sophomores. Not available for the Gaudino option.

[Contemporary Value Theory]

Tutorial meetings to be arranged.

MLADENOVIC

**PHIL 236 Contemporary Ethical Theory (Not offered 2010-2011) (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 theories find their roots in earlier thinkers—consequentialism in Mill and Sidgwick, deontology in Kant—our focus will be on contemporary developments of these views. After examining these approaches in depth, we'll turn our attention to recent theories that attempt to transcend the distinctions that divide 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. This is a writing intensive course.

Format: lecture/discussion. Requirements: several short response papers; an 8- to 10-page midterm paper; a 10- to 12-page final paper.

Prerequisite: Philosophy 101, Philosophy 102, or permission of the instructor. Enrollment limit: 19 (expected: 10-15). Preference will be given to Philosophy majors.

BARRY

**PHIL 238 Justice, Terrorism, and Weapons of Mass Destruction (Same as Political Science 237) (Not offered 2010-2011)**

What is generally known as Just War Theory (JWT), first clearly formulated by Augustine and then developing both theistic and non-theistic variants, both of which have been forced to adapt as technological advances have brought with them new forms of violence that the theories must take into consideration, are currently challenged by terrorism, torture, and weapons of mass destruction. This seminar will review prominent current forms of JWT, examining how each deals with these challenges; its goal will be to discover, or perhaps in part to formulate, the currently best available theory concerning the political ethics of torture, terrorism, counterterrorism, and the production and uses of weapons of mass destruction.

Format: seminar. Requirements: attendance, preparation, participation; regular short writing assignments and/or class presentations; a term paper (10-15 pages).

Prerequisites: Philosophy 101 or Political Science 203 or permission of the instructor. Enrollment limit: 19. Preference given to prospective and current Philosophy and Political Science majors.

WHITE

**PHIL 239 Issues in Contemporary Islamic Thought (Same as Religion 239) (Not offered 2010-2011)**

(See under REL 239 for full description.)

AL-AZM

**PHIL 240T(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 (perhaps) that the Dome, whose cover of fresh snow is illuminated by the morning sun, is beautiful, even if some of the people walking across campus fail to notice that it is. 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 tutorial addresses these and related issues by way of historical and contemporary readings.

Format: tutorial. Requirements: tutorial papers and responses to partners’ tutorial papers, in alternating weeks; participation in tutorial discussions.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to open to first-years; preference to Philosophy majors and prospective Philosophy majors.*

[Contemporary Metaphysics and Epistemology]

Tutorial meetings to be arranged.

A. WHITE

#### **PHIL 242(S) Philosophy of Education: Why Are You Here?**

Students compete ferociously for the opportunity to pay large sums of money for the privilege of attending Williams College. The value of the educational experience they receive is usually taken to be self-evident. Less obvious, however, is the nature of education itself. What is education? Which purposes can and should it serve? Which curricular and extra-curricular programs best accomplish those purposes?

These questions about the nature of education are essential to philosophy, and also to the history and future of Williams College. Since the time of Plato and Aristotle philosophers have sought to determine the educational practices most conducive to human wisdom and flourishing. American liberal arts colleges offer a distinctive form of educational experience, and thus a distinctive response to this philosophical challenge.

Students will read and discuss classic texts in the philosophy of education in close conjunction with materials concerning the emergence and present practices of liberal arts colleges in America. Special attention will be paid to Williams College, and students will be encouraged to reflect upon their own educational goals and choices in light of the philosophical works that they read.

Format: discussion. Requirements: two oral presentations, one final paper, attendance and participation.

Prerequisites: any 100-level philosophy course or permission of the instructor. *Enrollment limit: 19 (expected: 19). Preference given to Philosophy major or prospective majors in Philosophy.*

Hour: 1:10-2:25 MR

DUDLEY

#### **PHIL 271T Woman as “Other” (Same as Women’s and Gender Studies 271T) (Not offered 2010-2011) (D) (W)**

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 Irigaray and Judith Butler.

Format: tutorial. Students will work in pairs. Requirements: each student will write and present orally a 5-page essay every other week. Students not presenting essays will prepare oral critiques of their partners’ essays. Evaluation will be based on written work, oral presentations of essays, and oral critiques.

Prerequisites: one course in either Philosophy or Women’s and Gender Studies. *Enrollment limit: 10 (expected: 10). Preference given to current and prospective Philosophy and Women’s and Gender Studies majors.*

SAWICKI

#### **PHIL 272T Free Will and Responsibility (Not offered 2010-2011) (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.

Format: tutorial. Requirements: students meet with the instructor in pairs for roughly an hour each week; each student will write a 5- to 6-page paper every other week (6 in all) and comment on his or her tutorial partner’s paper in alternate weeks. Emphasis will be placed on developing skills in reading, interpretation and oral argument as well as critical reasoning and writing.

Prerequisite: Philosophy 101 or 102, or permission of the instructor. *Enrollment limit: 10 (expected: 10). Preference will be given to current and prospective Philosophy majors and students committed to taking the tutorial.*

BARRY

#### **PHIL 274T(S) Messing with People: The Ethics of Human Experimentation (W)**

From the now infamous Tuskegee Syphilis Study and Stanley Milgram’s Obedience experiments, to lesser known but equally important landmarks in research ethics—such as the Willowbrook experiment, in which residents of a state home for mentally retarded children were intentionally infected with a virus that causes hepatitis, and the Kennedy-Krieger Lead Abatement study, which tested the efficacy of a new, inexpensive lead paint removal procedure by offering to low-income parents of young children reduced-rate housing in lead-abated units and testing those children for lead exposure—in this sophomore tutorial we will 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. 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 their partners’ essays in alternate weeks.

Format: tutorial. Evaluations will be based on written work, on oral presentations of that work, and on oral critiques.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference will be given to prospective philosophy majors and students committed to taking the tutorial.*

[Contemporary Value theory]

Tutorial meetings to be arranged.

J. PEDRONI

#### **PHIL 280 Frege, Russell, and the Early Wittgenstein (Not offered 2010-2011)**

The last line of Ludwig Wittgenstein’s *Tractatus* famously reads: “Whereof one cannot speak, thereof one must be silent.” Are there things that cannot be put into words? What are the limits of language? What is the nature of language? How do logic and language relate? We will examine these (and other questions) in the context of the great philosophical revolution at the beginning of the last century: the linguistic turn and the birth of analytic philosophy. We will see how a focus on language affects our understanding of many traditional philosophical questions, ranging from epistemology and metaphysics to aesthetics and ethics. Our texts will include Gottlob Frege, *The Foundations of Arithmetic*, Bertrand Russell, *Principles of Mathematics*, and Ludwig Wittgenstein, *Tractatus Logico-Philosophicus*.

While you’re debating whether to take this class, consider the following puzzle. There is a village where the barber shaves (a) all those and (b) only those who do not shave themselves. Now, ask yourself: who shaves the barber? You will see that if the barber does not shave himself, then by condition (a) he does shave himself. And, if the barber does shave himself, then by condition (b) he does not shave himself. Thus, the barber shaves himself if and only if he does not shave himself. See if you can figure out why this is sometimes called a paradox, and then ask yourself what this has to do with our opening questions.

Format: seminar. Requirements: two short papers (5 pages) and one longer final paper (12-15 pages).

Prerequisite: Philosophy 102. *Expected enrollment: 12-15. Preference give first to Philosophy majors, and then to seniors and juniors of any major.*

GERRARD

#### **PHIL 281T Philosophy of Religion (Same as Religion 302) (Not offered 2010-2011) (W)**

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 shall examine the relationship between god and morality. Authors will include Plato, Anselm, Aquinas, Pascal, Paley, Hume, Kant, Kierkegaard, Freud, Marx, and several contemporary philosophers.

Format: tutorial; emphasis will be placed on developing skills in reading, interpretation and oral argument as well as critical reasoning and writing. Requirements: students meet with the instructor in pairs for roughly an hour each week; each student will write a 5- to 6-page paper every other week (six in all) and comment on his or her tutorial partner’s paper in alternate weeks.

Prerequisite: Philosophy 101 or 102, or permission of the instructor. *Enrollment limit: 10 (expected : 10). Preference will be given to current and prospective philosophy majors.*

BARRY

#### **PHIL 282(F) The Turn to Religion in Post-Modern Thought (Same as Jewish Studies 280 and Religion 303) (W)**

(See under REL 303 for full description.)

HAMMERSCHLAG

**PHIL 288(S) Embodied Mind: A Cross-Cultural Exploration (Same as Religion 288)**

(See under REL 288 for full description.)

DREYFUS and CRUZ

**PHIL 290 The Philosophy and Economics of Higher Education (Same as INTR 290) (Not offered 2010-2011) (W)**

Students compete ferociously for the opportunity to pay large sums of money for the privilege of attending Williams College. The value of the educational experience they receive is usually taken to be self-evident. Less obvious, however, are the nature of education, and the factors that determine how much it costs, who has access to it, and how successful it is.

This interdisciplinary seminar will explore both the philosophy and the economics of higher education. Which purposes can and should college serve? Which curricular and extra-curricular programs best accomplish those purposes? How can we measure and evaluate the effects of policies concerning college admission, pricing, and financial aid? How can we assess and enhance educational productivity?

Students will read and discuss texts in the philosophy of education, while also learning to apply economic theory and econometric techniques to the analysis of educational issues.

Format: lecture/discussion. Evaluation will be based upon the writing and revision of three 8-page papers, as well as the quality of contributions to class discussion.

Prerequisites: Economics 110 and at least one philosophy course. *Enrollment limit: 19 (expected: 19). Preference given to sophomores intending to or juniors majoring in either philosophy or economics.*

Students will get credit for one philosophy course, which fulfills one-semester of the Division II requirement.

DUDLEY

**PHIL 301 Textual Meaning and Interpretation (Not offered 2010-2011) (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, Austin, 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).

Format: seminar. Requirements: class participation, 10 short weekly response papers, and 2 longer (5-7 page) papers.

Prerequisites: Philosophy 102 or 103. *Enrollment limit: 19 (expected: 6-10). Open to all students, preference given to philosophy majors.*

MLADENOVIC

**PHIL 304T(F) Authenticity: From Rousseau to Poststructuralism (W)**

The eighteenth-century aesthetician Edward Young once asked: "Born originals, how comes it to pass we die copies?" In the same century Jean-Jacques Rousseau responds to this question by charting the individual's "fall" into society; that is, into artifice, hypocrisy, vanity, and conformism. This tutorial begins with Rousseau's reflections on authentic individuality as they are developed in several of his works. We then trace the idea of authenticity (as an aesthetic and ethical category) in both literary and philosophical texts associated with romanticism, existentialism, critical theory, psychoanalytic theory, and posthumanism. We conclude with recent challenges to the coherence, viability, and value of the ideal of authenticity as it applies not only to individuality, but also to group identities. Themes and questions investigated include the following: (1) Must "authenticity" refer to some notion of an innate core or deep self? Are there other terms in which we can imagine "being ourselves"? (2) Does being authentic require that one defy social conventions or is it compatible with adopting conventional roles? (3) What impact do consumerism, mass media and contemporary technologies (particularly human-machine couplings and nanotechnology) have on thinking about authenticity? Students will work with partners. Each student will write and present orally an essay of 5-6 pages every other week on an assigned topic in the reading for that week and serve as a commentator on alternate weeks.

Format: tutorial. Evaluation will be based on written work, oral presentation of essays, and critiques.

Prerequisite: one course in Philosophy or permission of instructor. *Enrollment limit: 10 (expected: 10). Not available for the Gaudino option.*

[History]

Tutorial meetings to be arranged.

SAWICKI

**PHIL 305 Existentialism and Phenomenology (Not offered 2010-2011) (W)**

According to Jean-Paul Sartre, the only philosopher to ever refer to himself as an "existentialist," existence precedes essence. What is essential to human being is not any fixed set of characteristics, but rather what a human being becomes and how it defines and creates itself under conditions it does not choose. In this course we address key themes and figures from two of the most influential movements in twentieth century European philosophy, namely, existentialism and phenomenology, a philosophical approach to which existentialism is indebted. We will discuss major works (philosophical, literary, visual) by such figures as Edmund Husserl, Martin Heidegger, Jean-Paul Sartre, Simone de Beauvoir, Albert Camus, Maurice Merleau-Ponty, and Richard Wright, Ingmar Bergman and Jean-Luc Godard. We will raise questions concerning the task of philosophy, the structure and meaning constituting function of consciousness, the relationship between self and other, the mind-body relationship, freedom, authenticity, and absurdity.

Format: seminar. Requirements: short critical response papers, occasional short class presentations based on outlines of the text, and three 5- to 6-page papers. Students will be required to re-write one of the three papers in lieu of a final exam.

Prerequisites: Philosophy 101 or 102 or 240 or 271T or 304T or permission of instructor. *Enrollment limit: 19 (expected: 10-15). Preference given to majors and those considering a major in philosophy.*

SAWICKI

**PHIL 308 Wittgenstein's Philosophical Investigations (Not offered 2010-2011)**

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 20- 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.

Format: seminar. Requirements: one short midterm paper (5-7 pages) and one longer final paper (12-15 pages).

Prerequisites: Philosophy 102. *Enrollment limit: 19 (expected: 12).*

GERRARD

**PHIL 309 Kant (Not offered 2010-2011)**

This course will provide an intensive study of the philosophy of Immanuel Kant. Kant's transcendental idealism is profoundly important: it constitutes a challenge to rationalist metaphysics, a response to Hume's empiricist skepticism, and systematically integrates epistemology, ethics, and aesthetics in a way that has shaped modern Western thought. It is also profoundly difficult: more than 200 years after its development, there is still vehement disagreement not only over whether or not Kant was right, but over what Kant actually said. In this course our goal will be to understand Kant's philosophy as a systematic whole, in terms of the tight-knit relationships that bind all his ideas into one comprehensive vision. We will attempt to understand what Kant said and why, how it is important, and the extent to which it is right. We will read significant portions of all three of Kant's most important works (the *Critique of Pure Reason*, *Critique of Practical Reason*, and *Critique of Judgment*), and may occasionally make use of secondary literature. Requirements: several short assignments; final paper of 12-15 pages.

Prerequisites: Philosophy 102. *Expected enrollment: 5-15.*

DUDLEY

**PHIL 310 Evil (Not offered 2010-2011)**

What is evil, and why does it exist? Can nature be evil, or is all evil attributable to the freely willed actions of human beings? Is evil compatible with God, or is it a powerful argument for atheism? Can evil be understood, or is it necessarily incomprehensible? These persistent and perplexing questions, which arise from the suffering of people in every time and place, have drawn the sustained attention of the greatest thinkers in the Western philosophical tradition. This course will examine some of the most important and influential responses to the problems that the existence of evil poses. We will begin with Leibniz, who coined the term "theodicy" to name the project of defending God from the charge that a truly perfect being could not have created a world that contains evil. Other authors to be considered may include: Rousseau, Kant, Hegel, Marx, Voltaire, Hume, Schopenhauer, Nietzsche, Freud, Camus, and Arendt. In the course of our reflections we will discuss some of the events that make evil not merely an intellectual challenge, but also an immediate and pressing practical concern, including Auschwitz, 9/11, and Hurricane Katrina.

Format: discussion. Requirements: several short assignments, final research paper, attendance, and participation. Prerequisites: Philosophy 101 or 102. *Enrollment limit: 19 (expected: 19). Preference to students majoring or intending to major in philosophy.*

DUDLEY

**PHIL 311(S) Environmental Philosophy and the Emergence of the Ecosphere (Same as Environmental Studies 311)**

(See under ENVI 311 for full description.)

VITEK

**PHIL 315(F) Kant's Critique of Pure Reason (W)**

A close examination of Kant's *Critique of Pure Reason*, arguably the most important work in the Western philosophical tradition. We will read the *Critique* in its entirety and will occasionally make use of secondary literature.

Format: seminar. Requirements: active participation; several short writing assignments; final paper of 12-15 pages.

Prerequisites: any introduction to philosophy course. *Enrollment limit: 19 (expected: 10). Preference given to Philosophy majors.*

[History]

Hour: 1:10-2:25 TF

CRUZ

**PHIL 317 The Philosophy of Hilary Putnam (Not offered 2010-2011)**

Hilary Putnam is considered by many (including the professor of this course) to be the world's foremost living philosopher. Putnam is famous for both changing his mind and for the breadth of his interests. He was one of the earliest proponents of the view that human beings are importantly analogous to computers, and then later, one of the chief critics of that view. Putnam's works range from the philosophy of logic and physics to the philosophy of education and history. He has written on philosophers from Aristotle and Kant to Levinas and Dewey. He has examined both the consistency of mathematics and the consistency of religion. In this course we will study the full range of Putnam's work.

Format: seminar. Requirements: frequent short assignments and presentations and a major final paper.

Prerequisites: Philosophy 101 and 102. *Enrollment limit: 19 (expected: 12-19). Preference given to Philosophy majors.*

GERRARD

**PHIL 318 Necessity and Possibility (Not offered 2010-2011) (W)**

You are reading this course description right now. However, it seems true to say that you might have been doing something else, something more fun, instead. In other words, while it is true that you are reading, it doesn't seem to be necessary that you are reading. It seems to be possible for you to be doing something else. On the other hand, some claims seem to be necessarily true. For example, it seems to be necessary that anything that is reading this description exists, and it seems to be necessary that two plus two is equal to four. In other words, it is impossible that two plus two be anything other than four, or that something read without existing. Furthermore, while there are some things about you that seem to be accidental, other things about you seem to be essential. You might not have been a Williams student, on the other hand I don't think that you could have been a goldfish. While being a Williams student seems accidental to you, being human seems to be part of your essence. But what is it for a claim to be necessary? Is necessity a matter of the way that we think about the world, or is necessity a feature of reality independently of the way we think of it? If necessity is a feature of reality, what sort of feature is it? What is it for a feature to be essential to a thing? In this course, we will examine a series of questions about necessity and possibility raised in contemporary metaphysics, logic, and philosophy of language. Central readings in the class will be drawn from the work of Bertrand Russell, Gottlob Frege, Rudolf Carnap, W. V. O. Quine, Saul Kripke, David Lewis, David Kaplan, and Kit Fine. This class will be quite technical, and it is strongly recommended that students have a familiarity with first-order logic.

Format: seminar. Requirements: several short response pieces, two 10-page papers that will involve substantial revision in light of instructor feedback, active participation in seminar meetings.

Prerequisites: Philosophy 102 or permission of instructor. It is strongly recommended that students have also taken Philosophy 103 (Logic) or an equivalent class. *Enrollment limit: 15 (expected: 10-15). Preference given to Philosophy majors.*

MCPARTLAND

**PHIL 319(S) Moral Luck and Luck Egalitarianism (W)**

Equality is a staple moral value for western democracies yet what it means to be 'equal' continues to give rise to moral debate. While egalitarian theories have been largely concerned with distributive paradigms for correcting injustice, moral and social justice philosophers have begun to introduce problems of moral luck and oppression into the mix. These factors contribute to the richness and complexity of the notion of equality. In this class, we will examine the different ways of understanding equality, such as material equality, equality of welfare, equal respect and social equality—and the different normative frameworks that prescribe means of attaining equality—egalitarianism, prioritarianism, and sufficientarianism. We will read egalitarian philosophers such as Temkin, Ameson, Dworkin, and Cohen to better grasp the traditional approach to equality and then look to philosophers such as Nagel, Card, Williams, and Nussbaum to see the extent to which consideration of moral luck and social relations complicates that understanding. As a result, we will see how the notion of Justice and what Justice demands changes with the incorporation of factors that are largely outside of our direct control.

Format: seminar. Requirements: weekly response papers and two 10-15 page papers.

Prerequisites: at least two philosophy courses, including one in ethics. *Enrollment limit: 19 (expected: 15). Preference given to Philosophy majors.*

[Contemporary Value theory]

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

WELCH

**PHIL 327T Foucault (Same as Women's and Gender Studies 327) (Not offered 2010-2011) (W) (D)**

This course begins with a brief introduction to some of Foucault's early writings but focuses on a close reading of middle and late texts that have become central to debates about the significance of his work: *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.

Format: tutorial. Evaluations 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 philosophy or Women's and Gender Studies, or permission of instructor. *Enrollment limit: 10 (expected: 8-10). Preference given to current or prospective Philosophy and Women's and Gender Studies majors.*

SAWICKI

**PHIL 330 Plato (Same as Classics 330) (Not offered 2010-2011) (W)**

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.

Format: lecture/discussion. This class will be a roughly equal mixture of lectures, student presentations, and seminar discussion. Requirements: 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: Philosophy 101, Philosophy 102 or permission of instructor. (A prior course in logic will be extremely helpful, but is not necessary.) *Enrollment limit: 15 (expected: 15). Preference given to upper-level Philosophy and Classics majors. This course is part of the Critical Reasoning and Analytical Skills initiative.*

MCPARTLAND

**PHIL 331 Contemporary Epistemology (Not offered 2010-2011) (W)**

Epistemology is one of the core areas of philosophical reflection. In this course, we will study the literature in contemporary philosophy on the nature of knowledge and rational belief. Epistemologists seek answers to the following kinds of questions:

—When is it rational to have a particular belief?

—What is knowledge (as opposed to mere opinion)?

—In order to be justified in holding a belief, must someone know (or believe) that she is justified in holding that belief?

—What, if anything, justifies our scientific knowledge?

These questions are typically asked within a framework where the overarching goal is attaining truth and avoiding falsity. Beyond this common ground, however, epistemologists are much divided. Some maintain that these issues are solely the provinces of philosophy, using traditional a priori methods. Others maintain that these questions will only yield to methods that incorporate our broader insight into the nature of the world including, perhaps, feminist thought or science. Both stances face severe difficulties. Further, even where there is agreement as to the proper way of answering epistemological questions, there is a stunning variety of possible answers to each question. The syllabus can be found at: [http://www.williams.edu/philosophy/fourth\\_layer/faculty\\_pages/cruz/courses/episty.html](http://www.williams.edu/philosophy/fourth_layer/faculty_pages/cruz/courses/episty.html)

Format: seminar. Requirements: short writing assignments each week, and a final paper written in several drafts.

Prerequisites: Philosophy 102 or permission of the instructor. *Enrollment limit: 19 (expected: 5-12). Preference given to Philosophy, Psychology, Linguistics, and Computer Science majors.*

CRUZ

**PHIL 332 Aristotle (Same as Classics 332) (Not offered 2010-2011)**

Aristotle's status as a central figure in Western philosophy is undisputed. For hundreds of years during the Middle Ages, Aristotle was simply referred to as "The Philosopher." Aristotle is also credited with the invention of logic, biology, physics, political science, linguistics, and aesthetics. His writings on metaphysics, epistemology, and ethics set the course for much of the subsequent philosophical discussion which continues to the present day. In this class, we will examine some of Aristotle's central metaphysical, epistemological and ethical views. There are two main objectives in this course: (1) We will work to sympathetically reconstruct Aristotle's views from translations of his primary texts; (2) We will investigate the extent to which these views are relevant to contemporary discus-

sions in philosophy.

Format: lecture/discussion. Requirements: several short writing assignments, final paper, attendance and active participation in class.

Prerequisites: Philosophy 101 or 102 or 221. *Enrollment limit: 15 (expected: 12).*

MCPARTLAND

**PHIL 334 Greek and Roman Ethics (Same as Classics 334) (Not offered 2010-2011) (W)**

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.

Format: seminar. Requirements: several short response pieces, two 10-page papers which will involve substantial revision in light of instructor feedback, active participation in seminar meetings.

Prerequisites: Philosophy 221 or permission of instructor. *Enrollment limit: 15 (expected: 10-15). Preference given to majors in Philosophy and Classics.*

MCPARTLAND

**PHIL 335 Contemporary Metaethics (Not offered 2010-2011) (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.

Format: seminar. Requirements: final paper, several shorter assignments, attendance and participation.

Prerequisites: Philosophy 101 required; one 200- or 300-level Philosophy course is recommended. *Enrollment limit: 19 (expected: 5-15). Preference given to*

*Philosophy majors and those considering the Philosophy major.*

BARRY

**PHIL 337T Justice in Health Care (Not offered 2010-2011)**

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 include an analysis of any Obama administration proposal(s); 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.

Format: tutorial. Evaluations will be based on written work, on oral presentations of that work, and on oral critiques.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference will be given to Philosophy majors, to students in the International Studies Global Health Track, and to students committed to taking the tutorial.*

PEDRONI

**PHIL 340 Contemporary Metaphysics (Not offered 2010-2011) (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.

Format: lecture and discussion. Evaluation: two long papers (at least one of which will be re-written), short response papers, and active participation in class.

Prerequisites: Philosophy 102 (familiarity with formal logic helpful but not required). *Enrollment limit: 15 (expected: 10).*

MCPARTLAND

**PHIL 360 The Political Thought of Frantz Fanon (Same as Africana Studies 402 and Political Science 360) (Not offered 2010-2011)**

(See under AFR 402 for full description.)

ROBERTS

**PHIL 378(S) 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.

Format: seminar. Requirements: 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 philosophy, two of which must be from this list: Philosophy 102, 103, 109, 131, 202, 207, 209, 210, 280, 330, 331, 379, 380; or the consent of the instructor. *Enrollment limit: 19 (expected: 6-9). Preference given to Philosophy majors.*

[Contemporary Metaphysics and Epistemology]

Hour: 11:00-12:15 MWF

MLADENOVIC

**PHIL 379 American Pragmatism (Same as American Studies 379) (Not offered 2010-2011)**

Along with jazz, pragmatism stands as the greatest uniquely American contribution to world culture. As the music wails in the background, we will study the classic pragmatists: William James, C. S. Peirce, and John Dewey. We will continue with the contemporary inheritors of the tradition: Cornel West, Richard Rorty, and Hilary Putnam. Although it has influenced both analytic and continental philosophy, pragmatism is a powerful third philosophical movement. Always asking what practical difference would it make, our authors investigate the central questions and disputes of philosophy, from epistemology and metaphysics to ethics and religion. Rather than seeing philosophy as an esoteric discipline, the pragmatic philosophers (with the possible exception of Peirce) see philosophy as integral to our culture and see themselves as public intellectuals.

Format: seminar. Requirements: final paper, several short assignments.

Prerequisite: Philosophy 102. *Expected enrollment: 12-15. Preference given first to Philosophy and American Studies majors, and then to seniors and juniors of any major.*

GERRARD

**PHIL 380 Relativism (Not offered 2010-2011) (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.

Format: seminar. Requirements: This is a writing intensive course. 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: Philosophy 101 and 102, and at least one 200 level philosophy course.

*Enrollment limit: 19 (expected 7-10).*

MLADENOVIC

**PHIL 388T Consciousness (Not offered 2010-2011) (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(s) 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.

Format: tutorial. Requirements: 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. Expect several short lectures by the instructor over the course of the semester where all the tutorial members convene.

Prerequisites: Philosophy 102 and at least one upper-level course in philosophy. Preference will be given to 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 complementary background. This course is writing intensive. *Enrollment limit: 10 (expected: 10).*

CRUZ

**PHIL 389 The Structural-Systematic Philosophy (Not offered 2010-2011)**

The history of theoretical inquiry since the seventeenth century is plausibly viewed as a process whereby philosophy, for the Greeks the home of virtually all theoretical inquiry, is increasingly deprived of subject matters by the developments of the natural and social sciences. At an extreme, it can appear—and does appear, to many philosophers—that philosophy is left with no proper subject matter except perhaps those sciences themselves. On a different view, however, this process can appear instead as one that clarifies a proper subject matter for philosophy; that subject matter is the all-encompassing domain from which each natural and social science carves its specific domain. Comprehensive philosophical treatments of this all-encompassing domain may reasonably be termed “theories of everything.” This seminar examines central components of such a theory that is currently under development; this is the structural-systematic philosophy presented in *Structure and Being* (Lorenz Puntel, translated by collaboration with Alan White) and *Toward a Philosophical Theory of Everything* (Alan White). Among the topics to be examined, as systematically interconnected, are language, knowledge, truth, mindedness, ethics, aesthetics, world history, God, being as such.

Format: seminar. Requirements: attendance, preparation, participation; regular short writing assignments and/or class presentations; a term paper (10-15 pages).

Prerequisites: Philosophy 102 or permission of instructor. *Enrollment limit: 19 (expected: 8-12). Preference to Philosophy majors.*

WHITE

**PHIL 393 Hegel: Freedom and History (Not offered 2010-2011)**

Hegel pointed out that although freedom is one of our highest values, it is “open to the greatest misconceptions.” This remains true today: although appeals to freedom are used to justify governments, institutions, policies, and practices (and to sell cars, soft drinks, and rock-n-roll), those making and responding to such appeals rarely thematize freedom explicitly, much less adequately. This has the ironic (and perhaps dangerous) consequence of making our culture one in which people follow appeals to freedom unfreely, without knowing what freedom is or why it is worth pursuing.

This course will begin with the *Philosophy of Right*, in which Hegel critiques the most powerful “misconceptions” of freedom (those of liberalism and Kant), and develops a new conception that grounds his own social and political philosophy. We will then read the *Philosophy of History*, in which Hegel interprets history as the temporal process whereby humans come to understand their freedom and actualize it in the world.

Format: lecture/discussion. Requirements: two short papers, one longer paper, regular and active participation.

Prerequisites: Philosophy 101, or Philosophy 102. *Enrollment limit: 25 (expected: 15). Preference given to Philosophy majors.*

DUDLEY

**PHIL 401(F) Senior Seminar: Rationality**

In this seminar we shall examine the nature and extent of rationality's role in thought, action, and emotion, drawing upon both historical and contemporary readings.

Students will be responsible for short response papers, class presentations on assigned readings, and a 12- to 15-page final paper.

Format: seminar. Requirements: several short papers, final paper, class presentations, attendance and participation.

Prerequisites: the course is required for senior Philosophy majors. *Preference given to enrollment is limited to senior Philosophy majors.*

Hour: 7:00-9:40 p.m. M, 1:10-3:50 W

BARRY

**PHIL 491(F)-W30 Senior Essay**

This course involves Independent Study under the supervision of a member of the department. The objective is the presentation and writing of a senior essay (maximum 40 pages).

**PHIL 493(F)-W31-494(S) Senior Thesis**

This course involves Independent study under the supervision of a member of the department. The objective is the preparation and writing of a senior thesis (maximum 75 pages).

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

## PHYSICAL EDUCATION, ATHLETICS, AND RECREATION

*Chair and Director, HARRY C. SHEEHY III*

Assistant Professors: A. BARRALE, W. BARRALE, F. BROOKS, S. BURTON, D. DICENZO, D. DONN, R. FARLEY, P. FARWELL, R. FISHER, E. GREES, K. HERMAN, W. KANGAS, S. KUSTER, Z. LEVY, S. LEWIS, M. MAKER, P. MANNING, C. MASON, G. MCCORMACK, L. MELENDY, J. MOORE, M. PINARD, M. RUSSO, H. SILVA, A. SWAIN, P. WELLS, M. WHALEN. Lecturer: R. VEGA. Instructors: M. CAMPANELLI, K. CALLAHAN-KOCH. Sports Medicine: M. FRAWLEY, L. WILK, R. LANOUE.

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.

The following courses are offered at various times during the year. A schedule listing all courses offered is issued to every student before each quarter and Winter Study. Classes may vary according to availability of instructors and interest of students.



Badminton  
 Basketball  
 Bicycling  
 Bowling  
 Broomball  
 Canoeing  
 Core Training  
 Dance (African, Ballet, Modern)  
 Diving  
 Figure Skating  
 Fly Fishing  
 Golf  
 Horseback Riding  
 Ice Climbing  
 Kayaking  
 Martial Arts  
 Method Matwork, Pilates based  
 Mountain Biking  
 Muscle Fitness  
 Outdoor Living Skills  
 Paddle Tennis

Plyometrics  
 Rock Climbing  
 Rowing  
 Running  
 Ski Patrol  
 Skiing (alpine and cross country)  
 Snowboarding  
 Soccer  
 Spinning  
 Squash  
 Swimming  
 Telemarking  
 Tennis  
 Trail Crew  
 Volleyball  
 Water Aerobics  
 Weight Training  
 Wellness  
 Wilderness Leadership  
 Women's Self Defense  
 Yoga

### PHYSICS (Div. III)

Chair, Professor KEVIN JONES (*Fall*)  
 Professor DANIEL AALBERTS (*Spring*)

Professors: AALBERTS, S. BOLTON\*, K. JONES, MAJUMDER, STRAIT, WOOTTERS. Associate Professors: TUCKER\_SMITH\*. Assistant Professors: LOPES, STRAUCH. Lecturer: BABCOCK. Laboratory Supervisor: FORKEY.

What is light? How does a transistor work? What is a black hole? Why are metals shiny? What is the wave/particle duality? There are people for whom questions like these are of more than passing interest; some of them become Physics or Astrophysics majors. A physics student experiments with the phenomena by which the physical world is known and explores the mathematical techniques and theories that make sense of it. A Physics or Astrophysics major serves as preparation for further work in physics, astrophysics, applied physics, other sciences, engineering, medical research, science teaching and writing, and other careers involving insight into the fundamental principles of nature.

#### ASTROPHYSICS MAJOR

The Physics Department, in cooperation with the Astronomy Department, offers a major in astrophysics consisting of (at least): 6 or 7 courses in Physics, 3 or 4 in Astronomy, and 1 in Mathematics. The core sequence of the Astrophysics major is the same as the Physics major described below (except that Physics 302, although strongly recommended, is not required). Students intending to pursue graduate study in astrophysics will need to take upper-level physics electives beyond the basic requirements for the major. Honors work in Astrophysics may be in either physics or astronomy. Students majoring in Astrophysics are expected to consult early and often with faculty from both departments in determining their course selections. The detailed description of the Astrophysics major is given under "Astronomy;" along with a description of the Astronomy major also offered by that department.

#### 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. Students in this course should have solid backgrounds in science and calculus, either from high school or college, including at least a year of high school physics.

The Department of Mathematics will place students in the appropriate introductory calculus course. The physics major sequence courses all make use of calculus at increasingly sophisticated levels. Therefore, students considering a Physics major should continue their mathematical preparation without interruption through the introductory calculus sequence (Mathematics 103, 104, and 105 or 106). Students are encouraged to take Physics 210 as early as possible. Physics 210 is cross listed as Mathematics 210 for the benefit of those students who wish to have the course listed with a MATH prefix.

##### *Advanced Placement*

Students with unusually strong backgrounds in calculus and physics may place out of Physics 141 and either: 1) begin with the special seminar course Physics 151 in the fall (typically followed by Physics 210 in the spring), or 2) begin with Physics 142 in the spring (possibly along with Physics 210). Students may take either 151 or 142 but not both. On rare occasions a student with an exceptional background will be offered the option of enrolling in Physics 201.

Placement is based on AP scores, consultation with the department, and results of a placement exam administered during First Days. The exam can also be taken later in the year by arrangement with the department chair. The exam covers classical mechanics, basic wave phenomena, and includes some use of calculus techniques.

##### *Requirements for the Major*

A total of ten courses in physics and mathematics are required to complete the Physics major. Students who place out of both Physics 141 and Physics 142 and begin their studies in Physics 201 are required to take a total of nine courses.

##### *Required Physics Sequence Courses*

Physics 141 Mechanics  
 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 105 Multivariable Calculus *or* Mathematics 106 Multivariable Calculus

Students entering with Advanced Placement in mathematics may obtain credit toward the major for the equivalent Mathematics 105 or 106 taken elsewhere.

At least two more physics or other approved courses must be taken, bringing the total number of courses for the major to ten.

##### *Options*

- 1) Mathematics 104 may be counted if taken at Williams
- 2) Mathematics 209 may substitute for Physics 210.
- 3) Astronomy 111 may count in place of Physics 141 if a student places out of 141 (see "advanced placement" above).

- 4) An additional Astronomy or Astrophysics course above the introductory level that is acceptable for the astrophysics major may be counted.
- 5) Two approved Division III courses above the introductory level may be substituted for one Physics course. Approval is on an individual basis at the discretion of the department chair.
- 6) Honors work is in addition to completion of the basic major so Physics 493 and 494 do not count towards the ten courses in the major.

#### Preparation for Advanced Study

Students who may wish to do graduate work in physics, astrophysics, or engineering should elect courses in both physics and mathematics beyond the minimum major requirements. The first-year graduate school curriculum in physics usually includes courses in quantum mechanics, electromagnetic theory, and classical mechanics that presuppose intermediate level study of these subjects as an undergraduate. Therefore, students planning graduate work in physics should elect all of the following courses:

Physics 402T Applications of Quantum Mechanics  
 Physics 405T Electromagnetic Theory  
 Physics 411T Classical Mechanics

#### Advising

Both majors and non-majors are encouraged to consult with the department chair or course instructors about course selections or other matters.

#### THE DEGREE WITH HONORS IN PHYSICS

The degree with honors in Physics will be awarded on the basis of a senior thesis presenting the results of a substantial experimental or theoretical investigation carried out under the direction of a faculty member in the department. There is no rigid grade point average required for admission to the program or for the awarding of the degree with honors, but it is normally expected that honors students will maintain at least a B average in physics and mathematics. Students will normally apply for admission to the program early in the spring of their junior year and during senior year these students will normally elect Physics 493, W31, and 494 in addition to the usual requirements for the major. At the end of winter study, the department will decide whether the student will be admitted to honors candidacy. Both a written thesis and a colloquium presentation of the results are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill them with unusually high distinction.

Honors candidates will also be required to participate in departmental colloquium talks.

#### 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.

#### OPTIONS FOR NON-MAJORS

Many students want to take a self-contained and rigorous full-year survey of physics. For such students, the most appropriate sequence will be either Physics 131 or Physics 141 followed by Physics 132, depending on the student's background in science and mathematics (see *Introductory Courses* above). Either of these sequences satisfies the physics requirement for medical school.

The department also offers one semester courses designed for non-majors. This year there is one such offering: Physics 108.

#### PHYS 107 Newton, Einstein, and Beyond (Not offered 2010-2011) (Q)

This course follows a quest to understand the nature of space, time, matter, and energy, one that continues to this day. 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. 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 (MF 10-10:50), and one conference section.

Format: lecture, three hours per week; problem-solving conference section, one hour per week. 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).

No prerequisites. *Enrollment limit: 100 (expected: 70). Preference given to students based on seniority.*

TUCKER-SMITH

#### PHYS 108(F) Energy Science and Technology (Same as Environmental Studies 108) (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.

Format: lecture once a week plus weekly conference section. 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 Mathematics 103. This course will make use of quantitative arguments and an acquaintance with high school physics and chemistry will prove helpful. *Enrollment limit: 40 (expected: 30).*

Hour: 1:10-2:25 M

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

STRAIT

#### PHYS 109 Sound, Light, and Perception (Not offered 2010-2011) (Q)

Light and sound allow us to perceive the world around us, from appreciating music and art to learning the details of atomic structure. Because of their importance in human experience, light and sound have long been the subject of scientific inquiry. How are sound and light related? How do physiology and neural processing allow us to hear and see the world around us? What are the origins of color and musical pitch? This course introduces the science and technology of light and sound to students not majoring in physics. We will start with the origins of sound and light as wave phenomena, and go on to topics including color, the optics of vision, the meaning of musical pitch and tone, and the physical basis of hearing. We will also discuss some recent technological applications of light, such as lasers and optical communications. The class will meet for two 75-minute periods each week for a variable mixture of lecture, discussion, and hands-on, interactive experiments.

Format: lecture/lab/discussion. Each student will attend the Thursday lecture plus one conference section weekly. Evaluation will be based on class participation, problem sets, in-class exams, oral presentations, and a final exam, all with a quantitative component.

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

S. BOLTON

#### 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 extended objects and of fluids also will be discussed briefly. We finally turn to the basic properties of waves, such as interference and polarization, with emphasis on light waves. This course is intended for students who have not studied physics before or who have had some physics, but are not comfortable solving "word problems" that require calculus. Students 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. These students and others with strong backgrounds in the sciences are encouraged to consider taking Physics 141 instead. Physics 131 can lead to either Physics 132 (for students wanting a one-year survey of physics) or Physics 142 (for students considering a physics or astrophysics major).

Format: lecture, three hours per week; laboratory, three hours every other week. Evaluation will be based on exams, labs, and weekly problem sets, all of which have a substantial quantitative component.

Prerequisites: Mathematics 103. *No enrollment limit (expected: 60).*

Hour: 11:00-11:50 MWF

Lab: 1-3:50 M,T,W

AALBERTS

#### PHYS 132(S) Electromagnetism and the Physics of Matter (Q)

This course is intended as the second half of a one-year survey of physics. In the first half of the semester we will focus on electromagnetic phenomena. We will introduce the concept of electric and magnetic fields, and study in detail the way in which electrical circuits and circuit elements work. The deep connection between electric and magnetic phenomena is highlighted in a discussion of Faraday's Law of Induction. In the second half of the semester, we introduce several of the most central topics in twentieth-century physics. We will discuss Einstein's theory of special relativity as well as aspects of quantum theory. We will end with a treatment of nuclear physics, radioactivity, and uses of radiation.

Format: lecture, three hours per week; laboratory, three hours every other week. Evaluation will be based on weekly problem sets, labs, hour tests, and a final exam, all of which have a substantial quantitative component.

Prerequisites: Physics 131 or 141 or permission of instructor, and Mathematics 103. *No enrollment limit (expected: 60).*

Hour: 11:00-11:50 MWF

Lab: 1-3:50 M,T,W

STRAUCH

**PHYS 141(F) Mechanics (Q)**

This course covers the same topics as Physics 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. Physics 141 can lead to either Physics 132 (for students wanting a one-year survey of physics) or Physics 142 (for students considering a physics or astrophysics major).

Format: lecture, three hours per week; laboratory, three hours every other week/conference, one hour every other week. Evaluation will be based on weekly problem sets, quizzes and hour tests, and labs, all of which have a substantial quantitative component.

Prerequisites: high school physics and Mathematics 103 (or equivalent placement). *No enrollment limit (expected: 50).*

Hour: 11:00-11:50 MWF

Lab: 1-3:50 W,R

LOPES

**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.

Format: lecture, three hours per week; laboratory, three hours every other week; conference, one hour every other week. Evaluation will be based on weekly homework, labs, two hour tests, and a final exam, all of which have a substantial quantitative component.

Prerequisites: Physics 141 and Mathematics 103, or equivalent; students may not take both Physics 142 and Physics 151. Physics 131 may substitute for Physics 141 with the permission of instructor. *No enrollment limit (expected:30).*

Hour: 11:00-11:50 MWF

Lab: 1-3:50 T,W

STRAIT

**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 Physics 142 but in a small seminar format for students with strong prior preparation in physics.

Prerequisites: placement by the department (see “advanced placement” section in the description about the department ). Students may take either Physics 142 or Physics 151 but not both. *Enrollment limit: 18 (expected: 18).*

Hour: 11:00-11:50 MWF

Lab: 1-3:50 W

JONES

**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.

Format: lecture, three hours per week; laboratory, three hours per week. Evaluation will be based on problem sets, labs, two hour tests, and a final exam, all of which have a substantial quantitative component.

Prerequisites: Physics 142, Mathematics 105 or 106. *No enrollment limit (expected:25).*

Hour: 10:00-10:50 MWF

Lab: 1-3:50 T,R

WOOTTERS

**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.

Format: lecture, three hours per week; laboratory, three hours per week. Evaluation will be based on problem sets, labs, two one-hour tests, and a final exam, all of which have a substantial quantitative component.

Prerequisite: Physics 201. Co-requisite: Physics/Mathematics 210 or permission of instructor. *No enrollment limit (expected: 20).*

Hour: 10:00-10:50 MWF

Lab: 1-3:50 W,R

LOPES

**PHYS 210(S) Mathematical Methods for Scientists (Same as Mathematics 210) (Q)**

This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. A series of optional sessions in Mathematica will be offered for students who are not already familiar with this computational tool.

Format: lecture, three hours per week. Evaluation will be based on weekly problem sets and several in-class exams, all of which have a substantial quantitative component.

Prerequisites: Mathematics 105 or 106 and familiarity with Newtonian mechanics at the level of Physics 131. *No enrollment limit (expected: 20).*

Hour: 9:55-11:10 TR

WOOTTERS

**PHYS 301(F) Quantum Physics (Q)**

This course serves as a one-semester introduction to the history, formalism, and phenomenology of quantum mechanics. We begin with a discussion of the historical origins of the quantum theory, and the Schrodinger wave equation. The concepts of matter waves and wave-packets are introduced. Solutions to one-dimensional problems will be treated prior to introducing the system which serves as a hallmark of the success of quantum theory, the three-dimensional hydrogen atom. In the second half of the course, we will develop the important connection between the underlying mathematical formalism and the physical predictions of the quantum theory. We then go on to apply this knowledge to several important problems within the realm of atomic and nuclear physics.

Format: lecture, three hours per week; laboratory, three hours per week. Evaluation will be based on weekly problem sets, labs, a midterm exam, and final exam, all of which have a substantial quantitative component.

Prerequisites: Physics 202 and Physics 210. *No enrollment limit (expected:15).*

Hour: 9:00-9:50 MWF

Lab: 1-3:50 T,R

MAJUMDER

**PHYS 302(S) Statistical Mechanics and Thermodynamics (Q)**

Properties like temperature, pressure, magnetization, heat capacity, conductivity, etc describe the material world. 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. 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.

Format: lecture/discussion, three hours per week; laboratory, three hours per week. Evaluation will be based on weekly problem sets, exams, and labs, all of which have a substantial quantitative component.

Prerequisites: Physics 201, Physics 210; Physics 202 recommended. *No enrollment limit (expected: 15).*

Hour: 11:20-12:35 TR

Lab: 1-3:50 W

AALBERTS

**PHYS 315 Computational Biology (Same as Computer Science 315 and INTR 315) (Not offered 2010-2011) (Q)**

This course will provide an overview of Computational Biology, the application of computational, mathematical, and physical problem-solving techniques to interpret the rapidly expanding amount of biological data. Topics covered will include database searching, DNA sequence alignment, phylogeny reconstruction, RNA and protein structure prediction, microarray analysis, and genome assembly using techniques such as string matching, dynamic programming, suffix trees, hidden Markov models, and expectation-maximization.

Format: lecture, three hours per week; laboratory, 1.5 hours per week. Evaluation will be based on weekly problem sets, programming assignments, and a few quizzes.

Prerequisites: programming experience (e.g. CSCI 136), mathematics (PHYS 210 or MATH 105), and physical science (PHYS 142 or 151, or CHEM 151 or 153 or 155), or permission of the instructor. *Enrollment limit: 20 (expected: 15). Preference given to students based on seniority.*

AALBERTS

**PHYS 316(S) Protecting Information: Applications of Abstract Algebra and Quantum Physics (Same as Mathematics 316) (Q)**

Living in the early decades of the information age, we find ourselves depending more and more on codes that protect messages against either noise or eavesdropping. We begin this course by studying the history of this subject, including, for example, the story of the enigma code from World War II. We then examine some of the most important codes currently being used to protect information, including linear codes, which in addition to being mathematically elegant are the most

practical codes for error correction, and the RSA public key cryptographic scheme, popular nowadays for internet applications. Looking ahead by a decade or more, we show how a "quantum computer" could crack any RSA code in short order, and how quantum cryptographic devices will achieve security through the Heisenberg uncertainty principle.

Evaluation will be based on homework sets and exams.

Prerequisites: Physics 210 or Mathematics 211 (possibly concurrent) or permission of the instructors. (Students not satisfying the course prerequisites but who have completed Mathematics 209 or Mathematics 251 are particularly encouraged to ask to be admitted.)

Hour: 9:00-9:50 MWF

WOOTTERS and LOEPP

**PHYS 319 Integrative Bioinformatics, Genomics, and Proteomics Lab (Same as Biology 319, Chemistry 319, Computer Science 319 and Mathematics 319) (Not offered 2010-2011) (Q)**

(See under BIOL 319 for full description.)

BANTA

**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 and the semi-classical interaction of atoms and radiation. The course will finish up with an investigation of 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 precision measurements and fundamental symmetries.

Format: tutorial, 1 and 1/4 hours per week; lecture, one hour per week. Evaluation will be based on weekly problem sets, tutorial participation, presentations, and a final exam or final project, all of which have a substantial quantitative component.

Prerequisites: Physics 301. *Enrollment limit: 10 (expected: 10). Not available for the Gaudino option.*

Hour: 1:10-2:25 F (two sections).

K. JONES

**PHYS 405T Electromagnetic Theory (Not offered 2010-2011) (Q)**

We will review Maxwell's equations and use them to study a range of topics—electric fields and matter, magnetic materials, light, radiation—exploring phenomena and seeking to gain an intuitive understanding. We will also learn some useful approximation techniques and some beautiful mathematical tools.

The class will meet as a whole once per week for an hour lecture on new material and to discuss questions on the readings. Each week a second tutorial meeting with the instructor will be scheduled; here, students will take turns working problems on the chalkboard. Written solutions to problems will be due a few days after the tutorial meeting.

Format: tutorial, 1 and 1/4 hours per week; lecture, one hour per week. Evaluation will be based on weekly problem sets, tutorial participation, presentations, and a final exam or final project, all of which have a substantial quantitative component.

Prerequisites: Physics 202 and Physics 210 or Mathematics 210. *Enrollment limit: 10 per section (expected: 10).*

STRAUCH

**PHYS 411T(F) Classical Mechanics (Q)**

The course will investigate advanced topics in classical mechanics including phase space plots, non-linear oscillators, numerical solutions, approximation methods, the calculus of variations, the Lagrangian and Hamiltonian reformulations of mechanics, rotating frames of reference (with emphasis on the implications for physics on the Earth) and scattering cross sections. The carry over of ideas developed in the context of classical mechanics into other areas of physics will be explored. The class as a whole will meet once per week for an introductory lecture/discussion. A second tutorial meeting between the instructor and a pair of students will be scheduled later in the week. Students will take turns working and discussing problems at the chalkboard. Written solutions will be due later in the week.

Format: tutorial, 1 and 1/4 hours per week; lecture, one hour per week. Evaluation will be based on weekly problem sets, tutorial participation, presentations, and a final exam or final project, all of which have a substantial quantitative component.

Prerequisites: Physics 202 and Physics 210 or Mathematics 210. *Enrollment limit: 20 (expected: 10). Not available for the Gaudino option.*

Hour: 1:10-2:25 F (two sections)

STRAUCH

**PHYS 418 Gravity (Not offered 2010-2011) (Q)**

This course is an introduction to the currently accepted theory of gravity, Einstein's general theory of relativity. We begin with a review of special relativity, 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, and the Friedmann-Robertson Walker geometries for an expanding universe. After these applications, we use tensors to develop Einstein's equation, which describes how energy density curves spacetime, and finally, starting from a linearized version of this equation, we develop the theory of gravitational waves.

Format: lecture, three hours per week. Evaluation will be based on weekly problem sets, a midterm exam, and a final exam, all with a substantial quantitative component.

Prerequisites: Physics 301 or Physics 405 or Physics 411 (students with strong math backgrounds are invited to consult with the instructor about a possible waiving of the prerequisites.) *No enrollment limit (expected: 19).*

TUCKER-SMITH

**PHYS 451T Solid State Physics (Not offered 2010-2011) (Q)**

This tutorial is an introduction to the physics of metals, insulators, and semiconductors. Starting with quantum ideas, we develop an understanding of band structure and the thermal, mechanical, and electronic properties of materials. This course will take the form of a "reading course", and will require more independent student work than other Physics tutorials. There will be no lectures. Students will have weekly reading and problem set assignments, and will meet with the professor for one hour each week for discussion.

Format: tutorial. Requirements: weekly readings, problem sets, and meetings with the professor; final exam.

Prerequisites: Physics 301, Physics 302 and permission of the instructor. *Enrollment limit: 5 (expected: 4).*

S. BOLTON

**PHYS 493(F)-W31, W31-494(S) Senior Research**

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Physics, as discussed above under the heading of *The Degree with Honors in Physics*.

Prerequisites: permission of the department. *Senior course.*

Hour: TBA

TBA

**ASPH 493(F)-W31, W31-494(S) Senior Research in Astrophysics**

(See under ASPH 493 for full description.)

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

Hour: TBA

TBA

**PHYS 499(F,S) Physics and Astronomy Colloquium (Same as Astronomy 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.

Hour: 2:30-3:45 F

TBA

## **POLITICAL ECONOMY (Div. II)**

*Chair, Professor DAREL E. PAUL*

*Advisory Committee:* Professors: C. JOHNSON, MAHON, ZIMMERMAN. Associate Professors: BAKIJA, MELLOW, PAUL, SHORE-SHEPARD.

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. The three 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 (*formerly POEC 301*) 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 these senior courses is acquired through courses in international economics, public finance, and domestic and international/comparative politics and policy.

Students in Political Economy 402 visit Washington, D.C. Sunday night through Wednesday of the first week of spring vacation to conduct interviews relating to their Political Economy 402 group projects. This is a course requirement and thus a requirement for the major.

### **MAJOR**

(*Note: Beginning with the class of 2012, Political Economy majors must complete one course with a substantial experiential education component, related to public policy. In 2010-11, these courses include ENVI 302 and several WSP courses. Winter Study 99's or experiential work done*

in a study abroad program could also qualify, with the prior permission of the POEC Chair.)

#### 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

#### Four Political Economy Program Courses

- POEC 250 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.)

One Comparative Political Economy/General Public Policy course:

- ECON/ENVI 204 Economic Development in Poor Countries (not offered 2010–11)
- or ECON/ENVI 213 Introduction to Environmental and Natural Resources Economics
- or ECON 225T Global Financial Crisis and African Economic Development
- or ECON/ENVI 228T Water as a Scarce Resource
- or ECON/ENVI 386 Environmental Policy and Natural Resource Management
- or ECON 389 Tax Policy in Emerging Markets
- or ECON 390T Financial Crises: Causes and Cures
- or ECON 503 Public Economics
- or ECON 505 Finance and Development
- or ECON 517 Tax Policy in Emerging Markets
- or ECON 520T Inclusive Growth
- or PSCI 301/ENVI 309/HSCI 309/SCST309 Understanding Public Policy
- or PSCI 352T Comparative Political Economy (not offered 2010–11)
- or WIOX 323 Command and Transitional Economies
- or WIOX 324 Economics of Developing Countries
- or WIOX 326 Public Economics
- or WIOX 328 Labour Economics and Industrial Relations
- or WIOX 375 Political Economy of the European Union

One U.S. Political Economy and Public Policy course:

- ECON 205 Public Economics (not offered 2010–11)
- or ECON 209 Labor Economics (not offered 2010–11)
- 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 (not offered 2010–11)
- or ECON 468 Your Money or Your Life: Health Disparities in the United States
- or PSCI 209 Poverty in America
- 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 (not offered 2010–11)
- or PSCI 308 In Search of the American State (not offered 2010–11)
- or PSCI/LEAD 314T Leadership in American Political Development
- or PSCI 317/ENVI 307 Environmental Law

One International Political Economy course:

- ECON 211 Gender in the Global Economy
- or ECON 215 International Trade, Globalization, and Its Effects
- or ECON 358 International Trade and Economic Policy
- or ECON 360 International Monetary Economics (not offered 2010–11)
- or ECON 393 International Macroeconomics
- or ECON 507 International Trade and Development
- or PSCI 223 International Law
- or PSCI 228 International Organization
- or PSCI 229 Global Political Economy
- or PSCI 319/MAST 351 Marine Policy
- or PSCI 327 Global Politics of Development and Underdevelopment
- or WIOX 322 International Economics

#### 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 pring 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, plenty of Political Economy majors go abroad. Since many students take POEC 250 in the fall of the junior year, if you're thinking of spending only one semester abroad, spring is the better choice. Nonetheless, many students go away for the Fall or the whole year. Political Economy majors have often been overrepresented in Williams at Oxford. If you do go abroad in the fall, you should take POEC 250 in your sophomore year if at all possible. You'll probably want to get some major credits when abroad. The easiest to get are upper-level electives in political science and economics.

#### COURSE NUMBERING SYSTEM

The numbering system for courses offered and required in Political Economy is identical to the system outlined on page 27.

#### **POEC 250(F) (formerly 301) Economic Liberalism and Its Critics (Same as Economics 299 and Political Science 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, R. H. Tawney, and John Maynard Keynes. The second part considers more recent writings that revise and critique liberalism from a variety of perspectives, and then illustrates the contending perspectives with reference to important policy areas. The historical focus of the course permits you to appreciate the ongoing dialogue between classical and contemporary views of political economy, while classroom discussion involves frequent reference to current public policy issues.

Format: discussion/lecture. Requirements: eight 2-page papers and a final exam.

Prerequisites: Economics 110 and 120 or equivalent, and Political Science 201 or 203 or AP credit in American Politics (or permission of instructor). *Enrollment limit: 35 (expected: 32). Preference given to Political Economy majors and sophomores intending a Political Economy major.*

*Required in the Political Economy major but open to non-majors.*

Hour: 2:35-3:50 MR

MAHON and BAKIJA

### **POEC 253(F) Empirical Methods in Political Economy (Same as Economics 253) (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.

Format: lecture and discussion. Requirements: problem sets, group projects, short essays, and three quizzes.

Prerequisites: Mathematics 103 or its equivalent and one course in Economics. *Enrollment limit: 19 (expected: 19). Preference given to Political Economy majors and to sophomores.* This course does not satisfy the econometrics requirement for the Economics major.

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

Hour: 11:00-12:15 MWF

SHORE-SHEPPARD

### **POEC 397(F), 398(S) Independent Study**

Open to juniors or seniors majoring in Political Economy, with approval of a faculty supervisor and the chair.

### **POEC 401(F) 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, we will 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 theoretical discussion of economic policy. Then we move through three course sections organized around contemporary problems at three distinct scales: the global political economy, the United States political economy, and comparative political economy with an emphasis on the advanced capitalist countries. 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.

Format: seminar. Requirements: three 8- to 10-page papers; one 12- to 15-page paper revision; group presentations; class participation.

Prerequisites: Economics 110 and 120, and Political Science 202 or 204, or equivalent. *Enrollment limit: 20 (expected: 20). Preference given to Political Economy majors. Required in the Political Economy major but open to non-majors.*

Hour: 1:10-2:25 TF

PAUL and ROLLEIGH

### **POEC 402(S) Political Economy of Public Policy Issues**

The core of this course consists of analyses by student study groups of current issues of public policy. The student groups investigate the interacting political and economic aspects of an issue, do extensive reading, conduct interviews in Washington (during spring recess) with public and private officials, write a major report on their findings and recommendations, and defend it orally in a public session.

Students visit Washington, D.C. Sunday night through Wednesday of the first week of spring vacation to conduct interviews relating to their group projects. This is a course requirement.

Format: seminar with student presentations.

Prerequisites: Economics 253 or 255; satisfaction of the U.S. Political Economy and Public Policy course requirement (see list of major requirements above), prior or concurrently.

*Required in the major and open only to Political Economy majors.*

Hour: 2:35-3:50 TF

C. JOHNSON and WILSON

### **POEC 493(F)-W31 Honors Thesis**

## **POLITICAL SCIENCE (Div. II)**

Chair, Professor JAMES E. MAHON

Professors: CRANE\*\*\*, M. DEVEAUX\*, C. JOHNSON, MACDONALD, MAHON, MARCUS, MCALLISTER, M. REINHARDT, SHANKS, A. WILLINGHAM\*\*\*. Associate Professors: MELLOW\*\*\*, PAUL. Assistant Professors: CROWE, P. MACDONALD\*\*, MUNEMO\*. Visiting Assistant Professor: FEOLA. 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 paths. The effort to understand politics aims not only to describe and explain, but also to improve political life.

The Political Science major is structured to allow students either to participate in the established ways of studying politics or to develop their own foci. To this end, the department offers two routes to completing the major, each requiring nine courses. We invite students either to organize their major through the subfields that structure the discipline of political science (American politics, international relations, political theory, and comparative politics), or to develop individual concentrations reflecting their particular interests, regardless of subfields.

### **MAJOR**

**SUBFIELD CONCENTRATION ROUTE:** Upon declaring a major, students choose one subfield: American politics, international relations, political theory, or comparative politics. The subfield concentration draws at least four (4) of the nine courses from one subfield including the appropriate core course from 201-204, two electives of the student's choice at the 200 or 300 level and the senior seminar (or an individual project) in the student's subfield. 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. (A degree with honors in Political Science requires enrollment in the year-long senior thesis seminar, which does not count toward the nine (9) major requirements.) With permission of the department chair, students may take a senior seminar in a different subfield, providing they take a third elective in the subfield of concentration. In addition, students must take courses in two subfields outside the subfield of concentration to satisfy the breadth requirement (all courses at the 100 level and all methods courses also count toward the breadth requirement). The faculty advisor and the department chair must approve the student plan. Beginning with the class of 2011, all students must take at least one 300-level course and one research course to complete the major. 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. 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 at the designated time and places. The registering faculty member will ask for preferences for a permanent faculty advisor and will assist undecided students in finding an advisor. In all cases, students will be paired by the end of the sophomore year with an advisor who will continue with them through graduation.

### **COURSE NUMBERING**

The course numbering used by the Political Science Department reflects the format and specialization of a course. The 100-level courses are designed to address political topics from multiple subfield perspectives. The 200-level courses are divided between our core courses and our electives. The core courses,

numbered from 201-204, serve as introductions both to the substance of 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.

#### 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.

#### 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

The Political Science Department grants honors to candidates who, (1) complete the Senior Seminar, (2) receive at least a grade of 3.50 on a Senior Thesis (493-W31-494), and (3) have a minimum GPA of 3.5 in Political Science.

To become a candidate for honors the student must (1) apply in the second semester of the junior year, (2) submit a research proposal acceptable to the department's honors committee and for which an appropriate advisor is available, (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.

#### 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 (Same as Asian Studies 201 and International Studies 101) (Not offered 2010-2011)

Asia looms large in contemporary world politics: Japan is gradually assuming an expanded regional national security role; The People's Republic of China is emerging as a multifaceted Great Power; India is challenged by rising ethno-nationalism. This course will explore both the historical background and current dynamics of political and economic issues in these three countries, drawing on themes of imperialism, nationalism, and globalization. It is an introductory class and, therefore, no prior coursework in political science or Asian studies is necessary.

Format: predominately lecture. Requirements: two short papers and a final exam.

No prerequisites. Enrollment limit: 35 per section (expected: 35 per section).

Comparative Politics and International Relations Subfields

CRANE

#### PSCI 101(F) The Study of Politics: Democracy

Winston Churchill called it "the worst form of government, except for all the others." H.L. Mencken described it as "the art of running the circus from the monkey cage." Dave Barry defined it as a governmental system "in which you say what you like and do what you're told." Yet, for all its critics (both serious and satirical), democracy—the once radical, now commonplace political idea that governmental power should be vested in "the people" ives and (in some cases) thrives in every corner of the globe. What are the virtues of democracy as a political system, and what are its limitations? How is it practiced in America, and how does it vary around the world? How—or how well—does it balance bottom-up grassroots activism with top-down elite leadership? How does it relate to economic development, social strife, and military conflict? Examining questions such as these with both empirical analysis and normative theorizing and with reference to both history and current events, this course will simultaneously serve as an introduction to the subject of democracy, to the discipline of political science, and to the members of the Political Science Department, with more than ten different faculty teaching at least one class session.

Requirements: short (2-3 page) weekly writing assignments, a take-home final exam, and class participation (including four mandatory discussion sections).

No prerequisites. Enrollment limit: 35 (expected: 35). Only open to first-year students.

Hour: 11:00-12:15 MWF

CROWE and members of the department

#### PSCI 120(S) America and the World After September 11

The terrorist attacks of September 11 and the war in Afghanistan raised fundamental questions about the past and future course of American foreign policy. While virtually no one defended the terrorist attacks, many academics argued that the root causes of September 11th were to be found in the flaws of the American approach to the world. In this view, America is an arrogant, unilateralist country that ignores the views and perspectives of the rest of the world community, relies far too much on its overwhelming military power, and often acts against its ideals and values by supporting repressive and unpopular regimes. This course has three primary objectives. First, we will assess important critiques of contemporary American foreign policy from both the left and right of the political spectrum. Second, we will examine the historical and intellectual background of both supporters and critics of American foreign policy in the post Vietnam War era. Third, in the aftermath of September 11 we will attempt to answer the most important question of all for any analysis of American foreign policy: What is to be done? While current issues of American foreign policy will be addressed in this class, potential students should note that its primary focus is not on the technical/military elements of combating terrorism.

Format: lecture/discussion. Requirements: assignments will include weekly response papers, two 5- to 7-page papers, a comprehensive in-class final exam.

No prerequisites; not open to juniors and seniors. Enrollment limit: 35 (expected: 35). Preference given to first-year students and Leadership Studies concentrators.

International Relations Subfield

Hour: 2:35-3:50 MR

MCALLISTER

#### PSCI 125(F) Power, Leadership and Legitimacy: An Introduction to Leadership Studies (Same as Leadership Studies 125)

(See under LEAD 125 for full description.)

C. CHANDLER

#### PSCI 132(S) Contemporary Africana Social and Political Philosophy (Same as Africana Studies 132) (D)

(See under AFR 132 for full description.)

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 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?

Format: lecture/discussion. Requirements: depending on the section, some combination of response papers, short-to-medium papers, exams, and class participation.

No prerequisites. This is an introductory course, open to all, including first-year students. Enrollment limit: 35 per section (expected: 35 per section). Preference given to first- and second-year students.

American Politics Subfield

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

11:00-12:15 MWF, 9:55-11:10 TR

First Semester: A. WILLINGHAM, C. JOHNSON

Second Semester: CROWE, MARCUS

#### PSCI 202(F,S) World Politics: An Introduction to International Relations

International politics differs from domestic politics in the absence of centralized, legitimate institutions. Anarchy characterizes the world of sovereign states—there is no world government, nor agreement that one is desirable or even possible. This lack of a common authority means that any dispute among countries is up to the countries themselves to settle, by negotiating, appealing to shared norms, or using force. For this reason, while international relations involves many of the same topics that consume domestic politics—ethnic antagonisms, spending on aid, war, national identity, inequality, weapons manufacture, finance, loans, pollution, migration—it shares few of the same processes for dealing with them. This course covers problems central to international relations. It considers the importance that this radical decentralization has for achieving values we hold, and examines processes that might undermine or support the anarchical system in which



we live.

Format: lecture. Requirements: some combination of short papers, midterm exam/paper, final exam, discussion section, simulations and class participation. No prerequisites; this is an introductory course, open to all, including first-year students. *Enrollment limit: 35 per section (expected: 35 per section). Preference given to first-year students, sophomores and International Relations concentrators in the Political Science major.*

*International Relations Subfield*

Hour: 11:20-12:35 TR, 2:35-3:50 TF

11:00-12:15 MWF, 11:20-12:35 TR

First Semester: MCALLISTER  
Second Semester: PAUL, P. MACDONALD

### **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.

Format: lecture/discussion. Requirements: two or three papers; some sections also have a final exam.

No prerequisites. *This is an introductory course, open to all, including first-year students. Enrollment limit: 25 per section (expected 20). Preference given to first- and second-year students.*

*Political Theory Subfield*

Hour: 9:55-11:10 TR

8:30-9:45 TR, 9:55-11:10 TR

First Semester: REINHARDT  
Second Semester: FEOLA

### **PSCI 204(F) Introduction to Comparative Politics: State, Nation, and Democracy**

Whereas the field of international relations focuses upon the actions of sovereign states toward one another, the comparative study of politics looks mainly at what goes on inside countries. It asks, for example, why political life differs so much from one country to another, how political regimes change, sometimes suddenly, and where sovereign states come from. Thus comparative politics is often about what citizens of countries with stable and relatively effective governments take for granted.

In the fall section, we will focus on several broad historical-political themes: the rise of modern state structures; the articulation of national identities; and the political-economic dynamics of democratization. Analysis will draw on the experiences of several different countries in Europe, Asia and Africa.

Format: lecture/discussion. Requirements: two 5-page papers and a final exam.

No prerequisites; this is an introductory course, open to all, including first-year students. *Enrollment limit: 35 (expected: 23). Preference given to first-years and sophomores.*

*Comparative Politics Subfield*

Hour: 9:55-11:10 TR

CRANE

### **PSCI 204(S) Introduction to Comparative Politics: Nationalism, Religion, and State Power**

Whereas the field of international relations focuses upon the actions of sovereign states toward one another, the comparative study of politics looks mainly at what goes on inside countries. It asks, for example, why political life differs so much from one country to another, how political regimes change, sometimes suddenly, and where sovereign states come from. Thus comparative politics is often about what citizens of countries with stable and relatively effective governments take for granted.

In the spring section, we first read influential works of modern social thought and contemporary political science, as well as stories and journalism, in order to ask general questions about the relationship between politics and economic development, the origins of the modern state and democracy, the roots of nationalism and terrorism, and the effects of war and religion on politics. We also consider the USA in comparative perspective. The course ends with short student projects applying key concepts to particular countries.

Format: lecture/discussion. Requirements: five 2-page reaction papers, a 5- to 7-page paper, and a short final exam.

No prerequisites; this is an introductory course, open to all, including first-year students. *Enrollment limit: 35 (expected: 24). Preference given to first-year students and sophomores.*

*Comparative Politics Subfield*

Hour: 1:10-2:25 MR

MAHON

### **PSCI 205(S) Leaders in Contemporary Conservative Thought**

Conservative thinkers claim to be leading an intellectual transformation away from the tired nostrums of liberalism. They see themselves as original, dynamic, serious. This course will read leading conservative political thinkers with a view to identifying their central tenets, both negative and positive. What is it that they oppose and what is it that they support? What, if anything, defines contemporary conservative thinking? Is it a coherent body of thought, a doctrine, or a collection of disparate and conflicting thinkers? What is the relationship of thinkers who emphasize the market, order, and traditional values?

Format: seminar. Requirements: one 3-page paper, one 5- to 7-page paper, and one 10-page paper.

No prerequisites. *Enrollment limit: 25 (expected: 25). Preference given to sophomores, juniors and Political Science majors and Leadership Studies concentrators.*

*American and Theory Subfields*

Hour: 1:10-2:25 MR

M. MACDONALD

### **PSCI 206 Foundations of Afro-Caribbean Thought (Same as Africana Studies 180) (Not offered 2010-2011)**

(See under AFR 180 for full description.)

ROBERTS

### **PSCI 207(F) Political Elections**

The National and state elections taking place this fall, 2010, 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 2010 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 2010 national mid-term elections both for Federal office (Senate and House) and for state offices (governors and state legislators).

Format: lecture. Requirements: a midterm, a final, and a research paper.

No prerequisites. *Enrollment limit: 35 (expected: 20-24). Preference given to Political Science majors.*

*American Politics Subfield*

Hour: 8:30-9:45 TR

MARCUS

### **PSCI 209(S) Poverty in America**

Although some lament that the U.S. is heading toward 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 who is poor? 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?

Format: discussion/lecture. Requirements: class participation, two or three short papers, and a final paper.

No prerequisites; open to first-year students. *Enrollment limit: 25 (expected: 25). Preference given to Political Science, Political Economy, and Women's and Gender Studies majors.*

*American Politics Subfield*

Hour: 1:10-2:25 MR

C. JOHNSON

### **PSCI 210(F) Culture and Incarceration (Same as Africana Studies 210, American Studies 210, Political Science 210 and Women's and Gender Studies 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.

Format: seminar. Requirements: attendance and active participation (10%); collective/group presentations (30%); four 3- to 5-page double spaced e-papers (60%).

No prerequisites. *Enrollment limit: 19. Preference given to juniors and seniors, or sophomores with permission of instructor.*

Hour: 1:10-3:50 W

JAMES

**PSCI 211 Public Opinion and Political Behavior (Not offered 2010-2011)**

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?

Format: lecture/discussion. In addition, 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. Requirements: 8- to 12-page research paper, a midterm and final examination.

No prerequisites. Enrollment limit: 35 (Expected 20).

American Politics Subfield

MARCUS

**PSCI 213 Theory and Practice of Civil Rights Protest (Same as Africana Studies 213) (Not offered 2010-2011)**

Analysis of the ideas, leadership, tactics, and pivotal episodes of the American Civil Rights Movement. The course will focus on the period from World War II through the 1960s with attention to primary writings about race segregation, civil disobedience, mass political movements, and the conditions that promote or hinder the effective exercise of citizenship rights by racial minorities.

Requirements: a midterm, a paper, and a final exam.

No prerequisites. Enrollment limit: 35.

American Politics Subfield

A. WILLINGHAM

**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.

Format: lecture/discussion. Requirements: three 5- to 7-page essays, a final exam, and class participation.

No prerequisites. Enrollment limit: 25 (expected: 25). Preference given to Political Science majors.

American Politics Subfield

Hour: 1:10-2:25 MR

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.

Format: lecture/discussion. Requirements: three 5- to 7-page essays, a final exam, and class participation.

No prerequisites. Enrollment limit: 25 (expected: 25). Preference given to Political Science majors.

American Politics Subfield

Hour: 2:35-3:50 MR

CROWE

**PSCI 218 The American Presidency (Same as Leadership Studies 218) (Not offered 2010-2011)**

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.

Format: lecture/discussion. Requirements: one exam, two short to medium length papers, small group projects, and class participation.

No prerequisites. Enrollment limit: 24 (expected: 24). Preference will give given to Political Science majors.

American Politics Subfield

MELLOW

**PSCI 219T(F) Women in National Politics (Same as INTR 219 and Women's and Gender Studies 219) (W)**

(See under INTR 219T for full description.)

JAMES

**PSCI 222 The United States and Latin America (Not offered 2010-2011)**

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 embargo on Cuba, 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.

Format: lecture/discussion, with more lecture in the first half, more discussion and several in-class debates in the second. Requirements: a map quiz; a 6-page midterm paper; one 4-page policy paper; and either a second policy paper and the regular final exam, or a medium-length (12-page) research paper and an abbreviated final exam.

No prerequisites. Enrollment limit: 39 (expected 35). Preference given to Political Science majors.

Comparative Politics Subfield

MAHON

**PSCI 223(S) International Law**

International law embodies the rules that govern the society of states. It spells out who can be a state and how to become one, what states can do, what they cannot do, and who can punish transgressions; it also determines the status of other actors, like international organizations, heads of state, refugees, transnational religious institutions and multinational corporations. International law is like domestic law, with one difference: the same group that makes the law enforces it. In other respects it is the same: it protects the status quo, including the distribution of power among its members; it spells out legitimate and illegitimate ways of resolving conflicts of interest; it is biased toward the powerful; it tells its members how to act to coordinate their interests and minimize direct conflict; some of it is laughable and purely aspirational, some of it necessary for survival. And like domestic law, it is enforced only some of the time, and then against the weak more than the strong. Yet law is still where we look first for justice. This course will examine the historical bases of contemporary international law, its development since World War II in the context of the Holocaust and decolonization, and current dilemmas in its practice. Students will study primary materials (treaties and cases).

This is not a law-school course, but an academic course; that is, you learn the law, but do so as a way to learn about the law.

Format: lecture. Requirements: two midterm exams, one final exam.

Prerequisites: at least one subfield introductory course (201, 202, 203, or 204) or 101; open to first-year student if they have the prerequisites. *Enrollment limit: 30 (expected: 30). Preference given to Political Science majors.*

*International Relations Subfield*

Hour: 11:20-12:35 TR

SHANKS

### **PSCI 225 International Security (Not offered 2010-2011)**

This course provides an introduction to international security, a field that is fundamentally about how states and non-state actors use force to achieve their political and economic objectives? We will seek answers to questions such as: when do states threaten to use force and for what purposes? Do alliances and multilateral institutions such as the United Nations help promote peace? Does the spread of nuclear weapons make the world a safer or more dangerous place? How do terrorists use violence to realize their objectives and when is it effective? Can intervention in civil wars prevent bloodshed and bring stability to failed states? How will “non-traditional threats” such as environmental scarcity, migration, and climate change shape international security in the twenty-first century? Throughout this course, students will be encouraged to consider the normative question of who should provide security in international politics and who should benefit from this protection.

Format: lecture/discussion. Requirements: midterm exam, one medium length final paper, three short memorandums, in-class debate, and class participation.

No prerequisites. Political Science 202 is recommended. *Enrollment limit: 35 (expected: 35). Preference given to sophomores and Political Science majors.*

*International Relations Subfield*

P. MACDONALD

### **PSCI 228(F) International Organization**

Tens of thousands of international organizations populate our world. IGOs, whose members are governments of sovereigns, range from the UN and NATO to the Nordic Association for Reindeer Research; NGOs, whose members are private groups and individuals, include the International Association of Esperantist Bankers as well as the International Committee of the Red Cross.

What exactly do they do? What do they have in common? And do they have any effect at all? They are, after all, bureaucracies. This survey class will 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.

Prerequisites: at least one subfield introductory course (201, 202, 203, or 204) or 101; open to first-year student if they have the prerequisites. *Enrollment limit: 30 (expected: 30).*

Enrollment preference: Political Science Majors

*International Relations Subfield*

Hour: 11:00-12:15 MWF

SHANKS

### **PSCI 229(F) Global Political Economy**

This course offers a broad introduction to the workings of 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 recent history of globalization and its continuous creation and destruction of asset bubbles. The core of the course is made up of a broad analysis of global trade and global finance, with special attention to subjects such as free trade, the WTO, development, money, and financial crisis. We conclude the course with a close look at the global economic crisis, its politics, and its implications for the future of global capitalism.

Format: lecture/discussion. Requirements: two short papers, two medium-length papers, one discussion section, final exam.

No prerequisites. *Enrollment limit: 35 (expected: 35). Preference given to Political Science and Political Economy majors.*

*International Relations Subfield*

Hour: 1:10-2:25 MR

PAUL

### **PSCI 230 American Political Thought (Not offered 2010-2011)**

What makes political thought “American”? Is there something distinct about the American political imagination that shapes how we think about liberty, equality, and government? And who exactly is the “we”? This course examines these questions and others by exploring the evolving relationship between conceptions of “the frontier” and the idea of representation throughout American history. We shall see that debates over how to represent the community lead almost inescapably to the question of the proper boundary of the community - of who gets included or excluded from membership in the polity. We will explore the Founding period in detail, and then move on to examine several expansions of the public sphere in the 19th and 20th centuries, including those related to race, gender, class, and nationality. How do these openings in the political realm reflect differing notions of freedom, justice, and property? In conclusion we will ask how the meaning of “America” may be affected by recent debates over immigration and “la frontera” to the south.

Format: lecture/discussion. Requirements: class participation, presentation, three 5- to 7-page papers.

No prerequisites. *Enrollment limit: 25 (expected: 25). Preference given to Political Science majors.*

*American Politics and Political Theory Subfields.*

### **PSCI 231(S) Ancient Political Thought (Same as Philosophy 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.

Format: lecture/discussion. Requirements: three 6- to 8-page papers.

No prerequisites. *Enrollment limit: 35 (expected: 18). Preference given to Political Science majors.*

*Political Theory Subfield*

Hour: 8:30-9:45 TR

REINHARDT

### **PSCI 232(F) Modern Political Thought (Same as Philosophy 232)**

This course invites you to think about some of the core questions taken up by major figures in early modern, modern, and late modern political thought.

We will focus in particular on the concepts of freedom, equality, order, and the state. Beginning with a brief glimpse of the revival of classical republicanism during the Renaissance and early modern period, we will proceed to key texts in the liberal and contractarian traditions, Renaissance, Enlightenment and counter-Enlightenment republican thought, liberal Utilitarian perspectives, classical Marxism, and finally to late modern creolizations of the aforementioned political tendencies. The thinkers we will read in this course include Niccolò Machiavelli, Thomas Hobbes, Baruch Spinoza, John Locke, David Hume, Jean-Jacques Rousseau, Immanuel Kant, Publius, Mary Wollstonecraft, John Stuart Mill, Karl Marx, Emma Goldman, Rosa Luxemburg, W.E.B. Du Bois, and Mohandas Gandhi. We will often look at the contexts in which these thinkers wrote, and the political problems and events to which their writings are, in part, a response. We will also attend to the ways in which the theories apply to today’s world.

Format: lecture/discussion. Requirements: evaluation will be based upon attendance and participation, two 5- to 7-page essays, and one 10- to 12-page final paper. No prerequisites; open to all. *Enrollment limit: 25 (expected: 21). Preference given to sophomores and Political Science majors with a concentration in Political Theory.*

*Political Theory Subfield*

Hour: 11:20-12:35 TR

ROBERTS

### **PSCI 233(F) Capitalism and its Challengers**

We are often told that there is some intuitive link between capitalism and political ideals such as democracy or freedom. That said, a long line of critics has suggested that this economic form has destructive tendencies when left to its own devices. Over the course of the semester, we will engage a number of challengers (both classic and contemporary) that shed light on a wide range of contemporary debates. For instance, if this economic form systematically generates poverty, then should there be a safety net for those who “lose” in the market? What *kinds* of things should be available within the market—and should some be protected from commodification (e.g. children, body organs, water, genetic material)? Does this form of economic competition erode the possibility of “genuine” community? Finally, how deeply do the values of capitalism enter into the ways that we make sense of the world and others? We will begin with some classic texts (both for and against this economic form) and then engage contemporary challenges from across the spectrum of political theory—including Marxists, social democrats, anti-corporate, and anti-globalization theorists.

Format: lecture/discussion. Requirements: class participation and three papers.

No prerequisites. *Enrollment limit: 35 (expected: 20).*

Hour: 9:55-11:10 TR

FEOLA

### **PSCI 234 Rastafari: Dread, Politics, Agency (Same as Africana Studies 302 and Religion 261) (Not offered 2010-2011)**

(See under AFR 302 for full description.)

ROBERTS

**PSCI 235 Multiculturalism and Political Theory (Not offered 2010-2011) (D)**

Liberal democracies today face demands for greater recognition and accommodation by ethnic, racial, religious, sexual, and linguistic minorities. Political theory has had much to say about these claims in recent years, especially where they intersect with liberal and democratic principles and practices. This course explores key justice claims made by minority communities in liberal democracies, ranging from demands for greater political representation by particular communities and recognition for their distinct identities, to calls for special group rights and arrangements, and even to forms of self-government and self-determination. We will also assess the justifications typically offered by groups to back up their claims—justifications that appeal to the value of culture identity and cultural membership, the importance of community self-preservation, and the benefits of diversity, amongst other things. Special attention will be paid to areas of tension between the practices and demands of cultural minorities on the one hand and particular liberal-democratic norms, values, and institutions on the other. In addition to considering particular theories for cultural group recognition, we will explore arguments against formal multiculturalism, such as those that appeal to moral and political “cosmopolitanism” and those that call for a politics of social and economic redistribution over a politics of cultural identity. Part of the College’s Exploring Diversity Initiative, this course invites students to reflect critically on the ways that diversity matters to social and political life, as well as to learn and theorize about alternative ways of engaging and recognizing social differences.

Format: lecture/discussion. Requirements: 2 papers (4-8 pages), class participation, Blackboard reflection postings, and final exam.

No prerequisites. Enrollment limit: 25 (expected: 25). Preference given to Political Science majors.

Political Theory Subfield

DEVEAUX

**PSCI 237 Justice, Terrorism, and Weapons of Mass Destruction (Same as Philosophy 238) (Not offered 2010-2011)**

(See under PHIL 238 for full description.)

WHITE

**PSCI 238(F) Economic Liberalism and Its Critics (Same as Economics 299 and Political Economy 250)**

(See under POEC 250 for full description.)

BAKIJIA and MAHON

**PSCI 242 America and the Vietnam War (Not offered 2010-2011)**

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.

Format: lecture/discussion. Requirements: three 5- to 7-page papers, a final exam, and active class participation.

No prerequisites. Enrollment limit: 25 (expected: 25). Preference given to sophomore and junior Political Science majors and potential senior thesis writers.

International Relations Subfield

MCALLISTER

**PSCI 247 Political Power in Contemporary China (Not offered 2010-2011)**

The People’s Republic of China presents us with two grand political narratives: socialism and democracy. In the Maoist era, a distinctive understanding of socialism, which claimed to be a more genuine democracy, brought hope and, ultimately, tragedy to hundreds of millions of people. In the post-Mao era, Chinese politics has been driven by the need to redefine socialism in the wake of the world-historic calamities of the Great Leap Forward and the Cultural Revolution and, more recently, the end of the Cold War. The state cannot simply give up the socialist myth because without it the rationale for Communist Party hegemony evaporates. But China’s rulers cannot avoid political reform, both ideological and institutional, because to do so heightens the legitimacy crisis born of Maoist failures. Within this context has emerged the contemporary Chinese democracy movement which, in all of its complexity, looks to both socialist discourse and Western practice to create a new politics that checks tyrannical abuses of state power and engenders a civil society. What is Chinese democracy now? What are its prospects and what is its relationship to the ideas of socialism?

Format: lecture/discussion. Requirements: two short papers and a final exam.

No prerequisites. Enrollment limit: 35 (expected: 35). Preference given to Political Science and Asian Studies majors.

Comparative Politics Subfield

CRANE

**PSCI 248T The USA in Comparative Perspective (Not offered 2010-2011) (W)**

This course considers politics and society in the United States comparatively, from a variety of viewpoints and by authors foreign and American, historical and contemporary. Important topics of comparison 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 Crèvecoeur and Tocqueville to José Martí, Max Weber, and Sayyid Qutb.

Format: tutorial. A lecture in the first week; then ten weeks of tutorial; then a discussion class in the final week. Requirements: five 5- to 6-page papers, five 1- to 2-page responses, and one 1-page essay for the final class.

No prerequisites. Enrollment limit: 10 (expected: 10). Preference given to sophomores.

American and Comparative Politics Subfields

MAHON

**PSCI 250(S) 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 Stepan, 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?

Format: lecture/discussion. Requirements: three papers.

No prerequisites. Enrollment limit: 25 (expected: 23). Preference given to Political Science majors.

Comparative Politics Subfield

Hour: 2:35-3:50 MR

M. MACDONALD

**PSCI 254 Democracy in Comparative and Theoretical Perspective (Not offered 2010-2011)**

This course deals with what democracy means and how it is achieved. It begins by weighing competing definitions of democracy. Democracy increasingly is being viewed in procedural terms: democratic societies are societies that make decisions in particular kinds of ways, regardless of the substance of decisions. While this view has deep roots in democratic theory and practice, it has competed historically with more substantive definitions of democracy, which emphasize outcomes and, particularly, progress towards equality of outcomes. This course will examine this debate and consider the reasons why procedural definitions currently are ascendant. Then the course considers what it means to understand democracy to be universally available. What does it mean to ditch the “preconditions” that formerly were considered to be necessary prior to the making of democratic government and to conceive of democracy as a global force? Does that mean that democracy is available to all societies or does that mean that the expansion of capital globally is being called “democracy”? To get at the stakes in this question, the course will consider democracy in the United States and South Africa and democratic stirrings in Iran.

Format: seminar and lecture. Requirements: one 3-page paper, one 5- to 7-page paper, and one 10-page project.

No prerequisites. Enrollment limit: 25 (expected 20). Preference given to Political Science majors.

Comparative Politics Subfield

M. MACDONALD

**PSCI 256 Politics of Africa (Same as Africana Studies 256) (Not offered 2010-2011)**

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 nature and legacies of colonial rule and nationalist movements. From there, we consider the African state, highlighting the factors that have made some states weak and others strong. The course then turns to how ethnicity, class and civil society operate as bases of political mobilization. Finally, the course analyzes the causes, consequences and limitations of the recent waves of political and economic liberalization across Africa.

Format: lecture/discussion. Requirements: class participation, four short papers and final exam.  
No prerequisites. *Enrollment limit: 35 (expected: 30). Preference given to sophomores, Political Science majors and Africana Studies concentrators*  
*Comparative Politics Subfield*  
MUNEMO

**PSCI 257 Leaders in Africa: Prophets, Autocrats Tyrants (Same as Africana Studies 257 and Leadership Studies 257) (Not offered 2010-2011)**

Independence across Africa produced an impressive list of first-generation rulers (Nkrumah, Nyerere, Senghor, Mandela, Banda, Houphouet-Boigny, Kaunda, Kenyatta, Khama, to name a few). These courageous, charismatic and well-educated figures embodied the promise and hope of self-determination. Although these leaders succeeded in challenging the colonial state and promised to bring freedom and development, within a decade of independence hope had turned to despair as many of them re-invented themselves as autocrats while others succumbed to coups. Only a few succeeded. What went so terribly wrong? Why did the promise of freedom turn so quickly into limited participation or outright repression? To answer these questions, this course examines the lives, political ideas and leadership of several first-generation rulers in Africa.

Format: lecture/discussion. Requirements: two 6-page papers and one 15-page research paper.

No prerequisites. *Enrollment limit: 30 (expected: 27). Preference will be given to sophomores, Political Science majors and Leadership Studies concentrators.*  
MUNEMO

**PSCI 258 Geopolitics, Religion, and Oil: The Case of Iraq and Iran (Same as Interdisciplinary Studies 110 and International Studies 101) (Not offered 2010-2011)**

(See under INST 101 for full description.)

DARROW and M. MACDONALD

**PSCI 262(S) America and the Cold War**

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.

Format: lecture/discussion. Requirements: one medium length paper, an in-class midterm and final exam, and a series of short assignments.

No prerequisites. Political Science 202 is recommended but not required. *Enrollment limit: 19 (expected: 19). Preference given to Political Science majors and Leadership Studies concentrators.*

*International Relations Subfield*

Hour: 1:10-2:25 TF

MCALLISTER

**PSCI 264 Politics of Global Tourism (Not offered 2010-2011)**

A decade ago, tourism passed oil to become the world's most valuable export. This arguably frivolous activity accounts for more than 10 percent 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 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 sociology (MacCannell, Veblen) to magazine accounts (Kincaid, Krakauer).

Format: lecture/discussion. Requirements: two essays, one major presentation, active and constructive class participation.

No prerequisites. *Enrollment limit: 25 (expected 25). Preference given to Political Science majors.*

*International Relations Subfield*

SHANKS

**PSCI 265 The International Politics of East Asia (Not offered 2010-2011)**

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.

Format: lecture/discussion. Requirements: midterm exam, team debate, take-home final exam, class participation and other assignments.

No prerequisites. *Enrollment limit: 35 (expected: 30). Preference given to Political Science and Asian Studies majors.*

*International Relations Subfield*

CRANE

**PSCI 285(F) The Revolutionary Generation: Galaxy of Leaders (Same as History 354 and Leadership Studies 285)**

(See under LEAD 285 for full description.)

DUNN

**PSCI 301(S) Understanding Public Policy (Same as Environmental Studies 309, History of Science 309 and Science and Technology Studies 309)**

(See under ENVI 309 for full description.)

LYNN

**PSCI 308 In Search of the American State (Not offered 2010-2011) (W)**

"Ronald Reagan's pronouncement in 1981 that "government is not a solution to our problem, government is the problem" 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.

Format: seminar. Requirements: 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: 19 (expected: 17). Preference given to Political Science majors.*

*American Politics Subfield*

MELLOW

**PSCI 309 Problems and Progress in American Democracy (Not offered 2010-2011)**

"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.

Format: discussion. Requirements: two experiential projects with accompanying write-ups of at least 5 and 7 pages, six 2-page ethnographic reflections, and class participation.

Prerequisites: a previous course in American politics or political theory or permission of the instructor. *Enrollment limit: 19 (expected: 16).*

*American Politics Subfield*

CROWE

**PSCI 310(F) Political Psychology (Same as Psychology 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 therefore 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.

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

Prerequisites: a Political Science elective at the 200 or 300 level OR Psychology 101, 212, 221, 232, 242, 251, or 300-level course. *Enrollment limit: 25 (expected 13).*

*American Politics Subfield*

Hour: 11:20-12:35 TR

MARCUS

### **PSCI 311(F) Congress (Same as Leadership Studies 311) (W)**

They soar high and fall hard. Some members of Congress establish political legacies, while others serve and are forgotten. Some lead without holding leadership positions. Others occupy leadership positions but never lead. 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? And how does this institution promote, or hinder, the legitimacy, responsiveness, and responsibility expected of a democratic governing institution?

Format: seminar. Requirements: class participation, several short papers, research paper.

Prerequisites: Political Science 201 or permission of instructor; not open to first-year students. *Enrollment limit: 16 (expected: 15). Preference given to political science majors, political economy majors, and leadership studies concentrators.*

*American Politics Subfield; Research Course*

Hour: 11:00-12:15 MWF

C. JOHNSON

### **PSCI 314T(F) Leadership in American Political Development (Same as Leadership Studies 314T) (W)**

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 tutorial 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.

Format: tutorial. Requirements: five lead essays, five critiques, one revision, and one final paper.

Prerequisites: previous course in American politics or American history. *Enrollment limit: 10 (expected: 10). Preference given to Political Science majors.*

*American Politics Subfield*

Tutorial meetings to be arranged.

MELLOW

### **PSCI 315 Parties in American Politics (Not offered 2010-2011)**

Political parties have played a central role in extending democracy and organizing power in the United States, yet their worth is a continuing subject of debate. In one ideal formulation, parties not only link citizens to their government, they also provide the coherency and unity needed to govern in a political system in which power is widely dispersed. But there is also an American tradition of antipathy toward parties. They have been criticized for inflaming divisions among the people and for grid-locking the government. For others, political parties fail to offer citizens meaningful choices; the Republican and Democratic parties are likened to a choice between “tweedledee and tweedledum.” This course will investigate this debate over parties by examining their nature and role in American political life, both past and present. How have the parties changed over time? Throughout the course, we will explore such questions as: What constitutes a party? For whom do they function? Why a two-party system, and what role do third parties play? Is partisanship good or bad for democracy? For governance? And, in the age of technology and mass communications, are parties still relevant?

Format: lecture/discussion. Requirements: two 6- to 8-page papers, one 10- to 12-page paper, class presentation, and class participation.

Prerequisites: Political Science course at the 200 or 300 level or permission of instructor. *Enrollment limit: 19 (expected: 19). Preference given to Political Science majors.*

*American Politics Subfield*

MELLOW

### **PSCI 317(S) Environmental Law (Same as Environmental Studies 307)**

(See under ENVI 307 for full description.)

### **PSCI 318(F) Voting Rights and Voting Movements (Same as Africana Studies 318)**

This course is about the effort to establish and secure voting rights in the United States. It involves inquiry into parallel activities: the legal status of voting as sought in court rulings through litigation, and community level activism organized to protest restrictive practices often at state and local levels where pivotal decisions about voting policy originate. This course is an overview of this process and the pivotal convergences between the legal and organizing aspects. We seek to better understand the main pillar in popular participation by study focused on distinctive moments in national development in an advanced democratic state looking at the content of suffrage policy, the struggle to democratize, and the uneven results.

Format: discussion. Requirements: five short papers.

Prerequisites: Political Science 201 or permission of instructor. *Enrollment limit: 19 (expected 19). Preference given to Political Science majors*

*American Politics Subfield*

Hour: 1:10-3:50 T

A. WILLINGHAM

### **PSCI 319(F,S) Marine Policy (Same as Environmental Studies 319 and Maritime Studies 351) (Offered only at Mystic Seaport.)**

(See under MAST 351 for full description.)

HALL

### **PSCI 323T Henry Kissinger and the American Century (Not offered 2010-2011) (W)**

Perhaps no single individual has influenced the course of American foreign policy over the last fifty years more than Henry Kissinger. A refugee from Nazi Germany, Kissinger emerged during the 1950's as one of America's most important scholars of international relations and nuclear strategy. During the 1960's and 1970's, as National Security Advisor and later secretary of State, Kissinger was at the center of some of the important events of the Cold War. This tutorial will examine Kissinger's thoughts on American policy and international relations as well as record in the Nixon and Ford administrations. In addition, we will also look at how other scholars have assessed Kissinger's scholarship and his stewardship of American foreign policy at crucial moments in the history of the Cold War.

Format: tutorial. Requirements: five 6-page papers and five 2-page responses for alternate sessions. In the tutorial session, essays will be read aloud or presented in outline form.

Prerequisites: any one of the following: Political Science 120, 202, or 261. *Enrollment limit: 10 (expected:10) Preference given to students with a strong background in political science, history, and or prior coursework in the area of American foreign relations. The course is not open to first year students.*

*International Relations Subfield*

MCALLISTER

### **PSCI 325T(S) Grand Strategy (W)**

What goals should states seek in international politics? What instruments should they use? How best can military force be employed? Does economic wealth always translate to power and influence? These questions are central to grand strategy, the policy a state adopts to link the means it possesses with the ends it seeks. This course examines the theory and practice of grand strategy through a careful examination of classic strategic theorists, including Sun Tzu, Thucydides, Clausewitz, Jomini, Bismarck, Mahan and Mao.

It aims to identify common elements of grand strategy throughout history, while also highlighting the myriad ways in which the practice of grand strategy has evolved over time.

Format: tutorial. Requirements: five 5-page tutorial papers and five 1- to 2-page responses.

Prerequisites: any one of the following: PSCI 201, 202, 203, 204, 223, 225, 229, 242 or permission of the instructor. *Enrollment limit: 10 (expected: 10). Preference given to Political Science majors. Not available for the Gaudino option.*

*International Relations Subfield*

Tutorial meetings to be arranged.

P. MACDONALD

**PSCI 326 Empire and Imperialism (Not offered 2010-2011) (W)**

This course provides a critical overview of empire and imperialism in international politics from the eighteenth century to the present day. Key questions include: why do states establish empires? Do empires provide political or economic gains? How are empires governed? What role does technology play in driving and sustaining empires? How do empires end? What are the legacies of empire? The first section of the course examines these questions by consulting the classic theoretical works on empire by Smith, Marx, Lenin, Seeley, Mackinder, Hobson, and Schumpeter. The second section explores these theories through a structured historical comparison of imperial expansion and contraction in North America, Latin America, Asia and Africa. The final section explores the contemporary relevance of the concept of empire for understanding American post-war foreign policy, including issues such as overseas basing, humanitarian intervention, nation building and military occupation.

Format: discussion. Requirements: short response memos, midterm paper, final research paper, and class participation.

Prerequisites: one course in political science or permission of instructor. *Enrollment limit: 19 (expected: 18). Preference given to Political Science and Political Economy majors.*

*International Relations Subfield*

*Research Course*

P. MACDONALD

**PSCI 327(S) The Global Politics of Development and Underdevelopment (Same as Environmental Studies 329)**

Consider a photograph taken from space of the Earth at night. What will you see? Great agglomerations of light in some parts of the world (North America, Western Europe, parts of East Asia) contrasted with vast expanses of darkness in others (much of Central and South America, Southeast Asia and nearly all of Africa). This pattern of light and darkness depicts a vastly unequal global distribution of technology, urban infrastructure, capital accumulation—in short, the global patterns of development and underdevelopment. What makes some areas 'light' and some areas 'dark'? More importantly, how are these areas connected—both within and across national boundaries—through trade and capital flows, political authority, violence and the natural environment? What are the relations between development and underdevelopment?

This course is an investigation of political, economic and societal growth (or lack thereof) and change in the Global North and Global South through the lenses of Political Economy and Political Ecology. We will focus in particular on the global factors influencing development and underdevelopment, political-economic connections across national borders, and the intersections of power, production and nature. During our course of study we will cover: global patterns of inequality and their history; development strategies; the politics of population control; the intersections of power, violence, and nature; and finally, the prospects of development for all.

Format: discussion. Requirements: two medium-length papers, one research paper, daily discussion questions, class participation.

Prerequisites: one course in international relations or development economics. *Enrollment limit: 18 (expected: 18). Preference given to juniors and seniors.*

*International Relations Subfield*

*Research Course*

Hour: 1:10-2:25 TF

PAUL

**PSCI 331T Non-Profit Organization and Community Change (Same as Africana Studies 330T) (Not offered 2010-2011) (W)**

Two converging realities create a political and intellectual problem: an evolving recognition of the vitality of private sector supported community organization work; and the challenge that such organizations may have to assume a larger role due to reductions in public agency support and declining participation among the poor and racial minorities. In the United States these agencies—essentially NGOs—play important roles in communities and movements, often modeling the very programs adopted by the government. Some, like the Highlander Center, have near-mythical status in our memories about what it means to struggle for social change; others, including HARYOU, were critical in structuring thought about anti-poverty strategies. In recent years some like Teach for America have plunged into the thick of the effort to keep public education a viable option. This tutorial examines the role of non-profits and social justice work in the United States focusing on the non-profit as a type, governance and staffing, fund-raising and persecution.

Format: tutorial. Requirements: five 3-page papers and a final paper of 15 pages.

Prerequisites: an interest in and experience with community-based organizations involved in advocacy work with adult citizens on race, economics, equity, or other issues. *Enrollment limit: 10 (expected 10). Preference given to Political Science majors.*

*American Politics Subfield*

*Research Course*

A. WILLINGHAM

**PSCI 332(S) Rethinking the Political (W)**

What is politics? The question, an important part of political theory at least since Socrates, has taken on renewed significance in recent years, as theorists have sought to rethink the political in response to the most disastrous of twentieth century political developments, to assorted identity-based struggles that have challenged prevailing political terms and arrangements, and to the transformations wrought by "globalization." This seminar engages some of the major attempts at rethinking produced in the 20th and 21st centuries, particularly at those that challenge, rework, or seek to move beyond liberalism. We will pay particular attention to the work of Carl Schmitt, probably the most probing and significant authoritarian thinker of the twentieth century, and to such figures as Sheldon Wolin, Jacques Derrida, Jacques Rancière and, especially, Hannah Arendt. Among our questions: Can liberal pluralism be transcended or supplemented without producing something akin to the fascism embraced by Schmitt? Does the tradition of radical democracy offer a distinctive and credible conception of politics, or is it parasitic upon a liberalism it won't avow? Is there some essence, or sphere, or mode of being or acting that we can usefully call, "the political"—and why is there such a preoccupation with the political now? Does this preoccupation help us better to engage the forces and circumstances that structure politics in the contemporary world, or does it lead us to obscure them?

Format: discussion. Requirements: regular, engaged class participation and three 7- to 8-page papers.

Prerequisites: at least one prior course in political theory or philosophy, or permission of the instructor; not open to first-year students. *Enrollment limit: 19 (expected 14). Preference given to juniors and seniors concentrating in political theory.*

*Political Theory Subfield*

Hour: 9:55-11:10 TR

REINHARDT

**PSCI 334 Theorizing Global Justice (Not offered 2010-2011)**

One of the most important issues in political theory today is the problem of global justice. As the gap between rich and poor nations increases and the changes associated with globalization render states' borders increasingly ineffectual, moral and political philosophers can arguably no longer confine their theories of justice to the safe space of single liberal democratic polities, such as the United States. Looming human and environmental crises underscore the need to look beyond one's borders when thinking about the goals of equality and well-being or flourishing, and the duties we owe to others. This course takes up the main works in normative theorizing about global justice, and also looks at the possibility of transnational institutions for justice, starting with Immanuel Kant and moving on to such contemporary philosophers and political theorists as John Rawls, Thomas Pogge, Amartya Sen, Martha Nussbaum, Onora O'Neill, Antonio Negri, Richard Rorty, Anthony Appiah, Ronald Dworkin, G.A. Cohen, Peter Singer, Iris Young, and Michael Walzer.

Format: discussion. Requirements: class participation, one oral presentation, and two papers (5-6 pages and 8-10 pages).

Prerequisites: junior or senior standing with at least one course in political theory or philosophy. *Enrollment limit: 19 (expected: 17). Preference given to Political Science majors.*

*Political Theory Subfield*

DEVEAUX

**PSCI 335 Public Sphere/Public Space (Same as American Studies 302) (Not offered 2010-2011) (W)**

(See under AMST 302 for full description.)

REINHARDT

**PSCI 336(S) Democracy and the Politics of Exclusion**

Very few people argue against inclusion as a democratic ideal. When we look behind official commitments to diversity, however, we find a rather less savory picture: widespread practices of exclusion at the heart of liberal democracies. More specifically, political discourse identifies a variety of groups who are "other," who do not fully count as "one of us" (however this is defined), and are thus targets of special treatment, vigilance, or suspicion. Over the course of the semester, we will begin with the democratic ideal of inclusion—and then explore how this ideal is subverted through the category of "otherness." A major question of the course will be how this symbolic status translates into material consequences. Are members of such groups (e.g., The Poor, The Alien, The Enemy, The Abnormal) deprived of protections and benefits extended to "full" or "normal" members? Are they subject to disproportionate oversight, control and regulation? Do their voices not count as much in political deliberations? As we engage these questions, we will explore issues that range from race to war conduct to incarceration to welfare support and we will ask if this political logic can be contested in more egalitarian directions.

Format: seminar/discussion. Requirements: class participation and three papers.

Prerequisites: at least one prior course in political theory or philosophy, or permission of the instructor. *Enrollment limit: 19 (expected: 14).*

Hour: 2:35-3:50 TF

FEOLA

**PSCI 337(F) Critical Theory: Unmasking Power, Thinking Resistance**

This course begins by pressing political theory with a question: should theorists limit themselves to describing social life, or should they rather attempt to change it? Those who choose this second path argue that political theory has a distinct, critical task—not simply to map the social world as accurately as possible, but rather to identify the hidden workings of power, unmask how our institutions betray their ideals, and suggest how such conditions should be transformed. This course will explore a number of theorists who take up this challenge by detailing elements of coercion within our everyday practices, identities and relationships.



And, we will encounter a wide range of strategies for how these operations of power might be resisted. Although we begin with classic texts (Marx, Marcuse, Adorno), the second half of the course will ask whether a Marxian emphasis on class and economy risks overlooking other valences of injustice, such as race, gender, or ethnicity. Accordingly, we will move to a series of authors (e.g., Foucault, Fraser, Young, Fanon) who seek to bring these factors into the conversation. Format: seminar/discussion. Requirements: class participation and three papers.

Prerequisites: at least one prior course in political theory or philosophy, or permission of the instructor. *Enrollment limit: 19 (expected: 14).*

Hour: 1:10-2:25 TF

FEOLA

**PSCI 338(S) Garveyism (Same as Africana Studies 338) (W)**

(See under AFR 338 for full description.)

ROBERTS

**PSCI 339 Politics and Aesthetics (Not offered 2010-2011) (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 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, Heidegger, Hume, Mill, Nietzsche, Ramachandran, Rancière, Schiller.

Format: seminar. Requirements: regular class participation, several very short (1 page) response memos, one short 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 the instructor. *Enrollment limit: 19 (expected: 14). Preference given to Political Science majors.*

*Political Theory Subfield*

*Research Course*

REINHARDT

**PSCI 342(S) 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.

Format: seminar. Requirements: midterm examination, medium length research paper, and final examination.

No prerequisites. *Enrollment limit: 16 (expected: 10). If overenrolled, preference given to Political Science majors.*

*Comparative Politics Subfield; American Politics Subfield*

Hour: 11:20-12:35 TR

MARCUS

**PSCI 345T(F) Cosmology and Rulership in Ancient Chinese Political Thought (W)**

This class will involve students in close reading of, and exegetical writing about, core texts of ancient Chinese political thought. The purpose is to gain an understanding of a number of different perspectives on politics and leadership, especially Confucianism, Legalism and Taoism. While the primary focus will be on the meaning of the texts in the context of their own times, contemporary applications of core concepts will also be considered. The class will begin with background 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*.

Format: Tutorial. Requirements: five short (5 page) papers on each of the core texts; five shorter (2 page) critiques of partner's paper. Participation.

No prerequisites. *Enrollment limit: 10 (expected: 10). Not available for the Gaudino option.*

*Comparative Politics Subfield; Political Theory Subfield*

Hour: 8:30-9:45 MWF

CRANE

**PSCI 351 The New Left and Neoliberalism in Latin America (Not offered 2010-2011) (W)**

Recent years have seen a resurgence of the political left in Latin America. This course examines major political figures, parties and movements of the contemporary left as well as the neoliberal positions and policies they largely oppose. We first read major speeches and polemics from each side, before moving on to consider the historical ancestors of these ideas in colonial, nineteenth-century, and mid-twentieth-century writings. Later in the course we try to explain the recent rise of the left, before turning to the most important policy debates in more detail.

Format: lecture and discussion, ending with a few seminar classes. Requirements: three two-page reaction papers and a 15- to 20-page term paper.

Prerequisites: a course on Latin America and a course in Economics, or permission of the instructor. *Enrollment limit: 19 (expected: 17). Preference given to Political Science majors.*

*Comparative Politics Subfield*

MAHON

**PSCI 352T Comparative Political Economy (Not offered 2010-2011)**

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, Rueschmeyer et al., Haggard & Kaufman, among others.

Format: tutorial. Requirements: five 5-6 page lead essays, five 1-2 page response papers, one 10-12 page revised lead essay.

Prerequisites: one of the following: Political Science 201, 202, 203, 204, 229, 250, 254, 256, 333 or the permission of the instructor. *Enrollment limit: 10 (expected: 10). Preference will be given to Political Science and Political Economy majors.*

*Comparative Politics subfield*

MUNEMO

**PSCI 353 Why States Fail: Political Violence at the End of the 20th Century (Not offered 2010-2011)**

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.

Format: seminar/discussion. Requirements: seminar participation, two oral presentations and a research paper.

Prerequisites: one of the following: Political Science 201, 202, 203, 204, 229, 250, 254, 256, 333 or the permission of the instructor. *Enrollment limit: 19 (expected: 16). Preference given to Political Science majors.*

*Comparative Politics Subfield*

*Research Course*

MUNEMO

**PSCI 354 (formerly 245) Nationalism in East Asia (Same as Asian Studies 245 and History 318) (Not offered 2010-2011)**

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.

Format: lecture/discussion. Requirements: two 5-page papers, class participation, final exam.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to Political Science and Asian Studies majors.*

*Comparative Politics Subfield*

CRANE

**PSCI 355T Realism (Not offered 2010-2011) (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.

Format: tutorial. Requirements: five 7-page papers, alternating weeks with tutorial partner.

No prerequisites. Political Science 202 or 203 is recommended. *Enrollment limit: 10 (expected: 10). Preference given to Political Science majors.*

*International Relations Subfield*

M. MACDONALD

**PSCI 359T Western Political Thought in Transition (Same as History 489T) (Not offered 2010-2011) (W)**

(See under HIST 489 for full description.)

OAKLEY

**PSCI 360 The Political Thought of Frantz Fanon (Same as Africana Studies 402 and Philosophy 360) (Not offered 2010-2011)**

(See under AFR 402 for full description.)

ROBERTS

**PSCI 363(F) Spies and Lies: Intelligence, Propaganda, and the Presidency in the Twentieth Century (Same as History 363 and Leadership Studies 363)**

(See under LEAD 363 for full description.)

OSGOOD

**PSCI 369(F) (formerly 269) Human Rights in International Politics and Law (W)**

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 (what are rights), history (who acted?) and international politics (how does one affect politics elsewhere), but as a political science class we emphasize politics. Who benefits from the idea of human rights? Who loses?

Format: seminar. Requirements: two essays on common topics, a turn as class discussion leader, an independent research paper; active and constructive participation in class.

Prerequisites: Political Science 202 or permission of instructor. *Enrollment limit: 18 (expected 18). Preference: open to Political Science majors or those with permission of instructor.*

*International Relations Subfield*

*Research Course*

Hour: 2:35-3:50 MR

SHANKS

**PSCI 371(S) Women Activists and Social Movements (Same as Africana Studies 371, INTR 371, and Women's and Gender Studies 370)**

(See under INTR 371 for full description.)

JAMES

**PSCI 382 The Art of Political and Historical Inquiry: American Foreign Relations (Not offered 2010-2011)**

How do political scientists, historians, and international relations theorists effectively carry out original and productive research projects? This course seeks to introduce students to the practical methods of political and historical inquiry. Working almost exclusively with primary sources and recently declassified documents, this class will examine selected aspects of American foreign relations. Rather than simply reading existing scholarly literature in this area, the goal of this class is to enable students to produce original scholarship based on an examination of primary documents instead of through a reliance on secondary sources. In consultation with the professor, students will have the option of pursuing either individual or engaging in collective research projects.

Format: research seminar. Evaluation will be based on weekly research assignments, class participation, and a final research paper of 25-30 pages.

Prerequisites: any of the following courses: Political Science 262, Political Science 242, History 262, History 263, History 358 or permission of instructor. *Enrollment limit: 10 (expected: 10). Preference given to upper-level Political Science and History majors, as well as students with a demonstrated interest in American foreign policy and international studies.*

*International Relations Subfield*

*Research Course*

MCALLISTER

**PSCI 397(F), 398(S) Independent Study**

Open to junior majors with permission of the department chair.

## SENIOR COURSES

**PSCI 410(F) Senior Seminar in American Politics: 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 leverage our investigation of how different authors, and different traditions, understand the nation, as a whole, to help us assess contemporary politics and come to our own conclusions about what animates it.

Format: seminar. Requirements: 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: 15 (expected 12). Preference given to senior political science majors.*

*American Politics Subfield*

Hour: 2:35-3:50 MR

MELLOW

**PSCI 420(S) Senior Seminar in International Relations: High and Low Politics (W)**

The study of international relations includes the study of politics both high and low. We are interested in great powers, polarity, war, and statesmanship and in island states, individuals' access to medicine, censorship, and low-tech explosives. This capstone seminar will ask what, if any, relationship there is between high and low politics in various issue-areas. Together we will look at examples involving war-fighting, the financial collapse, torture, and desertification. In addition, students will do independent work on another example of their choosing.

Format: seminar. Requirements: weekly short papers, midterm paper, independent research paper; leading class discussion.

Prerequisites: senior standing, international relations concentration with at least two previous courses in the concentration; only open to Political Science majors.

*Enrollment limit: 16 (expected: 16). Preference given to open only to Political Science majors.*

*International Relations Subfield*

*Research Course*

Hour: 2:35-3:50 TF

SHANKS

**PSCI 420T Senior Seminar in International Relations: Law and Rights in International Politics (Not offered 2010-2011) (W)**

The subject of law and rights in international politics raises fundamental questions about the nature of the international system, about what law means in the absence of an enforcing sovereign, about whether persons can have rights independent of the government. It also raises dramatic and salient questions about how these concepts get used to increase or wrest power—how, for example, a claim to human rights might affect a regime, or why admitting a policy of torture seems difficult when its consequences are so minimal. It has room for philosophy and for politics. We will start examining these questions by drawing on classic international relations theory, and then complicate this theory as we move through the semester.

Format: tutorial. Requirements: 5 papers and 5 critiques; final paper

Prerequisites: senior standing, political science major with two courses in international relations. *Enrollment limit: 10 (expected: 10). Preference given to senior Political Science majors with a concentration in international relations.*

*International Relations Subfield*

SHANKS

**PSCI 420 Senior Seminar in International Relations: Globalization and War (Not offered 2010-2011) (W)**

This seminar examines whether the war on terrorism and the war in Iraq have fundamentally altered the trends of globalization that unfolded over the previous few decades. We first read about globalization. We will not read everything there is to read about globalization; nor will we attempt to survey all theoretical perspectives on globalization. Rather, we engage several different perspectives to familiarize ourselves with the major issues. Students write two 5-page papers on

two of the books we read together. The second part of the course centers on individual student research projects. Each student chooses some facet of the Iraq war or the war on terrorism and, throughout the semester, combs journalistic and academic sources for information. Each student makes a presentation to the class on the topic of his or her research and, finally, each writes a 20-page research paper engaging the question of how that particular aspect of the war on terrorism or the war in Iraq has influenced larger processes of globalization.

Format: seminar. Requirements: seminar participation, two short papers, class presentation, research paper.

Prerequisites: at least two previous classes in international relations, and junior or senior standing. *Enrollment limit: 16 (expected: 16). Preference given to senior Political Science majors.*

*International Relations Subfield*  
CRANE

### **PSCI 420/440(F) Senior Seminar in International Relations and Comparative Politics: The War in Iraq**

This senior seminar will consider rival explanations for why the United States went to war in Iraq and why the venture did not go as planned. Why did the U.S. government opt for war in Iraq: was it fear of weapons of mass destruction and ties to al-Qaeda or the appeal of oil or the pursuit of geopolitical advantage or the influence of domestic lobbies, moral appeals, or imperialist impulses? And are the problems with the invasion the result of American mismanagement or the predictable effect of the invasion itself?

Format: seminar. Requirements: readings, class presentation, and research paper.

Prerequisites: either Political Science 202 or 204. *Enrollment limited: 15 (expected 15). Preference given to senior Political Science majors with concentration in International Relations.*

*International Relations and Comparative Politics Subfields*

*Research Course*

Note: PSCI majors with a concentration in Comparative Politics should register for this course as PSCI 440, while those with a concentration in International Relations should register for it as PSCI 420.

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

M. MACDONALD

### **PSCI 420 Senior Seminar in International Relations: War in the Modern Age (Not offered 2010-2011)**

International relations theory holds that war-making and the sovereign state are inextricably linked: war made states, and states make war. Is this still true? This seminar examines the question of whether war remains the province of the state by inquiring into apparently stable, and apparently altered, aspects of the contemporary use of force. What are the causes of contemporary wars? Can wars ever be started justly? Who fights in wars and who suffers? How do wars end? How has technology changed the face of modern warfare? Is war becoming obsolete? This course will also consider whether classical theories are applicable to "new" wars such as guerilla wars, insurgencies, civil strife, and ethnic conflict.

Format: discussion. Requirements: final research paper, research presentation, reading response papers, rotating discussion leaders, and class participation.

Prerequisites: senior standing in political science major or permission of instructor. *Enrollment limit: 15 (expected: 15). Preference given to senior Political Science majors with concentration in International Relations.*

*International Relations Subfield*

*Research Course*

P. MACDONALD

### **PSCI 420 Senior Seminar in International Relations: The Liberal Project in International Relations (Not offered 2010-2011)**

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 international relations theorists both classic and current as well as their critics. 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.

Format: seminar. Requirements: daily discussion questions, three short papers, long final research paper, class participation.

Prerequisites: senior standing in political science major or permission of instructor. *Enrollment limit: 15 (expected 15). Preference given to senior Political Science majors concentrating in International Relations.*

*International Relations Subfield*

*Research Course*

PAUL

### **PSCI 420/440 Senior Seminar in International Relations and Comparative Politics: The Power of the Purse in International Politics (Not offered 2010-2011) (W)**

US foreign policy faces money problems. First, it has to grapple with security issues having less to do with defense against powerful enemy states and more with matters of internal politics in relatively weak states, often nominal allies. Many prominent observers (Thomas Friedman on "petropolitics," for example) have pointed to the critical role of public finance in determining the evolution and behavior of these states. Second, it faces the erosion of US financial hegemony, as deficits continue while foreigners already own about half of US Treasury debt (and their central banks hold most of that). These ideas connect to other, more general ones about the rise of the West, the origins of the nation-state, and the channels of international economic power. In this course we look at historical and contemporary connections between money and power, especially on the links between the ways states obtain revenue oil rents, taxation, foreign aid, and credit—and the ways they act and evolve.

Format: lecture, discussion, and seminar. Requirements: a 4-page commentary and two 2-page responses based on class readings, a short oral presentation, and a 20-page research paper.

Prerequisites: senior standing in political science major or permission of instructor. *Enrollment limit: 15 (expected: 15). Preference to senior Political Science majors in Comparative Politics and International Relations.*

*International Relations and Comparative Politics Subfields*

MAHON

### **PSCI 430 Senior Seminar in Political Theory: Heretical Political Theory-Hannah Arendt and C.L.R. James (Same as Africana Studies 430) (Not offered 2010-2011)**

In 1963, the German émigré political theorist Hannah Arendt published *On Revolution*, a sustained meditation on the meaning of freedom in the American and French Revolutions. The Trinidadian thinker C.L.R. James also published in that year the significantly revised version of his classic text on the Haitian Revolution, *The Black Jacobins*. Arendt and James are unorthodox anti-Marxist and Marxist theoreticians respectively. Despite addressing many of the same topics such as political freedom, totalitarianism, domination, race-thinking, Diaspora, exilic intellectuals, Herman Melville, the Council System during the Hungarian Revolution and the legacy of Karl Marx for the human condition, these thinkers have only recently become the focus of close comparative analysis. This seminar will situate Arendt and James as heretics—those persons existing at the margins of society whose thought seeks to transform the prevailing normative structures of a society's order of things. We shall spend the first quarter of the seminar investigating the emergence and evolution of the idea of the interrelated notions of heresy, the heretic, and heretical discourse from the Middle Ages to the late modern world. Authors and figures we will consider include Anthony Bogues, Pierre Bourdieu, Indira Gandhi, Joan of Arc, Malcolm Lambert, Patrice Lumumba, R.I. Moore, Walter Rodney, Deborah Root, St. Augustine, Baruch Spinoza, Ida B. Wells-Barnett, and Sylvia Wynter. A majority of the course will be devoted to an exegesis of select primary texts by Arendt and James. Students also will analyze secondary interpretations of those works within the context of the recurring trope of the heretic and the perspective of heretical political theory.

Format: seminar. Requirements: class attendance and active participation, weekly reading response papers, an oral class presentation, a 5-page essay, and one 18- to 20-page final research paper containing an abstract, keywords, text, and endnotes.

Prerequisites: open to juniors and seniors with a background in political theory (or permission of instructor). *Enrollment limit: 15 (expected: 15). Preference given to senior Political Science majors with a concentration in Political Theory.*

*Political Theory Subfield*

*Research Course*

ROBERTS

### **PSCI 430(F) What Should Political Theory Be Now?**

Why be theoretical? Toward what end and with what means? In this course we will consider how-and whether-people can usefully theorize about political life in this era. In pursuit of these questions, we will examine some exemplary works in recent and contemporary theory. Our discussions will pay attention to the ways of thinking and writing that these works embody, asking whether these are ways we should pursue ourselves. But this is not a course on "method," and our readings will enable us to confront some of the most controversial arguments and pressing substantive problems in contemporary political and social thought. We will take up such topics as democracy and globalization, the sources and workings of political evil, the nature of political power, justice and the distribution of resources, and problems of race, class, gender, and sexuality in contemporary American life. Readings will be drawn from such authors as Arendt, Brown, Butler, Cohen, Connolly, Fanon, Foucault, Fraser, Latour, Rancière, Sen, Spivak, Strauss, Wolin, and Zizek.

Format: seminar. Requirements: eight weekly 1 and 1/2-page papers, regular class participation, and a 15-page final essay.

Prerequisites: junior or senior standing and two courses in political theory or permission of instructor. *Enrollment limit: 16 (expected: 11). Preference given to senior Political Science majors with concentration in Political Theory.*

*Political Theory Subfield*

Hour: 1:10-3:50 M

M. REINHARDT

### **PSCI 430 Senior Seminar in Political Theory: Machiavelli (Not offered 2010-2011)**

Niccolo Machiavelli, a Florentine diplomat and among the most infamous thinkers of the Renaissance period, has been called the inaugural thinker of the modern world. Few figures in the western political tradition have been so closely studied by theorists and practitioners alike and still fewer have been so hotly contested. In this course, we will explore the enigmatic and scandalizing character of Machiavelli's political thought, guided by the following questions: What can we learn from Machiavelli and how should we interpret his texts? Was he a teacher of political evil, with *The Prince* as his gospel of diabolical cruelty and immoralism? Or is his "true" political thought to be found in his less infamous, *Discourses on Livy*? Is Machiavelli an apologist for ruthless despotism or a republican patriot? Does his work mark the origins of realpolitik, the study and practice of politics based primarily on practical considerations and independent of loftier considerations? Or is he primarily a partisan and a revolutionary thinker, aspiring to craft new modes and orders for an otherwise enfeebled and weakened Italian state? Is he an early advocate of *ragion di stato*? A realist? A utopian? A scientist of statecraft? A satirist and cynic? A misogynist? An anti-philosopher? Are we all Machiavellians? Students can expect an intensive study of Machiavelli's political writings (with emphasis on *The Prince* and *The Discourses on Livy*), as well as his comedic plays, poems, short stories, and selected letters from his personal correspondence. In the process, we will also have occasion to survey the wide range and diversity of interpretive methods in political theory, as Machiavelli appears to be the single writer who distinctively belongs to political theory and it is over him that political theorists have fought. We will look at commentaries from Ernst Cassirer, Maurice Merleau-Ponty, Antonio Gramsci, Louis Althusser, Isaiah Berlin, Leo Strauss, Quentin Skinner, Sheldon Wolin, Hannah Pitkin, Mary Dietz, Victoria Kahn, and Antonio Negri.

Format: seminar. Requirements: class discussion, oral presentation, one short essay (4-6 pages), a thesis statement and outline, and one final paper (14-16 pages). Prerequisites: open to juniors and seniors with a background in political theory (or permission of instructor). Enrollment limit: 15 (expected: 13). Preference given to senior Political Science majors with concentration in political theory.

*Political Theory Subfield*

### **PSCI 481(F)-W33-482(S) Advanced Study in American Politics**

A year of independent study under the direction of the Political Science faculty, to be awarded to the most distinguished candidate based upon competitive admissions. The candidate, designated the *Sentinels of the Republic Scholar*, receives a research stipend to cover costs associated with the proposed project. The *Sentinels Scholar* may submit her/his essay for consideration for honors in Political Science.

Admission is awarded on the basis of demonstrated capacity for distinguished work and on the proposal's promise for creative contributions to the understanding of topics on the federal system of government. Anyone with a prospective proposal should contact the department chair for guidance.

### **PSCI 493(F)-W31-494(S) Senior Thesis**

The senior major, having applied for and been accepted into the honors program during the second semester of the junior year, will devote the senior year to researching and writing a substantial and original work of scholarship, under the supervision of a faculty mentor to be assigned by the department. The final work will be submitted for evaluation by a committee made up of the faculty supervisor and two additional readers to be chosen by the department, in consultation with the supervisor. Thesis writers will not only work with their advisors but will participate in a weekly honors seminar supervised by a faculty member in political science. The seminar (which is one component of the 493-W31-494 designation and not a separate course) will provide a focused forum for the exchange of ideas among the honors students, who will regularly circulate sections of their theses-in-progress for peer review and critique. The faculty seminar leader's primary role is one of coordination and guidance.

*Research Skills Course*

Hour: 2:35-3:50 TF

MAHON

### **PSCI 495(F)-W32, W32-496(S) Individual Project**

With the permission of the department, open to those senior Political Science majors who are not candidates for honors, yet who wish to complete their degree requirements by doing research—rather than taking the Senior Seminar—in their subfield of specialization. The course extends over one semester and the winter study period. The research results must be presented to the faculty supervisor for evaluation in the form of an extended essay.

Prerequisites: two elective courses in the major's subfield specialization.

### **PSCI 497(F), 498(S) Independent Study**

Open to senior Political Science majors with permission of the department chair.

## **PSYCHOLOGY**

**(Div. II, with some exceptions as noted in course descriptions)**

*Chair, Professor BETTY ZIMMERBERG*

Professors: FEIN, HEATHERINGTON\*\*\*, KASSIN, KAVANAUGH, KIRBY, M. SANDSTROM, SAVITSKY, P. SOLOMON, ZAKI\*\*. ZIMMERBERG. Associate Professor: N. SANDSTROM. Assistant Professors: CROSBY, HANE, KORNEILL. Senior Lecturer: ENGEL\*\*. Visiting Assistant Professor: A. SOLOMON.

### **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 (Professor Kavanaugh) 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 Chair.

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.

#### COURSE NUMBERING RATIONALE

As is the case in all departments, the first digit of a Psychology course number indicates the relative level of the course. Where appropriate, the second digit corresponds to the Areas listed above.

#### **PSYC 101(F,S) Introductory Psychology**

An introduction to the major subfields of psychology: behavioral neuroscience, cognitive, developmental, social, personality, psychopathology, and health. The course aims to acquaint students with the major methods, theoretical points of view, and findings of each subfield. Important concepts are exemplified by a study of selected topics and issues within each of these areas.

Format: lecture. Requirements: two lab reports, unit quizzes, and a final exam.

No prerequisites. *No enrollment limit (expected: 160).*

Hour: 10:00-10:50 MWF

Members of the Department

#### **PSYC 201(F,S) Experimentation and Statistics (Q)**

An introduction to the basic principles of research in psychology. We focus on how to design and execute experiments, analyze and interpret the results, and write research reports. Students conduct a series of experiments in different areas of psychology (e.g., social, personality, cognitive) that illustrate basic designs and methods of analysis.

Format: lecture/lab. Requirements: papers, exams, and problem sets.

Prerequisites: Psychology 101. *Enrollment limit: 15 per section. Not open to first-year students except with permission of instructor. Preference given to Psychology majors.* Two sections each semester—students must register for the lab and lecture with the same instructor.

Hour: 1:10-2:25 MR, 9:55-11:10 TR Lab: 1:10-3:50 T/W  
9:55-11:10 TR, 8:30-9:45 MWF Lab: 1:10-3:50 M,T

First Semester: KIRBY, N. SANDSTROM  
Second Semester: CROSBY, SOLOMON

#### **PSYC 212(F) Neuroscience (Same as Biology 212 and Neuroscience 201)**

A study of the relationship between brain, mind, and behavior. Topics include a survey of the structure and function of the nervous system, basic basic neurophysiology, development, learning and memory, sensory and motor systems, language, consciousness and clinical disorders such as schizophrenia, Parkinson's disease, and Alzheimer's disease. The laboratory focuses on current topics in neuroscience.

Format: lecture, three hours a week; laboratory, every other week. Evaluation will be based on a lab practical, one lab report, two hour exams and a final exam.

Prerequisites: Psychology 101 or Biology 101; open to first-year students who satisfy the prerequisites, or by permission of instructor. *Enrollment limit: 72 (expected: 72). Preference given to sophomores and to Biology and Psychology majors.*

*Satisfies one semester of the Division III requirement.*

*Not available for the Gaudino option.*

Hour: 9:55-11:10 TR Lab: 1-4 M,T,W

H. WILLIAMS and ZIMMERBERG

#### **PSYC 221(S) Cognitive Psychology**

This course is a survey of the experimental study of normal human mental processes. Topics include perception, pattern recognition, attention, memory, visual imagery, language, reasoning, decision making, and problem solving.

Format: lecture. Requirements: one in-class exam and a final exam.

Prerequisites: Psychology 101 or permission of instructor. *Enrollment limit: 50 (expected: 50).*

Hour: 11:00-12:15 MWF

KIRBY

#### **PSYC 222(F) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science (Same as Cognitive Science 222 and Philosophy 222)**

(See under COGS 222 for full description.)

*Satisfies one semester of the Division II requirement.*

CRUZ

#### **PSYC 232(F,S) Developmental Psychology**

An introduction to the study of human growth and development from infancy through adulthood. Topics for discussion include perceptual and motor development, language acquisition, memory and intellectual development, and social and emotional development. These topics form the basis for a discussion of the major theories of human development, including social learning, psychoanalytic and cognitive-developmental models.

Format: lecture/discussion. Requirements: participation in on-line discussion, one short paper on children's television, two midterm exams and a cumulative final exam (fall); two hour exams, a final exam, and a short (5-page) paper based on an observation at the Children's Center (spring).

Prerequisites: Psychology 101. *Enrollment limit: 50 (expected: 50). Preference given to sophomores and junior Psychology majors. Open to first-year students.*

Hour: 9:55-11:10 TR  
2:35-3:50 MR

First Semester: HANE  
Second Semester: KAVANAUGH

#### **PSYC 242(F,S) Social Psychology**

A survey of theory and research in social psychology. Topics include the self, social perception, conformity, attitudes and attitude change, prejudice, aggression, altruism, attraction and love, intergroup conflict, and cross-cultural issues. Special attention is given to applications to political campaigning, advertising, sports, the media, law, business, and health.

Format: lecture. Requirements: two hour exams and a final exam.

Prerequisites: Psychology 101. *Enrollment limit: 50 (expected: 50). Open to first-year students.*

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

First Semester: CROSBY  
Second Semester: KASSIN

#### **PSYC 252(F) Psychological Disorders**

A study of the phenomenology, etiology, and treatment of the major forms of psychological disorders: the schizophrenias, dissociative disorders, affective disorders, anxiety disorders, personality disorders, alcoholism, and others. The course emphasizes an integrative approach which incorporates and analyzes theories and research from family, biological, genetic, and sociocultural perspectives.

Format: lecture. Requirements: two hour exams and a final exam.

Prerequisites: Psychology 101; open to first-year students. *Enrollment limit: 50 (expected: 50).*

Hour: 8:30-9:45 TR

M. SANDSTROM

#### **PSYC 272 Psychology of Education (Not offered 2010-2011)**

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.

Format: lecture/discussion. Requirements: two exams and a final project.

Prerequisites: Psychology 101. *Enrollment limit: 50 (expected: 50). Preference given to Psychology majors and those who plan to become teachers.*

ENGEL

#### **PSYC 315(S) Hormones and Behavior (Same as Neuroscience 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. Format: Empirical Lab Course. Requirements: presentations and participation in discussions, midterm and final exams, written and oral presentation of the research project.

Prerequisites: Psychology 212 (same as Biology 212 or Neuroscience 201). *Enrollment limit: 16 (expected: 12). Preference given to Psychology majors and Neuroscience concentrators.*

*Satisfies one semester of the Division III requirement.*

Hour: 8:30-9:45 TR Lab: 1:10-3:50 T

N. SANDSTROM

### **PSYC 316(F) Clinical Neuroscience (Same as Neuroscience 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.

Format: Empirical Lab Course. Evaluation will be based on position papers, class participation, and research project report.

Prerequisites: Psychology 212 (same as Biology 212 or Neuroscience 201). *Enrollment limit: 19 (expected: 12).*

*Satisfies one semester of the Division III requirement.*

Hour: 8:30-9:45 MWF Lab: 1:10-3:50 M

P. SOLOMON

### **PSYC 317T Nature via Nurture: Explorations in Developmental Psychobiology (Not offered 2010-2011)**

Do your genes determine who you are? This course examines the relative contributions of nature (genetics) and nurture (the environment) to the development of behaviors such as eating, stress response, learning, play, aggression, parenting, alcoholism, drug addiction, schizophrenia and depression. Modern neuroscience techniques, such as brain imaging, "knock-out" mice, and quantitative trait loci mapping, report extraordinary new relationships between genes and behavior. In contrast to these findings are equally innovative studies on the critical effects of the pre- and postnatal environment and the social milieu which support environmental causation of behavior. This tutorial will evaluate theoretical and methodological issues in the scientific literature to arrive at a synthetic understanding of the epigenetics of behavior. Each tutorial pair will design and conduct an empirical project that will explore their own experimental question about the interaction of genes and environment.

Format: tutorial and empirical lab course. Requirements: students will meet in pairs with the instructor for an hour each week. Each week, students will either present an oral argument of a 5-page position paper or respond to their partners' paper. Empirical projects will be presented in a poster session at the final meeting.

Prerequisites: Psychology 212 or permission of the instructor. *Enrollment limit: 10 (expected: 10). Preference to Neuroscience concentrators and Psychology majors.*

*Satisfies one semester of the Division III requirement.*

ZIMMERBERG

### **PSYC 318 Image, Imaging and Imagining: The Brain and Visual Arts (Same as INTR 223 and Neuroscience 318) (Not offered 2010-2011)**

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 of artists on their 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 design and conduct a research project in visual neuroscience. The class will include field trips to museums and galleries, and participation in programming centered on a WCMA exhibit on this topic. Students will have an opportunity to create their own artwork in response to these topics, culminating in a class exhibit.

Format: Empirical Lab Course. Evaluation will be based on a midterm, several presentations, and a final project.

Prerequisites: for registration under INTR, PSYC 101 and ArtH 101-102 or permission of instructor; for registration under PSYC or NSCI, NSCI 201/PSYC 212/BIOL 212 and ArtH 101-102 or permission of instructor. *Enrollment limit: 12 (expected: 12). Preference: for registration under INTR, Art majors; for registration under PSYC or NSCI, Psychology majors and Neuroscience concentrators.*

*Satisfies one semester of the Division III requirement.*

ZIMMERBERG

### **PSYC 322 Concepts: Mind, Brain, and Culture (Not offered 2010-2011)**

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.

Format: Empirical Lab Course. Requirements: short papers, class presentation, and research paper.

Prerequisites: Psychology 221 or 222 or permission of instructor. *Enrollment limit: 19 (expected: 15). Preference given to Psychology majors.*

ZAKI

### **PSYC 324T Great Debates in Cognition (Not offered 2010-2011)**

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.

Format: tutorial. Requirements: Students will meet in pairs with the instructor for an hour each week. Evaluation will be based on weekly papers and oral arguments.

Prerequisites: Psychology 221 or 222 or permission of the instructor. *Enrollment limit: 10 (expected: 10). Preference given to Psychology majors and Cognitive Science concentrators.*

ZAKI

### **PSYC 326(S) 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.

Format: seminar. Requirements: essay papers and class participation.

Prerequisites: Psychology 221 or 222 or permission of instructor. Permission is typically given to students who have successfully completed Economics 110.

*Enrollment limit: 19 (expected: 19). Preference given to senior Psychology majors who need the course to fulfill the major. Satisfies one semester of the Division II requirement.*

Hour: 1:10-2:25 MR

KIRBY

### **PSYC 327(S) Human Learning and Memory**

This course covers the principles underlying human learning and memory. One of the major themes will be what people can do to make their learning more efficient and long-lasting. In addition to "what works," we will also examine what people think works. Memory is complex and often unintuitive, and we will examine people's misconceptions, particularly about how to study. We will approach these issues from a theoretical perspective and a practical perspective (e.g., by discussing the implications of cognitive psychology for education). Consistent with what is known about learning and memory, students will be expected to be active participants in their own learning.

Format: Empirical Lab Course; seminar with scheduled lab. Requirements: seminar and lab attendance, an original empirical research project (conducted in small groups), a written report of the research project (written individually), shorter written assignments, an in-class presentation of the research project, midterm and final exams, and class participation.

Prerequisites: Psychology 201 and Psychology 221 or 222, or permission of instructor. *Enrollment limit: 19 (expected: 12). Preference given to Psychology majors.*

Hour: 1:10-2:25 TF

Lab: 1:10-3:50 W

KORNEILL

**PSYC 331T Risk and Resilience in Early Development (Not offered 2010-2011)**

Children are often viewed as vulnerable members of our society, worthy of great care and protection. Paradoxically, equally commonplace is the perception that children are hearty and resilient individuals who more readily adapt to change than adults. This contradiction is most evident during early development, when the remarkable plasticity of the rapidly developing brain offers infants and young children an exquisite sensitivity to contextual forces, both positive and negative. This tutorial explores the risk and protective factors, both within and outside of the young child, that give rise to continuity and change in early development and focuses on the challenges of translating risk and resilience research into programs that optimize development. Evidence drawn from theories of early experience and developmental psychopathology will frame our review of the literature on prenatal risk factors, including teratogens and maternal stress; genetic influences, including gene-by-environment interactions; infant risk factors, including medical fragility and temperament; caregiving risk factors, including maternal and paternal factors and childcare settings; socioeconomic risk factors, including poverty; and child abuse and neglect. Tutorial assignments will focus heavily on critical evaluation of the quality of the research and to the translation of the research to applied programs.

Format: tutorial. Requirements: Students will meet in pairs with the instructor for one hour each week. Each week, students will either compose a position paper based on the week's readings, or respond to the position paper of their partner.

Prerequisites: Psychology 201 and Psychology 232 or permission of instructor. *Enrollment limit: 10 (expected: 10). Preference given to Psychology majors.*

HANE

**PSYC 332(F) 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.

Format: Empirical Lab Course. Requirements: hour exam, thought papers, and a written/oral report of final research project.

Prerequisites: Psychology 201 and Psychology 232 or permission of instructor. *Enrollment limit: 20 (expected: 10-12). Preference to Psychology majors.*

Hour: 11:20-12:35 TR

Lab: 1:10-3:50 W

KAVANAUGH

**PSYC 334T Magic, Superstition, and Belief (Not offered 2010-2011) (W)**

In the 2008 presidential campaign, Barack Obama played a ritual game of basketball on each election day while John McCain kept a lucky feather 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.

Format: tutorial. Requirements: Students will meet in pairs with the instructor for one hour each week and be fully prepared to discuss the material. Each week, one member of each pair will either write a 6- to 8-page paper (five papers in total), or respond to the partner's paper. Emphasis will be placed on constructing critical written and oral arguments.

Prerequisites: Psychology 221 or 232 or permission of instructor. *Enrollment limit: 10 (expected: 10). Preference given to Psychology majors.*

KAVANAUGH

**PSYC 335(S) Early Experience and the Developing Infant**

The period from conception to age two 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 in to 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.

Format: empirical lab course. Requirements: active class participation, regular thought papers and class presentations, and a written report and accompanying presentation of an independent research project.

Prerequisites: Psychology 232 and Psychology 201. *Enrollment limit: 19 (expected: 16). Preference given to Psychology majors and Neuroscience Concentrators.*

Hour: 1:10-2:25 MR

Lab: 2:35-3:50 MR

HANE

**PSYC 336 Adolescence (Not offered 2010-2011) (W)**

Why do we define adolescence as a distinct stage of development? What are its perils and accomplishments? What internal and external forces make adolescence such a volatile and formative stage of life? The course considers a range of empirical and theoretical material, as well as fiction and film, in order to identify and understand the behavior and experience of adolescents. Topics include: identity, sexuality, romantic love, intellectual growth, family relationships, psychological problems, education, and variation between cultures.

Format: seminar. There will be a midterm paper and a group project that will involve several pieces of writing.

Prerequisites: Psychology 232 or permission of instructor. *Enrollment limit: 19 (expected: 19). Preference given to Psychology majors and those who plan to become teachers.*

ENGEL

**PSYC 341(S) Stereotypes, Prejudice, and Discrimination (Same as Women's and Gender Studies 339) (D) (W)**

This course will examine social psychological theories and research that are relevant to the understanding of stereotypes, prejudice, and discrimination. We will take a variety of social psychological perspectives, emphasizing sociocultural, cognitive, personality, or motivational explanations. We will examine the impact that stereotypes and prejudice have on people's perceptions of and behaviors toward particular groups or group members and will explore a variety of factors that tend to exacerbate or weaken this impact. We also will consider some of the sources of stereotypes, prejudice, and discrimination and some of the processes through which they are maintained, strengthened, or revised. In addition, we will examine some of the effects that stereotypes, prejudice, and discrimination can have on members of stereotyped groups, as well as some implications of the social psychological research findings for issues such as education and business and government policies. A major component of this course will be the examination of classic and ongoing empirical research.

Format: Empirical Lab Course. Requirements: weekly brief papers, oral reports, two longer papers.

Prerequisites: Psychology 201 and 242. *Enrollment limit: 19 (expected: 19). Preference given to senior, then junior Psychology majors.*

Hour: 1:10-3:50 W

Lab: 1:10-3:50 R

FEIN

**PSYC 343 The Self (Not offered 2010-2011)**

This course considers "the self" from a social-psychological perspective. We read and evaluate current and classic research to better understand how beliefs and concerns about the self influence emotion, judgment, and behavior. In particular, we consider the causes and consequences of individuals' tendency to be "ego-centric" (i.e., self-centered). All students will design and conduct an empirical research project.

Format: Empirical Lab Course. Requirements: short daily thought papers, formal paper proposal, and a written/oral report of research.

Prerequisites: Psychology 201 and Psychology 242. *Enrollment limit: 19 (expected: 19). Preference given to Psychology majors.*

SAVITSKY

**PSYC 344 Advanced Research in Social Psychology (Not offered 2010-2011)**

This course will focus on the process of doing original, empirical social psychological research on specific topics in the field. We will concentrate on two content areas of research: (1) stereotypes and prejudice, particularly as they touch on issues concerning the academic achievement of women and people of color, and on the role of self-esteem in stereotyping and prejudice, and (2) interpersonal suspicion, including an examination of factors that might reduce suspicion in interracial or cross-cultural dyads or groups. Students will research and critically analyze and integrate the relevant literatures concerning these topics, and will design and conduct original research to test empirically several hypotheses that emerge from these literatures. We will examine a variety of types of research design and statistical techniques.

Format: Empirical Lab Course. Requirements: a series of papers, written and oral reports of research.

Prerequisites: Psychology 201 and Psychology 242. *Enrollment limit: 19. Preference given to Psychology majors.*

FEIN

**PSYC 345(F) Political Psychology (Same as Political Science 310)**

(See under PSCI 310 for full description.)

MARCUS

**PSYC 346(F) Environmental Psychology (Same as Environmental Studies 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 pro-environmental 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.

Format: empirical lab course. Requirements: a series of papers, written and oral reports of research.

Prerequisites: Psychology 242 recommended. *Enrollment limit: 19 (expected: 19). Preference to Psychology major.*

Hour: 1:10-2:25 MR

Lab: 1:10-3:50 W

SAVITSKY

### **PSYC 347(F) Psychology and the Law**

This course deals with applications of psychology to the legal system. Relevant psychological theory and research address the following controversies: scientific jury selection, jury decision-making, eyewitness testimony, child witnesses in abuse cases, hypnosis, lie-detector tests, interrogations and confessions, the insanity defense, and the role of psychologists as trial consultants and expert witnesses. Observations are made of videotaped trials, demonstrations, and mock jury deliberations.

Format: seminar. Requirements: two hour exams and class participation.

Prerequisites: Psychology 242. *Enrollment limit: 20 (expected: 20).*

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

KASSIN

### **PSYC 349(F) Progress and Problems in Intergroup Interaction**

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, and disability, and in specific settings, such as schools and workplaces.

Format: seminar. Requirements: twice weekly reaction papers, periodic oral presentations, research paper.

Prerequisites: Psychology 201 and 242 or consent of instructor. *Enrollment limit: 19 (expected: 15). Preference will be given to Psychology majors.*

Hour: 11:00-12:15 MWF

CROSBY

### **PSYC 351(S) Childhood Peer Relations and Clinical Issues**

An exploration of the important ways peer relationships influence children's emotional, cognitive, and social development. We consider various aspects of childhood peer rejection, including emergence and maintenance of peer difficulties, short- and long-term consequences, and intervention and prevention programs. A variety of research methodologies and assessment strategies will be considered. All students will design and conduct an empirical research project based on the concepts discussed, to be critiqued throughout the semester.

Format: Empirical Lab Course. Requirements: weekly response papers, midterm exam and a written/oral report of research.

Prerequisites: Psychology 201 and either Psychology 232 or 252. *Enrollment limit: 19 (expected: 19). Preference given to Psychology majors.*

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

Lab: 1:10-3:50 W

M. 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 fieldwork placement arranged by the instructor in a local mental health or social service agency.

Format: seminar. Requirements: field work (six hours per week), two 5-page position papers, and a 12- to 15-page final paper.

Prerequisites: Psychology 201 and either Psychology 232 or 252. *Enrollment limit: 15 (expected: 15). Preference given to senior, then junior, Psychology majors; you MUST have permission of instructor to register for this course.*

Hour: 2:35-3:50 MR

HEATHERINGTON

### **PSYC 356(F) Advanced Topics in Personality and its Disorders**

This course explores whether normative and extreme personalities can be explained within a single integrative theory. We begin by building an evidence-based account of 'human nature' — i.e., of those tendencies and capacities that all normal humans share, across diverse cultures and life histories. Next we study how genes, life events, and cognition can modify those tendencies and capacities to produce the individual differences that we call personalities. Finally we consider whether the personality disorders are qualitatively different from normative personality styles, or differ merely by degree. Material will be drawn from many psychological subdisciplines, including biological, trait, evolutionary, comparative, cognitive, psychodynamic, and social psychology.

Format: mixed lecture/seminar. Requirements: class participation, frequent short response papers, a midterm exam, and a capstone paper.

Prerequisites: Psychology 252 or permission of instructor. *Enrollment limit: 19 (expected: 19). Preference to Psychology majors.*

Hour: 11:00-11:50 MWF

A. SOLOMON

### **PSYC 361 Psychology of Nonviolence (Not offered 2010-2011)**

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 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.

Format: discussion/seminar. Requirements: class attendance and participation, discussion leadership, weekly response papers, short essays, and a final paper.

Prerequisites: any 200-level course in Psychology or permission of instructor. *Enrollment limit: 19 (expected: 10). Preference given to Psychology majors.*

KIRBY

### **PSYC 372(S) 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?

Format: seminar. Requirements: This course involves a field placement, weekly readings, as well as seminar discussion, supervision, one essay and one final paper.

Prerequisites: Psychology 232 or Psychology 272 or permission of instructor. *Enrollment limit: 19 (expected: 15). Preference given to Psychology majors and those who plan to become teachers.*

Hour: 1:10-3:50 W

ENGEL

### **PSYC 397(F), 398(S) Independent Study**

Open to upperclass students with permission of the instructor and department. Students interested in doing an independent study should make prior arrangements with the appropriate professor. The student and professor then complete the independent study proposal form available at the Registrar's Office and should submit it to the department chair for approval *prior* to the beginning of the drop/add period.

### **PSYC 401(S) 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 be leading these discussions.

Format: seminar. Requirements: participation in class discussions, choosing relevant research articles, and three position papers.

Prerequisites: *only open to seniors. No enrollment limit (expected: 15 per section). This course is required of all senior Psychology majors.*

Hour: 11:20-12:35 TR

Members of the Department

### **PSYC 493(F)-W31-494(S) Senior Thesis**

Independent study and research for two semesters and a winter study period under the guidance of one or more members of the department. After exploring the literature of a relatively specialized field of psychology, the student will design and execute an original empirical research project, the results of which will be reported in a thesis. Detailed guidelines for pursuing a thesis are available from the department and on our web site.

Prerequisites: permission of the thesis advisor.

## **PUBLIC HEALTH**

*Coordinator, Associate Professor* LOIS BANTA\*\*

*Advisory Committee:* Professors: DARROW, D. GOLLIN\*, C. JOHNSON, SHANKS, ZIMMERBERG. Associate Professors: BANTA\*\*, GEHRING, SHORE-SHEPPARD. Assistant Professors: DUBOW, HANE, KLINGENBERG, MUNEMO, WATSON. Adjunct Associate Professor: HONDERICH. Visiting Assistant Professor: J. PEDRONI. Lecturer: GUTSCHOW\*\*\*.

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 interven-

tions 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.

Public health draws on theory and applied research in the social sciences, natural sciences and humanities. Specialized subjects within public health include epidemiology, population history, environmental health, disease prevention, aging, biostatistics, reproductive and family health, health policy, health education, and the politics of health-related research. A good foundation in the study of public health would include at least one course devoted to the field as a whole and one course in statistics, supplemented by courses that provide grounding in demographic history and processes, decision-making, science and health, and humanistic and ethical dimensions of the field. It also would include field experience. The advisory committee on public health suggests that the following categories of courses serve as a distributive guide for students interested in acquiring a foundation in the field.

### **Core Course**

INTR 150 Dimensions of Public Health (*Not offered 2010–2011; to be offered 2011–2012*)

### **Courses in Statistics**

ECON/POEC 253 Empirical Methods in Political Economy  
STAT 101 Elementary Statistics and Data Analysis  
STAT 201 Statistics and Data Analysis  
STAT 231 Statistical Design of Experiments  
STAT 358T Introduction to Biostatistics  
STAT 440 Categorical Data Analysis

### **Demography: Population Processes**

ECON 380 Population Economics  
HIST/AFR 103 The City in Africa  
HIST 466 Imagining Urban America, Three Case Studies: Boston, Chicago, and L.A.  
PSCI 324 Genocide, Exile, and Famine

### **Decision-Making by Institutions and Individuals**

ECON 205 Public Economics  
ECON/WGST 207 Economics of HIV/AIDS  
ECON 230 Economics of Health and Health Care  
ECON 468 Your Money or Your Life: Health Disparities in the United States  
[ECON 469 Economics of Global Health and Population – last offered Spring 2009]  
ECON 503 Public Economics  
PSCI 209 Poverty in America  
PSCI 228 International Organizations  
PSYC 242 Social Psychology  
PSYC 326 Choice and Decision Making  
SOC 265 Drugs and Society

### **Science and Medicine**

ANTH/REL/WGST 272 Sex in Society: The Cultural Construction of Reproduction  
BIOL 133 The Biology of Exercise and Nutrition  
BIOL/ENVI 134 The Tropics: Biology and Social Issues  
BIOL 313 Immunology  
BIOL 315 Microbiology  
CHEM 111 Fighting Disease: Human Medicine  
CHEM 112 Chemistry of Tropical Diseases: Charting the Course from Traditional to Modern Medicines  
CHEM 115 AIDS: The Disease and Search for a Cure  
CHEM/ENVI 341 Toxicology and Cancer  
HIST 374 American Medical History  
HIST/WGST 378 The History of Sexuality in America  
HSCI 320/HIST 293 History of Medicine  
PSYC 317T Nature via Nurture  
PSYC 331T Risk and Resilience in Early Development  
PSYC 335 Early Experience and the Developing Infant  
PSYC 353 Behavioral Medicine

### **Bioethics and Interpretations of Health**

COMP 242T Reading and Writing the Body  
[HIST 336 Victorian Psychology – last offered Spring 2008]  
PHIL 227 Death and Dying  
PHIL 213 Biomedical Ethics  
PHIL/WGST 228 Feminist Bioethics  
PHIL 229 Ethics and Genetics  
PHIL 274T Ethics of Human Experimentation  
[PHIL/WGST 311T Power, Pain & Pleasure – last offered Fall 2007]  
PHIL 337 Justice in Health Care  
RLSP 301 Cervantes's Don Quixote  
WGST/PHIL 212 Ethics and Reproductive Technologies

### **Field Experience (Winter Study Classes)**

ANSO 13 Epidemiology, Public Health and Leadership in the Health Professions  
Biology 11 Global Health: Why We Should Care  
Biology 12 Pathophysiology of Diseases of the Heart  
Economics 25 Gender & Social Activism in Senegal  
Political Science 15 Infectious Diseases, Public Health Crisis and Human Development  
Political Science 21 Fieldwork in Public and Private Nonprofits  
Political Science 25 Williams in New Orleans  
SPEC 14 Emergency Medical Technician  
SPEC 19 Medical Apprenticeship  
SPEC 24 Eye Care and Culture in Nicaragua  
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  
ECON 25 Gender & Social Activism in Senegal  
PSCI 15 Infectious Diseases, Public Health Crisis and Human Development  
PSCI 21 Fieldwork in Public and Private Nonprofits  
PSCI 25 Williams in New Orleans  
SPEC 14 Emergency Medical Technician  
SPEC 19 Medical Apprenticeship  
SPEC 24 Eye Care and Culture in Nicaragua

## RELIGION (Div. II)

Chair, Professor DENISE K. BUELL

Professors: BUELL, DARROW\*\*, DREYFUS. Assistant Professors: HAMMERSCHLAG\*\*\*, HIDALGO, JOSEPHSON\*, SHUCK\*. Lecturer: GUTSCHOW\*\*\*. STINT Fellow: SCHEUER.

### MAJOR

The major in Religion is designed to perform two related functions: to expose the student to the methods and issues involved in the study of religion as a universal phenomenon of psychological, sociological, and cultural/historical dimensions; and to confront students with the beliefs, practices, and values of specific religions through a study of particular religious traditions. It is a program that affords each student an opportunity to fashion his/her own sequence of study within a prescribed basic pattern constructed to ensure both coherence and variety. It consists of at least nine semester courses as follows:

#### Required sequence courses

Religion 101 Introduction to Religion

Two seminars, one that explores a central topic of contemporary critical inquiry in the study of religion (courses numbered 270-299) and one that explores a body of theory in the study of religion (courses numbered 301-309)

Religion 401 Issues in the Study of Religion (*Note: REL 304 will count as the 401 seminar for the Religion major in 2010-2011.*)

#### Elective courses

Five additional courses in Religion are to be selected in such a way that at least one course is taken in both the Western and non-Western traditions. Students will construct their sequence in consultation with departmental advisors and subject to their approval. In order to achieve a deep coverage of a particular religious tradition or set of related problems in the study of religion, students are urged to select three electives that together have some kind of coherence, be it cultural, historical, or topical. Related courses from other departments or programs may be included among the three courses, and the point of coherence can be the subject of research papers in the senior seminar.

Students are advised to elect additional courses in related fields (e.g., psychology, sociology, anthropology, art, history, philosophy) in order to gain a clearer understanding of the social and cultural contexts in which religions appear.

For those who wish to go beyond the formally-listed courses into a more intensive study of a particular religious tradition, methodological trend, or religious phenomenon (e.g., ritual, symbol-formation, mysticism, theology, etc.), there is the opportunity to undertake independent study or, with the approval of the department, to pursue a thesis project.

The value of the major in Religion derives from its fostering of a critical appreciation of the complex role religion plays in every society, even those that consider themselves non-religious. The major makes one sensitive to the role religion plays in shaping the terms of cultural discourse, of social attitudes and behavior, and of moral reflection. But it also discloses the ways in which religion and its social effects represent the experience of individual persons and communities. In doing these things, the major further provides one with interdisciplinary analytical tools and cross-cultural experience and opens up new avenues for dealing with both the history of a society and culture and the relationships between different societies and cultures. What one learns as a Religion major is therefore remarkably applicable to a wide range of other fields of study or professions.

### THE DEGREE WITH HONORS IN RELIGION

The degree with honors in Religion requires the above-mentioned nine courses and the preparation of a thesis of 75+ pages with a grade of B+ or better. A thesis may combine revised work done in other courses with new material prepared while enrolled either in Religion 493-W31 or Religion W31-494. Up to two-thirds of the work in the thesis may be such revised work, but at least one-third must represent new work. The thesis must constitute a coherent whole either by its organizing theme or by a focus on a particular religious tradition. Candidates will also be expected to present the results of their thesis orally in a public presentation. Students who wish to be candidates for honors in Religion will submit proposals and at least 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.

### REL 101(F,S) Introduction to Religion

As an examination of the structure and dynamics of certain aspects of religious thought, action, and sensibility—employing psychological, sociological, anthropological, and philosophical modes of inquiry—the course offers a general exposure to basic methodological issues in the study of religion, and includes consideration of several cross-cultural types of religious expression in non-literate and literate societies.

Format: lecture/discussion. Assessment will be based on brief essays, a more substantial midterm paper and final essay-based exercise.

Enrollment limit: 25 (expected: 15-25).

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

1:10-2:25 MR

First Semester: BUELL, HIDALGO

Second Semester: DARROW

### THE JEWISH TRADITION

#### REL 201 The Hebrew Bible (Same as Comparative Literature 201 and Jewish Studies 201) (*Not offered 2010-2011*)

The Hebrew Bible is perhaps the single most influential work in the history of Western philosophy, literature, and art. But the overwhelming presence of the text in nearly every aspect of modern culture often obscures the sheer brilliance of its narrative technique as well as the complex interplay between law, history, prophecy, and poetry. This course offers a comprehensive introduction to the literary, historical, and theological aspects of the Hebrew Bible with an eye towards developing a sophisticated understanding of the text in its ancient context. Through the close reading of substantial portions of the Hebrew Scripture in translation and the application of various modern critical approaches to culture and literature, students will explore fundamental questions about the social, ritual, and philosophical history of ancient Israel, as well as the fundamental power of storytelling that has resonated across two millennia.

Format: lecture/discussion. Evaluation will be based on class participation, short written assignments, and two to three longer papers.

No prerequisites. Enrollment limit: 40 (expected: 40). Preference given to Jewish Studies concentrators, Religion and Comparative Literature majors.

DEKEL

#### REL 203(F) Judaism: Innovation and Tradition (Same as Jewish Studies 101) (D)

What is the relationship between modern notions of Jewish identity, thought and practice and the Hebrew Bible? How does the modern Reform movement link itself to the laws of the rabbinic sages? Are there consistent values and ideals that mark Jewish moral thought throughout its history? What elements of the Jewish tradition have enabled its elasticity and historic persistence? By providing an introduction to the traditions of Jewish thought and practice through the ages, this course will take up these questions. Though the course's method of progression will be primarily chronological, commencing with myths of Israel's beginnings and culminating with contemporary debates over Jewish identity, we will additionally emphasize the strong ties between methods of Jewish thought and practices and the surrounding cultural environments in which they developed. We will approach the tradition not only with historical concerns, but with literary and philosophical aims as well. We will analyze the interpretive strategies, theological presuppositions, and political aims that accompany the tradition both in its continuities and its ruptures. Finally, we will consider the extent to which we can speak of Judaism under the category of religion, considering as well the other categories that have been proposed for Judaism, Jews and Jewishness, such as nation, people, race and ethnicity, and the motivations behind such designations. Texts will include the Hebrew Bible, Holz (ed), *Back to the Sources*; Halbertal, *People of the Book*; Mendelsohn, *Jerusalem*; Hertzberg (ed), *The Zionist Idea*; Levi, *Survival in Auschwitz* as well as excerpts and articles available in a course packet.

Format: lecture/discussion. Assignments will include participation in class discussion, three short papers (5-7 pages) and a take-home final exam.

No prerequisites. Enrollment limit: 30 (expected: 15). Preference given to Religion majors and Jewish Studies concentrators.

Hour: 11:20-12:35 TR

HAMMERSCHLAG

#### REL 204 Endtimes: Messianism in Modernity (Same as Jewish Studies 204 and Philosophy 204) (*Not offered 2010-2011*) (W)

The sociologist Zygmunt Bauman has described modernity as the period of the world's disenchantment, when God absconded and religion was either rationalized or reduced to the category of superstition. Ironically, this very disenchantment might help to explain the persistence of the concept of the messianic in even the most secular branches of modern European thought. One of Judaism's most powerful and elastic concepts, the notion of the messiah saw a variety of radically different interpretations between the 17th and 20th centuries. This course will consider the range of modern interpretations of the messiah, taking as its concrete starting point the Sabbatian Heresy of the 17th century and concluding with Derrida's philosophical development of the concept of the messianic as pure interruption. The course's aim is to use messianism as a focal point around which to consider the dynamic relationship between philosophy and Judaism in modernity. This course will expose the mutual influences of these two forces, illustrating both how Enlightenment conceptions of progress helped to create the notion of "messianism" understood as an abstract idea, and how the modern/post-modern philosophical conception of the "messianic" as a force that interrupts time is dependent upon historical studies of the messianic dimension of traditional Judaism. The readings for each class will not generally exceed 40 pages but will require close attention. Authors to be read include GWF Hegel, Immanuel Kant, Hermann Cohen, Franz Rosenzweig, Gershom Scholem, Walter Benjamin, and

Jacques Derrida.

Format: seminar. Requirements will include regular participation, weekly writing assignments of 2-3 pages, and a final 12- to 15-page paper on an approved topic of the student's choice.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to Religion majors and Jewish Studies concentrators.*

HAMMERSCHLAG

**REL 205(S) Ancient Wisdom Literature (Same as Classics 205, Comparative Literature 217 and Jewish Studies 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.*

Format: lecture/discussion. Requirements: evaluation will be based on class participation, short written assignments, and two longer papers.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference will be given to students who have already taken a course in ancient literature.*

Hour: 9:55-11:10 TR

DEKEL

**REL 206 The Book of Job and Joban Literature (Same as Comparative Literature 206 and Jewish Studies 206) (Not offered 2010-2011) (W)**

The Book of Job has often been described as the most philosophical book of the Hebrew Bible. The story of one man's struggle to understand the cause of his suffering and his relationship to God represents the finest flowering of the Near Eastern wisdom literature tradition. Through its exploration of fundamental issues concerning human suffering, fate and divinity, and the nature of philosophical self-examination, Job has served as a touchstone for the entire history of existential literature. At the same time, the sheer poetic force of the story has inspired some of the greatest artistic and literary meditations in the Western tradition. This course will engage in a close reading of the Book of Job in its full cultural, religious, and historical context with special attention to its literary, philosophical, and psychological dimensions. We will then proceed to investigate key modern works in several genres that involve Joban motifs, themes, and text both explicitly and implicitly. These texts will include Franz Kafka's *The Trial*, Archibald MacLeish's *J.B.*, Robert Frost's "Masque of Reason," Carl Jung's *Answer to Job*, and William Blake's *Illustrations to the Book of Job*. *All readings are in translation.*

Format: discussion. Evaluation will be based on class participation, weekly short written assignments, and two longer papers.

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

DEKEL

**REL 207(F) From Adam to Noah: Literary Imagination and the Primeval History in Genesis (Same as Classics 207, Comparative Literature 250 and Jewish Studies 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 non-canonical 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.*

Format: discussion. Evaluation will be based on class participation and several writing assignments.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference will be given to students who have already taken a course in Biblical literature.*

Hour: 9:55-11:10 TR

DEKEL

**REL 208(F) "Thus says YHWH!" Introduction to Prophetic Literature of the Hebrew Bible (Same as Jewish Studies 208)**

How should we understand "prophets" or "prophetesses"? As mystical visionaries, political and social critics, eccentrics? The prophetic books of the Hebrew Bible are among the most intriguing and difficult books for the modern reader. The basic aim of this course is to teach the students how to critically evaluate the prophetic literature and, as a result, how to reach independent and informed interpretations of the prophetic texts of the Hebrew Bible. The course is divided in two parts: 1) a historical and literary overview of the prophetic literature of the Hebrew Bible and in its ancient Near Eastern context, with special attention to the contemporary political events in ancient Israel and its surroundings but also reflecting on the relevance of these texts for modern societies; 2) close examination of the book of the prophet Isaiah, its formation and literary, theological and ideological traditions against specific historical backgrounds. *All readings are in translation.*

Format: seminar. Requirements: regular participation, one in-class presentation, one midterm paper, one final paper.

No prerequisites, open to all. *Enrollment limit: 15 (expected: 10). Preference will be given to Religion majors and Jewish studies concentrators.*

Hour: 11:00-12:15 MW

SCHEUER

**REL 209 The Legend of the Wandering Jew (Same as Comparative Literature 209 and Jewish Studies 209) (Not offered 2010-2011)**

The story of the Jewish man who drove Christ away when he stopped to rest for a moment on his way to the Crucifixion and was doomed to roam the earth until the Advent is one of the most enduring and productive tales of the Middle Ages. Alternately a shoemaker, carpenter, or even doorkeeper to Pontius Pilate, the Wandering Jew appears in the folklore, literature, and visual arts of every region and era in European history. This course will explore the rich and varied traditions associated with this legend from its pre-history in the Hebrew Bible and the Gospels up through its early modern and Romantic heyday. In readings ranging from medieval chronicles and Reformation pamphlets to works by Chaucer, Schiller, Shelley, and Hans Christian Andersen, we will trace the evolution of this mysterious wanderer from reviled figure of anti-Jewish polemic, to righteous convert and missionary, to learned sage. Along the way we will also examine the intersection of the tale with such legendary figures as Cain, Prester John, and the Wild Huntsman. We will then turn to several modern literary reflections and contemporary artistic renderings of the story. *All readings are in translation.*

Format: discussion. Evaluation will be based on class participation and several writing assignments.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference will be given to students who have already taken a course in Biblical literature.*

DEKEL

**THE CHRISTIAN TRADITION**

**REL 210 Reading Jesus, Writing Gospels: Christian Origins in Context (Same as Classics 210 and Comparative Literature 213) (Not offered 2010-2011) (W)**

What were the religious and cultural landscapes in which Christianity emerged? How did inhabitants of the ancient Mediterranean world speak about the concept and significance of religion? How have scholars of early Christianity answered these questions? What are the implications of their various readings of early Christian history? In the first half of this course, we shall address these questions by examining the formation of Christianity from its origins as a Jewish movement until its legalization, using a comparative socio-historical approach. In the second half of the course, we shall examine the earliest literature produced by the Jesus movement and consider it within a comparative framework developed in the first half of the course.

Format: lecture/discussions. Requirements: one class presentation; three 3-page papers, one 5- to 7-page paper, and a final paper (15 pages).

No prerequisites. *Enrollment limit: 19 (expected: 10). Preference given to sophomores but is open to all classes.*

BUELL

**REL 211 The New Testament (Not offered 2010-2011)**

This course examines the twenty-seven writings that constitute the distinctively Christian portion of Christian scriptures, known as the New or Christian Testament (see Religion 201 for a course on the Hebrew Bible, the portion of the Christian Bible whose writings are scripture for both Jews and Christians). This course introduces students to a range of methods of biblical interpretation, to cultivate an understanding of the texts in the ancient historical and literary contexts of the Roman Empire, Judaism, and emerging Christian communities in which individual New Testament writings were composed and interpreted. The course also explores the process by which this collection of writings became authoritative for Christians.

Format: lecture and discussion. Evaluation will be based on class participation, brief weekly writing exercises, 5- to 7-page historical exegesis paper, and a final exam.

No prerequisites, open to all classes. No enrollment limit (expected: 25).

BUELL

**REL 212 The Development of Christianity: 30-600 C.E. (Same as History 324) (Not offered 2010-2011) (W)**

This class is designed to 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.

Format: lecture/discussion. Requirements: evaluation based on attendance, active participation in class, regular brief writing exercises; two textual analysis papers (3 pages each); one historical analysis paper (5 pages); essay-based take-home final exam.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to majors and prospective majors in Religion and/or History.*

BUELL

**REL 213(F) Divine Kingship in the Ancient Mediterranean (Same as Anthropology 258, Classics 258, and History 394)**

(See under CLAS 258 for full description.)

RUBIN

**REL 214 The Christianization of Europe (Same as History 329) (Not offered 2010-2011) (W)**

(See under HIST 329 for full description.)

GOLDBERG

**REL 215 The First Crusade (Same as History 425) (Not offered 2010-2011) (W) (D)**

(See under HIST 425 for full description.)

GOLDBERG

**REL 216 The Middle Ages (Same as History 225) (Not offered 2010-2011)**

(See under HIST 225 for full description.)

GOLDBERG

**REL 217 Apocalypse Now and Then: A Comparative History of Millenarian Movements (Same as History 476) (Not offered 2010-2011) (D)**

(See under HIST 476 for full description.)

BERNHARDSSON

**REL 219 The World of Charlemagne (Same as History 325) (Not offered 2010-2011) (W)**

(See under HIST 325 for full description.)

GOLDBERG

**REL 220 The Reformations in Early Modern Europe (Same as History 330) (Not offered 2010-2011)**

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.

Format: lecture/discussion. Evaluation will consist of several short papers (1500 words, a final paper (3000-3500 words), and thoughtful interaction.

No prerequisites; open to all. *Enrollment limit: 20 (expected: 20).*

SHUCK

**REL 221 Post-Enlightenment Christian Thought (Not offered 2010-2011)**

Christianity in the Western world has undergone numerous challenges since the early eighteenth century. Many thinkers have turned inward, developing pietistic theologies compatible with the modern world, while others have searched for an adequate expression of Christianity after the "Death of God." Another, remarkably resilient strand has actively turned against the Enlightenment in ironic ways, appropriating modern technologies, for example, while repudiating scientific discoveries that undermine their belief. This course will examine these issues, along with a careful consideration of the way gender, identity, and community have come to play a powerful role in contemporary expressions of Christian belief.

Format: lecture/discussion. Evaluation will consist of several short response papers, thoughtful interaction, a midterm, and a 10-page final paper.

No prerequisites. *Enrollment limit: 25 (expected: 15).*

SHUCK

**NORTH AMERICAN RELIGIONS**

**REL 224(S) U.S. Latina/o Religions (Same as American Studies 224 and Latina/o Studies 224) (D)**

(See under LATS 224 for full description.)

HIDALGO

**REL 225 Religions of North America (Same as American Studies 225) (Not offered 2010-2011)**

Scholars have written much about the history of religion in North America, but the effort has been fraught with many oversights. Recent scholarship has begun to take account of the fact that most religions in North America either did not emerge from European sources, or have existed long before the arrival of Europeans. Indeed, many religions have grown out of the American soil during the past several centuries-what some would call the product of religious "cross-fertilization," and what others would deem as religious and cultural thievery, i.e. colonialism. This course follows a modified historical trajectory, one that strives to allow the voices of forgotten "others" to speak, bringing questions of colonialism, identity, and the importance of religious community to the forefront.

Format: lecture/discussion. Evaluation will consist of several short response papers, thoughtful interaction, a midterm, and a 10-page final paper.

No prerequisites. *Enrollment limit: 25 (expected: 15). Open to all.*

SHUCK

**REL 226 New Religions in North America (Same as American Studies 226) (Not offered 2010-2011)**

This course explores contemporary North America religion 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.

Format: lecture/discussion. Students will be evaluated 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.

Open to all classes without prerequisite. *Enrollment limit: 30 (expected: 15).*

SHUCK

**REL 227 Utopias and Americas (Same as American Studies 227 and Latina/o Studies 227) (Not offered 2010-2011)**

This course considers the relationship between the imagination of utopias and the imagination of the lands and peoples in the Western hemisphere, though our main focus will be on the United States of America. We shall examine some significant utopian perspectives on the Americas, starting with Christopher Columbus' 1500 description of the "new world" and concluding with late twentieth-century utopias like *Aztlán* as employed by the Chicana/o student movement in 1969.

Format: seminar. 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.

No prerequisites. *Enrollment: 19 (expected: 12).*

HIDALGO

**REL 228T North American Apocalyptic Thought (Same as American Studies 228T) (Not offered 2010-2011) (W)**

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.

Format: tutorial. Evaluation will be based upon written work, critiques, and thoughtful participation. Requirements: each student will write and present orally, five 1,000-word essays every other week on the readings for the week and a final 2,000- to 2,500-word essay. Students not presenting will be expected to critique their colleague's work.

No prerequisites; open to all. *Enrollment limit: 10 (expected: 10).*

SHUCK

**THE ISLAMIC TRADITION**

**REL 230(S) Reading Reading: An Introduction to the Qur'an and Islam (Same as Comparative Literature 260) (W)**

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. Format: lecture/discussion. Requirements: 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.

No prerequisites. *Enrollment limit: 19 (expected: 10). Open to all.*

Hour: 11:00-12:15 MW

DARROW

**REL 231 The Origins of Islam: God, Empire and Apocalypse (Same as History 209) (Not offered 2010-2011)**

The rise of Islam in the seventh-century C.E. is usually seen, by both Muslim and non-Muslim historians, 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. 300-700 C.E.). The first half 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. Special attention will be given to borderlands (Armenia, Syria, and Arabia), where the problems of regionalism and religious diversity were prominent. 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 and the question of conversion and religious diversity within the commonwealth of Islam. The course will end with the flourishing of the Abbasid empire in the ninth century. This course will make use of the Antioch 2000 exhibit at the Worcester Art Museum.

Requirements: one 5-page paper, self-scheduled final, and a final research project. Each class will use a case study approach focusing on one textual, artistic, or architectural artifact.

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

DARROW

**REL 232(S) Anthropological Approaches to the study of Islam (Same as Anthropology 232)**

(See under ANTH 232 for full description.)

LOAN

**REL 233 Islamic Mysticism: The Sufis (Not offered 2010-2011) (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.

Format: lecture/discussion. Requirements: four 5- to 7-page papers based on the readings and revised in editing workshops.

No prerequisites; open to all. *Enrollment limit: 19 (expected: 19).*

DARROW

**REL 234 Shi'ism Ascendant? (Not offered 2010-2011)**

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, ecumenical efforts in the mid twentieth century, the Iranian revolution of 1979 and after.

Format: lecture/discussion. Evaluation based upon class participation and two short (4-6 page) essays and a final research paper (12-15 pages).

No prerequisites, open to all classes. *Enrollment limit: 30 (expected: 15).*

DARROW

**REL 236 The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow (Same as History 216 and International Studies 101) (Not offered 2010-2011)**

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.

Format: lecture/discussion. Requirements: weekly responses, three short essays (4-6 pages), and one research paper (12-15 pages).

No prerequisites. *Enrollment limit: 30 (expected: 15). Preference given to first-year students and sophomores.*

DARROW

**REL 238 Gender Remade: Muslim Women and Narratives of Subjection (Same as Anthropology 257 and Women's and Gender Studies 257) (Not offered 2010-2011)**

(See under ANTH 257 for full description.)

LOAN

**REL 239 Issues in Contemporary Islamic Thought (Same as Philosophy 239) (Not offered 2010-2011)**

This seminar examines some of the most important issues, debates, and polemics that occupied Muslim thought since the Islamic Revolution in Iran in 1978 (with special emphasis on the Arab world—the heartland of Islam). The basic theoretical, philosophical and theological principles underlying those controversies will be carefully explored, discussed and critically brought forward. The influence, use and abuse of traditional Western critiques of modernity and of current post-modern European attacks on the Enlightenment will be elaborated in the context of their appropriation and exploitation by Islamist theoreticians. These will include, for example, Foucault's discourse theory, Bachelard's "Epistemological Break", Heidegger's "authenticity", Feyerabend's "Farewell to Reason" and his "epistemological anarchism", Thomas Kuhn's notion of the "incommensurability of paradigms" and the wholesale assault on the idea of progress. Some of the debates to be examined are: (a) the real nature of the Islamic Revolution in Iran; (b) the legitimacy and adequacy of such concepts as "Fundamentalism", "Revivalism" and "Islamism" when applied to Islam; (c) The Sunni doctrine of "Hakimiah" (God's Sovereignty) as against the Shi'i doctrine of "Vilayet-e-Faqih" (the rule of the Jurist); (d) the question of "Orientalism" as triggered by Edward Said; (e) the Salman Rushdie affair and his novel *The Satanic Verses*; (f) the concepts of jihad and jihadism; (g) the future of political Islam after its evolution from fundamentalism to jihadism to spectacular terrorism. The approach will be historical, comparative and explanatory. The instructor will draw on his experiences as a long-time participant in the discussions, controversies and polemics produced by and around these issues.

Format: lecture/discussion. Requirements: midterm essay or book report on an approved topic of the student's choice. Term paper to be submitted at the end of the semester (15-20 pages).

No prerequisites; open to all. *Enrollment limit 19 (expected 19).*

AL-AZM

**THE SOUTH-ASIAN TRADITIONS**

**REL 242 Buddhism: Concepts and Practices (Not offered 2010-2011)**

This introductory course examines Buddhism from a double perspective. On the one hand, it studies the tradition descriptively, examining some of its religious, philosophical, historical and sociological aspects. On the other hand, this course also seeks to bring out the personal relevance of Buddhist ideas, ensuring that they are not just considered as objects but also as partners in an ongoing conversation. We start by examining the Theravada tradition of South and South-East Asia through which we seek to understand some of the basic Buddhist ideas such as no-self, suffering and its origin, and the possibilities for freedom. We then move to the Indian and Tibetan Mahayana traditions, which are characterized by an increase in the importance of compassion on the basis of the bodhisattva ideal. In dealing with Buddhism in Tibet, we focus more particularly on the tantric aspects of its tradition. Throughout the course, we are careful to consider Buddhism not just as a set of thought provoking ideas that can be studied in abstraction from their implementation, but as being based on socially inscribed practices. We examine a broad range of practices, ranging from so-called popular rituals to the practices of virtuosi. In particular, we examine meditation in the Theravada and Tibetan Tantric traditions. In this way, we gain a realistic appreciation of the nature, role and difficulties of such a practice, and dispel some of its misunderstandings.

Format: lecture/discussion. Requirements: full attendance and participation and two 4-to 6-page essays.

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

DREYFUS

**REL 244(F) Mind and Persons in Indian Thought (Same as Asian Studies 244)**

In this course, we follow the conversation among Indian philosophers concerning the self and the nature of consciousness. We first examine some of the Hindu views about the self and the mind and consider the ethical implications of these views. We then consider the Buddhist critiques of these views and some of the Hindu responses. We then turn our attention to the Madhyamaka Buddhist tradition, which radicalizes the critique of the self into a skeptical critique of realism, and to some of the later Buddhist rejoinders, particularly those of the Yogacara tradition, which offers a process view of reality focusing on the analysis of experience. We conclude by examining some of the later Hindu 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.

Format: lecture/discussion. Requirements: full attendance and participation, three short essays (6 pp.).

Prerequisite: prior exposure to Buddhism or philosophy, or permission of the instructor. *Enrollment: 18 (selection on the basis of relevant background) (expected: 18).*

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

DREYFUS

**REL 245 Tibetan Civilization (Not offered 2010-2011) (D)**

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 creating (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.

Format lecture/discussion. Requirements: full attendance and participation, three 6-page essays.

No prerequisites; open to all. *Enrollment limit: 30 (expected: 30).*

DREYFUS

**REL 246 India's Identities: Religion, Caste, and Gender (Same as Anthropology 246 and Women's and Gender Studies 246) (Not offered 2010-2011) (D)**

India is a nation based on difference whose multiple and fragmenting identities are often framed as unified oppositions: Hindu/Muslim, Rich/Poor, Secular/Religious, Male/Female. This course will deconstruct the media's popular representations of these and other identities in order to complicate the notion of a diverse Indian nation. It will highlight the range of identities and social practices among India's booming population that have produced critical axes of differentiation such as gender, caste, ethnicity, and religious sect. It begins by considering how the colonial principle of "divide and rule" provides an object lesson in the ways that difference can be used to sustain both social hierarchy and political rule. It describes how this logic of difference produced the tragedy of Partition and its legacy for the operation of gender and religion on the subcontinent. We critically examine the class and religious divisions that led to the birth of three nations—India, Pakistan, and subsequently Bangladesh—and the particular logic of communalism and religious violence in modern India. Throughout, the course attends to the subjective experience of being Hindu, Muslim, or Sikh, untouchable or upper caste, as well as male or female as a way of understanding the way that difference shapes individual agency and lives across India. It seeks to empathize or at least understand the perspective of both victims and perpetrators of communal and gendered forms of violence in India today. This course fulfills the Exploring Diversity Initiative by theorizing the ways in which difference has been used to effect profound historical, social, and individual changes in the Indian subcontinent.

Format: seminar. Requirements: participation in bi-weekly class blog, class discussion, oral presentation, final paper.

No prerequisites. *Enrollment limit: 20 (expected: 20.) Preference given to seniors, as well as majors in Religion, Anthropology, and Women's and Gender Studies.*

GUTSCHOW

**REL 249 Spiritual Crossroads: Religious Life in Southeast Asia (Same as Anthropology 233 and Asian Studies 233) (Not offered 2010-2011) (D)**

(See under ANTH 233 for full description.)

JUST

**EAST ASIAN TRADITIONS****REL 250 Scholars, Saints and Immortals: The Religious Life in East Asia (Same as Asian Studies 250) (Not offered 2010-2011) (D)**

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 heroes more generally) 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. We will also interpret the top-down creation of new moral paragons by East Asian states, including the popularization of the samurai in interwar Japan and Mao Zedong's self-presentation as the embodiment of China. National communities, after all, gain their coherence from the invocation of public lives as well as the repetition of founding myths and collective narratives. Readings will include 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 moral paragons, as part of how societies manage difference and articulate hierarchies of privilege and power.

Format: lecture/discussion. Requirements: active participation, short writing assignments, midterm, and a take-home final exam.

No prerequisites. *Enrollment limit: 30 (expected: 20). Preference given to Religious Studies and Asian Studies majors.*

JOSEPHSON

**REL 251 Zen Buddhism: History and Historiography (Not offered 2010-2011)**

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 Lancelot 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*.

Format: lecture/discussion. Assignments will include participation in class discussion, short response papers (2-3 pages), a mid term exam, and a take-home final exam.

No prerequisites. *Enrollment limit: 30 (expected: 30). Preference given to Religion and Asian Studies majors.*

JOSEPHSON

**REL 255(S) Buddhism in Society (Same as Asian Studies 255)**

Rather than focus on abstract and disembodied ideas, this course examines Buddhism as lived by actual people in particular social contexts. After an initial introductory section on the main ideas and practices of the tradition, we examine the roles that Buddhism has played in the traditional societies of Sri Lanka and Thailand where it is often connected with magical and shamanistic practices. We also consider the complex relation that Buddhism has entertained with the political realm, focusing more particularly on the place of statecraft in the Buddhist ethical universe. We then move to consider the transformations that Buddhism undergoes in contemporary Thai and Sri Lankan societies, examining the changing role of monks and laity, the resurgence of the nun order as well as the rise of Buddhist social activism. Throughout the course we track key issues and themes in the development and transformation of Buddhism over time—from the ancient to the modern world—and in relation to its changing social contexts. We conclude by examining some of the transformations of Buddhism in the West.

Format: lecture/discussion. Requirements: Full attendance and active participation; three 6 page papers.

No prerequisites. *Enrollment: 30 (expected: 25).*

Hour: 8:30-9:45 MW

DREYFUS

**REL 256(F) Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (Same as Anthropology 256, Asian Studies 256 and Women's and Gender Studies 256) (W) (D)**

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 Bud-



dhism 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.

Format: seminar. Requirements: two midterm papers, weekly Blackboard participation, final research papers, and class participation.

No prerequisites. *Enrollment limit: 20 (expected: 20). Preference given to Religion majors, Women's and Gender Studies concentrators, and seniors.*

Hour: 1:10-2:25 MR

GUTSCHOW

**REL 257 Gods and Demons in East Asian Religion (Not offered 2010-2011)**

Scholars usually distinguish between three different religious traditions in East Asia: Buddhism, Confucianism, and Daoism (with Shinto standing in for Daoism in the Japanese case). Yet, this tradition-based approach ignores the rich landscape of East Asian religion, which encompasses another world of gods and demons only loosely connected with established institutions. Even today, at popular sites all over China, Taiwan, Japan and Korea, people offer incense to a heterogeneous collection of supernatural entities-sometimes called gods, goddesses, demons, immortals, ancestors or even buddhas. The "same" entity can be simultaneously a beneficent god to one group and a malevolent demon to another. Rather than being static, this rich tapestry is constantly in evolution, elevating historical heroes (or philosophers) to godhood, while other once popular deities are demoted and dismissed as monsters. This course will address this stratum of "popular" religion in East Asia. Focusing on contemporary scholarship on China and Japan, we will take a multi-disciplinary approach to this material to provide a very different picture of East Asian religion as a lived tradition.

Format: seminar. Requirements: active participation, class presentations, one 15-page research paper.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to Religion and Asian Studies majors.*

JOSEPHSON

**REL 259 Japanese Religions and the State (Same as History 214) (Not offered 2010-2011) (W)**

For most of Japanese history religion and government have been closely intertwined. This course will examine the parallel evolution of political structures and religious institutions in Japan, beginning with the articulation of the mythological narrative of divine sovereignty in the *Kojiki* (712) and ending with the separation of Shinto from the state after World War Two. It will situate concepts such as law, punishment, emperor and nation within the context of wider politico-religious discourse. We will address issues of religion and violence, nationalism and utopian imagery, and will raise larger questions about the relationship between human religiosity and power.

Texts to be considered will include selections from law codes and primary works in translation (the *Kojiki*, *The Constitution of Prince Shotoku*, *The Tale of the Heike*, *The Propagation of Zen for the Protection of the State*, and *The Constitution of the Empire of Japan*) as well as secondary works (*Botsman*, *Punishment and Power in the Making of Modern Japan*, *Hardacre*, *Shinto and the State*, *Victoria*, *Zen at War*).

Format: lecture/discussion. Requirements: active participation, three short writing assignments of 3-5 pages, one 15-page research paper.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to Religion, Political Science and Asian Studies majors.*

JOSEPHSON

**TRADITIONS OF AFRICA AND THE AFRICAN DIASPORA (See courses listed REL 311-315)**

**REL 261 Rastafari: Dread, Politics, Agency (Same as Africana Studies 302 and Political Science 234) (Not offered 2010-2011)**

(See under AFR 302 for full description.)

ROBERTS

**COMPARATIVE INQUIRY**

**REL 270T Father Abraham: The First Patriarch (Not offered 2010-2011) (W)**

The figure of Abraham in the Hebrew scriptures is interesting for at least two reasons: he comes first and seems more universal rather than particular. He first received the covenant and the promise of the land of Israel, but before the full revelation of the Torah to Moses. He fathers both the Jewish people and the Arabs and the significance of that wider identity was later captured both by Christianity in the work of Paul and in the Qur'an where Muhammad identified with Abraham as the prototypical and non-sectarian monotheist prophet. This course will trace the figure of Abraham by a close and 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.

Format: tutorial. Requirements: each student in the tutorial will write and present orally five 5- to 7-page essays every other week on the readings for the week and a final 7- to 10-page essay. Students not presenting an essay will be responsible for offering an oral critique of the work of their colleague. Evaluation will be based on written work and critiques.

No prerequisites. *Enrollment limit: 10 (expected: 10). Open to all.*

DARROW

**REL 271 Religion and the Modern Literary Imagination (Same as Comparative Literature 271 and English 271) (Not offered 2010-2011) (W)**

In this course we will examine themes of religious life such as ritual, sin, redemption, evil, magic, heresy, prophecy, faith and devotion as they appear as sources of conflict and reflection in novels, poems and short stories from the nineteenth and twentieth centuries. Our task will be to consider first, how literary form can be used as a tool to conceptualize religious experience, but second the ways in which literature, in its expressions of wonder and despair, converges or conflicts with the aims of worship and religious performance, producing either modern sacrament or idol. Of the novels, stories and poems that we will read, some will arise directly out of the Christian, Jewish and Islamic traditions, while others will have more explicitly tangential, or even heretical relations with these traditions. We will consider a range of novelists from Dostoevsky to Cynthia Ozick and Orhan Pamuk and a range of poets from Gerard Manley Hopkins to Wallace Stevens and Paul Celan. Assignments will be both critical and creative. You will be asked to think like a writer and a critic and thus to try your hand at writing a sestina as well as a personal essay.

Format: seminar. Assignments will include bi-weekly response papers of 1-2 pages, a short essay of 5-7 pages and a final writing assignment of 8-10 pages.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to first-year students and Religion majors.*

HAMMERSCHLAG

**REL 279 Big Games: The Spiritual Significance of Sports (Same as Philosophy 226) (Not offered 2010-2011)**

(See under PHIL 226 for full description.)

DUDLEY

**CONTEMPORARY CRITICAL INQUIRY**

**REL 282T Immortality and the Soul in Ancient and Medieval Thought (Same as Philosophy 220T) (Not offered 2010-2011) (W)**

(See under PHIL 220 for full description.)

MCPARTLAND

**REL 285T (formerly 305) Haunted: Ghosts in the Study of Religion (Not offered 2010-2011) (W)**

Haunting offers a powerful way to speak about forces that affect us profoundly while remaining invisible or elusive. "What is it that holds sway over us like an unconditional prescription? The distance between us and that which commands our moves-or their opposite, our immobility-approaches us: it is a distance that closes in on you at times, it announces a proximity closer than any intimacy or familiarity you have ever known" (Avital Ronell, *Dictations: On Haunted Writing* [1986] xvi-xvii). The figure of the ghost has been developed by those seeking to grapple with the ongoing effects of modern slavery, colonialism, state-sponsored terrorism, the holocaust, and personal trauma and loss. Building upon the insights about memory, history, and identity that haunting has been used to address, this course will challenge students to explore the study of religion by way of its "seething absences." We shall ask how the study of religion has endeavored to address loss, trauma, and its persistent effects, what "holds sway" over various approaches to the study of religion, as well as how "religion" constitutes its own ghostly presence, haunting other domains.

Format: tutorial. Requirements: meeting in pairs, each student will either write and present a paper or respond to their partner's paper. Each student will write and present two 1-page papers, five 5-page papers, and five oral critiques (based on written notes) of their partner's paper. Students will revise two papers.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to Religion majors.*

BUELL

**REL 286 (formerly 308) Shopping: Desire, Compulsion and Consumption (Not offered 2010-2011)**

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. Format: lecture/discussion. Requirements: three essays (4-6 pages) and one ethnographic account (4-6 pages). No prerequisites. *Enrollment limit: 40 (expected: 20). Open to all.*

DARROW

**REL 287 The Dynamics of Globalization: Society, Religion and the Environment (Same as Environmental Studies 287) (Not offered 2010-2011) (D)**

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 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 culture in general and religion in particular, arguing that its renewed relevance is a function of the socio-cultural transformations that globalization brings about, particularly the loss of community and the atomization of individuals in an ever more inter-connected world. In this way, we come to understand some of the dominant features of the global age, the role of cultural differences and the growing concern for questions of meaning and personal identity. 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 Culture/ Individual Identity*. Shuck, *Mark of the Beast*. Roy, *Globalized Islam*.

Requirements: a class presentation and a research paper (15 pages).

No prerequisites. *Enrollment limit: 22 (expected: 22). Preference given to Religion majors and Environmental Studies concentrators.*

DREYFUS

**REL 288(S) The Embodied Mind: A Cross-Cultural Exploration (Same as Philosophy 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.

Format: seminar. Requirements: regular practice of meditation, a class presentation, a short essay (6p) and a long final research paper (15 p.).

Prerequisites: some background in either psychology, cognitive sciences, philosophy or permission of the instructor. *Enrollment limit: 18 (expected: 12). Selection on the basis of relevant background.*

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

DREYFUS

**REL 289T (formerly 309) Exile, Homecoming and the Promised Land (Same as Comparative Literature 309T and Jewish Studies 491T) (Not offered 2010-2011)(W) (D)**

In terms of vocabulary and metaphor, the Jewish experience of exile pervades modern, western discourse on the experience of being alienated, severed, and separated from one's national and natural homeland. Thus in this course we will take the Jewish experience of exile (*galut*) as our point of departure for a broader discussion of these themes as they relate to other diasporic communities. As a consequence of increased mobility, political instabilities, economic insecurity and the proliferation of means of communication, the state of Diaspora increasingly characterizes populations across the globe, from Africa, Asia, South America, and Europe. While we will not focus specifically on these communities, one of our tasks will be to discover how the Jewish experience shapes the discourse on exile and Diaspora that pervades modern discussions of displacement and emigration. We must further consider what is at stake politically and philosophically in privileging the Jewish experience, especially given the post-1948 community of Palestinian refugees. To illuminate this discussion we will draw on the literature of the Jewish tradition from the Hebrew Bible and rabbis to Twentieth Century accounts and reflections of Franz Kafka, Walter Benjamin and Emmanuel Levinas, as well as materials that reflect the voices of other refugee communities. We will then move to examine the relationship of the notion of the homeland to that of the promised land. We will consider the ambivalence in the nineteenth and twentieth century concerning discourse of blood and soil, and the consequent possibility that exile and rootlessness could signal positively.

Format: tutorial. Requirements: meeting in pairs, each student will either write and present a paper or respond to their partner's paper. Each student will write and present a 5-page paper on alternating weeks. On the weeks in which the student is not presenting, she will be expected to write a 1- to 2-page critique/response to her classmate's paper. The final assignment will be an 8- to 10-page paper that expands on an issue or question raised in class.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to Religion majors. This course will also serve as the capstone course for senior Jewish Studies Concentrators.*

HAMMERSCHLAG

**REL 290T Explorations of the Afterlife (Not offered 2010-2011) (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*.

Format: tutorial.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference given to Religious Studies and Asian Studies majors.*

JOSEPHSON

**REL 291(S) God's Green Earth: Religion and Environment in America (Same as Environmental Studies 291 and Sociology 291) (W)**

(See under ENVI 291 for full description.)

HOWE

BODY OF THEORY (301-309)

**REL 301 Word Virus: Cultural Theory after the Linguistic Turn (Same as Comparative Literature 301) (Not offered 2010-2011)**

"My general theory since 1971 has been that the Word is literally a virus, and that it has not been recognized as such because it has achieved a state of relatively stable symbiosis with its human host." (William S. Burroughs 1986, 47). Parallel movements in continental European and Anglo-American philosophy (known popularly as "the linguistic turn") led to an interdisciplinary emphasis on the way in which language constitutes reality. Language could no longer be thought of as simply a mechanism for the transmission of "facts." Increasingly, theorists recognized that differences in language created incommensurable worlds of meaning; that specialized forms of linguistic discourse are both determined by and constitutive of their putative objects. Accordingly, linguistic phenomena have taken center stage not only in philosophy, but also in the study of culture and society. The influx of these new theories of language has also dramatically reshaped the discipline of religious studies. By examining the linguistic turn and its implications for the study of cultural phenomena, this course will introduce advanced students to some of the most important theoretical approaches to come out of this movement. Authors whose work will be considered include: Ludwig Wittgenstein, Ferdinand de Saussure, Benjamin Whorf, George Lakoff, Claude Lévi-Strauss, Jacques Derrida, Roland Barthes, Paul Ricoeur, Mikhail Bakhtin, Luce Irigaray, Richard Dawkins, and Dan Sperber.

Format: seminar. Requirements: active participation, class presentations, short writing assignments, and a take-home final exam.

Prerequisites: Religion 101 or Comparative Literature 117 or permission of instructor. *Enrollment limit: 15 (expected: 15). Preference given to Religion and Comparative Literature majors.*

JOSEPHSON

**REL 302T Philosophy of Religion (Same as Philosophy 281) (Not offered 2010-2011) (W)**

(See under PHIL 281 for full description.)

BARRY

**REL 303(F) (formerly 280) The Turn to Religion in Post-Modern Thought (Same as Jewish Studies 280 and Philosophy 282) (W)**

As thinkers of the 20th century came to question the Enlightenment ideal of human self-sovereignty, both for its intellectual and political consequences, many turned back to religious imagery and concepts in pursuit of alternate modes of conceptualizing the human being. This course will examine some such endeavors in the fields of philosophy, psychoanalysis and literature. While none of the texts we examine will be explicitly theological, all will, in some form or another, make use of theological notions such as revelation, redemption, or sacrifice. In examining these texts we will be asking some fundamental questions: What meaning do

religious concepts have when emptied of dogmatic content? How effective are these concepts when employed in the service of cultural critique? How might such efforts reflect back on the theorizing and practice of religions in contemporary society? We will, furthermore, analyze the very category of the post-modern by considering its relationship to the Enlightenment, debating whether this relationship is one of continuity, rupture or both, and dissecting the critique that post-modern philosophy's concern for religion is a sign of its nostalgic or reactionary nature. Readings will include Immanuel Kant's *Religion within the Limits of Reason* alone, Friedrich Nietzsche's *Twilight of the Idols*, Jacques Lacan's *Feminine Sexuality*, as well as essays by Luce Irigaray, Georges Bataille, Emmanuel Levinas, Jean-François Lyotard and Jacques Derrida.

Format: discussion. Requirements will include regular participation and four writing assignments: three shorter papers of 3-5 pages on a question assigned by the instructor and a longer essay of 12-15 pages on an approved topic of the student's choice.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to Religion and Philosophy majors and Jewish Studies concentrators.*

Hour: 2:35-3:50 TF

HAMMERSCHLAG

### **REL 304(F) From Hermeneutics to Post-coloniality and Beyond (Same as Comparative Literature 344 and English 386) (D)**

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*.

Format: seminar. Requirements: full attendance and participation, three essays (6 pages).

Prerequisite: some familiarity with philosophy and/or theory is recommended. *Enrollment limit: 18 (expected: 18). Selection based on the basis of relevant background.*

**REL 304 will count as the 401 seminar for the Religion major in 2010-2011**

Hour: 1:10-3:50 W

DREYFUS

### **REL 305 (formerly 284) Foucault (Not offered 2010-2011) (W)**

Michel Foucault was first and foremost a scholar of power. His ironic "genealogies" of how the Enlightenment promised freedom but instead delivered intricate and perilous technologies of control have inspired philosophers, intellectual historians, and even novelists. Yet for all of this Foucault is often thought of as having posited a helpless subject trapped in an inescapable web. Worse, scholars such as Rosie Braidotti have seen this subject as a uniquely masculine maneuver-ignoring women's struggles. This course will consider Foucault and his own "mentors," Heidegger, Nietzsche, and Kant, among others, as well as exploring such central questions as Foucault's views on gender and sexuality. We will also examine whether Foucault was able—as he intended—to move beyond "resistance" in his later writings and help post-Enlightenment individuals engender a more empowered sense of subjectivity.

Format: seminar.

No prerequisites, although some work in Continental Philosophy will be helpful. *Enrollment limit: 19 (expected: 10). Preference given to Religion majors.*

SHUCK

### **REL 306(S) Feminist Approaches to Religion (Same as Women's and Gender Studies 307) (W) (D)**

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(s) have a long though often troubled history of interconnection. In this course, we shall explore a range of feminist and queer 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, gender, race, class, nationality, ethnicity, and religious affiliation—make a difference for the ways that religion is interpreted and practiced.

Format: seminar. Requirements: evaluation based on attendance, active participation in class, 3-page "position" paper for seminar discussion; 5-7 page analytical essay; peer-review of analytical essay draft; presentation of final paper-in-progress; 15 page final research paper or equivalent project.

Prerequisites: either WGST 101 or REL 101, or permission of instructor. *Enrollment limit: 15 (expected: 10). Preference given to majors and prospective majors in Religion and/or Women's and Gender Studies.*

Hour: 1:10-2:25 TF

BUELL

### **REL 307 Thinking Gods: Cognitive Theories of Religion (Not offered 2010-2011)**

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.

Format: seminar. Requirements: active participation, class presentations, short writing assignments, and a take-home final exam.

Prerequisites: Religion 101 or permission of instructor. *Enrollment limit 19 (expected: 15). Preference given to Religion majors and Cognitive Science concentrators.*

JOSEPHSON

### **REL 308 Nietzsche and Religion (Not offered 2010-2011)**

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.

Format: seminar. Evaluation will consist of two 5- to 6-page response papers, a midterm exam, and a 10- to 15-page final paper, and thoughtful participation.

No prerequisites; open to all. *Enrollment limit: 19 (expected: 15). Preference given to Religion majors.*

SHUCK

### **REL 309(S) (formerly 273) Scriptures and Race (Same as Africana Studies 309 and Latina/o Studies 309)**

What are "scriptures" and what is "race"? What do we presume when we use the word "scriptures"? What do we now mean and what has often been meant by the term "race"? How and why did these two terms come to have any relationship to each other? Why, in the violent encounters of peoples, did these categories come to implicate 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 other historical moments and places where "race" is engaged, as well as other texts and practices identified with "scriptures." We will be especially attentive to dynamics of power, especially in the contexts of modern colonialism and imperialism.

This course will be mostly discussion-based, with grading based upon participation, short writing exercises, a 5-8 page take-home midterm essay, and a 10-15 page final review essay.

No prerequisites.

Hour: 2:35-3:50 TF

HIDALGO

### **REL 311(S) Black Ministerial Imaginations: Griots, Athletes, and Maestros (Same as Africana Studies 311)**

(See under AFR 311 for full description.)

J. MANIGAULT-BRYANT

### **REL 315(S) The Black Religious Experience (Same as Africana Studies 305 and Sociology 305)**

(See under AFR 305 for full description.)

J. MANIGAULT-BRYANT

### **REL 397(F), 398(S) Independent Study**

**REL 401 Issues in the Study of Religion (Not offered 2010-2011) (Students should enroll in REL 304 in 2010-2011)**

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.

Requirements: class reports, papers, and substantial research projects. Topic for 2009-2010: *Futures and Pasts in the Study of Religion*.

Prerequisites: senior Religion major status or permission of instructor. Enrollment limit: 15 (expected: 15).

JOSEPHSON

**REL 403(F) Rhetoric, Ambition, and the Function of the Cappella Palatina in Palermo (Same as Arth 407)**

(See under ARTH 407 for full description.)

GOTLIEB

**REL 493(F)-W31; W31-494(S) Senior Thesis****REL 497(F), 498(S) Independent Study**

**See French, Italian, Spanish for searchable course listings!**

**ROMANCE LANGUAGES (Div. I)**

Chair, Associate Professor KATARZYNA M. PIEPRZAK (Fall)

Associate Professor BRIAN MARTIN (Spring)

Professors: BELL-VILLADA, NORTON\*\*\*, ROUHI\*. Associate Professors: S. FOX\*, FRENCH, MARTIN, PIEPRZAK\*\*. Visiting Professor: NICASTRO. Visiting Associate Professor: PITCHER. Visiting Assistant Professors: BROSSILLON, GOODBODY, MARTINEZ. Lecturers: DESROSIERS. Teaching Associates: BERNAL, CORMERAIS, DIENG, FRAILE.

**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 compre-

hensive 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: normally 2 major credit for one semester and up to 4 major credits for a full year or two semesters. The final assignment of credit will be authorized in consultation with the student's major advisor once the student has returned to Williams. Such credits can only be determined by review of course format, course materials, and evidence of satisfactory academic performance. Students interested in studying abroad need to consult with faculty members in French by the second semester of their first year. Early planning is essential. Because the academic quality of certain programs of study in France may well be beneath the pedagogical standards normally associated with a Williams education, students will receive major credit for only those programs recommended by the Department. Please consult a faculty member to find out which programs are acceptable. Normally, the Department does not administer proficiency exams (for study abroad) to any student who has not completed a French course at Williams.

## LANGUAGE AND CIVILIZATION COURSES

### RLFR 101(F)-W088-102(S) Introduction to French Language and Francophone Cultures

This year-long course offers a complete introduction to the French language and is designed to help you become fully conversant in French by focusing on four fundamental language skills: listening, speaking, reading, and writing. Through daily practice, class activities, interactive discussion, listening exercises, written work, reading assignments, video-observations, and film-viewing, you will quickly gain confidence and increasing facility with your abilities to speak and understand both spoken and written French. In addition, our study of grammar, vocabulary, and communication skills will be organized around an engaging and dynamic introduction to a variety of French-speaking cultures around the world, from France and Belgium, to Québec and Martinique, to Sénégal and Morocco. Format: the class meets five hours a week. Evaluation in both semester-long courses will be based on active class participation, workbook exercises and compositions, chapter tests, midterms, and final exams. Students registered for 101-102 are required to attend and pass the sustaining program during the winter study period. Credit granted only if both semesters are taken. For students who have taken less than two years of high school French. *Conducted in French.* No prerequisites. *Enrollment limit: 20 (expected: 20). If overenrolled, preference will be given to first- and second-year students and those with compelling justification for admission.*

Hour: 10:00-10:50 MTWRF  
10:00-10:50 MTWRF

First Semester: MARTIN  
Second Semester: BROSSILON

### RLFR 103(F) Intermediate Studies in French Language and Francophone Cultures

As a continuation of French 101-102, this first-semester intermediate course is designed to help you improve your French, while at the same time learning more about French and Francophone cultures, politics, literature, and film. Through the active study and daily practice of listening, speaking, reading, and writing in French, you will: continue developing communication skills necessary to function in daily life; learn to express your opinions and ideas; improve your command of spoken and written French through a revision of important grammatical structures; strengthen your reading and writing skills in order to prepare you for further study of literary texts; and develop an increased vocabulary and cultural appreciation of French-speaking cultures around the world. Format: class meets five hours a week. *Conducted in French.* Requirements: active class participation, workbook exercises and compositions, short papers, chapter tests, midterm, and final exam.

Prerequisites: French 101-102 or examination placement. NOTE: Students should seriously consider taking French 103 AND 105 if they intend to enroll in more advanced French courses at the level of French 106 or above, or if they anticipate studying in France or in a Francophone country during their junior year. *Enrollment limit: 20 (expected: 20). If overenrolled, preference will be given to first- and second-year students and those with compelling justification for admission.*

Hour: 9:00-9:50 MTWRF

MARTIN

### RLFR 104(S) Intermediate French II: Studies in French Language and Francophone Culture

As a continuation of French 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. After successfully completing French 104, students may register for French 201. *Conducted in French.*

Format: class meets three hours a week plus a fourth conference hour with French teaching associates. Requirements: class participation, short papers, oral class presentations, quizzes and exams.

Prerequisites: French 103. This course is primarily for continuing French 103 students. Students who have placed at the advanced intermediate level on the placement exam should register for French 105. *Enrollment Limit: 20 (expected: 20). If overenrolled, preference will be given to continuing 103 students and potential French majors.*

Hour: 9:00-9:50 MWF

Conference: 2:10-3 W

DESROSIERS

### RLFR 105(F) Advanced French: Linguistic and Cultural Intrigue in the Francophone World (I)

What mysterious set of connections brings together a young Québécoise graduate student, an 18th-century French manuscript by the author of *Dangerous Liaisons*, a chameleon-like Parisian bent on tracking the young student, a sinister French police inspector, and a suave Caribbean book collector with roots in two continents? Where is the kaleidoscope of cultural signs leading us: the Zydeco culture of Louisiana and New Orleans, enigmatic Creole proverbs such as "The green beans are not salted" and "Okra is not eaten with one finger", the dizzying shift of international locales, and the autumnal radiance of Paris? We set out with Claire Plouffe and her young, somewhat sinister admirer, Jean-Louis Royer, through a deepening international mystery set in a Francophone environment and embracing the rich variety of cultural and linguistic experience that has helped shape the role of France in the world. Against this backdrop, the course seeks to build on the writing, reading, and aural comprehension skills in French developed at the elementary and intermediate levels (especially those of French 103). It will consist of a continued review of fundamental grammar structures, but will emphasize the application and assimilation of those structures in activities of composition, oral presentation, and discussion. *Conducted in French.*

Requirements: class participation, attendance, short papers, and five hour-long exams.

Prerequisites: French 101-102, 103, or examination placement. *Enrollment limit: 20 (expected: 20).*

Hour: 11:20-12:35 TR

Conference: 1:10-2:00 W, 2:10-3 W

NORTON

### RLFR 106(S) Advanced French: Linguistic, Cultural and Literary Explorations in the Francophone World (II)

This course is designed as a continuation of RLFR 105 for students wishing to develop their ability to converse and write in idiomatic French with ease and fluency. Students will review linguistic structures in depth as well as expand their range of vocabulary, since special attention will be given to writing and speaking. At the same time, students will exercise their analytical and critical thinking on the works of a variety of Francophone writers such as Philippe Delerm, Amélie Nothomb, Marguerite Duras, Gabrielle Roy, Guy de Maupassant, Albert Camus, Mariama Bâ, Annie Ernaux and Nathalie Sarraute while examining and exploring how relationships are done and undone, how passions such as jealousy, love, greed, hatred enter in a variety of characters and circumstances. *Conducted in French.*

Requirements: regular attendance; active class participation; quizzes, short papers and oral presentations; a mid-term and a final test.

Prerequisites: French 103 (with instructor's permission) or 105 or examination placement. *Enrollment limit: 20 (expected 20). Preference will be given to students continuing RLFR 105 or those admitted by placement.*

NOTE: See RLFR 105 for more information on the sequencing of French 105/106.

Hour: 11:00-11:50 MWF

Conference: 1:10-2 W

DESROSIERS

### RLFR 112(S) Advanced Conversation in French: French and Francophone Cultures Through 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. Films to include: "Le fabuleux destin d'Amélie Poulain," "Tanguy," "L'Auberge espagnole," "Paris je t'aime," "Le vieil homme et l'enfant," "Les Choristes," and "La Rue cases-nègres."

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: 20).*

Hour: 9:00-9:50 MWF

BROSSILON

## LITERATURE COURSES

### RLFR 201(F) (formerly RLFR 109) Introduction to French Literature: Les Routes Jalonnées: Culture and Society in the French and Francophone Literary Heritage

This course introduces students to the richly diverse literary landscape of metropolitan and non-metropolitan France as recorded in major works of prose, poetry, and theater from the Middle Ages to the present. Particular attention will be given to the ways in which culture, society, and the individual's relationship to them are mirrored and interpreted in various literary genres, contexts, and registers. Each work to be studied develops a unique language that serves not only to interpret the culture from which it emerges, but to frame that culture within the larger issues of self and identity. Among the authors and works to be examined are Chrétien de Troyes's *Perceval* (excerpts), *La Chanson de la Rose* (excerpts), selected sonnets by Ronsard, Molière's *Le Misanthrope*, Rousseau's *Rêveries d'un promeneur solitaire* (excerpts), France's national anthem *La Marseillaise* (Rouget de Lisle), Flaubert's *Madame Bovary*, poems of Hugo and Baudelaire, short stories of Gustave Flaubert and Albert Camus, Mariama Bâ's *Une si longue lettre*, Linda Lê's *Lettres mortes* (selections), Honoré Beaugrand's *La Chasse-galerie*, and, last but not least, the comic pacyderm, *Babar*. *Conducted in French.*

Format: seminar. Requirements: class participation, three short papers, an oral presentation and a final examination.

Prerequisites: RLFR 105 or 106, or by French placement examination, or permission of instructor. *Enrollment limit: 22 (expected 17). Preference will be given to French majors and those with compelling justification for admission.*

Hour: 9:55-11:10 TR

NORTON

**RLFR 202 (formerly 110) War and Resistance: Two Centuries of War Literature in France, 1804-2004 (Same as Women's and Gender Studies 201) (Not offered 2010-2011)**

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 Vercingetorix, 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, Malle, Angelo, Pontecorvo, and Duras. *Conducted in French.*

Format: seminar. Requirements: active class participation, two short papers, an oral presentation, and a final paper.

Prerequisites: French 106, 201, 203, or by placement test, or by permission of instructor.

*Enrollment limit: 20 (expected: 20). If overenrolled, preference will be given to French, Comparative Literature, and Women's and Gender Studies majors, and those with compelling justification for admission.*

MARTIN

**RLFR 203 (formerly 111) Introduction to Francophone Studies (Same as Africana Studies 204) (Not offered 2010-2011) (D)**

Literature in French comes from several far-flung regions of the world, including Europe, Africa, the Middle East, Asia, the Caribbean and the Americas. This course asks first of all: what links such disparate francophone cultures besides a shared language and a history of colonialism? A common thread that runs through francophone literature is the coming-of-age story, where the process of growing up and traveling far from home involves or parallels the assimilation of regionally specific or traditional culture to a Western standard. The class readings will include coming-of-age narratives from four francophone regions by Dany Laferrière (Haiti), Mouloud Feraoun (Algeria), Fatou Diome (Senegal), and Gabrielle Roy (Canada), as well as shorter pieces by authors such as Aimé Césaire (Martinique), Frantz Fanon (Martinique), and Henri Lopes (Congo). As a class we will debate to what extent these narratives can or should be read as allegories of nation-building or representations of specific cultures on the one hand and as unique, idiosyncratic works of fiction on the other. These works will also invite students to consider the nature of cultural difference, the treatment of gender and race in fiction and the interrelatedness of themes such as family, migration and diaspora. *Conducted in French.*

Format: seminar. Requirements: active class participation, reading journal, two short papers, and a final paper

Prerequisites: French 105 or above or results of the College Placement Examination, or permission of instructor. *Preference given to French and Comparative Literature majors and concentrators in Africana Studies.*

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

**RLFR 210 Fantastic Spaces and Imaginary Places: Literary Text and Image in Late Medieval and Early Modern France (Not offered 2010-2011)**

When Aristotle speaks of Homer's powers of language, he describes the Poet's skill as a dimension of energy and eye, the capacity to "represent everything as moving and living" and thus to be "graphic", to make the audience actually see things through words. Medieval and Renaissance French writers based their literary projects on these ancient theories of visualization and presentation. The result was a period of intense literary creativity that encompasses a kaleidoscope of issues converging both on poetics and painting as well as on concepts of architectural and landscape design. This capacity to imagine is at the heart of writing about travel, exploration, discovery, spatial and natural description, phantasmagoric quests, poetic "madness", and the contemplation of mind. The primary vehicle through which we will examine these issues is the literary text and its supporting manuscript illuminations and book illustrations: namely, selected texts from Guillaume de Lorris' and Jean de Meung's *Roman de la Rose* and the allegory of love, Guillaume Du Bellay's *Antiquités de Rome* and *Regrets*, François Rabelais's grotesque epic of Gargantua and Pantagruel, and Pierre de Ronsard's sonnet cycles on love and nature (*Les Amours*). We will examine how these overarching literary issues intersect with parallel developments in the visual arts (Burgundy in the 15th century, the Myth of the Golden Age, The School of Fontainebleau, Clouet), ecclesiastical and domestic architecture, including the development of the château, landscape and garden design and its allegorical configurations. *Conducted in French.*

Format: lecture/discussion. Requirements: class participation, two 7-page papers, a midterm examination, and an oral presentation.

Prerequisites: French 201, 202, 203, or permission of instructor. *Enrollment limit: 15 (expected 10). If overenrolled, preference given to French and Comparative Literature majors and those with compelling justification for admission.*

NORTON

**RLFR 216 The French Revolution and the Napoleonic Empire (Same as History 332) (Not offered 2010-2011)**

(See under RLFR 216 for full description.)

REVILL

Students taking this course for French credit must do some research drawing upon French sources, write their papers in French, and meet with the French TAs or tutors to work on writing style. The instructor will be happy to help the student find French sources relevant to this class.

**RLFR 224 Sexuality and Seduction in Nineteenth and Twentieth-Century France (Same as Women's and Gender Studies 224) (Not offered 2010-2011) (D)**

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, short stories, and poems by Chateaubriand, Constant, Duras, Balzac, Flaubert, Baudelaire, Zola, Maupassant, Barbey d'Aurevilly, Gide, Proust, Colette, Duras, and Guibert.

Format: seminar. *Conducted in French.* Requirements: active class participation, two short papers, an oral presentation, and a final paper.

Prerequisites: French 106, 201, 202, or 203, or by placement test, or by permission of instructor. *Enrollment limit: 20 (expected: 20). If overenrolled, preference given to French, Comparative Literature, and Women's and Gender Studies majors and those with compelling justification for admission.*

MARTIN

**RLFR 228(S) Solitude and Alienation in the Work of Maupassant**

Who does not feel lonely? Who has never felt lonely? Guy de Maupassant writes in "Solitude" (1884): "Notre grand tourment dans l'existence vient de ce que nous sommes éternellement seuls, et tous nos efforts, tous nos actes ne tendent qu'à fuir cette solitude." Through Maupassant's short stories, we will explore the roots of solitude and examine how the figure of the loner emerges in nineteenth-century France. Some of the issues that we will discuss include:

willful isolation and imposed seclusion, marriage and adultery, love and lust, love and loss, folly and death. To complement Maupassant's short stories, we will read works by Flaubert, Balzac, Baudelaire, Villiers, and Huysmans, as well as sociological and historical sources. Primary emphasis will be placed on close textual reading and analysis. Critical and theoretical approaches will be incorporated in class discussions. *Conducted in French.*

Requirements: active class participation, Glow postings, two short papers, an oral presentation and a final paper.

Prerequisites: French 201 or above, or permission of instructor. *Enrollment limit: 20 (expected: 20). If overenrolled, preference given to French majors and those with compelling justification for admission.*

Hour: 1:10-2:25 MR

BROSSILLON

**RLFR 309(F) Contemporary Short Stories from North Africa: Fast Cars, Movies, Money, Love and War (Same as Africana Studies 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 Kilto, Zeina Kiliti, Mohamed Zafzaf, Ahmed Bouzfour, Soumaya Zahy and Abdelhak Serhane among others. *Conducted in French.*

Requirements: active class participation, reading journal, two short papers, an oral presentation and a final paper.

Prerequisites: French 201, 202 or 203 or permission of instructor. *Enrollment limit: 20 (expected: 20). Preference given to French majors and those with compelling justification for admission.*

Hour: 9:55-11:10 TR

PIEPRAK

**RLFR 312 Cannibalism and French Caribbean Literature (Not offered 2010-2011) (D)**

Cannibalism and the Caribbean have been intertwined since 1492. The two words stem from the same root: Carib, the name of the people Columbus encountered in his first voyage. For five hundred years, cannibalism has represented all that is opposed to the civilizing force of European colonialism and modernization. And yet Caribbean writers have come to embrace a cannibal past by recuperating the idea of cannibalism as a metaphor for linguistic and literary appropriation. This course will begin with the early portrayal of cannibalism in the greater Caribbean through readings including Jean de Léry's *Histoire d'un voyage fait en la terre du Brésil* (1578), Montaigne's essay "Des cannibales" (1580), and Shakespeare's *The Tempest* (1611). Aimé Césaire's adaptation of Shakespeare's play, *Une tempête* (1968), bridges the early modern and the modern and introduces the theme of the rest of the course: namely, the development of a kind of literary cannibalism by New World authors. We will read carefully three novels by two authors from the island of Guadeloupe: *La migration des coeurs* (1995) and *Histoire de la femme cannibale* (2003) by Maryse Condé and *L'isolé soleil* (1981) by Daniel Maximin. We will discuss to what extent these novels are cannibalistic, either of European literature or of history, while engaging concepts such as difference vs. repetition, the value and possibility of originality, the limits of translation, and the cultural effects of globalization. Rather than dismiss the cannibal as a sign of a savage past, this course asks: what can the cannibal teach us about the present and the future? Conducted in French.

Format: seminar. Requirements: active class participation, weekly online reading responses, one midterm essay and one final paper.

Prerequisites: open to students who have taken a literature course in French at Williams, or permission of instructor. Enrollment limit: 15 (expected: 15). Preference given to French and Comparative Literature majors and concentrators in Africana Studies.

**RLFR 314 Between the Two World Wars (Not offered 2010-2011)**

The period from 1913 to 1939 was an adventurous time for the French novel. In this course, we will study novels by Gide, Proust, Colette, Camus, Martin du Gard, Mauriac, Malraux, and Sartre. Although there is great diversity among these authors, they were all reacting to the aftermath of the First World War and the breakdown of traditional French culture. Through the popular character of the rebellious adolescent, they experimented with revolt against the stifling social order of Church and family. The real challenge of the period, however, concerned not a break with the past or discoveries of new levels of consciousness and freedom, but rather the mature acceptance of responsibility for the future and the articulation of fresh spiritual and political visions. Conducted in French. Requirements: several short papers and oral class presentations.

Prerequisites: any French literature course or permission of the instructor.

DUNN

**RLFR 316 (formerly 214) Paris on Fire: Incendiary Voices from the City of Light (1830-2005) (Same as Women's and Gender Studies 315) (Not offered 2010-2011)**

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 recent 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, Luhmann, Kassovitz, Besson, and Jeunet. Conducted in French.

Format: seminar. Requirements: active class participation, two short papers, an oral presentation, and a final paper.

Prerequisites: French 201, 202, 203 or permission of instructor. Enrollment limit: 20 (expected: 20). If overenrolled, preference will be given to French, Comparative Literature, and Women's and Gender Studies majors, and those with compelling justification for admission.

MARTIN

**RLFR 318(S) Adversity and Modernity in the Twentieth-Century Novel (Same as Comparative Literature 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 of 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.

Format: seminar. Conducted in French. Requirements: active class participation, two short papers, an oral presentation, and a final paper.

Prerequisites: French 201, 202, or 203, or by placement test, or by permission of the instructor. Enrollment limit: 20 (expected: 20). Preference given to French, Comparative Literature, and Women's and Gender Studies majors, and those with compelling justification for admission.

Hour: 2:35-3:50 MR

MARTIN

**RLFR 370 Displaying, Collecting and Preserving the Other: Museums and French Imperialism (Same as Africana Studies 370 and Comparative Literature 370) (Not offered 2010-2011)**

This course will explore relationships between culture and imperialism in France by exploring how the "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 of a body of consumable subjects, and the discourse of collection and preservation in French colonial architecture. In addition, we will read French novels that address the display, collection and preservation of the colonial Other such as Balzac's *Le Cousin Pons* and Leila Sebbar's *Shérazade*. 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. 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.

Format: seminar. Requirements: active class participation, response papers, 2 short essays and a final research paper.

Prerequisites: For students taking the course as RLFR: French 201 (formerly 109) or above, or permission of instructor. For students taking the course as COMP or AFR: no prerequisites. Enrollment limit: 15 (expected 15). Preference given to French and Comparative Literature majors, and concentrators in Africana Studies.

PIEPRAK

**RLFR 408 Senior Seminar: Mortal Combat and Wounded Hearts: Codes of Honor, Love, and Quest in Medieval and Early Modern French Literature (Not offered 2010-2011)**

French literature and literary language could be said to begin with the 11th-12th-century epic, *La Chanson de Roland*, a narrative of knightly audacity, betrayal, and fraternal love centered on Charlemagne's campaign in Saracen Spain and the monumental defeat of his bravest knight, Roland, at Roncevaux. *The Chanson de Roland* inaugurates an exciting and uplifting literary cycle that is both an artistic and a cultural window on the Middle Ages and its narrative traditions. This cycle encompasses such works as Chrétien de Troyes's narrative romances *Yvain ou le Chevalier au Lion*, *Lancelot ou le Chevalier de la Charette*, and the unfinished *Perceval ou le Conte du Graal*. During a period often associated with great spiritual and moral orthodoxy, authors are not reluctant to entwine epic narrative with the issues of adultery, interracial love, and sexual emancipation as in Chrétien's *Lancelot* and in the 13th-century romance *Aucassin et Nicolette*, a tale of adventure centered on a Christian knight in love with a Saracen slave girl. The motifs of heroism and love culminate later on in the encyclopedic *Roman de la Rose*, a medieval theme park that embraces a vigorous and licentious summons to live for love and to abandon all restraint. The unabashed sensual indulgence of this work will be studied in relation to the pro-feminist history of women in Christine de Pisan's *Le Livre de la Cité des dames* (1405). This seminar will examine many of the key literary, linguistic, and artistic aspects of this literary heritage, including the concepts of allegory, symbolic expression, invention, imagination, the evolution of the French language, and the corrosive way in which later Renaissance authors such as Rabelais interrogate the medieval tradition. All readings will be in modern French. Conducted in French.

Format: seminar. Requirements: class participation, three 5-page papers, and an oral presentation.

Prerequisites: French 201 (formerly 109), or French 202 (formerly 110), or French 203 (formerly 111), or permission of instructor. Enrollment limit: 15 (expected 10). Preference given to French and Comparative Literature majors.

NORTON

**RLFR 410(F) 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.*

Format: seminar. Requirements: weekly 1-page response papers, short mid-term paper and a final research paper.

Prerequisites: any course in French above 203, or permission of instructor. *Enrollment limit: 15 (expected: 10). Preference given to seniors who are French majors or completing the Certificate in French, but open to advanced students of French.*

*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.*

Hour: 1:10-3:50 W

PIEPZRZAK

**RLFR 412 Senior Seminar: Desperate Housewives and Extreme Makeovers: Novel Approaches to the Nineteenth-Century Novel (Same as Women's and Gender Studies 408) (Not offered 2010-2011)**

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.*

Format: seminar. Requirements: active class participation, two short papers, an oral presentation, and a final paper.

Prerequisites: French 201 (formerly 109) or 202 (formerly 110) or French 203 (formerly 111); or a 300-level French course; or permission of instructor. *Enrollment limit: 12 (expected: 10). Preference given to French, Comparative Literature, and Women's and Gender Studies majors and those with compelling justification for admission.*

MARTIN

**RLFR W30 Honors Essay**

**RLFR 493(F)-W31-494(S) Senior Thesis**

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

**RLFR 511(F) Intensive Grammar and Translation**

This course is offered for students who intend to acquire a reading knowledge of French to pursue their research in Art History or other fields in the Humanities. Emphasis is placed on a thorough and systematic review of French grammatical structures. During the first semester, students are expected to understand each part of speech and all essential grammar structures, memorizing crucial words and expressions. Reading will be introduced early to become familiarized with the language in its written expression in order to become a "strategic" reader.

Format: Classes meet twice weekly and are conducted in English. Requirements: active and regular class participation, quizzes, midterm and final examinations.

Prerequisite: Students may start this course with little knowledge of French but with a resolute interest in learning how to read it. *Enrollment is open for Graduate Students in the History of art; undergraduates are welcome, by instructor's permission.*

Hour: 8:30-9:45 TR

DESROSIERS

**RLFR 512(S) Readings in French Art History and Criticism**

This course is an intensive translation seminar offered as a continuation of RLFR.511, to students in the Williams College Graduate Program in Art History and to interested undergraduate students (with instructor's permission).

The core of the course is based on the reading and translating of a variety of critical works covering different periods and different genres in the field of Art History and Humanities. The material read in this class is compiled in a textbook and ranges from exhibits and catalogues, excerpts from books, scholarly articles all in various fields and eras. Students will be asked to read with meaning, translate or summarize in order to develop the skills and understand the techniques necessary to accurately read French. Structure and grammar will systematically be reviewed in context.

Format: classes meet twice weekly and are conducted in English. Requirements: active participation, regular class attendance, quizzes, a translation project, a midterm and a final.

Prerequisite: RLFR.511 or permission of the instructor.

Hour: 8:30-9:45 TR

DESROSIERS

## ITALIAN

**RLIT 101(F)-W88-102(S) Elementary Italian**

This is a year-long course which offers a thorough introduction to basic Italian language skills with primary emphasis on comprehension of the spoken language. Students interact with taped materials and submit written compositions on a regular basis.

The class, which meets five hours a week, is conducted entirely in Italian.

Evaluation will be based on chapter tests (50%), a final exam (20%), completion of workbook and lab manual exercises (20%), and classroom attendance/participation (10%).

Students registered for 101-102 are required to attend and pass the sustaining program during the winter study period. *Credit granted only if both semesters are taken.*

No prerequisites. *Enrollment limit: 22. The course is not open to those who have had one year or more of high school Italian. Instructor will prioritize on the basis of study abroad plans and year at Williams.*

Hour: 9:00-9:50 MTWRF

NICASTRO

**RLIT 103(F) Intermediate Italian**

This course reviews and builds on vocabulary and structures studied in first-year college-level Italian. As a means to this end, students will engage in text-based grammar-review drills in meaningful context; and will read short stories, excerpts of a contemporary novel, and non-literary texts dealing with current issues in Italian society.

Evaluation will be based on classroom participation, completion of assigned exercises, and a combination of chapter tests, and a final exam.

Prerequisites: Italian 102 or equivalent. *Enrollment limit: 15 (expected: 15).*

Hour: 11:00-11:50 MWF

NICASTRO

## SPANISH

The Spanish major consists of nine courses above the 103-104 level. These nine courses include 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.

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.

### RLSP 101(F)-W88-102(S) Elementary Spanish

This course focuses on grammar, elementary composition, practice in conversation, and reading of easy modern prose. It is taught by the intensive oral method. Format: the class meets five hours a week. Requirements: students will complete workbook and CD-ROM exercises weekly. Evaluation will be based on participation, regular homework exercises, quizzes, a midterm, and a final exam.

Students registered for 101-102 are required to attend and pass the sustaining program during the winter study period. *Credit granted only if both semesters are taken. Enrollment limit: 20. This course is for students who have studied less than two years of Spanish in secondary school.*

Hour: 10:00-10:50 MTWRF

10:00-10:50 MTWRF

First Semester: GOODBODY

Second Semester: MARTÍNEZ

### 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.*

Format: class meets three hours each week with the professor, plus an additional fourth hour with a teaching assistant from Latin America or Spain. Requirements: regular attendance and active in-class participation, workbook exercises and weekly compositions, quizzes, midterm and final exams.

Prerequisites: Spanish 101-102 or placement exam results. *Enrollment limit: 20 (expected: 20).*

Hour: 10:00-10:50 MWF, 11:00-11:50 MWF Conference: 1:10-2 W, 2:10-3 W

PITCHER, 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.

Format: class meets four hours a week. Requirements: weekly 1- to 2-page compositions, regularity of class participation, oral reports, frequent quizzes, a midterm and a final exam.

Prerequisites: Spanish 103 or the results of the Williams College placement exam. *Enrollment limit: 22 (expected: 22).*

Hour: 10:00-10:50 MWF, 11:00-11:50 MWF Conferences: 1:10-2 W, 2:10-3 W

GOODBODY, MARTÍNEZ

### RLSP 105(F) Advanced Composition and Conversation

This course involves intensive practice in speaking and writing. Students are also expected to participate actively in daily conversations based on the study of grammar book, as well as selected short stories by Peninsular writers. In addition, they will write frequent compositions and perform regular exercises using the internet. *Conducted in Spanish.*

Format: lecture/discussion. Evaluation will be based on class participation, compositions, a midterm, and a final exam. This course requires students to have produced 16-19 or more pages of writing by the end of the semester.

Prerequisites: Spanish 103, Spanish 104 or results of the Williams College placement exam. *Enrollment limit: 20 (expected: 20). Preference is given to first-years, then sophomores, then juniors, and then seniors, with priority to those considering a major in Spanish.*

Hour: 12:00-12:50 MWF Conferences: 3:10-4 W

MARTÍNEZ

### RLSP 106(S) Advanced Composition and Conversation

This course may be taken separately or as a continuation of Spanish 105. Written and oral work will be based on selected short stories by Latin-American writers. Weekly compositions, plus regular exercises in the language laboratory.

Requirements: a weekly essay based on the stories read in class, written laboratory exercises, participation in the grammatical and literary discussions, quizzes, a midterm, and a final exam.

Prerequisites: Spanish 103, Spanish 104 or results of the Williams College placement exam. *Enrollment limit: 20. Preference is given to first-years, then sophomores, then juniors, and then seniors, with priority to those considering a major in Spanish.*

Hour: 11:00-11:50 MWF

Conferences: 3:10-4 W

BELL-VILLADA

**RLSP 200 (formerly 112) Latin-American Civilizations (Not offered 2010-2011)**

An introduction to the multiple elements constituting Latin-American culture. Class assignments include readings from selected Latin-American essayists and screenings of classic films. Particular focus on the conflict between local and foreign cultural traditions. Areas to be considered: Spanish Catholicism, the influence of European liberalism and U.S. expansion, the Indian and African contribution, and the cultural impact of social revolution in Mexico and Cuba. *Conducted in Spanish.*

Requirements: two essays on assigned topics, one oral presentation, active discussion of the ideas and the facts presented in class, a midterm, and a final.

Prerequisites: Spanish 105 or permission of instructor. *Enrollment limit: 20 (expected: 20).*

Hour: 2:35-3:50 MR

BELL-VILLADA

**RLSP 201(F) (formerly 111) The Cultures of Spain: Five Hundred Years of Imperial Anxiety (1492-2010)**

In this course we will explore the impact that the conquest and colonization of America, together with both indigenous and metropolitan resistance to the imperial enterprise, have had upon Spanish past and present cultures. First, we will examine sixteenth- and seventeenth-century cultural representations of an encounter that, as it has been suggested by a renowned historian of the Spanish empire, was doomed to generate "five hundred years of anxiety." We will then focus on those moments of modernity when the public discussion around Spain's colonial past has been particularly intense and anxious: the independence of the Latin American republics in the first half of the nineteenth century, the so-called *desastre de 1898*, and the twentieth-century postcolonial efforts to reuse Spain's imperial past from a cultural and political standpoint—both under Franco's dictatorial rule and during the democratic 1990s. Material to be covered in this general introduction to the cultures of Spain will include literary texts, films, historical documents, and works of art. *Conducted in Spanish.*

Format: seminar. Requirements: active participation in class discussions, oral presentations, short writing assignments, and a final essay.

Prerequisites: Spanish 105, permission of instructor, or results of the Williams College Placement Exam. *Enrollment limit: 20 (expected: 20).*

Hour: 1:10-2:25 TF

MARTÍNEZ

**RLSP 202T 1898: Spain's Fin de Siglo and the Crisis of Ideas (Not offered 2010-2011; to be offered 2011-2012) (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. *Conducted entirely in Spanish.*

Format: tutorial. Requirements: Students will be teamed in groups of two, and alternate in writing essays and critiquing these each week. Essays will be 5 to 8 pages long.

Prerequisites: RLSP 105, or results of the Williams College Placement Exam, or permission of the instructor. *Enrollment limit: 10 (expected: 10). Preference given to sophomores.*

ROUHI

**RLSP 203 From Modernismo to El Boom de la Novela (Not offered 2010-2011) (W)**

A survey of some of the leading imaginative writers of Hispanic America. Readings will begin with the modernista poets and go on to include fiction of Mexico by Rulfo, a wide sampling of verse by Pablo Neruda, and narratives of the "Boom" period by authors such as Borges, Cortázar, and García Márquez. *Conducted in Spanish.*

Prerequisites: Spanish 105 or higher. *Enrollment limit: 22.*

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 Malintzin, 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.

Format: lecture/discussion. Assignments will include political and cultural essays, literature and films. Three 5-page papers. *Conducted in Spanish.*

Prerequisites: RLSP 105 or 106 or the equivalent. *Enrollment limit: 21 (expected: 20). Preference given to Spanish majors and qualified first-year students.*

Hour: 2:35-3:50 TF

FRENCH

**RLSP 205 The Latin-American Novel in Translation (Same as Comparative Literature 205) (Not offered 2010-2011)**

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*; lesser works by Fuentes and Puig; and by Nobel Prize-winner Gabriel García Márquez, *One Hundred Years of Solitude*.

Requirements: class participation, two brief papers, a midterm, and a final exam.

*Does not carry credit for the Spanish major or the certificate.*

BELL-VILLADA

**RLSP 208 The Spanish Civil War in Literature and Film (Not offered 2010-2011)**

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, Fernán-Gómez, and Matute. Films will include documentaries as well as classic and contemporary features. *Conducted in Spanish.*

Evaluations will be based on lively class participation, an oral report, short written assignments, and two papers.

Prerequisites: Spanish 111, permission of instructor, or results of the Williams College Placement Exam. *Enrollment limit: 20.*

S. FOX

**RLSP 209(F) Spanish for Heritage Speakers: Introduction to Latina/o Cultural Production (Same as Latina/o Studies 209)**

(See under LATS 209 for full description.)

CEPEDA

**RLSP 211 Survey of Medieval and Golden Age Spanish Literature (Not offered 2010-2011)**

This course will introduce the student to some of the major works of Spanish literature from its beginnings through the Golden Age. We will study the historical context in which the works were written as well as the literary history of the periods in question. Students will learn methods of textual analysis through readings of relevant literary criticism. Readings will include epic and lyric poems, a picaresque novel, several additional prose selections, and selected plays. *Conducted in Spanish.*

Evaluation will be based on class participation, short paper assignments, and a final paper.

Prerequisites: Spanish 105 or permission of instructor.

ROUHI

**RLSP 217 Love in the Spanish Golden Age (Not offered 2010-2011)**

The principal focus of this course is the Spanish "comedia" of the seventeenth century (with supplemental readings from prose and poetry) to provide us with a dynamic and critical understanding of the theme of love as constructed by the greatest dramatists and authors of the period. Works by Lope de Vega, Tirso de Molina, Calderón, Cervantes, San Juan de la Cruz, and others will show us how the theme was treated from diverse perspectives, and how it related to key concepts such as honor, religion, and artistic creativity. *Conducted in Spanish.*

Evaluation will be based on meaningful participation and frequent short written assignments with one longer composition.

Prerequisites: Spanish 105 and above or permission of instructor. *Enrollment limit: 20. Preference given to students with a background in literature.*

ROUHI

**RLSP 219 Humor in Spanish-American Literature (Not offered 2010-2011) (D)**

From the sixteenth century to the twenty-first, humor has been an essential element of Spanish-American cultural discourse, frequently mixing entertainment with sharp criticism of repressive political regimes and social institutions. This course will examine the role of humor in Spanish-American literature with emphasis on the colonial period and the nineteenth century, considering the use of satire, parody and farce to diagnose social ills ranging from the oppression of indigenous and

African Americans to administrative corruption, promiscuity and sexual hypocrisy, and sadism among medical practitioners. Drawing on theorists including Erasmus, Wylie Sypher and Mikhail Bakhtin, we will discuss various categories of literary comedy and their functions as subversive or transgression discourses. Spanish-American authors to be read may include Juan Rodríguez Freile, Sir Juana Inés de la Cruz, Catalina de Erauso, Juan del Valle Caviades, Alonso Carrió de la Vandra, and Ricardo Palma. For students with little or no background in early Spanish-American literature, we will also read selected works of "serious," canonical literature. We will conclude by considering colonial and nineteenth-century satire as precursors of the anti-authoritarian discourse in contemporary texts such as Gabriel García Márquez's *Los funerales de la Mamá Grande*.

Format: lecture. Evaluation will be based on contribution to class discussions, three short papers, and mid-term and final exams.

Prerequisites: Spanish 105 or above, or permission of instructor, or results of the Williams College placement exam. *Enrollment limit: 22 (expected: 22).*  
FRENCH

#### **RLSP 220 Women in Twentieth-Century Spain (Same as Women's and Gender Studies 222) (Not offered 2010-2011)**

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.

Format: seminar.

Prerequisites: Spanish 201, permission of the instructor, or acceptable results of the Williams College Placement Exam. *Enrollment limit: 20 (expected: 20).*

*Preference given to Spanish and Comparative Literature majors.*

S. FOX

#### **RLSP 230T Violent States, Violent Subjects: Nation-Building and Atrocity in 19th-Century Latin America (Same as Comparative Literature 230T) (Not offered 2010-2011) (W) (D)**

Although the massive, mechanized wars of the 20th century often overshadow earlier conflicts, the 19th century was also a period of widespread bloodshed in Latin America. Even after the carnage of the Independence Wars came to an end, the new republics continued some of the most violent pursuits of the colonial period: indigenous people were conquered, their lands settled by whites or used for grazing cattle, and blacks (often despite the official abolition of slavery) continued to suffer exclusion, oppression, and abuse. It was a century of civil wars (Mexico, Argentina, Uruguay, Peru, Colombia, Venezuela) and of two bitter international wars, the Paraguayan War (1864-1870), and the Pacific War (1879-1883), each of which would have a lasting impact on the countries involved. In this tutorial we will explore the literary links between some of the violent conflicts listed above and the foundation of national identities in Latin America, reading texts that probe the social and ethical implications of state-sponsored violence. Issues to be explored include militarism and the development of nationalism; genocide and the national community; torture, truth and testimony; and the nature of "civilization." We will read a variety of 19th century texts by authors like Rosa Guerra, Lucio V. Mansilla and Ricardo Palma; in addition we will also read a few contemporary texts, written in the aftermath of the most recent dictatorships in the Southern Cone and elsewhere, that actively reflect on the long history of state-sponsored violence in Latin America. This course fulfills the EDI requirement by encouraging students to examine the ways that national identities have been constructed in Latin America (and, by extension, elsewhere) emphasizing the forms of violence that have been part of that process.

Format: tutorial. Students will decide whether they prefer to take the course in Spanish (for Spanish/COMP credit) or in English (for COMP credit). Students will work in pairs throughout the semester, each group meeting with the instructor once a week. Each week one of the students will present a 5-page paper on the assigned reading and the other will critique the paper orally.

Prerequisites: Spanish 200 or permission of instructor. *Enrollment limit: 10 (expected: 10).* *Preference given to Spanish and Comparative Literature majors.*

FRENCH

#### **RLSP 245(F) (Re)Writing the Mexican Revolution**

Historical fiction is not merely a way to make the dry events of history more palatable or compelling to the uninitiated reader.

Narrative is a tool that, in and of itself, shapes those events, often in ways that are premeditated by the author and sometimes in ways that he or she cannot imagine. From the outbreak of the Mexican Revolution to the present day, Mexican authors have created narratives based on the events of 1910 to 1940 (the military and constructive phases of the movement) in an effort to piece together a coherent picture of recent history, address contemporary political grievances, conceptualize the idea of Mexico as a nation, and explore more personal issues of gender and identity. In this course we will look at several texts and films born out of the Mexican Revolution, paying special attention to the ways in which individuals (both authors and characters, men and women) dialogue with events of history to form a conception of self.

Readings will include texts and films centered around the work of Sabina Berman, Nellie Campobello, Laura Esquivel, Martín Luis Guzmán, Ángeles Mastretta, Rafael F. Muñoz, Elena Poniatowska, Alfonso Reyes, and José Vasconcelos.

Format: seminar/discussion. Evaluations will be based on meaningful class participation, weekly response papers of 150 words, a mid-term essay of 5 pages, and a final presentation.

Prerequisites: RLSP 105 or higher, equivalent results in the Williams College placement exam, or permission of instructor. *No enrollment limit (expected: 15).*

Hour: 9:00-9:50 MW

GOODBODY

#### **RLSP 246(S) Representation of the Spanish—American City**

The city has been a rich subject for Spanish-American writers and filmmakers because it seems to embody both social order and chaos, economic progress and cultural corruption, civilized refinement and terrifying violence. In this course we will study several short novels and films that have emerged around three such urban centers: Buenos Aires, Argentina; Mexico City, Mexico; and Medellín, Colombia. We will look at issues of urban geography and the often reciprocal relationship between humans and the built environment, and the seemingly competing forces of order and instability that push individuals to commit acts of indiscretion, repression, and outright violence. Readings will include works by César Aira, José Agustín, Jorge Luis Borges, Beatriz Guido, and Fernando Vallejo, as well as theoretical texts on the city. Films will include features by Alejandro Agresti, Alejandro González Iñárritu, and Emilio Maillé. *Conducted in Spanish.*

Format: seminar/discussion. Evaluations will be based on meaningful class participation, three short papers, and one oral presentation.

Prerequisites: RLSP 105 or higher, or results of the Williams College placement exam, or permission of instructor. *No enrollment limit (expected: 15).*

Hour: 1:10-2:25 MR

GOODBODY

#### **RLSP 272 Literature of the Americas: Transnational Dialogues on Race, Violence and Nation-Building (Same as American Studies 256, Comparative Literature 272 and Latina/o Studies 272) (Not offered 2010-2011) (D) (W)**

(See under COMP 272 for full description.)

FRENCH

#### **RLSP 301(S) Cervantes' *Don Quijote* (W)**

This course is an in-depth study of Miguel de Cervantes' masterpiece *Don Quijote* (1605, 1615). The linguistic, literary, and cultural richness of Cervantes' novel will allow us to explore the historical complexity of the society in which it was produced, circulated, and read. In order to complement and contextualize our close reading of Cervantes' text, we will rely on historical documentation, works of art, iconography, other literary works from the period, and contemporary critical studies. Issues to be dealt with include humor, carnival, and popular cultures, the representation of Mediterranean cultural encounters, the material world and the social fabric of early modern Iberia, and the narrative and rhetorical makeup of the novel. *Conducted in Spanish.*

Format: seminar. Requirements: active participation in class discussions, oral presentations, short writing assignments, and a final essay.

Prerequisites: any 200-level Spanish course. *Enrollment limit: 19 (expected: 19).*

Hour: 2:35-3:50 MR

MARTÍNEZ

#### **RLSP 306T Latino Writing: Literature by U.S. Hispanics (Same as Comparative Literature 302T) (Not offered 2010-2011) (W)**

Writing by U.S. Hispanics constitutes a new voice in American letters. In this tutorial, we will read and discuss work by U.S. Latinos and examine the social backgrounds to their texts. The experiences of immigration and assimilation, and the specific complexities of being both Hispanic and North American will be addressed. Authors to be studied: Jose Antonio Villarreal, Tomas Rivera, Richard Rodriguez, Sandra Cisneros, Rudolfo Anaya, Piri Thomas, Edward Rivera, Oscar Hijuelos, Cristina Garcia, and historical texts by Carey McWilliams, and Rodolfo Acuna. Given the absence of a critical consensus around these recent titles, our task is to gain some sense of their common traits as a tradition, and place them within the larger body of literature of the Americas and the world. The tutorial will examine one work or set of authors per week. A student will bring, written out in full, an oral presentation focusing on the artistic features and sociocultural content of the assigned reading. Questioning of the presenter, on the part of the second tutor and the tutor, will follow. The course is designed to accommodate both Spanish and English speaking students. A student able to read and speak Spanish will be paired with another student of similar proficiency. Students who neither read nor speak Spanish will be paired together.

Requirements: five short oral presentations/papers (about 20-25 minutes) and a final longer one (about 40-45 minutes).

Prerequisites: some previous course work in any literature beyond the 100 level is helpful. Students selecting the Spanish option for credit toward the Spanish major must have taken at least one 200-level Spanish course or seek permission of the tutor.

BELL-VILLADA

#### **RLSP 308(S) Latin American Literature of the Colonial Period (D)**

This course offers a survey of major Latin American writers from the beginning to 1700. We will read some of the most significant chronicles of first contact and the conquest, as well as work by Sor Juana Inés de la Cruz and other writers from the colonial period. Our methodological focus will be on the problems of representation, ethics and epistemology presented by the literature of the time, that is, the impossibility of arriving at morally reliable knowledge of historical



events given the scarcity of accounts, particularly by indigenous authors, and the propagandistic inclinations of the European writers. This course fulfills the EDI requirement because our reading of canonical Latin American literature is explicitly focused on issues of power, violence and exclusion, including the historical exclusion of women and indigenous peoples from Latin American literature and politics. *Conducted in Spanish.*

This course offers a survey of major Latin American writers from the beginning to 1800. We will read some of the most significant chronicles of first contact and the conquest, as well as work by Sor Juana Inés de la Cruz and other writers from the colonial period. Our methodological focus will be on the problems of representation, ethics and epistemology presented by the literature of the time, that is, the difficulty of arriving at morally reliable knowledge of historical events given the scarcity of accounts, particularly by indigenous authors, and the propagandistic inclinations of the European writers. This course fulfills the EDI requirement because our reading of canonical Latin American literature is explicitly focused on issues of power, violence and exclusion, including the historical exclusion of women and indigenous peoples from Latin American literature and politics. *Conducted in Spanish.*

Format: lecture/discussion. Requirements: two 5-page papers and one 10-page final essay.

Prerequisites: one 200-level course in Spanish or Latin American literature or permission of instructor. *Enrollment limit: 15 (expected: 10). Preference given to majors in Spanish.*

Hour: 1:10-3:50 W

FRENCH

### **RLSP 319(F) Latin American Travel Writing**

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. Readings will include work by Gorriti, Mansilla, Vasconcelos, Borges, Sarmiento, Che Guevara, Allende, Sepúlveda, and Bioy Casares. For comparison's sake, there will be occasional primary and secondary texts in English. *Conducted in Spanish.*

Format: lecture/discussion. Requirements: two 5-page papers over the first half, and a 12- to 15-page research project over the second half, all of which will be defended in class..

Prerequisites: one 200-level course in Spanish or Latin American literature. *Enrollment limit: 15 (expected: 15).*

Hour: 1:10-3:50 W

PITCHER

### **RLSP 403(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.

Requirements: three papers based on the readings, one oral report on the life and personality of a given dictator, and a final exam.

Prerequisite: any 300-level course or two 200-level courses or permission of the instructor.

Hour: 2:35-3:50 MR

BELL-VILLADA

### **RLSP W30 Honors Essay**

### **RLSP 493(F)-W31-494(S) Senior Thesis**

### **RLSP 497(F), 498(S) Independent Study**

## **RUSSIAN (Div. I)**

*Chair, Professor JANNEKE VAN DE STADT*

Professors: CASSIDAY\*, GOLDSTEIN. Associate Professor: VAN DE STADT. Visiting Assistant Professor: SECKLER. Teaching Associate: KRY-UCHKOVA.

### **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.

### **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)-W88-102(S) Elementary Russian**

An introduction to contemporary standard Russian, this course provides opportunities to acquire basic proficiency in all four language skills: listening comprehension, speaking, reading, and writing, through intensive use of authentic written materials and a strong emphasis on the spoken word in all class activities. Greater emphasis is placed on writing in the second semester. For students who have studied Russian in secondary school, consultation with the instructor is required before registering for any Russian language course in the sequence 101 through 252.

Format: the class meets five hours a week. Requirements: active class participation, completion of all assignments, quizzes, tests, and a final exam.

No prerequisites. *Enrollment limit: 15 (expected: 12). Credit granted only if both semesters are taken. Students electing this course are required to attend and pass the sustaining program in the winter study period.*

Hour: 10:00-10:50 MWF and 9:55-11:10 TR

10:00-10:50 MWF and 9:55-11:10 TR

First Semester: VAN DE STADT

Second Semester: SECKLER

### **RUSS 151(F), 152(S) Continuing Russian**

This course develops all four skills—conversation, listening comprehension, reading, and composition—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 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-level 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.

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: active class participation, completion of all assignments, quizzes, and a final exam.

Prerequisites for 151: completion of at least one year of college-level Russian (RUSS 101-102) or permission of the instructor. Prerequisites for 152: Russian 151 or permission of the instructor. *No enrollment limit (expected: 6-10).*

Hour: 11:00-11:50 MWF

11:00-11:50 MWF

First Semester: SECKLER

Second Semester: VAN DE STADT

### **RUSS 203 Nineteenth-Century Russian Literature in Translation (Same as Comparative Literature 203) (Not offered 2010-2011)**

Literature provided the primary medium for political, philosophical, and religious debate in nineteenth-century Russia. It was also one of the major fora through which Russia could begin to define itself as a nation, tied to, but distinct from, Western Europe. For a long time, Russian authors had relied quite heavily on foreign literary models for inspiration and direction, and it was only in the early part of the nineteenth century that a clear national tradition could be seen to emerge. In addition to its task of introducing the century's major authors and their creative ideas, this course will seek to examine the rise of Russian literature as such, its key movements and their proponents, and the recurring themes of "Russianness" and national identity. Readings by Karamzin, Chaadaev, Pushkin, Gogol, Goncharov, Turgenev, Dostoevsky, Tolstoy, and Chekhov. *All readings will be in English.*

Requirements: active class participation, two short papers, one oral presentation, and a final research project. No prerequisites.

Format: discussion. *Enrollment limit: 20 (expected: 15). Preference will be given to students considering a major in Russian, Comparative Literature, or Literary Studies.*

VAN DE STADT

### **RUSS 204(S) Twentieth-Century Russian Literature: Manuscripts Don't Burn (Same as Comparative Literature 204)**

The line, "Manuscripts don't burn," from M. Bulgakov's *Master and Margarita* obliquely responds to the tragic fates suffered by scores of writers under the Soviet regime: whereas humans are destructible, literature is not. The clandestine publishing and circulation of censored texts, though extraordinarily dangerous, hints at the esteemed status of literature within Soviet culture. This course places authors repressed by the Soviet government (Zamyatin, Babel, Olesha, Bulgakov, Solzhenitsyn) alongside Soviet poets and socialist-realist novelists (Mayakovsky, Gorky, Polevoi) in order to scrutinize the role of the author and of literature under a dictatorship. We will also read Russian women and postmodern authors (Tolstaya, Petrushevskaya, Erofeev, and Pelevin). In addition to gaining familiarity with the styles of individual writers and literary movements, students will consider the following broad questions over the course of the semester: What is or should be the relationship of the writer to the state? How does literature function in (de)constructing Soviet identity, space, and ideology? What is meant by revolutionary literature—is it a question of aesthetics or politics? *All readings will be in English.*

Format: lecture/discussion. Requirements: completion of all reading assignments, four short response papers, one in-class presentation, and a final term paper.

Prerequisites: none. *Enrollment limit: none (expected 20). Open to first-year students.*

Hour: 8:30-9:45 TR

SECKLER

### **RUSS 206(S) Topics in Russian Culture: Feasting and Fasting in Russian History**

This course will use the methodology of food history to explore the broader historical, economic, and artistic conditions that gave rise to Russian culture. We will examine culinary practice as well as the social context of cooking and eating in Russia. In order to elucidate the important interplay between culture and cuisine, we will discuss such issues as the domestic roles of women and serfs, the etiquette of the table, the role of drinking and temperance movements, and the importance of feasts and fasts in the Russian Orthodox Church calendar. Short stories, memoirs, and cookery books will provide insight into class and gender differences, cooking techniques, and the specific tastes that characterize Russian cuisine. This class will present Russian culture from a predominantly domestic point of view that originates from the wooden spoon as much as from the scepter. *Knowledge of Russian is not required.*

Format: seminar. Requirements: a midterm and final exam, a research project in culinary history, and participation in a communal feast.

No prerequisites. *Enrollment limit: 19 (expected: 19). Preference given to students who can demonstrate an interest in Russian culture.*

Hour: 11:20-12:35 TR

GOLDSTEIN

### **RUSS 208(S) Twentieth-Century Russian Art and the Birth of Abstraction (Same as 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.

Format: lecture/discussion. Requirements: active class participation, two 5- to 8-page papers, and a final 10-page paper or exam.

No prerequisites. *Enrollment limit: 19 (expected: 12-15). Preference given to students who can demonstrate an interest in Russian culture.*

Hour: 2:35-3:50 MR

GOLDSTEIN

### **RUSS 210T Tolstoy: The Major Novels (Same as Comparative Literature 207T) (Not offered 2010-2011) (W)**

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.*

Format: tutorial. 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 English: none; for students taking the tutorial in Russian: either Russian 252 or the permission of instructor. *Enrollment limit: 10 (expected: 10). Preference given to Russian, Comparative Literature, and Literary Studies majors.*

CASSIDAY

### **RUSS 251(F), 252(S) Continuing Russian**

The same course as RUSS 151/152, but for students at the advanced level. See RUSS 151/152 for full course description.

Prerequisites for 251: Russian 152 or permission of the instructor.

Prerequisites for 252: Russian 251 or permission of the instructor.

Hour: 11:00-11:50 MWF

11:00-11:50 MWF

First Semester: SECKLER

Second Semester: VAN DE STADT

**RUSS 275(F) Russian and Soviet Cinema (Same as Comparative Literature 275)**

The Soviet avant-garde directors of the 1920s called for the death of narrative cinema. Just a decade later, the Stalinist-era film industry hoped to build a Soviet Hollywood to produce adventure films and musical comedies—simple narrative-driven movies for the masses. This course examines how the pendulum of twentieth-century Soviet politics results in an ongoing alternation between the production of auteur cinema and popular movies and how cinema, therefore, acts as an aesthetic indicator of political and social change. Screenings will include internationally recognized cinematic masterpieces (Eisenstein's *Battleship Potemkin* and *Ivan the Terrible*, Vertov's *Man with a Movie Camera*, Kalatozov's *The Cranes are Flying*, and Tarkovsky's *Ivan's Childhood*), as well as many of the most popular films among Russian audiences (the Vasil'iev Bros' *Chapaev*, Aleksandrov's *Circus*, Men'shov's *Moscow Doesn't Believe in Tears*, and Balabanov's *Brother*). All readings will be in English and all films will be viewed with English subtitles.

Format: lecture/discussion. Requirements: completion of all assigned readings, weekly films screenings, active participation in class discussion, three short papers, two comprehensive quizzes, and a final term paper.

No prerequisites. *Enrollment limit: none (expected: 15). Open to first-year students.*

Hour: 11:20-12:35 TR

SECKLER

**RUSS 301 Russian and Soviet Film (Not offered 2010-2011)**

Called "the most important of all the arts" by Lenin, cinema has played a crucial role in Russian culture throughout the twentieth century. In this course, we will study the greatest works of Russian cinema, works that not only reflect but also helped to shape Russia's turbulent history during the twentieth century. Our viewing will include a wide variety of cinematic genres, as well as Russia's most influential film directors, such as Sergei Eisenstein, Dziga Vertov, Andrei Tarkovskii, and Nikita Mikhalkov. As part of our effort to understand Russian films in their own context, we will read ground-breaking texts on Russian cinematic theory, critical responses to directors and their films, as well as historical examinations of the development of Russian film. Primary course readings will be in Russian, with some secondary readings in English. *Class sessions will be conducted entirely in Russian.*

Format: lecture. Requirements: active class participation, regular short written assignments, regular class presentations, and a final research project.

Prerequisites: Russian 202 or the permission of the instructor. *No enrollment limit (expected: 3-5).*

CASSIDAY

**RUSS 303 Russia in Revolution (Not offered 2010-2011)**

Revolution has provided one of the key impulses behind literary and cultural movements of the twentieth century around the world, and nowhere more so than in Russia. This course will examine the emergence and development of revolutionary culture in Russia during the early twentieth century. We will study a variety of materials, including history, literature, journalism, theater, and film, in an attempt to understand the many revolutions that shaped Russia's destiny from approximately 1900-1930. We will begin the semester with the Revolution of 1905 ("Bloody Sunday") and devote significant attention to the two revolutions of 1917 (in February and October). In addition, we will examine the so-called Stalin revolution of the late 1920s and end the semester with a historical reassessment of these revolutions after the fall of the Soviet Union. Primary course readings will be in Russian; some background reading will be in English. *Class sessions will be conducted entirely in Russian.*

Requirements: active class participation, regular short written assignments, regular class presentations, a final research project.

Prerequisites: Russian 202 or the permission of the instructor.

CASSIDAY

**RUSS 305(F) Dostoevsky: The Development of his Literature and Ideas (Same as Comparative Literature 305)**

Fyodor Dostoevsky's literature is read just as much for its narrative complexity as for its posing of grand philosophical and theological questions. This course will engage in close readings of Dostoevsky's short fiction and major novels. It will consider how Dostoevsky develops ideas, plots, and the psychology of both characters and settings while contextualizing the works within the literary, political, and philosophical debates of the time. Primary readings will include "White Nights," "The Double," *Notes from the Underground*, *Crime and Punishment*, and *The Brothers Karamazov*. Secondary readings may include representative essays by social critics, formalists, and semioticians. *All readings will be in English.*

Format: lecture/discussion. Requirements: ability to complete lengthy reading assignments, active participation in class discussion, one in-class presentation, three response papers, and a final term paper.

No prerequisites. *Enrollment limit: none (expected: 20). Open to first-year students.*

Hour: 1:10-2:25 MR

SECKLER

**RUSS 306 Tolstoy and His Age (Same as Comparative Literature 306) (Not offered 2010-2011)**

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.*

Format: lecture/discussion. Requirements: timely completion of all reading assignments, active class participation, three short papers, an oral presentation, and a final research project. No prerequisites. *No enrollment limit (expected: 20).*

VAN DE STADT

**RUSS 402(S) Senior Seminar: Music and Nineteenth-Century Russian Literature**

While they are distinct art forms, music and literature have enjoyed a fruitful relationship in a number of artistic traditions, and this was particularly true in the rich and varied cultural life of nineteenth-century Russia. Musicians, composers, or even specific compositions, sometimes became the subject of literary masterpieces. At times it was a celebrated work of literature that inspired incidental music, romances, and operas. In this course we will examine the broad and fascinating relationship between literature and music in short works by Odoevsky, Pushkin, Turgenev, Tolstoy, Kuprin, and Chekhov. We will study the role that music played in belles lettres as thematic element, cultural commentary, and structuring principle. All primary texts will be read in the original, but some secondary readings will be in English. *Class will be conducted entirely in Russian.*

Format: seminar. Requirements: active class participation, regular reading, listening and viewing assignments, frequent short writing assignments, and two presentations.

Prerequisites: Russian 252 or permission of the instructor. *Enrollment limit: none (expected: 3-5). Preference given to Russian majors.*

Hour: 1:10-2:25 MR

VAN DE STADT

**RUSS 493(F)-W31-494(S) Senior Thesis****RUSS 497(F), 498(S) Independent Study****SCIENCE AND TECHNOLOGY STUDIES (Div. II)**

Chair, Professor DONALD deB. BEAVER

*Advisory Committee:* Professors: ALTSCHULER, D. BEAVER, DETHIER, KAPLAN, THOMAN. 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.

**SCST 101(S) Science, Technology, and Human Values (Same as History of Science 101)**

(See under HSCI 101 for full description.)

D. BEAVER

**SCST 309(S) Understanding Public Policy (Same as Environmental Studies 309, History of Science 309 and Political Science 301)**

(See under ENVI 309 for full description.)

LYNN

**SCST 401(F) Senior Seminar: Critical Perspectives on Science and Technology**

A research-oriented course designed to give students direct experience in evaluating and assessing scientific and technological issues. Students initially study particular techniques and methodologies by employing a case study approach. They then apply these methods to a major research project. Students may choose topics from fields such as biotechnology, computers, biomedical engineering, energy, and other resource development. Students will apply their background of



historical, philosophical, and technological perspectives in carrying out their study.  
Format: seminar. Requirements: research paper or project.  
Enrollment limit: 5. Satisfies one semester of the Division II requirement.  
Hour: TBA

D. BEAVER

#### *Elective Courses*

ASTR/HSCI/LEAD 338 The Progress of Astronomy  
BIOL/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 Ethics and the Environment  
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/ENVI 201 American Landscape History  
ARTH 257 Architecture 1700–1900  
ENVI 302 Environmental Planning Workshop  
GEOS/ENVI 103 Global Warming and Natural Disasters  
HIST 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 (Q)

### **SOCIOLOGY (Div. II)—see ANTHROPOLOGY AND SOCIOLOGY**

### **STATISTICS (Div. III)—see MATHEMATICS AND STATISTICS**

### **WILLIAMS PROGRAM IN TEACHING**

*Director, SUSAN ENGEL*

The program in teaching is designed to enable Williams Undergraduates to study the ideas, questions, and practices involved in good teaching at all levels. The program seeks to promote and facilitate an exchange of ideas about teachers, learners and schools, within and beyond the Williams campus. The program offers a range of opportunities including courses on education, intensive supervised student teaching, workshops, advising, lecture series, and ongoing peer groups for those who teach. Students may participate in a variety of ways, ranging from taking one course to a sustained in-depth study of teaching and learning geared to those who want to become teachers, or educational psychologists. We seek to connect students with one another, to bring in expert teachers to provide mentoring, and to create links across the curriculum so that students can see the vital connections between what they study (French, Algebra or Biology for instance) and the process of teaching those topics to elementary and high school students. The program is 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  
PSYC 331T Risk and Resilience in Early Development  
PSYC 332 Cognitive Development  
PSYC 341/WGST 339 Stereotypes, Prejudice, and Discrimination  
PSYC 351 Childhood Peer Relations

### **THEATRE (Div. I)**

*Chair, Lecturer* DEBORAH BROTHERS (*Fall*)

Professor ROBERT BAKER-WHITE (*Spring*)

Professors: BAKER-WHITE\*\*, EPPEL\*\*\*. Assistant Professors: SANGARE, HOLZAPFEL\*, MORRIS. Lecturers: BROTHERS, CATALANO.  
Visiting Lecturer: ERICKSON. William Dwight Whitney Professor of Arts and Theatre: BUCKY.

As a reflection of the theatre's historical relationship to literature and the arts, stage production is studied in the context of the literary and artistic movements which have informed theatrical endeavor. The major in Theatre emphasizes the collaborative nature of the discipline by drawing upon courses offered by faculty of the Language, Literature, Music, and Art Departments. Although students will be equipped to proceed to graduate and professional schools in theatre, the major is primarily directed toward those interested in studying the theatre as an artistic phenomenon and as an interpretive tool. Because a deep understanding of theatre requires training and experience with the synthesis on stage, the major includes curricular study of production and performance, as well as continued participation in departmental stage production.

Williams theatre, 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 104(F) Introduction to World Theatre and Performance  
Theatre 103(S) Acting I  
Theatre 201 Theatrical Design: The Collaborative Process  
Theatre 244 Introduction to Theatre Technology (*formerly THEA 102*)  
Theatre 248 The Modern Theatre: Plays and Performance  
Theatre 406 Senior Seminar

Three elective courses must be taken from the department's other offerings. One elective must be a course within the department that culminates in departmental production. 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.

Production requirement for the major: 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. Assignment to productions is normally made in consultation with the department Chair.

### THE DEGREE WITH HONORS IN THEATRE

Candidates for Honors will apply for admission through the submission of a portfolio to the Department Chair by February of their junior year, as well as a description of their proposed project. The portfolio will be comprised of four parts:

1. The first part will include a list of the courses students have taken relevant to their work towards the major. This list will include courses offered by the Theatre Department, but may also include classes taken in other Departments. Students should also list and describe relevant independent studies and production credits.
2. The second part of the portfolio will include a selection of materials developed for these courses and productions listed in Part 1. The selection should include at least three papers or samples of other written work, and might also include design projects, director's notebooks, studio art projects, actor's journals or other forms of documentation of the candidate's work. For students who have taken a semester away, it is particularly important that they provide the Department with a detailed picture of their activities while studying off-campus. Course descriptions and syllabi should be submitted in addition to a list of courses taken and activities performed.
3. The third part of the portfolio is an annotated bibliography of dramatic texts which the student has read, drawn from a list supplied by the Department. Annotations should be based upon a particular angle of engagement with the text, that reflects the area or areas that the student has chosen to emphasize in their theatrical training. For instance, one might choose to write from the point of view of an actor, a designer, a director, a playwright, or a dramaturg.
4. The portfolio should conclude with a retrospective essay that reflects on the materials that are being submitted. Students should look for connections between the various aspects of their work, state any theoretical positions that they have come to embrace, assess their strengths and weaknesses, and discuss their educational goals for their work with the Department during their Senior year.

The portfolio will be examined alongside the student's record and his or her project description; a determination will then be made as to admission into the Honors program. Students intending to apply for Honors should meet with the Department Chair by the end of the fall semester of their junior year. Once a student is admitted to the Honors program, the department Chair will assign an Honors Project Advisor, who will work with the student to specify a timeline and work program for the completion of the Honors Project. At a minimum, this will entail enrollment in Theatre 493 or 494, plus W32, plus one other course offered either within the department or elsewhere that the candidate and thesis advisor designate as contributing specifically to the overall goals of the honors work. This honors elective may not fulfill any other portion of the Theatre Major, or any other major the student may be pursuing. All honors candidates will present their completed projects to the Department Honors Committee for evaluation.

### 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.

#### THEA 103(F) 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.

Format: studio. Evaluation will be based on committed participation in class, preparation and performance of assigned material, and some modest written assignments.

No prerequisites. *Enrollment limit: 18. Preference given to first-year students or sophomores considering the Theatre major.*

*This course is a prerequisite for Theatre 204.*

Hour: 1:10-3:50 MR, 1:10-3:50 TF

SANGARE

#### THEA 104 Introduction to World Theatre and Performance (Same as Comparative Literature 104) (Not offered 2010-2011) (D)

This introductory survey course will explore a selection of dramatic and performance traditions from around the globe, focusing on the foundations of theatre: audience, actor, playwright, director, designer, and producer. Organized geographically, the course will approach select theatre traditions from around the globe and provide a basis for further study of modern theatre and performance. Specific topics addressed may include: West African masquerade, Greek and Roman drama, Medieval and Renaissance English theatre, French comedy and melodrama, Japanese Noh and Kabuki theatre, Indian Sanskrit drama, and American popular entertainment. Some interpretive methods will also be considered when relevant, such as gender, sexuality, and postcolonial theory. Films and other visual media will be included to enhance our understanding of how theatre is made and for what purposes. This course meets the criteria of the Exploring Diversity Initiative as it both engages in a cross-cultural investigation of performance and explores how theatre is deeply embedded in political power relations.

Format: lecture/seminar. Evaluation: mid-term and final exam; one 5-page paper; in-class writing and discussion.

No prerequisites. *Enrollment limited to 40, split into two sections of 20. This course is a requirement for and is suggested as an introduction to the major in Theatre. All students enrolled in the course are required to attend the fall departmental theatre production.*

HOLZAPFEL

#### THEA 201(S) Theatrical Staging and Design: Process of Collaboration (Same as 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.

Format: studio. Requirements: evaluation will be based upon committed class participation and thoughtful, timely completion of all assignments and projects.

Prerequisites: none. *Enrollment limit: 14 (expected: 12). Preference given to Theatre majors.*

Material and Lab Fees: materials and copying \$125 to be added to the students' term bill.

*This course is a prerequisite for all upper-level design and directing courses; this course does not count toward the Art major.*

Hour: 11:00-12:50 MW

Lab: 1:10-3:50 W

MORRIS and BAKER-WHITE

#### THEA 204(F,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 issue of characterization strongly based on the foundational works of Stanislavski. The means of study and experimentation will be intense scene work requiring thorough preparation and beneficial collaboration. Improvisation and other exercises will be used to complement the textual work. The dramatic texts providing scenes for class will be exclusively from the early realist works onward.

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 production exercises.

Format: studio. *Prerequisite: Theatre 103 or permission of the instructor. Enrollment limit: 14 (expected: 14). Preference to students intending to major in Theatre.*

Hour: 1:10-3:50 TF

BUCKY

#### THEA 205(S) The Culture of Carnival (Same as Comparative Literature 208)

Carnival is a regenerative festival as well as a transgressive one. It is a time for upheavals and recreating for one day, a new world order. Men dress as women, women dress as men, the poor become kings; drink and sex and outrageous behavior is sanctioned. We will look at festivals in such places as New Orleans, Venice, and Rio. Central to this course are the cultural and religious lives of these societies, and how these festivals exist politically in a modern world as theatre and adult play. A variety of sources will be used, such as newspaper accounts, films, photography, personal memoirs and essays on the subject.

Students will be evaluated on regular active class participation, one oral presentation, one 5-page essay and one 15-page research paper.

No prerequisites. *Enrollment limit: 20. Preference will be given to sophomores and first-year students.*

Hour: 1:10-2:25 MR

BROTHERS

#### THEA 214 Playwriting (Same as English 214) (Not offered 2010-2011) (W)

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 each other's work on a weekly basis, and to collaborate with students

enrolled in *Directing*. At the end of the term, we will share our collaborative work with the community as part of a One-Act Playwriting Festival.  
 Format: seminar. Evaluation will be based on attendance, completion of class assignments, and class participation.  
 No prerequisites. *Enrollment limit: 15. Preference given to Theatre and English majors.*  
 HOLZAPFEL

**THEA 227(F) Prelude to Revolt: The Life and Work of Martha Graham (Same as Dance 212)**  
 (See under DANC 212 for full description.)

DANKMEYER

**THEA 228 Theatrical Self-Production (Not offered 2010-2011)**

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 a careful examination of successes and failures in contemporary theatrical collectives, this class will form its own unique structure for developing and producing a range of new, innovative, and thematically linked artistic work. Operating within carefully chosen constraints, students will share equally the administrative, artistic, and production roles in the public presentation of their works. 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. An important component of the class will be ongoing symposium with practitioners from the profession, as well as the Department of Theater, that will focus on a range of specifically targeted skill sets necessary for students to realize their goals. Systematic group presentations of the creative development process will provide opportunities for guidance, critique, and sustained mentorship.

Format: seminar. Evaluation: Students will complete a comprehensive self-evaluation as a final project. Grading will be based on committed class participation, contribution to the collective work of the class, group and individual presentations, and self-evaluation. Students from a broad range of curricular disciplines are welcome.

No prerequisites. *Enrollment limited: 20 (expected: 15). First-year students may be accepted with approval of instructor. Upon overenrollment, the instructors will seek to balance the course by level of prior theatrical experience.*

BROTHERS and MORRIS

**THEA 229(F) Modern Drama (Same as Comparative Literature 202 and English 202)**

(See under ENGL 202 for full description.)

PETHICA

**THEA 236 Political Theatre Making (Not offered 2010-2011)**

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.

Format: seminar. Requirements: semester-length research project, including a substantial paper, based on the hypothetical creation of a theatre company within specific historical, social, and political contexts.

No prerequisites. *Enrollment limit: 15. First-year students must get permission of instructor.*

EPPEL

**THEA 241(F) Performing Race: From Shakespeare to Spike Lee (Same as Africana Studies 241 and Comparative Literature 241) (D)**

Since theatre is both a visual and a verbal medium, the goal is to explore, through detailed close analysis, visual and verbal representations of race—with representation being understood to mean cultural construction and with race being defined to include whiteness as a racial category. The comprehensive scope is deliberately cross-historical to create a longer historical timeline that expands the range for comparative perspectives in the study of race. The Renaissance starting point calls attention to the complex operations of blackface performance in which black roles in Shakespeare and Jonson are played by white actors who are blacked up. We evaluate how this mode of white actors literally re-presenting black characters affects the range of meaning for images of blackness. Asymmetries of power, and the potential for disrupting differential power, are considered in relations between blacks and whites not only at the level of characters but also at the level of authorship. We examine what happens when a black writer gains control of the means of representation, with critical revisions of Othello as a case in point. Contemporary works include plays by Djanet Sears, Lorraine Hansberry, James Baldwin, Anna Deavere Smith, August Wilson, and Young Jean Lee, as well as Spike Lee's film *Bamboozled*, and William Kentridge's *Drawings for Projection*. This is an Exploring Diversity Initiative (EDI) course because, in the context of racial difference, we will confront forthrightly the negative realities and critically assess the possibilities for productive change and hope in cross-racial interactions.

Format: discussion. Evaluation based on active participation in class discussion, short papers, final exam.

No prerequisites. *Enrollment limit: 15 (expected: 12). Preference given to Theatre majors.*

Hour: 8:30-9:45 TR

P. ERICKSON

**THEA 243T Strategies of Political Theatre (Not offered 2010-2011) (W)**

"Change the world; it needs it," is the German playwright Bertolt Brecht's famous clarion cry. In this tutorial, we will take a critical look at the strategies employed in the twentieth century by several dramatists who have attempted to heed Brecht's exhortation. After a brief glance at Aristophanes and Shakespeare to correct any possible mistaken impression that political theatre is a twentieth-century invention, the class will proceed, of course, to the plays and essays of Brecht himself (and his predecessor Erwin Piscator). Students will read Brecht's *Mother Courage* on war; *The Measures Taken* on political morality; Peter Weiss' *Marat/Sade* on revolution and *The Investigation* on the Holocaust; Marc Blitzstein's *The Cradle Will Rock* on corruption and corporate greed; Arthur Miller's *The Crucible* on modern "witchhunts;" Harold Pinter's *The Birthday Party*, *Mountain Language*, *The New World Order*, and *One for the Road* on torture; Athol Fugard's *Statements After an Arrest Under the Immorality Act on Apartheid*; Barbara Garson's *MacBird on Vietnam*; Caryl Churchill's *Cloud Nine* on gender and sexuality; and Anna Deavere Smith's *Twilight: Los Angeles, 1992* on race in America. With these plays and associated essays, the tutorial will focus on a critical appraisal of the works in their dramatic design, as artful political commentary, and as calls to political action.

Format: tutorial. Requirements: In the first two weeks of the tutorial the class will meet together as a group to establish its bearings. Thereafter students will meet in pairs once a week. Each student will write a 4- to 6-page paper every other week, and be prepared to mount a detailed comment/response in the alternate weeks. The focus will be both on interpretative skills in reading dramatic texts, and on the ability to construct critical arguments and respond to them. A final project that can take the form of a performance piece, a playtext, or a paper on a major American performance ensemble devoted to political drama is required.

No prerequisites. *Enrollment limit: 10 (expected 10). Open to sophomores and upperclassmen.*

BUCKY

**THEA 244(F) 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.

No prerequisites. *Enrollment limit: 12.*

Hour: 9:55-11:10 TR

Lab: 1:10-3:50 W

CATALANO

**THEA 245 (Re)presenting Sex: Shakespeare on Page and Stage (Same as EXPR 245 and Women's and Gender Studies 245) (Not offered 2010-2011)**

(See under EXPR 245 for full description.)

BAKER-WHITE, ERICKSON

**THEA 248(S) The Modern Theatre: Plays and Performance (Same as English 234 and Comparative Literature 248)**

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 will include Realism and Naturalism (Stanislavsky, Antoine, Ibsen, Strindberg, Chekhov, Shaw), Symbolism (Wilde, Maeterlinck), Expressionism (Kaiser), Futurism (Mayakovsky, Marinetti), 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.

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: active participation in class discussion, midterm exam, one major paper.

No prerequisites. *Enrollment limit: 18 (expected:18). If overenrolled, preference given to Theatre majors.*

Hour: 11:20-12:35 TR

BUCKY

**THEA 250T Women and Theatre: Gender, Sexuality and the Stage (Same as English 253T and Women and Gender Studies 250T) (Not offered 2010-2011) (W)**

This tutorial course will consider the understudied role of women in western theatre—as active subjects, spectators, and authors—focusing on gender identity, sexuality, performativity, and representations of the body on stage and within drama. While the focus of the tutorial will be directed towards the modern period, we will begin by studying the role of women on the English Restoration stage and consider the increasing presence of women as audience members, playwrights, and performers throughout the nineteenth century. Within the modern period, close analysis of plays by Sophie Treadwell, Gertrude Stein, Lillian Hellman, Lorraine Hansberry, Maria Irene Fornes, Caryl Churchill, Adrienne Kennedy, Holly Hughes (WOW Cafe), Wendy Wasserstein, Naomi Iizuka, Suzan-Lori Parks, Eve Ensler, Sarah Kane, Sarah Ruhl, and others, will accompany readings of select gender and performance theory. Attention will be given to the diversity

of race and class represented by the women subjects of our study. This tutorial is intended for sophomores and above.  
Format: tutorial. Requirements: Students will meet with instructor in pairs for an hour each week; they will write a 5- to 7-page paper every other week (five in all), and comment on their partner's papers in alternate weeks. Emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response.

No prerequisites. *Enrollment limit: 10 (expected: 10). Preference if over-enrolled: Majors in Theatre, English or Women and Gender Studies.*  
HOLZAPFEL

**THEA 262 Performing Greece and Rome (Same as Classics 262 and Comparative Literature 270) (Not offered 2010-2011)**

(See under CLAS 262 for full description.)

HOPPIN and BUCKY

**THEA 284 Writing for Film, Video, and Performance (Same as ArtS 284) (Not offered 2010-2011) (W)**

(See under ARTS 284 for full description.)

L. JOHNSON

**THEA 302(F) Scenic Design (Same as 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. Lab fee: \$125.

Format: studio. Evaluation will be based upon committed class participation and thoughtful, timely completion of all assignments and projects.

Prerequisites: Theatre 201 or permission of instructor. *Enrollment limit: 10 (expected: 10). If overenrolled, preference to Theatre majors.*

*This course does not count toward the Art major.*

Hour: 11:00-12:50 MW

MORRIS

**THEA 303 Stage Lighting (Not offered 2010-2011)**

A study of the art and techniques of stage lighting. This class will provide instruction in the basic physics of light and color; the use of angle, intensity, color; texture and movement of light as compositional tools; various kinds of stage lighting instruments and their uses; conceptual development of a lighting design; translation of concept into light plot and channel hookup; focusing the plot in the theater; and writing cues.

Texts for the course will be the texts and scores of the plays, operas and other dramatic works that we will examine from the lighting designer's perspective, supplemented with readings that address the technical aspects of stage lighting. The class format will be a combination of lecture/discussion sessions and practical labs.

Every effort will be made to provide students with lighting design opportunities on departmental productions as a part of their coursework, in accordance with students' abilities and interests and in consultation with directors and other faculty. Students are encouraged to seek out lighting design opportunities outside the department as well, and may incorporate these projects into their coursework.

Evaluation will be based on class participation, successful completion of weekly projects, thorough technical understanding of a basic stage lighting system, and performance on a final exam.

*Enrollment limit: 12.*

**THEA 305 Costume Design (Same as ArtS 200) (Not offered 2010-2011)**

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. 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. Students are required to attend at least one rehearsal and one department theatre performance during the semester. Students will also be expected to partake in intelligent critiques of fellow classmates' design work.

Prerequisite: successful completion of any 200-level course in any of the fine or performing arts or permission of the instructor.

BROTHERS

**THEA 306 Acting III: Variable Topics Acting Studio: Shakespeare (Not offered 2010-2011)**

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.

Format: studio. Evaluation will be based on extensive individual and collaborative scene study and project work, along with supporting written assignments.

Prerequisite: Theatre 204 or permission of the instructor. *Enrollment limit: 12 (expected: 10).*

BUCKY

**THEA 307(F) Stage Direction**

An introduction to the resources available to the Stage Director for translating interpretive concepts into stageworthy physical realization. Kinetic and visual directorial controls, as well as textual implications and elements of dramatic structure, will be studied in detail.

Format: studio. Although there will be some written assignments, including the assembly of directing production books and critiques of several productions, evaluation in the course will be based principally on committed participation in the preparation and performance of production exercises.

Prerequisites: Theatre 103 and Theatre 201 or permission of instructor. *Enrollment limit: 12. Preference given to those who have also taken Theatre 204.*

Hour: 1:10-3:50 MR

EPPEL

**THEA 308 Directing Workshop (Not offered 2010-2011)**

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.

Prerequisites: Theatre 201, 204, 307 or permission of the instructor.

**THEA 338 Facing the Music (Not offered 2010-2011)**

Music has accompanied theatrical performance since the birth of drama. Over time music on stage has served many dramatic functions: sometimes it merely serves to embellish the emotive temperature but, more consequentially, music can also constitute the major source of dramatic articulation. In this course we will study the specific dramatic function of music in such works as Mozart's *Così fan tutte*, Wagner's *Die Meistersinger*, Verdi's *Otello*, Brecht's *Mahagonny* and *The Measures Taken*, (music by Weill and Eisler), Sondheim's *Company* and *Sweeney Todd*, and Glass and Wilson's postmodern opera *Einstein on the Beach*. The course will also study the variety of working relationships that musicians have enjoyed with their collaborators in theatrical production.

Format: discussion/seminar. Requirements: Energetic and committed participation is required. Written exercises will include a midterm report on the role of music in a live performance, and a final paper on a dramatic work to be chosen in consultation with the instructor.

No prerequisites. *Enrollment limit: 20 (expected: 10).*

BUCKY

**THEA 339 Introduction to Dramaturgy: The Art of Classical Adaptation (Not offered 2010-2011)**

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*.

Format: seminar. Requirements/Method of evaluation: Assignments will be project-based and will range from making image boards to writing program notes. 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: 10). Preference if over-enrolled: Required for majors and preference of instructor for non-majors*

HOLZAPFEL

**THEA 342 Solo Performance (Not offered 2010-2011)**

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*. Students will identify an historical figure on which to base their final monologues, and the work will entail intensive study of that person.

Prerequisite: Theatre 103 or permission of the instructor. *Enrollment limit: 10 (expected: 10). Preference given to Theatre majors*

EPPEL

**THEA 345 Contemporary Drama and Performance (Same as English 349 and Comparative Literature 355) (Not offered 2010-2011)**

As Gertrude Stein once remarked, "The hardest thing is to know one's present moment." What is going on in today's theatre? What are the hot topics? Who are the writers and directors of our recent past and present moment? This survey course will consider both experimental and mainstream drama and performance from 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 to be considered may include: The Wooster Group, Richard Foreman, Robert Wilson, Edward Albee, Sam Shepard, David Mamet, Rachel Rosenthal, Caryl Churchill, Mac Wellman, Tony Kushner, David Henry-Hwang, Suzan-Lori Parks, Sarah Kane, Richard Maxwell, Christoph Marthaler, Naomi Iizuka, Rinne Groff, Zakiyyah Alexander, and others.

Format: seminar. Evaluation will be based on written and dramaturgical-based assignments as well as in-class discussions

No prerequisites. Enrollment limit: 15 (expected: 15). If overenrolled, preference given to Theatre majors.

HOLZAPFEL

**THEA 346(S) 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.

Format: studio. Requirements: evaluation will be based on committed participation in class, and preparation and performance of assigned material.

Prerequisites: Theatre 204 or permission of instructor. Enrollment limit: 10 (expected:10). Preference given to Theatre majors.

Hour: 1:10-3:50 MR

SANGARE

**THEA 352(F) Theorizing Shakespeare (Same as English 311 and Women's and Gender Studies 312)**

(See under ENGL 352 for full description.)

PYE

**THEA 397(F), 398(S) Independent Study****THEA 406(F) Senior Seminar: 20th Century Struggle Theatre**

This seminar course is required of all senior Theatre majors. The course is a revolving topics seminar. The subject matter and reading list for each iteration of the course will be determined by the instructor, but will in each instance focus on a current or historical question of theatre theory and practice. It is understood that the subjects addressed in the course will be broad enough to engage the varied interests of each senior class. The specific requirements for the class may vary, but in all cases students will be required to present original research and analysis in a public seminar presentation at the end of the semester.

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 through 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.

Format: seminar. Requirements: project work, and presentation of original research and analysis in a public setting at the end of the semester.

No prerequisites; limited to senior Theatre majors. Enrollment limit: 9.

Hour: 11:20-12:35 TR

EPPEL

**THEA 493(F), 494(S) Senior Honors Thesis****THEA W31 Senior Project (Not offered 2009-2010)****THEA W32 Senior Honors Thesis**

(See description of Degree with Honors.)

Of interest to advanced students:

**THE NATIONAL THEATRE INSTITUTE**

The Department of Theatre is affiliated with the National Theatre Institute, which offers additional theatre study through its resident semester program. The Institute is fully accredited by Connecticut College and is a member of the Twelve-College Exchange. Limited numbers of Williams students can therefore be selected to take a full semester of intensive theatre study at the NTI, located at the Eugene O'Neill Memorial Theatre Centre in Waterford, Connecticut. During the semester, students from participating colleges live and work as members of a theatre company gaining experience with professional theatre artists in a workshop environment. Early application is essential.

**WOMEN'S AND GENDER STUDIES (Div. II)**

Chair, Professor KATHRYN KENT

**Advisory Committee:** Professors: BUELL, BUNDTZEN, DRUXES, C. JOHNSON, SAWICKI\*\*. Associate Professors: LONG, MARTIN, SCHMIDT\*\*. Visiting Associate Professors: HONDERICH\$. Assistant Professors: DUBOW, HOLZAPFEL\*\*, . Librarian: OHM. Director of the Academic Resource Center: FOSTER. Health Educator: DONNA DENELLI-HESS.

Women's and Gender Studies can be defined as the study of how gender is constructed, how it is inflected by differences of race, ethnicity, sexuality, class, and so on, how gender affects the experiences and situations of men and women, and how assumptions about gender influence the construction of knowledge and experience. Scholarship in Women's and Gender Studies has brought neglected material into established fields and raised important methodological questions that cross disciplinary boundaries and challenge established intellectual frameworks. The program in Women's and Gender Studies thus includes courses from a wide variety of disciplines that focus in a coherent way on gender issues, as well as core courses that acquaint students with the interdisciplinarity of the field.

**THE MAJOR**

The Women's and Gender Studies major encourages exposure to the interdisciplinary character of feminist scholarship. In addition, majors are required to gain some knowledge of methods within a field or discipline (3 courses in one of the categories listed below), to appreciate the importance of diversity (racial, sexual, class, ethnic, national, etc.) in scholarship on gender, to gain exposure to feminist theory, and to pursue work at an advanced level (3 courses at the 300-level).

In order to ensure that students reflect about the paths that they choose through the major, each major will be assigned to an advisor in the spring of the sophomore year. With the advisor, the student will establish a revisable course of study for the following two years. Students interested in declaring a major should contact the chair of the Program (Kent, x2549).

**Required Courses**

The major consists of at least 9 courses. The following are required:

WGST 101 Introduction to Women's and Gender Studies

WGST 402 Junior/Senior Seminar in Women's and Gender Studies (The seminar explores topics in Women's and Gender Studies, and varies from year to year. Majors may take more than one seminar, space permitting.)

**Distribution Requirements**

1. One of the following feminist theory courses:

ANTH/REL/WGST 272 Sex in Society: The Cultural Construction of Reproduction

ENGL/WGST 341 American Genders, American Sexualities

ENGL/WGST 371 Feminist Theory and the Representation of Women in Film

HIST/WGST 356 Race, Gender, and Sexuality in U.S. History

HIST/WGST 457 Gender, Law, and Politics in U.S. History

PHIL/WGST 271T Woman as "Other"

PHIL/WGST 327T Foucault

PSCI/WGST 336 Sex, Gender, and Political Theory

*Or students may petition to have a course not on the list considered.*

## 2. Racial, Sexual, and Cultural Diversity

Majors must take at least *one* of the following:

ECON/WGST 211 Gender in the Global Economy  
ENGL/WGST 341 American Genders, American Sexualities  
ENGL/WGST 342 Representing Sexualities: U.S. Traditions  
HIST/ WGST 147 Women and Men in Twentieth-Century Latin America  
HIST/AFR/WGST 308 Gender and Society in Modern Africa  
HIST/ASST/WGST 319 Gender and the Family in Chinese History  
HIST/WGST 356 Race, Gender, and Sexuality in U.S. History  
HIST/WGST 378 The History of Sexuality in America  
HIST/WGST 383 History of Whiteness in the United States  
INTR/AFR/WGST 309T Black Gender Theory: Intimacy, Memory and Violence  
INTR 326/AFR 326/PSCI 306/WGST 326 Black Women in National Politics, 1964-Present  
LATI/HIST/WGST 386 Latinas in the Global Economy: Work, Migration, and Households  
REL/ANTH/WGST 256 Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism  
WGST/COMP 200 Nordic Lights: Literacy and Cultural Diversity in Modern Scandinavia  
WGST 202 Introduction to Sexuality Studies  
WGST/AFR/INTR 221T(S) Racial-Sexual Violence

*Or students may petition to have a course not on the list considered.*

## 3. Thematic Cluster

At least three of the seven electives, with at least one at the 300-level, should be identified by majors as comprising a thematic group. This requirement aims to have majors create some focus and depth within their interdisciplinary study by forming a cluster sharing common approaches, themes, or issues.

- Literary or artistic expression
- Historical perspectives
- Forms of political and social organization
- Theorizing gender across cultural differences and/or disciplines
- Queer Studies
- Ethnicity and Race

4. Interdisciplinary electives must be taken in at least three departments/programs and at least two divisions.

5. Three of the seven electives must be at the 300 level.

### THE DEGREE WITH HONORS IN WOMEN'S AND GENDER STUDIES

Honors in Women's and Gender Studies may be granted to majors after an approved candidate completes an honors project, delivers a public presentation of the work, and is awarded honors by the Women's and Gender Studies Committee.

The honors project may be fall semester (plus winter study) or a year-long project. It may consist of a conventional research thesis of 40-70 pages or of other modes of presentation (e.g., art, music, poetry, 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 and Gender Studies after the following criteria are met:

- in April of the junior year, submission and Women's and Gender Studies Committee approval of a 4- to 6-page project proposal, in which the ideas, aim, general methodology, and preliminary bibliography for the project are outlined and a faculty advisor is named; prior to submission of this proposal, students must consult with a reference librarian.
- at the end of the junior year, cumulative grade point average of 3.5 from courses taken in the major;
- in the first week of classes of the senior year, submission and approval by the faculty advisor and second reader of a 5- to 10-page "Plan of Action" (an overview of what has already been completed and a schedule of what needs to be accomplished to finish the project). Where appropriate, students pursuing honors will continue to consult with the second reader over the course of the semester(s).

All honors work, including the public presentation, will be evaluated by the Women's and Gender Studies Committee. It will decide on the awarding of honors; the advisor will award the grade(s).

### STUDY ABROAD

The Williams College Women's and Gender 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

### CROSS-LISTED COURSES (INCLUDING SEQUENCE COURSES)

#### WGST 101(F,S) Introduction to Women's and Gender Studies (W) (D)

This discussion course introduces a range of feminist issues, theories, and controversies. It has several aims: to provide critical and analytical tools for thinking about gender; to explore key issues confronting women in 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. Above all, the course is intended as an exploration of the tremendous diversity of thought contained under the general rubrics of feminist and gender 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.

Format: seminar. Requirements: regular short essays, class presentations, and a longer paper, with revisions. Evaluation will be based on these assignments and class participation.

No prerequisites. Enrollment limit: 19 per section (expected: 19 per section).

Required course for the Women's and Gender Studies major.

Hour: 9:55-11:10 TR, 2:35-3:50 MR

11:20-12:35 TR

First Semester: HONDERICH, CASE

Second Semester: LONG

#### WGST 152(F) The Fourteenth Amendment and the Meanings of Equality (Same as History 152) (W)

(See under HIST 152 for full description.)

#### WGST 178T(S) Marriage and the American Nation (Same as History 178T) (W)

(See under HIST 178T for full description.)

DUBOW

<b>WGST 200(S) Nordic Lights: Literary and Cultural Diversity in Modern Scandinavia (Same as Comparative Literature 212) (D)</b> (See under COMP 212 for full description.)	MARTIN
<b>WGST 201 War and Resistance: Two Centuries of War Literature in France, 1804-2004 (Same as French 202) (Not offered 2010-2011)</b> (See under RLFR 202 for full description.)	MARTIN
<b>WGST 202(F) Introduction to Sexuality Studies (D)</b> 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, Sedgwick, Riggs, Halley, Warner, Delaney, Chauncey, Chee, Feinberg, Manalaskan, Crimp, Lorde, 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. Format: discussion. Requirements: active participation in discussion, critical responses, 3 short papers (3-5 pages), final paper (9-11 pages). No prerequisites. <i>Enrollment limit: 20 (expected: 20). Preference given to Women's and Gender Studies majors.</i> Hour: 1:10-2:25 MR	KENT
<b>WGST 210(F) Culture and Incarceration (Same as Africana Studies 210, American Studies 210 and Political Science 210)</b> (See under PSCI 210 for full description.)	JAMES
<b>WGST 211(F) Gender in the Global Economy (Same as Economics 211)</b> (See under ECON 211 for full description.)	HONDERICH
<b>WGST 212 Ethics and Reproductive Technologies (Same as Philosophy 212) (Not offered 2010-2011) (W)</b> In her groundbreaking book, <i>The Tentative Pregnancy</i> , 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. Format: discussion. Requirements: active participation in class discussions, four to five short reflection papers, and two longer papers (5-10 pages). No prerequisites; but introductory-level course in Philosophy and/or Women's and Gender Studies highly recommended. <i>Enrollment limit: 19 (expected: 19). Preference given to Women's and Gender Studies majors.</i> J. PEDRONI	
<b>WGST 219T(F) Women in National Politics (Same as INTR 219 and Political Science 219) (W)</b> (See under INTR 219T for full description.)	JAMES
<b>WGST 221T(S) Racial-Sexual Violence (Same as Africana Studies 221 and INTR 221) (W)</b> (See under INTR 221 for full description.)	JAMES
<b>WGST 222 Women in Twentieth-Century Spain (Same as Spanish 220) (Not offered 2010-2011)</b> (See under RLSP 220 for full description.)	S. FOX
<b>WGST 224 Sexuality and Seduction in Nineteenth and Twentieth-Century France (Same as French 224) (Not offered 2010-2011) (D)</b> (See under RLFR 224 for full description.)	MARTIN
<b>WGST 225 Classics in Western Feminist Thought (Same as Philosophy 225) (Not offered 2010-2011) (W)</b> 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. Format: discussion. Requirements: 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: Women's and Gender Studies 101, or Philosophy 101, or permission of instructor. <i>Enrollment limit: 19 (expected: 10).</i> <i>Satisfies the Women's and Gender Studies theory requirement for the major.</i> SAWICKI	
<b>WGST 228(F) Feminist Bioethics (Same as Philosophy 228) (W) (D)</b> (See under PHIL 228 for full description.)	J. PEDRONI
<b>WGST 234(S) Masculinities (Same as Anthropology 234)</b> (See under ANTH 234 for full description.)	JUST
<b>WGST 239 The Construction of Gender in Ancient Greece and Rome (Same as Classics 239 and History 322) (Not offered 2010-2011)</b> (See under CLAS 239 for full description.)	CHRISTENSEN
<b>WGST 245 (Re)presenting Sex: Shakespeare on Page and Stage (Same as EXPR 245 and Theatre 245) (Not offered 2010-2011)</b> (See under EXPR 245 for full description.)	BAKER-WHITE, ERICKSON
<b>WGST 246 India's Identities: Religion, Caste, and Gender (Same as Anthropology 246 and Religion 246) (Not offered 2010-2011) (D)</b> (See under REL 246 for full description.)	GUTSCHOW
<b>WGST 248T The Tale of Carmen, 1845-Now (Same as Music 246) (Not offered 2010-2011) (W)</b> (See under MUS 246 for full description.)	BLOXAM
<b>WGST 250T Women and Theatre: Gender, Sexuality and the Stage (Same as English 253T and Theatre 250T) (Not offered 2010-2011) (W)</b> (See under THEA 250 for full description.)	HOLZAPFEL
<b>WGST 252 Modern Women Writers and the City (Same as Comparative Literature 243) (Not offered 2010-2011)</b> (See under COMP 243 for full description.)	DRUXES
<b>WGST 253(F) Art in the Age of the Revolution, 1760-1860 (Same as ArtH 253)</b> (See under ARTH 253 for full description.)	OCKMAN
<b>WGST 254(S) Manet to Matisse (Same as ArtH 254)</b> (See under ARTH 254 for full description.)	OCKMAN
<b>WGST 256(F) Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (Same as Anthropology 256, Asian Studies 256 and Religion 256) (W) (D)</b> (See under REL 256 for full description.)	GUTSCHOW
<b>WGST 257 Gender Remade: Muslim Women and Narratives of Subjection (Same as Anthropology 257 and Religion 238) (Not offered 2010-2011)</b> (See under ANTH 257 for full description.)	LOAN
<b>WGST 259T Adultery in the Nineteenth-Century Novel (Same as Comparative Literature 259T and English 261T) (Not offered 2010-2011) (W)</b> (See under COMP 259 for full description.)	CASSIDAY
<b>WGST 262(F) (formerly 356) Confession and Catharsis in the Poetry of Sylvia Plath and Ted Hughes (Same as English 262) (Gateway) (W)</b> (See under ENGL 262 for full description.)	



<b>WGST 271T Woman as "Other" (Same as Philosophy 271T) (Not offered 2010-2011) (D) (W)</b> (See under PHIL 271 for full description.) <i>Satisfies the Women's and Gender Studies theory requirement for the major.</i>	SAWICKI
<b>WGST 272(F) Sex in Society: Cultural Constructions of Reproduction (Same as Anthropology 272)</b> (See under ANTH 272 for full description.) <i>Satisfies the Women's and Gender Studies theory requirement for the major.</i>	GUTSCHOW
<b>WGST 304T(F) Rebels and Conformists: Postwar Germany 1945-1989 (Same as German 304T) (W)</b> (See under GERM 304T for full description.)	DRUXES
<b>WGST 305T From the "Wende" 'til Today in Literature, Film, and Politics (Same as Comparative Studies 307 and German 305) (Not offered 2010-2011) (W)</b> (See under GERM 305 for full description.)	DRUXES
<b>WGST 307(S) Feminist Approaches to Religion (Same as Religion 306) (W) (D)</b> (See under REL 306 for full description.) <i>Satisfies the Women's and Gender Studies theory requirement for the major.</i>	BUELL
<b>WGST 308 Gender and Society in Modern Africa (Same as Africana Studies 308 and History 308) (Not offered 2010-2011)</b> (See under HIST 308 for full description.)	MUTONGI
<b>WGST 312(F) Theorizing Shakespeare (Same as English 311 and Theatre 352)</b> (See under ENGL 352 for full description.)	PYE
<b>WGST 315 Paris on Fire: Incendiary Voices from the City of Light (1830-2005) (Same as French 316) (Not offered 2010-2011)</b> (See under RLFR 316 for full description.)	MARTIN
<b>WGST 316(S) The Art of Courtship (Same as English 316)</b> (See under ENGL 316 for full description.)	I. BELL
<b>WGST 319(F) Gender and the Family in Chinese History (Same as Asian Studies 319 and History 319) (D)</b> (See under HIST 319 for full description.)	A. REINHARDT
<b>WGST 327T Foucault (Same as Philosophy 327T) (Not offered 2010-2011) (D) (W)</b> (See under PHIL 327 for full description.) <i>Satisfies the Women's and Gender Studies theory requirement for the major.</i>	SAWICKI
<b>WGST 334 Sex and Psyche: A Cultural History of Fin-de-Siècle Europe (Same as History 334) (Not offered 2010-2011)</b> (See under HIST 334 for full description.)	FISHZON
<b>WGST 339(S) Stereotypes, Prejudice, and Discrimination (Same as Psychology 341) (D) (W)</b> (See under PSYC 341 for full description.)	FEIN
<b>WGST 342(F) Representing Sexualities: U.S. Traditions (Same as English 342) (D)</b> (See under ENGL 342 for full description.)	KENT
<b>WGST 356 Race, Gender, and Sexuality in U.S. History (Same as History 356) (Not offered 2010-2011)</b> (See under HIST 356 for full description.) <i>Satisfies the Women's and Gender Studies theory requirement for the major.</i>	DUBOW
<b>WGST 370(S) Women Activists and Social Movements (Same as Africana Studies 371, INTR 371, and Political Science 371)</b> (See under INTR 371 for full description.)	JAMES
<b>WGST 371(F) Feminist Theory and the Representation of Women in Film (Same as English 371)</b> (See under ENGL 371 for full description.) <i>Satisfies the Women's and Gender Studies theory requirement for the major.</i>	BUNDTZEN
<b>WGST 378(F) The History of Sexuality in America (Same as History 378)</b> (See under HIST 378 for full description.)	DUBOW
<b>WGST 382 Latina/o Politics (Same as History 382 and Latina/o Studies 382) (Not offered 2010-2011) (D)</b> (See under LATS 382 for full description.)	WHALEN
<b>WGST 383(F) History of Whiteness in the United States (Same as History 383) (D)</b> (See under HIST 383 for full description.)	L. BROWN
<b>WGST 386 Latinas in the Global Economy: Work, Migration, and Households (Same as History 386 and Latina/o Studies 386) (Not offered 2010-2011) (D)</b> (See under HIST 386 for full description.)	WHALEN
<b>WGST 388(S) Psychoanalysis, Gender, and Sexuality (Same as Comparative Literature 342 and English 413)</b> (See under ENGL 413 for full description.)	PYE
<b>WGST 395 Fashioning Bodies: Dress, Consumption, and Gender from the Renaissance to the Present (Same as History 395) (Not offered 2010-2011)</b> (See under HIST 395 for full description.)	FISHZON
<b>WGST 402(S) Challenging Feminisms</b> This course is designed to enable advanced Women's and Gender Studies students to engage in vital research on interdisciplinary topics. Recently, feminist-identified theorists, activists, and cultural workers have begun to consider critically the continuing usefulness, relevance and/or accuracy of various feminist normative visions of a number of key issues. Among the questions they are raising are: the relation of gender to sexuality and "feminist" to "queer"; what kinds of feminisms might include men and/or U.S. women of color, as well as debates over the possibility of a transnational feminism; the influence of transgender activism and scholarship on a movement based at least in part on stable gender identification; and the potential for a feminist vision that might intersect with, rather than depart from, what are conventionally defined as "conservative" religious, social and political ideologies. In this seminar we will explore such issues in order to evaluate whether and/or under what conditions feminism, both within the U.S. and globally, still has relevance; what we might identify as feminism's limits as an emancipatory and critical discourse; and what might constitute successful efforts to reimagine it. Format: seminar. Requirements: attendance and active, informed participation in all sessions; reading journal; one 2-page paper; two 5- to 7-page seminar papers; a 15- to 20-page final paper (or equivalent project/performance/exhibit); additional requirements: two oral responses to seminar papers; two 2-page seminar response papers; one response to a peer's final paper. Prerequisites: Women's and Gender Studies 101 and two electives, or permission of instructor. <i>Enrollment limit: 14 (expected: 10). Preference given to Women's and Gender Studies majors.</i> <i>Required course for the Women's and Gender Studies major.</i> <i>Not available for the Gaudino option.</i> Hour: 1:10-3:50 W	KENT
<b>WGST 406T Coming of Age in the Polis (Same as Greek 406T) (Not offered 2010-2011) (W)</b> (See under CLGR 406 for full description.)	
<b>WGST 408 Desperate Housewives and Extreme Makeovers: Novel Approaches to the Nineteenth-Century Novel (Same as and French 412) (Not offered 2010-2011)</b> (See under RLFR 408 for full description.)	MARTIN
<b>WGST 426(S) Pictures That Rocked the Nation: Courbet and Manet in Second Empire France (Same as ArtH 426) (D)</b> (See under ARTH 426 for full description.)	OCKMAN
<b>WGST 432 Domestic Visual Culture in Renaissance Florence (Same as ArtH 432) (Not offered 2010-2011)</b> (See under ARTH 432 for full description.)	SOLUM
<b>WGST 451 Ideal Bodies: The Modern Nude and Its Dilemmas (Same as ArtH 451) (Not offered 2010-2011)</b> (See under ARTH 451 for full description.)	OCKMAN
<b>WGST 452(S) Women in America, 1620-1865 (Same as History 452)</b> (See under HIST 452 for full description.)	LONG

**WGST 457 Gender, Law, and Politics in U.S. History (Same as History 457) (Not offered 2010-2011)**

(See under HIST 457 for full description.)

*Satisfies the Women's and Gender Studies theory requirement for the major.*

DUBOW

**WGST 461T Writing about Bodies (Same as Arth 461 and INTR 461) (Not offered 2010-2011) (W)**

(See under ARTH 461 for full description.)

OCKMAN

**WGST 491(F)-W30, W30-492(S) Honors Project****WGST 493(F)-W31, W31-494(S) Senior Thesis****WGST 497(F), 498(S) Independent Study****CRITICAL REASONING AND  
ANALYTICAL SKILLS (CRAAS) COURSES**

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

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

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

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

ARTH 105 Picturing God in the Middle Ages: An Introduction

ARTH 110 Reading the Renaissance: Interpreting Italian Renaissance Art and History (W)

ECON/POEC 253(F) Empirical Methods in Political Economy (Same as Political Economy 253) (Q)

ENGL 133(F) New Poetry (W)

[ENGL 218 Forms of Violence (W)—last offered Spring 2009]

MUS 402(S) Senior Seminar in Music: Bach's Legacy (W)

PHIL 201(F) Continental Philosophy: Reading the Critics of Reason

PHIL/CLAS 330 Plato (W)

SOC 316 Consumer Society and Its Critics in the Modern World

**EXPERIENTIAL EDUCATION COURSES**

A description of experiential education at Williams may be found on page 8 of this catalog. 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 307(F,S) Work/Ethics: Frameworks for Observing People at Work (Williams in New York Program)—last offered spring 2009]

[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/HEA 026 Fashionable London: Clothing and Fetishism from Victorian Street to Westwood Catwalk  
 LEAD 018 Wilderness Leadership  
 LGST 021 Creating a Non-Profit Organization  
 JAPN 012 Kamishibai Workshop  
 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.

The one-course EDI requirement must be met by all members of the classes of 2012 and 2013; members of the classes of 2010 and 2011 who have already completed a course designated "People's and Cultures" do not need to complete an EDI course.

AFR 132(S) Contemporary Africana Social and Political Philosophy (Same as Political Science 132) (D)  
 AFR 235(S) African Rhythm, African Sensibility (Same as Music 235) (D)  
 AFR 241(F) Performing Race: From Shakespeare to Spike Lee (Same as Comparative Literature 241 and Theatre 241) (D)  
 AFR 403(S) New Asian American, African American, Native American, and Latina/o Writing (Same as American Studies 403, Comparative Literature 375, English 375 and Latina/o Studies 403) (D)  
 AMST 201(F,S) Introduction to American Studies (D)  
 AMST 203(F) Introduction to Native American Studies (D)  
 AMST 224(S) U.S. Latina/o Religions (Same as Latina/o Studies 224 and Religion 224) (D)  
 AMST 346(S) Latinos/as and the Media: From Production to Consumption (Same as Comparative Literature 359 and Latina/o Studies 346) (D)  
 AMST 354(S) Contemporary American Poetry (Same as Comparative Literature 354 and English 354) (W) (D)  
 AMST 403(S) New Asian American, African American, Native American, and Latina/o Writing (Same as Africana Studies 403, Comparative Literature 375, English 375 and Latina/o Studies 403) (D)  
 AMST 408(F) Envisioning Urban Life: Objects, Subjects, and Everyday People (Same as Latina/o Studies 408) (W) (D)  
 AMST 409(S) Transnational Lives in Global Context (Senior Seminar) (Same as Latina/o Studies 409) (W) (D)  
 ANTH 101(F,S) The Scope of Anthropology (D)  
 ANTH 207(F) North-American Indians (W)(D)  
 ANTH 256(F) Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (Same as Asian Studies 256, Religion 256 and Women's and Gender Studies 256) (W) (D)  
 ANTH 328T(F) Emotions and the Self (D) (W)  
 ARAB 228(S) Modern Arabic Literature in Translation (Same as Comparative Literature 228) (W) (D)

ARAB 303(F) Medieval Encounters East and West (Same as Comparative Literature 315 and English 303) (D)  
 ARTH 220(F) The Mosque (D)  
 ARTH 426(S) Pictures That Rocked the Nation: Courbet and Manet in Second Empire France (Same as Women's and Gender Studies 426) (D)  
 ARTH 470(S) Image-making, Orientalism and Visual Culture (D)  
 ASST 212(F) Transforming the "Middle Kingdom": China, 2000 BCE-1600 (Same as History 212) (D)  
 ASST 213(S) Modern China, 1600-Present (Same as History 213) (D)  
 ASST 256(F) Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (Same as Anthropology 256, Religion 256 and Women's and Gender Studies 256) (W) (D)  
 ASST 319(F) Gender and the Family in Chinese History (Same as History 319 and Women's and Gender Studies 319) (D)  
 CHIN 101(F)-W88-102(S) Basic Chinese (D)  
 CHIN 201(F), 202(S) Intermediate Chinese (D)  
 CHIN 228(F) Traditional Chinese Poetry (Same as Comparative Literature 225) (W) (D)  
 CHIN 251T(S) Crises and Critiques: The Literature and Intellectual History of Early 20th Century China (Same as Comparative Literature 256T and History 215T) (W) (D)  
 CHIN 301(F), 302(S) Upper-Intermediate Chinese (D)  
 CHIN 401(F), 402(S) Advanced Chinese (D)  
 JAPN 101(F)-W88-102(S) First-Year Japanese (D)  
 JAPN 201(F), 202(S) Second-Year Japanese (D)  
 JAPN 301(F), 302(S) Third-Year Japanese (D)  
 JAPN 401(F), 402(S) Fourth-Year Japanese (D)  
 JAPN 405(S) Thematic Reading and Writing in Japanese (D)  
 BIOL 134(F) The Tropics: Biology and Social Issues (Same as Environmental Studies 134) (D)  
 COMP 212(S) Nordic Lights: Literary and Cultural Diversity in Modern Scandinavia (Same as Women's and Gender Studies 200) (D)  
 COMP 225(F) Traditional Chinese Poetry (Same as Chinese 228) (W) (D)  
 COMP 228(S) Modern Arabic Literature in Translation (Same as Arabic 228) (W) (D)  
 COMP 241(F) Performing Race: From Shakespeare to Spike Lee (Same as Africana Studies 241 and Theatre 241) (D)  
 COMP 256T(S) Crises and Critiques: The Literature and Intellectual History of Early 20th Century China (Same as Chinese 251T and History 215T) (W) (D)  
 COMP 315(F) Medieval Encounters East and West (Same as Arabic 303 and English 303) (D)  
 COMP 344(F) From Hermeneutics to Post-coloniality and Beyond (Same as English 386 and Religion 304) (D)  
 COMP 354(S) Contemporary American Poetry (Same as American Studies 354 and English 354) (W) (D)  
 COMP 359(S) Latinos/as and the Media: From Production to Consumption (Same as American Studies 346 and Latina/o Studies 346) (D)  
 COMP 375(S) New Asian American, African American, Native American, and Latina/o Writing (Same as Africana Studies 403, American Studies 403, English 375 and Latina/o Studies 403) (D)  
 ENGL 119(S) Missed Encounters (W) (D)  
 ENGL 215(F) Imagining Immigrants (Gateway) (D) (W)  
 ENGL 303(F) Medieval Encounters East and West (Same as Arabic 303 and Comparative Literature 315) (D)  
 ENGL 342(F) Representing Sexualities: U.S. Traditions (Same as Women's and Gender Studies 342) (D)  
 ENGL 354(S) Contemporary American Poetry (Same as American Studies 354 and Comparative Literature 354) (W) (D)  
 ENGL 375(S) New Asian American, African American, Native American, and Latina/o Writing (Same as Africana Studies 403, American Studies 403, Comparative Literature 375 and Latina/o Studies 403) (D)  
 ENGL 386(F) From Hermeneutics to Post-coloniality and Beyond (Same as Comparative Literature 344 and Religion 304) (D)  
 ENVI 134(F) The Tropics: Biology and Social Issues (Same as Biology 134) (D)  
 HIST 111(S) Movers and Shakers in the Middle East (Same as Leadership Studies 150) (W) (D)  
 HIST 212(F) Transforming the "Middle Kingdom": China, 2000 BCE-1600 (Same as Asian Studies 212) (D)  
 HIST 213(S) Modern China, 1600-Present (Same as Asian Studies 213) (D)  
 HIST 215T(S) Crises and Critiques: The Literature and Intellectual History of Early 20th Century China (Same as Chinese 251T and Comparative Literature 256T) (W) (D)  
 HIST 319(F) Gender and the Family in Chinese History (Same as Asian Studies 319 and Women's and Gender Studies 319) (D)  
 HIST 361(S) A Social and Cultural History of World War II (D)  
 HIST 383(F) History of Whiteness in the United States (Same as Women's and Gender Studies 383) (D)  
 HIST 384(F) Comparative Asian-American History, 1850-1965 (D)  
 HIST 396(S) Muslims and Europe: From the Conquest of Algeria to the Present (D)  
 HIST 492T(F) Revolutionary Thought in Latin America (D) (W)  
 JWST 101(F) Judaism: Innovation and Tradition (Same as Religion 203) (D)  
 LATS 224(S) U.S. Latina/o Religions (Same as American Studies 224 and Religion 224) (D)  
 LATS 346(S) Latinos/as and the Media: From Production to Consumption (Same as American Studies 346 and Comparative Literature 359) (D)  
 LATS 403(S) New Asian American, African American, Native American, and Latina/o Writing (Same as Africana Studies 403, American Studies 403, Comparative Literature 375 and English 375) (D)  
 LATS 408(F) Envisioning Urban Life: Objects, Subjects, and Everyday People (Same as American Studies 408) (W) (D)  
 LATS 409(S) Transnational Lives in Global Context (Same as American Studies 409) (W) (D)  
 LEAD 150(S) Movers and Shakers in the Middle East (Same as History 111) (W) (D)  
 MUS 235(S) African Rhythm, African Sensibility (Same as Africana Studies 235) (D)  
 PHIL 228(F) Feminist Bioethics (Same as Women's and Gender Studies 228) (W) (D)  
 PSCI 132(S) Contemporary Africana Social and Political Philosophy (Same as Africana Studies 132) (D)  
 PSYC 341(S) Stereotypes, Prejudice, and Discrimination (Same as Women's and Gender Studies 339) (D) (W)  
 REL 203(F) Judaism: Innovation and Tradition (Same as Jewish Studies 101) (D)  
 REL 224(S) U.S. Latina/o Religions (Same as American Studies 224 and Latina/o Studies 224) (D)  
 REL 256(F) Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (Same as Anthropology 256, Asian Studies 256 and Women's and Gender Studies 256) (W) (D)  
 REL 304(F) From Hermeneutics to Post-coloniality and Beyond (Same as Comparative Literature 344 and English 386) (D)  
 REL 306(S) Feminist Approaches to Religion (Same as Women's and Gender Studies 307) (W) (D)  
 RLSP 204(S) Icons and Imaginaries: Culture and Politics in Latin America (D)  
 RLSP 308(S) Latin American Literature of the Colonial Period (D)  
 THEA 241(F) Performing Race: From Shakespeare to Spike Lee (Same as Africana Studies 241 and Comparative Literature 241) (D)  
 WGST 101(F,S) Introduction to Women's and Gender Studies (W) (D)  
 WGST 200(S) Nordic Lights: Literary and Cultural Diversity in Modern Scandinavia (Same as Comparative Literature 212) (D)  
 WGST 202(F) Introduction to Sexuality Studies (D)  
 WGST 228(F) Feminist Bioethics (Same as Philosophy 228) (W) (D)  
 WGST 256(F) Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (Same as Anthropology 256, Asian Studies 256 and Religion 256) (W) (D)  
 WGST 307(S) Feminist Approaches to Religion (Same as Religion 306) (W) (D)  
 WGST 319(F) Gender and the Family in Chinese History (Same as Asian Studies 319 and History 319) (D)  
 WGST 339(S) Stereotypes, Prejudice, and Discrimination (Same as Psychology 341) (D) (W)  
 WGST 342(F) Representing Sexualities: U.S. Traditions (Same as English 342) (D)  
 WGST 383(F) History of Whiteness in the United States (Same as History 383) (D)  
 WGST 426(S) Pictures That Rocked the Nation: Courbet and Manet in Second Empire France (Same as Arth 426) (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 2008-2009:

ASTR 111(F) Introduction to Astrophysics (Q)  
 ASTR 221(F) Compact Stellar Remnants: White Dwarfs, Neutron Stars and Black Holes (Q)  
 ASTR 420(S) Observational Cosmology: Observing and Modeling the Universe (Q)  
 BIMO 321(F) Biochemistry I—Structure and Function of Biological Molecules (Same as Biology 321 and Chemistry 321) (Q)  
 BIMO 322(S) Biochemistry II—Metabolism (Same as Biology 322 and Chemistry 322) (Q)  
 BIOL 202(F) Genetics (Q)  
 BIOL 203(F) Ecology (Same as Environmental Studies 203) (Q)

BIOL 302(F) Communities and Ecosystems (Same as Environmental Studies 312) (Q)  
 BIOL 305(S) Evolution (Q)  
 BIOL 321(F) Biochemistry I—Structure and Function of Biological Molecules (Same as Biochemistry and Molecular Biology 321 and Chemistry 321) (Q)  
 BIOL 322(S) Biochemistry II—Metabolism (Same as Biochemistry and Molecular Biology 322 and Chemistry 322) (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 321(F) Biochemistry I—Structure and Function of Biological Molecules (Same as Biochemistry and Molecular Biology 321 and Biology 321) (Q)  
 CHEM 322(S) Biochemistry II—Metabolism (Same as Biochemistry and Molecular Biology 322 and Biology 322) (Q)  
 CSCI 134(F,S) Introduction to Computer Science (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 318T(S) Numerical Problem Solving (Same as Mathematics 318T) (Q)  
 CSCI 334(S) Principles of Programming Languages (Q)  
 CSCI 336T(F) Computer Networks (Q)  
 CSCI 361(F) Theory of Computation (Same as Mathematics 361) (Q)  
 CSCI 371(F) Computer Graphics (Q)  
 CSCI 374T(S) Machine Learning (Q)  
 CSCI 432(S) Operating Systems (Q)  
 ECON 110(F,S) Principles of Microeconomics (Q)  
 ECON 111(F) Introduction to Economics and Its Applications (Q)  
 ECON 120(F,S) Principles of Macroeconomics (Q)  
 ECON 213(F) The Economics of Natural Resource Use (Same as Environmental Studies 213) (Q)  
 ECON 229(S) Law and Economics (Q)  
 ECON 251(F,S) Price and Allocation Theory (Q)  
 ECON 252(F,S) Macroeconomics (Q)  
 ECON 253(F) Empirical Methods in Political Economy (Same as Political Economy 253) (Q)  
 ECON 255(F,S) Econometrics (Q)  
 ECON 378(F) Long-Run Perspectives on Economic Growth (Q)  
 ECON 381T(S) Health in Poor Countries (W)(Q)  
 ECON 384(S) Corporate Finance (Q)  
 ECON 385(F) Games and Information (Q)  
 ECON 386(S) Environmental Policy and Natural Resource Management (Same as Economics 515 and Environmental Studies 386) (Q)  
 ECON 389(S) Tax Policy in Emerging Markets (Same as Economics 517) (Q)  
 ECON 392(F) Finance and Capital Markets (Q)  
 ECON 464(S) Empirical Methods in Macroeconomics (Same as Economics 514) (Q)  
 ECON 475(F) Advanced Microeconomic Theory (Q)  
 ECON 514(S) Empirical Methods in Macroeconomics (Same as Economics 464) (Q)  
 ECON 515(S) Environmental Policy and Natural Resource Management (Same as Economics 386 and Environmental Studies 386) (Q)  
 ECON 517(S) Tax Policy in Emerging Markets (Same as Economics 389) (Q)  
 ENVI 108(F) Energy Science and Technology (Same as Physics 108) (Q)  
 ENVI 203(F) Ecology (Same as Biology 203) (Q)  
 ENVI 213(F) The Economics of Natural Resource Use (Same as Economics 213) (Q)  
 ENVI 215(S) Climate Changes (Same as Geosciences 215) (Q)  
 ENVI 312(F) Communities and Ecosystems (Same as Biology 302) (Q)  
 ENVI 386(S) Environmental Policy and Natural Resource Management (Same as Economics 386 and Economics 515) (Q)  
 GEOS 215(S) Climate Changes (Same as Environmental Studies 215) (Q)  
 GEOS 301(F) Structural Geology (Q)  
 INTR 160(S) Mathematical Politics: Voting, Power, and Conflict (Same as Mathematics 175) (Q)  
 MATH 103(F,S) Calculus I (Q)  
 MATH 104(F,S) Calculus II (Q)  
 MATH 105(F,S) Multivariable Calculus (Q)  
 MATH 106(F) Multivariable Calculus (Q)  
 MATH 175(S) Mathematical Politics: Voting, Power, and Conflict (Same as INTR 160) (Q)  
 MATH 209(S) Differential Equations and Vector Calculus (Q)  
 MATH 210(S) Mathematical Methods for Scientists (Same as Physics 210) (Q)  
 MATH 211(F,S) Linear Algebra (Q)  
 MATH 251(F,S) Discrete Mathematics (Q)  
 MATH 301(F) Real Analysis (Q)  
 MATH 302(F) Complex Analysis (Q)  
 MATH 305(S) Applied Real Analysis (Q)  
 MATH 306(F) Chaos and Fractals (Q)  
 MATH 308T(F) Analysis and Number Theory (Same as Mathematics 406T) (Q)  
 MATH 312(S) Abstract Algebra (Q)  
 MATH 315(F) Groups and Characters (Q)  
 MATH 316(S) Protecting Information: Applications of Abstract Algebra and Quantum Physics (Same as Physics 316) (Q)  
 MATH 318T(S) Numerical Problem Solving (Same as Computer Science 318T) (Q)  
 MATH 324(S) Topology (Q)  
 MATH 354(S) Graph Theory (Q)  
 MATH 361(F) Theory of Computation (Same as Computer Science 361) (Q)  
 MATH 365(F) Set Theory (Q)  
 MATH 375(S) Game Theory (Q)  
 MATH 402(S) Measure Theory and Probability (Q)  
 MATH 406T(F) Analysis and Number Theory (Same as Mathematics 308T) (Q)  
 MATH 411(S) Commutative Algebra (Q)  
 MATH 418(F) Linear Algebraic Groups (Q)  
 MATH 433(F) Mathematical Modeling and Control Theory (Q)  
 STAT 101(F,S) Elementary Statistics and Data Analysis (Q)  
 STAT 201(F,S) Statistics and Data Analysis (Q)  
 STAT 231(F) Statistical Design of Experiments (Q)  
 STAT 346(F) Regression and Forecasting (Q)  
 STAT 355(S) Multivariate Statistical Analysis (Q)  
 STAT 442(S) Computational Statistics and Data Mining (Q)  
 PHIL 203(F) *(formerly 103)* Logic and Language (Q)  
 PHYS 108(F) Energy Science and Technology (Same as Environmental Studies 108) (Q)  
 PHYS 131(F) Introduction to Mechanics (Q)  
 PHYS 132(S) Electromagnetism and the Physics of Matter (Q)  
 PHYS 141(F) Mechanics (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 Mathematics 210) (Q)  
 PHYS 301(F) Quantum Physics (Q)  
 PHYS 302(S) Statistical Mechanics and Thermodynamics (Q)  
 PHYS 316(S) Protecting Information: Applications of Abstract Algebra and Quantum Physics (Same as Mathematics 316) (Q)  
 PHYS 402T(S) Applications of Quantum Mechanics (Q)  
 PHYS 411T(F) Classical Mechanics (Q)  
 POEC 253(F) Empirical Methods in Political Economy (Same as Economics 253) (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 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 arrangements involved in organizing tutorials, students are encouraged to determine, as early as possible, their interest in and commitment to the course. Students may not drop or add a tutorial after the first week of class. Tutorials may not be taken on a pass/fail basis.

### TUTORIALS OFFERED 2010-2011

Students may obtain detailed information about particular tutorials from the course descriptions and the instructors.

#### *Anthropology and Sociology*

ANTH 328T(S) Emotions and the Self (W)  
SOC 242(F) Food and Society (W)  
SOC 317T(S) The Public and the Private (W)

JUST  
GOLDSTEIN  
SHEVCHENKO

#### *Art*

ARTH 300T(F) Rembrandt Tutorial: Case Studies of Individual Works and Controversial Issues (W)  
ARTH 306T(F) Inventing Christian Art (W)  
ARTS 111T(S) Photographic Montage and Collage  
ARTS 364T(F) Artists' Books

FILIPCZAK  
LOW  
LALEIAN  
TAKENAGA

#### *Asian Studies*

CHIN 251T(S) Crises and Critiques: The Literature and Intellectual History of Early 20th Century China  
(Same as Comparative Literature 256T and History 215T) (W) (D)

NUGENT

#### *Biology*

BIOL 422T(S) Ecology of Sustainable Agriculture (Same as Environmental Studies 422T) (W)  
BIOL 426T(F) Frontiers in Muscle Physiology: Controversies (W)  
BIOL 430T(S) Genome Sciences: At the Cutting Edge (W)

ART  
SWOAP  
TING

#### *Chemistry*

CHEM 262T(S) Applying the Scientific Method to Archaeology and  
Paleoanthropology (Same as Anthropology 262T) (W)  
CHEM 344T(F) Physical Organic Chemistry  
CHEM 368T(S) Quantum Chemistry and Molecular Spectroscopy

SKINNER  
GOH  
PEACOCK-LOPEZ

#### *Classics*

CLAS 320T(F) Enchantment and the Origins of Poetry  
(Same as Comparative Literature 320T and CLGR 410T) (W)

DEKEL

#### *Computer Science*

CSCI 336T(F) Computer Networks (Q)  
CSCI 374T(S) Machine Learning (Q)

MURTAGH  
DANYLUK

#### *Economics*

ECON 225T(S) Global Financial Crisis and African Economic Development (W)  
ECON 228T(F) Water as a Scarce Resource (Same as Environmental Studies 228) (W)  
ECON 381T(S) Health in Poor Countries (W)(Q)  
ECON 390T(S) Financial Crises: Causes and Cures (Same as Economics 523T) (W)

SAMSON  
BRADBURY  
WILSON  
CAPRIO

#### *English*

ENGL 127T(F) Film Montage (W)  
ENGL 318T(F) Inscrutable Evil, or the Transformative Horror Film  
(Same as Comparative Literature 316) (W)  
ENGL 322T(F) Novel Arguments (W)  
ENGL 330T(F) Romantic Experiments (W)  
ENGL 343T(S) Whitman and Dickinson in Context (W)  
ENGL 350T(S) The Problem of Modernity and the Modernist Imagination  
(Same as Comparative Literature 350T) (W)  
ENGL 372T(S) American Modernist Fiction (Same as American Studies 372T) (W)

ROSENHEIM  
J. SHEPARD  
DAVIS  
MURPHY  
KENT  
RHIE  
LIMON

### Geosciences

GEOS 218T(F) The Carbon Cycle and Climate (Same as Environmental Studies 218T) (W) COOK  
GEOS 254T(S) Gulf of California Tectonics and Coastal Ecosystems  
(Same as Environmental Studies 254T) (W) M. JOHNSON

### German

GERM 304T(F) Rebels and Conformists: Postwar Germany 1945–1989  
(Same as Women's and Gender Studies 304T) (W) DRUXES  
GERM 306T(S) Enlightenment and its Discontents (Same as Comparative Literature 314T) (W) NEWMAN

### History

HIST 121T(S) The Two Koreas (Same as Asian Studies 121T) (W) SINIAWAR  
HIST 135T(F) The Great War, 1914–1918 (Same as Leadership Studies 135T) (W) WOOD  
HIST 178T(S) Marriage and the American Nation (Same as Women's and Gender Studies 178T) (W) DUBOW  
HIST 483T(S) African Political Thought (Same as Africana Studies 483T) (W) MUTONGI  
HIST 487T(S) The Second World War: Origins, Course, Outcomes, and Meaning (W) WOOD  
HIST 490T(S) Memory, History, and the Extermination of the Jews of Europe  
(Same as Jewish Studies 490T) (W) GARBARINI  
HIST 492T(F) Revolutionary Thought in Latin America (D) (W) KITTLESON

### Interdepartmental Program

INTR 219T(F) Women in National Politics  
(Same as Political Science 219 and Women's and Gender Studies 219) (W) JAMES  
INTR 221T(S) Racial–Sexual Violence  
(Same as Africana Studies 221 and Women's and Gender Studies 221) (W) JAMES

### Mathematics

MATH 101T(F) Mathematical Analysis with Descriptive Statistics S. JOHNSON  
MATH 308T(F) Analysis and Number Theory (Same as Mathematics 406T) (Q) MILLER  
MATH 318T(S) Numerical Problem Solving (Same as Computer Science 318T) (Q) STOICIU

### Music

MUS 203T(F), 204T(S) Composition I and II Fall: PEREZ–VELAZQUEZ, Spring: KECHLEY  
MUS 206T(S) Verdi and Wagner (W) SHEPPARD

### Philosophy

PHIL 213T(F) Biomedical Ethics (W) PEDRONI  
PHIL 235T(S) Morality and Partiality: Loyalty, Friendship, Patriotism (W) MLADENOVIC  
PHIL 240T(S) Truth, Goodness, and Beauty (W) WHITE  
PHIL 274T(S) Messing with People: The Ethics of Human Experimentation (W) PEDRONI  
PHIL 304T(F) Authenticity: From Rousseau to Poststructuralism (W) SAWICKI

### Physics

PHYS 402T(S) Applications of Quantum Mechanics (Q) JONES  
PHYS 411T(F) Classical Mechanics (Q) STRAUCH

### Political Science

PSCI 314T(F) Leadership in American Political Development (Same as Leadership Studies 314T) (W) MELLOW  
PSCI 325T(S) Grand Strategy (W) P. MACDONALD  
PSCI 345T(F) Cosmology and Rulership in Ancient Chinese Political Thought (W) CRANE

The Center for Development Economics is offering two graduate-level courses (ECON 516T and 520T) in the tutorial format. Interested undergraduates should consult the course description and the instructor for eligibility.

**The College acknowledges with deepest gratitude those classes and individuals who have created generous endowments to support tutorials at Williams:**

**The Class of 1953**

**The Class of 1954**

**The Class of 1964**

**The Class of 1979**

**Hugh Germanetti 1954**

**David A. Gray 1954**

**Robert L. Guyett 1958**

**The Hunter Family**

**John D. Mabie 1954**

**John H. Simpson 1979**

**The Testa Family**

**Tutorial Honoring Williams Health Center Nurses**

## 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 2009–2010:

AFR 104(F) Travel Narratives and African History (Same as History 104) (W)  
AFR 129(S) Twentieth-Century Black Poets (Same as English 129) (W)  
AFR 131(S) Vertigo/Verticality (Same as American Studies 131, Comparative Literature 131 and English 131) (W)  
AFR 149(F) The 1959 Cuban Revolution: Precedents, Processes, and Legacies, 1898–2009 (Same as History 149) (W)  
AFR 220(F) Introduction to African American Writing (Same as American Studies 220 and English 220) (W)  
AFR 221T(S) Racial–Sexual Violence (Same as INTR 221 and Women's and Gender Studies 221) (W)  
AFR 338(S) Garveyism (Same as Political Science 338) (W)  
AMST 118(F) Reading and Writing Creative Nonfiction (Same as English 118) (W)  
AMST 131(S) Vertigo/Verticality (Same as Africana Studies 131, Comparative Literature 131 and English 131) (W)  
AMST 144(S) American Ethnic Detective Fictions and Variations (Same as English 144) (W)  
AMST 220(F) Introduction to African American Writing (Same as Africana Studies 220 and English 220) (W)  
AMST 254(F) American Fiction in War and Peace (Same as English 254) (W)  
AMST 354(S) Contemporary American Poetry (Same as Comparative Literature 354 and English 354) (W) (D)  
AMST 372T(S) American Modernist Fiction (Same as English 372T) (W)  
AMST 408(F) Envisioning Urban Life: Objects, Subjects, and Everyday People (Same as Latina/o Studies 408) (W) (D)  
AMST 409(S) Transnational Lives in Global Context (Senior Seminar) (Same as Latina/o Studies 409) (W) (D)  
ANTH 207(F) North–American Indians (W) (D)  
ANTH 256(F) Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (Same as Asian Studies 256, Religion 256 and Women's and Gender Studies 256) (W) (D)  
ANTH 262T(S) Applying the Scientific Method to Archaeology and Paleoanthropology (Same as Chemistry 262T) (W)



ANTH 328T(F) Emotions and the Self (D) (W)  
 SOC 242T(F) Food and Society (W)  
 SOC 317T(S) The Public and the Private (W)  
 ARAB 228(S) Modern Arabic Literature in Translation (Same as Comparative Literature 228) (W) (D)  
 ARTH 201(F) American Landscape History (Same as Environmental Studies 201) (W)  
 ARTH 265(F) Pop Art (W)  
 ARTH 300T(F) Rembrandt Tutorial: Case Studies of Individual Works and Controversial Issues (W)  
 ARTH 304(S) American Transport History (Same as Environmental Studies 324) (W)  
 ARTH 306T(F) Inventing Christian Art (W)  
 ARTH 307(S) The Human Face in the Modern Imagination (Same as Comparative Literature 356 and English 346) (W)  
 ARTH 308(S) *(formerly 302)* Three Cities (Same as Environmental Studies 308) (W)  
 ARTH 405(S) Seminar in Architectural Criticism (W)  
 ARTH 411(F) The Artist's Studio in the 19th Century. Real and Imagined (W)  
 ASST 118(S) "Ten Years of Madness": The Chinese Cultural Revolution (Same as History 118) (W)  
 ASST 121T(S) The Two Koreas (Same as History 121T) (W)  
 ASST 256(F) Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (Same as Anthropology 256, Religion 256 and Women's and Gender Studies 256) (W) (D)  
 CHIN 228(F) Traditional Chinese Poetry (Same as Comparative Literature 225) (W) (D)  
 CHIN 251T(S) Crises and Critiques: The Literature and Intellectual History of Early 20th Century China (Same as Comparative Literature 256T and History 215T) (W) (D)  
 ASTR 336(S) Science, Pseudoscience, and the Two Cultures (Same as History of Science 336) (W)  
 BIOL 422T(S) Ecology of Sustainable Agriculture (Same as Environmental Studies 422T) (W)  
 BIOL 426T(F) Frontiers in Muscle Physiology: Controversies (W)  
 BIOL 430T(S) Genome Sciences: At the Cutting Edge (W)  
 CHEM 262T(S) Applying the Scientific Method to Archaeology and Paleoanthropology (Same as Anthropology 262T) (W)  
 CHEM 342(F) Synthetic Organic Chemistry (W)  
 CHEM 364(S) Instrumental Methods of Analysis (Same as Environmental Studies 364) (W)  
 CLAS 101(S) The Trojan War (Same as Comparative Literature 107) (W)  
 CLAS 226(S) *(formerly 105)* The Ancient Novel (Same as Comparative Literature 226) (W)  
 CLAS 320T(F) Enchantment and the Origins of Poetry (Same as Comparative Literature 320T and CLGR 410T) (W)  
 CLGR 410T(F) Enchantment and the Origins of Poetry (Same as Classics 320T and Comparative Literature 320T) (W)  
 COMP 107(S) The Trojan War (Same as Classics 101) (W)  
 COMP 111(F) The Nature of Narrative (Same as English 120) (W)  
 COMP 111(S) The Nature of Narrative (Same as English 120) (W)  
 COMP 117(F) Introduction to Cultural Theory (Same as English 117) (W)  
 COMP 131(S) Vertigo/Verticality (Same as Africana Studies 131, American Studies 131, and English 131) (W)  
 COMP 134(S) Myth in Music (Same as Music 134) (W)  
 COMP 139(F) Metafiction (Same as English 139) (W)  
 COMP 225(F) Traditional Chinese Poetry (Same as Chinese 228) (W) (D)  
 COMP 226(S) The Ancient Novel (Same as Classics 226) (W)  
 COMP 228(S) Modern Arabic Literature in Translation (Same as Arabic 228) (W) (D)  
 COMP 240(S) Introduction to Literary Theory (Same as English 230) (W)  
 COMP 256T(S) Crises and Critiques: The Literature and Intellectual History of Early 20th Century China (Same as Chinese 251T and History 215T) (W) (D)  
 COMP 260(S) Reading Reading: An Introduction to the Qur'an and Islam (Same as Religion 230) (W)  
 COMP 314T(S) Enlightenment and its Discontents (Same as German 306T) (W)  
 COMP 316T(F) Inscrutable Evil, or the Transformative Horror Film (Same as English 318T) (W)  
 COMP 320T(F) Enchantment and the Origins of Poetry (Same as CLGR 410T and Classics 320T) (W)  
 COMP 350T(S) The Problem of Modernity and the Modernist Imagination (Same as English 350T) (W)  
 COMP 354(S) Contemporary American Poetry (Same as American Studies 354 and English 354) (W) (D)  
 COMP 356(S) The Human Face in the Modern Imagination (Same as Arth 307 and English 346) (W)  
 COMP 401(F) Senior Seminar: Representing the Unrepresentable (W)  
 ECON 225T(S) Global Financial Crisis and African Economic Development (W)  
 ECON 228T(F) Water as a Scarce Resource (Same as Environmental Studies 228) (W)  
 ECON 230(S) The Economics of Health and Health Care (W)  
 ECON 381T(S) Health in Poor Countries (W)(Q)  
 ECON 390T(S) Financial Crises: Causes and Cures (Same as Economics 523T) (W)  
 ECON 523T(S) Financial Crises: Causes and Cures (Same as Economics 390T) (W)  
 ENGL 106(S) Introduction to Modernism (W)  
 ENGL 111(S) Poetry and Politics (W)  
 ENGL 112(S) Introduction to Literary Analysis (W)  
 ENGL 116(F) The Ethics of Fiction (W)  
 ENGL 117(F) Introduction to Cultural Theory (Same as Comparative Literature 117) (W)  
 ENGL 118(F) Reading and Writing Creative Nonfiction (Same as American Studies 118) (W)  
 ENGL 119(S) Missed Encounters (W) (D)  
 ENGL 120(F) The Nature of Narrative (Same as Comparative Literature 111) (W)  
 ENGL 120(S) The Nature of Narrative (Same as Comparative Literature 111) (W)  
 ENGL 123(F) Borrowing and Stealing: Originality in Literature and Culture (W)  
 ENGL 127T(F) Film Montage (W)  
 ENGL 129(S) Twentieth-Century Black Poets (Same as Africana Studies 129) (W)  
 ENGL 131(S) Vertigo/Verticality (Same as Africana Studies 131, American Studies 131 and Comparative Literature 131) (W)  
 ENGL 133(S) New Poetry (W)  
 ENGL 135(F) Vengeance (W)  
 ENGL 139(F) Metafiction (Same as Comparative Literature 139) (W)  
 ENGL 144(S) American Ethnic Detective Fictions and Variations (Same as American Studies 144) (W)  
 ENGL 150(S) Expository Writing (W)  
 ENGL 151(F) Writing About Autobiographical Writing (W)  
 ENGL 205(F) The Art of Poetry (W)  
 ENGL 231(F,S) Literature of the Sea (Same as Maritime Studies 231) (W) (Offered only at Mystic Seaport.)  
 ENGL 215(F) Imagining Immigrants (Gateway) (D) (W)  
 ENGL 220(F) Introduction to African American Writing (Same as Africana Studies 220 and American Studies 220) (Gateway) (W)  
 ENGL 222(S) Lyric Poetry (W) (Gateway)  
 ENGL 225(F) Romanticism and Modernism (Gateway) (W)  
 ENGL 228(S) Graphic Storytelling (Gateway) (W)  
 ENGL 230(S) Introduction to Literary Theory (Same as Comparative Literature 240) (Gateway) (W)  
 ENGL 254(F) American Fiction in War and Peace (Same as American Studies 254) (W) (Gateway)  
 ENGL 256(S) Culture and Empire: An Introduction (Gateway) (W)  
 ENGL 262(F) *(formerly 356)* Confession and Catharsis in the Poetry of Sylvia Plath and Ted Hughes (Same as Women's and Gender Studies 262) (Gateway) (W)  
 ENGL 265(S) Topics in American Literature: Reason and Feeling in the American Eighteenth Century (Gateway) (W)  
 ENGL 310(F) Seventeenth-century Poetry and Culture (W)  
 ENGL 318T(F) Inscrutable Evil, or the Transformative Horror Film (Same as Comparative Literature 316) (W)  
 ENGL 322T(F) Novel Arguments (W)  
 ENGL 330T(F) Romantic Experiments (W)  
 ENGL 343T(S) Whitman and Dickinson in Context (W)  
 ENGL 346(S) The Human Face in the Modern Imagination (Same as Arth 307 and Comparative Literature 356) (W)  
 ENGL 350T(S) The Problem of Modernity and the Modernist Imagination (Same as Comparative Literature 350T) (W)  
 ENGL 354(S) Contemporary American Poetry (Same as American Studies 354 and Comparative Literature 354) (W) (D)  
 ENGL 372T(S) American Modernist Fiction (Same as American Studies 372T) (W)  
 ENGL 414(F) Poetry and Prose of John Donne (W)  
 ENGL 232(F) The Art of the Long Story (W)  
 ENGL 486(F) Opening Up a Story's Possibilities: Revision and Radical Revision (W) (CRAAS)  
 ENVI 201(F) American Landscape History (Same as Arth 201) (W)  
 ENVI 218T(F) The Carbon Cycle and Climate (Same as Geosciences 218T) (W)

ENVI 228T(F) Water as a Scarce Resource (Same as Economics 228) (W)  
 ENVI 254T(S) Gulf of California Tectonics and Coastal Ecosystems (Same as Geosciences 254T) (W)  
 ENVI 308(S) *formerly 302* Three Cities (Same as ArtH 308) (W)  
 ENVI 324(S) American Transport History (Same as Art History 304) (W)  
 ENVI 364(S) Instrumental Methods of Analysis (Same as Chemistry 364) (W)  
 ENVI 402(S) Senior Seminar: Perspectives on Environmental Studies (Same as Maritime Studies 402) (W)  
 ENVI 422T(S) Ecology of Sustainable Agriculture (Same as Biology 422T) (W)  
 FRS 101(F) Interpreting Human Experience (W)  
 GEOS 105(F) Geology Outdoors (W)  
 GEOS 218T(F) The Carbon Cycle and Climate (Same as Environmental Studies 218T) (W)  
 GEOS 254T(S) Gulf of California Tectonics and Coastal Ecosystems (Same as Environmental Studies 254T) (W)  
 GEOS 302(S) Sedimentology (W)  
 GERM 304T(F) Rebels and Conformists: Postwar Germany 1945–1989 (Same as Women's and Gender Studies 304T) (W)  
 GERM 306T(S) Enlightenment and its Discontents (Same as Comparative Literature 314T) (W)  
 HIST 104(F) Travel Narratives and African History (Same as Africana Studies 104) (W)  
 HIST 111(S) Movers and Shakers in the Middle East (Same as Leadership Studies 150) (W) (D)  
 HIST 118(S) "Ten Years of Madness": The Chinese Cultural Revolution (Same as Asian Studies 118) (W)  
 HIST 121T(S) The Two Koreas (Same as Asian Studies 121T) (W)  
 HIST 127(S) The Expansion of Europe (W)  
 HIST 135T(F) The Great War, 1914-1918 (Same as Leadership Studies 135T) (W)  
 HIST 136(F) Before the Deluge: Paris and Berlin in the Interwar Years (W)  
 HIST 149(F) The 1959 Cuban Revolution: Precedents, Processes, and Legacies, 1898-2009 (Same as Africana Studies 149) (W)  
 HIST 152(F) The Fourteenth Amendment and the Meanings of Equality (Same as Women's and Gender Studies 152) (W)  
 HIST 165(S) Going Nuclear: American Culture in the Atomic Age (W)  
 HIST 168(F) 1968–1969: Two Years in America (W)  
 HIST 178T(S) Marriage and the American Nation (Same as Women's and Gender Studies 178T) (W)  
 HIST 215T(S) Crises and Critiques: The Literature and Intellectual History of Early 20th Century China (Same as Chinese 251T and Comparative Literature 256T) (W) (D)  
 HIST 324(F) The Development of Christianity: 30-600 C.E. (Same as Religion 212) (W)  
 HIST 352(F,S) America and the Sea, 1600-Present (Same as Maritime Studies 352) (Offered only at Mystic Seaport.) (W)  
 HIST 483T(S) African Political Thought (W)  
 HIST 487T(S) The Second World War: Origins, Course, Outcomes, and Meaning (W)  
 HIST 490T(S) Memory, History, and the Extermination of the Jews of Europe (Same as Jewish Studies 490T) (W)  
 HIST 492T(F) Revolutionary Thought in Latin America (D) (W)  
 HSCI 336(S) Science, Pseudoscience, and the Two Cultures (Same as Astronomy 336) (W)  
 INTR 219T(F) Women in National Politics (Same as Political Science 219 and Women's and Gender Studies 219) (W)  
 INTR 221T(S) Racial–Sexual Violence (Same as Africana Studies 221 and Women's and Gender Studies 221) (W)  
 JWST 280(F) The Turn to Religion in Post-Modern Thought (Same as Philosophy 282 and Religion 303) (W)  
 JWST 490T(S) Memory, History, and the Extermination of the Jews of Europe (Same as History 490) (W)  
 LATS 408(F) Envisioning Urban Life: Objects, Subjects, and Everyday People (Same as American Studies 408) (W) (D)  
 LATS 409(S) Transnational Lives in Global Context (Same as American Studies 409) (W) (D)  
 LEAD 135T(F) The Great War, 1914-1918 (Same as History 135T) (W)  
 LEAD 150(S) Movers and Shakers in the Middle East (Same as History 111) (W) (D)  
 LEAF 311(F) Congress (Same as Political Science 311) (W)  
 LEAD 314T(F) Leadership in American Political Development (Same as Political Science 314T) (W)  
 MAST 231(F,S) Literature of the Sea (Same as English 231) (Offered only at Mystic Seaport.) (W)  
 MAST 352(F,S) America and the Sea, 1600-Present (Same as History 352) (Offered only at Mystic Seaport.) (W)  
 MAST 402(S) Ethics and the Environment (Same as Environmental Studies 402) (W)  
 MUS 102(F) Fundamentals of Music (W)  
 MUS 116(S) Music in Modernism (W)  
 MUS 134(S) Myth in Music (Same as Comparative Literature 134) (W)  
 MUS 206T(S) Verdi and Wagner (W)  
 MUS 240(F) Introduction to the Music of Duke Ellington (W)  
 MUS 402(S) Senior Seminar in Music: Modern Composers and Early Music (W)  
 PHIL 112(F) Who Are We? Philosophy and Human Nature (W)  
 PHIL 114(F,S) Plato, With Footnotes (W)  
 PHIL 115(F) Personal Identity (W)  
 PHIL 116(S) Mind and Knowledge (W)  
 PHIL 117(F,S) Arguing about God (W)  
 PHIL 119(S) What is the Meaning of "Meaning"? (W)  
 PHIL 213T(F) Biomedical Ethics (W)  
 PHIL 228(F) Feminist Bioethics (Same as Women's and Gender Studies 228) (W) (D)  
 PHIL 235T(S) Morality and Partiality: Loyalty, Friendship, Patriotism (W)  
 PHIL 240T(S) Truth, Goodness, and Beauty (W)  
 PHIL 274T(S) Messing with People: The Ethics of Human Experimentation (W)  
 PHIL 282(F) The Turn to Religion in Post-Modern Thought (Same as Jewish Studies 280 and Religion 303) (W)  
 PHIL 304T(F) Authenticity: From Rousseau to Poststructuralism (W)  
 PHIL 315(F) Kant's *Critique of Pure Reason* (W)  
 PHIL 319(S) Moral Luck and Luck Egalitarianism (W)  
 PHIL 378(S) Pragmatist Currents in Contemporary Epistemology and Philosophy of Science (W)  
 PSCI 219T(F) Women in National Politics (Same as INTR 219 and Women's and Gender Studies 219) (W)  
 PSCI 311(F) Congress (Same as Leadership Studies 311) (W)  
 PSCI 314T(F) Leadership in American Political Development (Same as Leadership Studies 314T) (W)  
 PSCI 325T(S) Grand Strategy (W)  
 PSCI 332(S) Rethinking the Political (W)  
 PSCI 338(S) Garveyism (Same as Africana Studies 338) (W)  
 PSCI 345T(F) Cosmology and Rulership in Ancient Chinese Political Thought (W)  
 PSCI 369(F) *formerly 269* Human Rights in International Politics and Law (W)  
 PSCI 420(S) Senior Seminar in International Relations: High and Low Politics (W)  
 PSYC 341(S) Stereotypes, Prejudice, and Discrimination (Same as Women's and Gender Studies 339) (D) (W)  
 REL 212(F) The Development of Christianity: 30-600 C.E. (Same as History 324) (W)  
 REL 230(S) Reading Reading: An Introduction to the Qur'an and Islam (Same as Comparative Literature 260) (W)  
 REL 256(F) Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (Same as Anthropology 256, Asian Studies 256 and Women's and Gender Studies 256) (W) (D)  
 REL 303(F) *formerly 280* The Turn to Religion in Post-Modern Thought (Same as Jewish Studies 280 and Philosophy 282) (W)  
 REL 306(S) Feminist Approaches to Religion (Same as Women's and Gender Studies 307) (W) (D)  
 RLSP 301(S) Cervantes' *Don Quijote* (W)  
 WGST 101(F,S) Introduction to Women's and Gender Studies (W) (D)  
 WGST 152(F) The Fourteenth Amendment and the Meanings of Equality (Same as History 152) (W)  
 WGST 178T(S) Marriage and the American Nation (Same as History 178T) (W)  
 WGST 219T(F) Women in National Politics (Same as INTR 219 and Political Science 219) (W)  
 WGST 221T(S) Racial–Sexual Violence (Same as Africana Studies 221 and INTR 221) (W)  
 WGST 228(F) Feminist Bioethics (Same as Philosophy 228) (W) (D)  
 WGST 256(F) Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (Same as Anthropology 256, Asian Studies 256 and Religion 256) (W) (D)  
 WGST 262(F) *formerly 356* Confession and Catharsis in the Poetry of Sylvia Plath and Ted Hughes (Same as English 262) (Gateway) (W)  
 WGST 304T(F) Rebels and Conformists: Postwar Germany 1945–1989 (Same as German 304T) (W)  
 WGST 307(S) Feminist Approaches to Religion (Same as Religion 306) (W) (D)  
 WGST 339(S) Stereotypes, Prejudice, and Discrimination (Same as Psychology 341) (D) (W)  
 MAST 231(F,S) Literature of the Sea (Same as English 231) (W)  
 MAST 352(F,S) America and the Sea, 1600-Present (Same as History 352) (W)

# WILLIAMS-EXETER PROGRAMME AT OXFORD UNIVERSITY

Director, Professor NANCY ROSEMAN

## 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. 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, 1 October 2009, until 26 June 2010 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 (11 October to 5 December 2009), HILARY TERM (17 January to 13 March 2010), and TRINITY TERM (25 April to 19 June 2010). 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 1 October 2009 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). It is possible for students, in consultation with their tutor, to spread an eight-session tutorial out over two terms, however. Although most students take the minimum five tutorial courses, many 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 two 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. Some departments at Williams will grant a two-course credit towards the major for each tutorial course taken at Oxford. Most departments, however, will grant a one-course credit towards the major for each relevant tutorial course taken at Oxford. 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.

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](http://www.ox.ac.uk/admissions/undergraduate_courses/courses/index.html).

Although some courses 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](http://www.ox.ac.uk/divisions/department_az.html).

## THE COURSE OF STUDY

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Although some courses 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](http://www.ox.ac.uk/divisions/department_az.html). For a full list of lecture in all divisions at the university, visit: <http://www.admin.ox.ac.uk/pubs/lectures/>

## Archaeology and Anthropology

<http://www.anthropology.ox.ac.uk/>

<http://www.arch.ox.ac.uk/>

**WIOX Social Analysis and Interpretation**

**WIOX Cultural Representations, Beliefs, and Practices**

**WIOX Landscape, Ecology, and Human Evolution**

**WIOX Urbanization and Change in Complex Societies: Comparative Approaches**

### **WIOX Anthropology**

Topics include but are not limited to:

*Culture and Society of West Africa*  
*South Asia (Caste and Humanism)*  
*Lowland South America*  
*Maritime South East Asia*  
*Gender in Cross-Cultural Perspective*  
*Human Genetical Variation*  
*Primates in Anthropology*  
*Material Cultural Studies*  
*Visual Anthropology and the Anthropology of Art*  
*Japanese Society*  
*China and the Overseas Chinese*  
*Tibet and the Himalayas*  
*Anthropology of Europe*

### **WIOX Archaeology**

Topics include but are not limited to:

*The Origins of Modern Humans*  
*Archaeology of southern African Hunter-Gatherers*  
*Farming and Early States in Sub-Saharan Africa*  
*Mesopotamia and Egypt from the Emergence of Complex Society to c. 2000 BC*  
*Mesopotamia and Egypt, 1000–500 BC*  
*Greek Archaeology and Art, c. 500–323 BC*  
*Europe in Transition: The Emergence and Development of Early Farming Societies*  
*Science-Based Methods in Archaeology*  
*Archaeology of Modern Human Origins*  
*The Archaeology of Anglo-Saxon England in the Early Christian Period, c. 600–750*  
*Archaeology and Geographical Information Systems*  
*Landscape Archaeology*  
*The Late Glacial in Europe: Pathways to Complexity?*  
*Biological Techniques in Environmental Archaeology*  
*Themes in European Mesolithic Studies*

## **WIOX Biochemistry, Molecular and Cellular**

<http://www.bioch.ox.ac.uk/>

### **WIOX Molecular Cell Biology**

### **WIOX Biological Chemistry**

### **WIOX Biophysical Chemistry**

### **WIOX Organic Chemistry**

### **WIOX Mathematics and Statistics for Biochemists**

### **WIOX Structure and Function of Metabolites**

### **WIOX Energetics and Metabolic Processes**

### **WIOX Genetics and Molecular Biology**

### **WIOX Cell Biology and the Integration of Function**

## **WIOX Biological Sciences**

<http://www.biology.ox.ac.uk/>

### **WIOX Evolution and Systematics (these all have course descriptions)**

### **WIOX Quantitative Methods**

### **WIOX Animal Biology**

### **WIOX Plant and Microbial Biology**

### **WIOX Environmental Biology**

### **WIOX Cell and Developmental Biology**

### **WIOX The Biology of Animal and Plant Disease**

## **WIOX Chemistry**

<http://www.chem.ox.ac.uk/>

A full list of courses and lectures offered in Chemistry can be found at : <http://www.chem.ox.ac.uk/teaching/UndergradHandbook2008.pdf>

### **WIOX Inorganic Chemistry**

### **WIOX Organic Chemistry**

WIOX Physical Chemistry  
WIOX Mathematics for Chemistry  
WIOX Solid State Chemistry

## WIOX Classical Archeology and Ancient History

WIOX Aristocracy and Democracy in the Greek World, 550–450 BC  
WIOX Republic to Empire, Rome 50 BC to 50 AD  
WIOX Early Greece and the Mediterranean, c.800–500 BC  
WIOX Greek Art and Archaeology, c.500–300 BC  
WIOX Rome, Italy, and the Hellenistic East, c.300–100 BC  
WIOX Roman Archaeology: Cities and Settlements under the Empire  
WIOX Egyptian Art and Architecture  
WIOX The Late Bronze Age and Early Iron Age Aegean  
WIOX Greek and Roman Coins  
WIOX Art under the Roman Empire, AD 14–337  
WIOX The Transformation of the Celtic World, 500–BC–AD 100  
WIOX The Archaeology of the Late Roman Empire, AD 284–641  
WIOX Byzantium: The Transition from Antiquity to the Middle Ages, AD 500–1100  
WIOX The Emergence of Medieval Europe, AD 400–900  
WIOX The Formation of the Islamic World, AD 550–950  
WIOX Epigraphy of the Greek and Roman World, c.700 BC–AD 300  
WIOX From Julian the Apostate to St Augustine, AD 350–95  
WIOX Francia in the Age of Clovis and Gregory of Tours  
WIOX Roman History, 146–46 BC  
WIOX The Archaeology of Minoan Crete, 3200–1000 BC  
WIOX Mediterranean Maritime Archaeology

## WIOX Classics

<http://www.classics.ox.ac.uk/>

A full lecture list of classics courses can be found at: <http://www.classics.ox.ac.uk/lectures/leclist.asp?ListType=CL>

WIOX Cicero and Cataline  
WIOX Greek Literature of the 5th Century B.C.  
WIOX Homer, Odyssey, in Greek or in Translation  
WIOX Latin Literature of the First Century BC  
WIOX New Testament Greek

### *Ancient History*

WIOX Greek History, 479–403 BC  
WIOX Greek History, 403–336 BC  
WIOX Roman History, 146–46 BC  
WIOX Roman History, 46 BC–AD 54  
WIOX The Early Greek World and Herodotus' Histories: 650 to 479 BC  
WIOX Thucydides and the Greek World: 479 to 403 BC  
WIOX The End of the Peloponnesian War to the Death of Philip II of Macedon: 403 to 336 BC  
WIOX Polybius, Rome and the Mediterranean: 241–146 BC  
WIOX Republic in Crisis, 146–46 BC  
WIOX Rome, Italy and Empire from Caesar to Claudius, 46 BC to AD 54  
WIOX Athenian Democracy in the Classical Age  
WIOX Alexander the Great and His Early Successors, 336–302 BC  
WIOX The Hellenistic World: societies and Cultures c.300–100 BC  
WIOX Cicero: Politics and Thought in the Late Republic  
WIOX Politics, Society, and Culture from Nero to Hadrian  
WIOX Religions in the Greek and Roman World, c.31 BC–AD 312  
WIOX Sexuality and Gender in Greece and Rome  
WIOX The Greeks and the Mediterranean World, 950–500 BC

## WIOX Classics and English

WIOX Epic (Homer, Virgil, Lucan, Milton, Dryden, Pope)  
WIOX Tragedy (Aeschylus, Sophocles, Euripides, Seneca, Kyd, Marlowe, Shakespeare, Jonson, Webster, Middleton, Ford, Milton)  
WIOX Comedy (Aristophanes, Menander, Plautus, Terence, Gascoigne, Lyly, Shakespeare, Jonson, Wycherley, Vanbrugh, Congreve, Sheridan)  
WIOX Satire (Horace, Wyatt, Donne, Marston, Dryden, Johnson, Pope)

**WIOX Pastoral (Theocritus, Bion, Virgil, Mantuan, Tasso, Guarini, Spenser, Fletcher, Milton, Pope, Shelley, Arnold)**

**WIOX Medieval and Renaissance Latin Hexameter Poetry**

**WIOX The Reception of Classical Literature in Poetry in English since 1900**

## **WIOX Classics and Modern Languages**

## **WIOX Classics and Oriental Studies**

## **WIOX Computer Science**

## **WIOX Earth Sciences (Geology)**

**WIOX Physics and Chemistry of the Earth**

**WIOX Earth Materials**

**WIOX Earth Surface Processes**

## **WIOX Economics and Management**

<http://www.economics.ox.ac.uk/>

All of the Economics teaching is arranged by Oxford's Economics Department and not by the Director of the Williams–Exeter Programme. Students will be expected to attend the lectures in all terms designated and undertake their tutorial work in the appropriate term. For a full list of courses, visit <http://www.economics.ox.ac.uk/index.php/undergraduate/matrix>.

### **WIOX Quantitative Economics core course**

This is a compulsory course for all PPE (and EM and HE) finalists. The lectures and classes will be given in Trinity Term. The QE course is designed to give students a good

understanding of the rationale for and intuition about the application of statistical methods to the analysis of a range of applied economics issues, such as the economics effects of education or the behaviour of aggregate consumption. Topics covered will include descriptive statistics, basic statistical distributions and applications to economic data, sampling and hypothesis testing, regression analysis and the testing and interpretation of regression results, time series modelling and empirical applications of these methods in micro and macroeconomics.

### **WIOX Macroeconomics**

Alternative macroeconomic theories and policy implications; aggregate investment and consumption; demand for money; unemployment and inflation; balance of payments adjustment; exchange rates; supply–side policies; monetary and fiscal policy; international aspects of macroeconomic policy—all with special reference to the UK and its membership of the EU. (Similar to Economics 252.)

Prerequisites: Economics 110 and 120. Lectures: HT. Tutorials: HT only.

### **WIOX Microeconomics**

Risk, uncertainty and information; the firm and market structures; welfare economics; externalities, public goods, and the sources of market failure; the distribution of income; trade and protection; the applications of microeconomics to public policy issues. (Similar to Economics 251.)

Prerequisites: Economics 110 and 120. Lectures: MT. Tutorials: MT only.

### **WIOX Microeconomic Theory**

Rigorous study of core elements of microeconomic theory. Topics may (but not necessarily) include: decisions making under risk and uncertainty; theory of search under uncertainty; models of contracting under asymmetric information; theory of general economic equilibrium; theory of social choice. A descriptive list of the topics will be published on the Economics Web site before the beginning of the year in which the course is taught and examined. Questions will be set requiring candidates to solve problems and demonstrate conceptual understanding of core elements of microeconomic theory.

### **WIOX Money and Banking**

The nature and definition of money; the role, behavior, and regulation of banks and other financial intermediaries; the supplies of money and credit; the interest rate structure and equity prices; the aims, instruments, and practice of monetary policy; foreign exchange markets and monetary policy; the relations between monetary and fiscal policy.

Prerequisites: Economics 110, 120, and 252 (or WIOX 320). Lectures and Tutorials: MT

### **WIOX Economics of Industry**

Market structures, costs and scale economies; oligopoly and the theory of games; empirical studies of pricing and profitability; advertising and product differentiation; mergers and vertical integration; public enterprises and public policy towards market structure; managerial theories of the firm.

Prerequisites: Economics 110, 120, and 251 (or WIOX 319). Lectures and Tutorials: HT.

### **WIOX Labour Economics and Industrial Relations**

Organization and policies of trade unions and employers' associations; employer–employee relations; the theory and practice of collective bargaining; the role of the government in industrial relations; the application of economic analysis to labor markets; economic aspects of trade unions; the economics of labor policy.

Prerequisites: Economics 110 and 120; Economics 251 or 252 (or WIOX 319 or 320). Lectures and Tutorials: MT, HT

### **WIOX International Economics**

Theories of international trade and their application to economic policy and current problems; theory and practice of economic integration; current problems of the international trading system; methods of balance of payments adjustment and financing; behavior of floating exchange rates; Exchange Rate Regimes and the International Monetary System. Prerequisites: Economics 110 and 120; Economics 251 or 252 (or WIOX 319 or 320). Lectures and Tutorials: MT, HT

### **WIOX Command and Transitional Economies**

Traditional command economies, attempts to reform them in the direction of market socialism, and the transition to market economies. Focus is largely on Russia and the nations of Eastern Europe, with some attention to China.

Prerequisites: Economics 110 and 120; Economics 251 or 252 (or WIOX 319 or 320). Lectures and Tutorials: MT, HT

### **WIOX Public Economics**

Welfare—economic foundations; the measurement of well-being; taxation and incentives; taxation, debt, and behavior over time; health, education, and social security; public goods, externalities and market failure; policy towards natural resources and the environment.

Prerequisites: Economics 110, 120, and 251 (or WIOX 319). Lectures and Tutorials: HT

### **WIOX Economics of Developing Countries**

Theories of growth and development; poverty and income distribution; human resources; labor markets and employment; industrialization and technology; agriculture and rural development; monetary and fiscal issues; foreign aid; the role of government in development.

Prerequisites: Economics 110 and 120; Economics 251 or 252 (or WIOX 319 or 320). Lectures and Tutorials: MT, HT

### **WIOX British Economic History Since 1870**

Trends and cycles in national income; changes in the structure of output, employment, and capital; the location of industries, industrial concentration, and the growth of large firms; prices, interest rates, and public finance; trade unions and the labor market; poverty and living standards; foreign trade; government policy.

Prerequisites: Economics 110 and 120; Economics 251 or 252 (or WIOX 319 or 320). Lectures and Tutorials: MT, HT.

### **WIOX Classical Economic Thought**

This course involves detailed analysis of the key works of the classical economists – Adam Smith, David Ricardo and Karl Marx – together with subsequent controversies about their interpretation and what distinguishes classical economics from modern neoclassical approaches.

### **WIOX Statistical Methods in Economics**

This contains a compulsory section on methods of statistical analysis, followed by applications to economics. In methods of statistical analysis you are introduced to elements of probability theory, the standard statistical distributions, estimation and hypothesis testing. The applications in Economics are concerned with the application of techniques of statistical inference to economic problems. Additional techniques which are examined include the seasonal adjustment of time series and the construction of index numbers. The syllabus for this paper is currently under revision.

### **WIOX Econometrics**

The objective of the course is to introduce students to econometrics and regression models. This includes an overview of regression techniques and applications to cross-sectional data and time series data as used in microeconomics and macroeconomics, respectively. The course aims to reach a level of econometrics such that applied economic journals can be read with a good understanding and a critical perspective.

Tutorials and Lectures: MT and HT.

### **WIOX Comparative Demographic Systems**

The course deals with the major subject areas and controversies in contemporary demography. These include: the status of demographic transition models, theories of low fertility and of divergent mortality in the industrial world; the prospects for welfare systems in ageing societies, new forms of family and household and their future; the realities and prospects of mass migration. Population growth, economic development, environmental pressures and new threats to health in the post-war third world will receive attention, and the future of world population as growth rates slacken and poor societies begin population ageing. Intended and unintended consequences of government actions on demographic phenomena, and the historical origins of Europe's distinctive demography will be emphasised.

Tutorials and Lectures: MT and HT.

### **WIOX Economics of OECD Countries**

This course analyses developments since 1945 in the major OECD economies. A comparative framework is used to examine overall developments, centring on the USA, Japan and Europe. Students may then specialise in one of the major areas. Broad topics covered in comparative perspective include economic growth in the 'golden age'; the growth and productivity slow-down starting in the 1970s; the rise of unemployment; the inflation of the 1970s and the disinflation of the 1980s and the international monetary system. Within Europe the course focuses on the process of European integration, its results and challenges. It also looks at features of individual economies such as the 'German model' and the 'Swedish model'. The US section covers issues such as the

73 PPE HANDBOOK 2009–10 'new economy' of the 1990s, macro-economic policy and the causes of inequality. The Japanese section includes the transition from rapid growth to stagnation, the Japanese labour market and financial systems.

### **WIOX Economic Decisions within the Firm**

The aim of the course is to introduce the student to operational research models and methods, which are useful for understanding problems as faced by firms and other agents, and for making decisions concerning these problems.

Lectures and Tutorials: HT

### **WIOX Finance**



The Finance elective is a comprehensive introduction to topics in finance including both an asset pricing component and a corporate finance component. In asset pricing, topics will cover foundational lectures on expected utility theory and models of financial market equilibrium. We will then discuss the pricing of derivative securities and aspects of financial market efficiency. The corporate finance component will cover aspects of capital budgeting, discounted cash flow and capital project appraisal methods and issues relating to the cost of capital. Methods of company finance, capital structure, dividend policy will also be covered along with an introduction to mergers and acquisitions.

Lectures and Tutorials: HT

### **WIOX Game Theory**

Game theory is the study of strategic interaction. Some elements of game theory appear in the 2nd-year microeconomics core course. This course will develop the basic concepts studied then, and introduce more advanced material, including recent state-of-the-art research. The focus will be on the application of these concepts to the social sciences. Although the applications for the most part will be drawn from economics, examples from political science and further afield may also be studied.

### **WIOX Quantitative Economics**

To introduce the students to quantitative economics and in particular the notions of empirical distributions, inference and the assumptions for inference, regression analysis, multivariate problems such as the demand and supply model and cointegration in macroeconomic time series. Throughout the ideas will be motivated by data and applied questions. Software for quantitative analysis will be introduced. It is assumed that the students have only little prior experience with quantitative economics, whether it is in the form of probability, statistics or data analysis.

Lectures and Tutorials: TT

### **WIOX Mathematical Methods**

The paper will cover mathematical tools such as Calculus, Linear Algebra, Differential and Difference Equations, Probability and Statistical Inference and their applications to Economics. Applications will not require knowledge of material covered in other optional papers but will assume knowledge of the core first and second year papers. A detailed syllabus will be published every year.

### **WIOX Economic Theory**

Questions on the paper will be on theoretical aspects of economic analysis with applications to topics such as: with applications to topics such as: producers, consumers and general equilibrium; uncertainty and contracts; game theory; welfare and social choice; foundations of macroeconomics; growth theory.

Lectures and Tutorials: MT

### **WIOX Management**

Topics include but are not limited to:

*Accounting*

*Organisational Behaviour and Analysis*

*Employment Relations*

*Strategic Management*

*Marketing*

*Technology and Operations Management*

*International Business*

## **WIOX Engineering Science**

## **WIOX Engineering, Economics, and Management**

## **WIOX English Languages and Literatures**

<http://www.english.ox.ac.uk>

Visit the following website for a full list of courses offered: <http://www.english.ox.ac.uk/prospective-undergraduates/course-structure.html#fhs>

### **WIOX English Literature (surveys)**

The following courses offer general introductions to the literature of specific periods of English history. There are no prerequisites for these courses, but usually they are available only in the terms indicated below. Exeter's Williams Fellow in English is normally available to teach WIOX 330c, d, e, and f to Williams students; a, b, and g are taught by other tutors.

*English Literature from 600 to 1100 MT, HT*

*English Literature from 1100 to 1509 MT, HT*

*English Literature from 1509 to 1642 MT, TT*

*English Literature from 1642 to 1740 HT, TT*

*English Literature from 1740 to 1832 TT*

*English Literature from 1832 to 1900 MT*

*English Literature from 1900 to present HT*

Though not typically offered during Trinity Term at Oxford, the Exeter-Williams Fellow in English may be available to offer these courses during Trinity Term to Williams students.

### **WIOX Shakespeare**

Consideration of Shakespeare's work in its broader literary and historical context, with a focus on both the range of Shakespeare's writings and the

details of specific plays. Students may choose to focus on specific aspects of Shakespeare's work.  
No prerequisites, normally available in all three terms, best taken as a "full" course.

### **WIOX The History, Theory, and Use of the English Language**

The history, use, and theory of the English language, with special reference to literary language, from Chaucer to the present day. Topics in linguistic theory (such as vocabulary, syntax and morphology, social and geographical aspects of the use of English), as well as in the history and theories of literary language (such as figurative language, relations between oral and written discourse, and literary language as persuasion and social action).  
No prerequisites; normally available in all three terms.

### **WIOX Old English**

### **WIOX Old English Literature**

### **WIOX Old English Philology**

### **WIOX Middle English Dialectology**

### **WIOX Modern English Philology**

### **WIOX Linguistic Theory**

### **WIOX Special Authors**

This course allows students to focus in detail on the work of one or more authors.

Prerequisite: some background in the close reading of literary texts and a general familiarity with the literature of the period.

The following are the Special Authors who are currently studied for the Special Authors course of the Oxford University syllabus.

*The Beowulf poet, or Alfred, or the Exeter Book (600–1100) MT*

*Chaucer, or Langland, or the York Cycle, or the N-Town Cycle (1100–1509) MT*

*Spenser, or Milton, or Jonson (1509–1642) MT*

*Marvell, or Dryden, or Eliza Haywood (1642–1740) MT*

*Wordsworth, or Austen, or Byron (1740–1832) MT,*

*Tennyson, or Dickens, or Wilde (1832–1900) MT*

*Conrad, or Yeats, or Woolf (1900–present) MT*

*Walcott, or Roth, or Friel MT*

*Emerson, or Dickenson, or Faulker, MT*

These papers can possibly be taken during Hilary Term

### **WIOX Special Topics**

It is open to Williams students to devise a general topic of their own choice for study, falling within one of the categories below, when tutors are available. The option is similar to the Special Topic course followed by third-year Oxford undergraduates. The choice of Special Topic is usually configured so as approximately to correspond chronologically with the period papers on offer at any given point in the year (as given at WIOX 330 above), and with the provision of teaching and lectures—although in practice there may often be some overlap across periods.

Prerequisite: some background in the close reading of literary texts and a general familiarity with the literature of the period.

*Linguistic Theory*

*Medieval and Renaissance Romance*

*Scottish Literature*

*Old Norse*

*Gothic*

*Old Saxon*

*Medieval French Literature*

*Medieval Welsh Language and Literature*

*Classical Literature*

*Fiction in English*

*Drama in English*

*Prose in English*

*Poetry in English*

*American Literature from the beginnings to the present day*

*Women's Writing in English*

*History and Theory of Criticism*

*Postcolonial Literature*

### **WIOX English and Modern Languages**

### **WIOX European and Middle Eastern Languages**

### **WIOX Experimental Psychology**

### **WIOX Fine Art**

<http://www.ruskin-sch.ox.ac.uk/>

### **WIOX Drawing**

### **WIOX Practical Studio Based Work**

### **WIOX History and Theory of Visual Culture**

## WIOX Geography

### WIOX Earth Systems Processes

The course will require an understanding of the physical geography of the Earth, based around core concepts and principles. Students should be able to display familiarity with mechanisms and processes under the headings of atmosphere, biosphere, and lithosphere, and a grasp of linkages between topics taught under these headings.

### WIOX Human Geography

This course will examine the following themes and the relationships between them at a variety of scales: cities, societies, and migrants; ecologies, resources, and economies; territories, states, and identities.

### WIOX Critical Thinking for Geographers

This course will require an understanding of the practices of critical thinking, examined using the history of geography, its major debates and episodes as source material.

### WIOX Geographical Techniques

The subject will comprise the theoretical and practical aspects of geographical techniques. Students will be expected to be conversant with problem solving in both human and physical branches of the discipline.

### WIOX The Geographical Environment: Physical

The Nature of the major world physical environments their internal interrelationships and their significance to humans, plants, and animals; processes of environmental change with particular reference to those that directly affect humans; humans as agents of change in the physical environment.

### WIOX The Geographical Environment: Human

The philosophical, technical, and social basis of approaches to and use of the environment; the history, economics, and politics of environmental exploitation and conservation in the major physical regions of the world; the definition of space and territories and the principles of spatial organization in different societies; geographical variations in patterns of resource use, human activity, population growth, and well-being, and their expression in the cultural landscape; the processes of international interdependence.

### WIOX The Philosophy, Nature, and Practice of Geography

The development of theory and practice in physical and human geography; the ideas and methods associated with the major schools of thought.

## WIOX History

<http://www.history.ox.ac.uk/>

For more information on History lectures offered, visit: <http://www.history.ox.ac.uk/lecturelist/index.htm>

For a full list of courses offered in History, please visit:

<http://www.history.ox.ac.uk/currentunder/prelims/modhist/index.htm>

<http://www.history.ox.ac.uk/currentunder/honours/history/index.htm>

### WIOX General History

The following courses offer general introductions to western history during specific time periods. There are no prerequisites for these courses and tutorials can generally be arranged for any of them in Michaelmas and Trinity terms.

For a full list of General History courses see:

[http://www.history.ox.ac.uk/currentunder/PRELIMS\\_HBK\\_2008-9.pdf#page=31](http://www.history.ox.ac.uk/currentunder/PRELIMS_HBK_2008-9.pdf#page=31)

<http://www.history.ox.ac.uk/currentunder/honours/history/general/index.htm>

General History i, 285–476

General History ii, 476–750

General History iii, 700–900

General History iv, 900–1122

General History v, 1122–1273

General History vi, 1273–1409

General History vii, 1409–1525

General History viii, 1517–1618

General History ix, 1618–1715

General History x, 1715–1799

General History xi, 1799–1856

General History xii, 1856–1914

General History xiii, 1914–1945

General History xiv, 1941–1973

General History xv, Britain's North American Colonies: from settlement to independence, 1600–1812

General History xvi, From Colonies to Nation: the history of the United States, 1776–1877

General History xvii, The History of the United States since 1863

There is also the following. How do these relate to those above?

General History I. 370–900: The Transformation of the Ancient World

General History II. 1000–1300: Medieval Christendom and its Neighbors

General History III. 1400–1650: Renaissance, Recovery, and Reform

General History IV. 1815–1914: Society, Nation, and Empire

English Society in the Seventeenth Century

The First Industrial Revolution 1700–1870

British Society in the 20th Century

### **WIOX History of the British Isles (surveys)**

The following courses offer general introductions to the History of the British Isles, paying particular attention to the evolution and development of Britain as a nation and to the major political, social, and economic trends that have shaped the course of the nation's development.

There are no prerequisites for these courses and while lectures are normally delivered in Michaelmas Term, tutorials can generally be arranged for any of them in Michaelmas and Trinity terms. Exeter has three Fellows who teach British history and are often available to teach WIOX 341b, 341c, and 341d.

For a full list of courses see:

[http://www.history.ox.ac.uk/currentunder/PRELIMS\\_HBK\\_2008–9.pdf#page=21](http://www.history.ox.ac.uk/currentunder/PRELIMS_HBK_2008–9.pdf#page=21)

<http://www.history.ox.ac.uk/currentunder/honours/history/HistoryoftheBritishIsles.htm>

I. c.300–1087

II. 1042–1330

III. 1330–1550

IV. 1500–1700

V. 1685–1830

VI. 1815–1924

VII. Since 1900

### **WIOX FHS Further Subjects, Periods I to IV**

Offered in Hilary Term, these require attendance in classes as well as tutorials. Each is based on a large number of primary sources which must be read in advance over the Christmas holiday. In order to gain admission to these courses, students must register well in advance, by the end of first week of Michaelmas Term.

<http://www.history.ox.ac.uk/currentunder/honours/history/further/index.htm>

1. Anglo–Saxon Archaeology of the Early Christian Period

2. The Near East in the Age of Justinian and Muhammad, 527–c.700

3. The Carolingian Renaissance

4. The Viking Age: War and Peace c. 750–1100

5. The Crusades

6. Culture and Society in Early Renaissance Italy, 1290–1348

7. Flanders and Italy in the Quattrocento, 1420–1480

8. The Wars of the Roses, 1450–1500

9. Women, Gender and Print Culture in Reformation England, c. 1530–1640

10. Literature and Politics in Early Modern England

11. English Society in the Seventeenth Century

12. Society and Government in France, 1610–1715

13. Court Culture and Art in Early Modern Europe, 1580–1700

14. The Metropolitan Crucible, London 1685–1815

15. The First Industrial Revolution, 1700–1870

16. Medicine, Empire and Improvement, 1720 to 1820

17. The Age of Jefferson, 1774–1826

18. Culture and Society in France from Voltaire to Balzac

19. Nationalism in Western Europe, 1799–1890

20. Intellect and Culture in Victorian Britain

21. The Authority of nature: Race, Heredity and Crime, 1800–1940

22. Imperialism and Nationalism, 1830–1980

23. Modern Japan, 1868–1972

24. British Economic History since 1870 (as prescribed for the Honour School of Philosophy, Politics, and Economics)

25. British Society in the Twentieth Century (as prescribed for the Honour School of Philosophy, Politics, and Economics)

30. The Soviet Union, 1924–1941

31. Culture, Politics and Identity in Cold War Europe, 1945–1968

32. Scholasticism and Humanism

33. The Science of Society, 1650–1800

34. Political Theory and Social Science

**WIOX Approaches to History**  
**WIOX Historiography: Tacitus to Weber**

## **WIOX History (Ancient and Modern)**

## **WIOX History and Economics**

## **WIOX History and English**

## **WIOX An Introduction to Literary Studies**

## **WIOX History and Modern Languages**

## **WIOX History and Politics**

## **WIOX Introduction to Politics: Analysis of Democratic Institutions**

## **WIOX History of Art**

<http://www.hoa.ox.ac.uk/>

Visit the following website for a brief summary of the courses offered:  
<http://www.hoa.ox.ac.uk/admissions/overview.htm>

**WIOX Introduction to the History of Art**  
**WIOX Antiquity after Antiquity**  
**WIOX European Art, 1400–1800: Meaning and Interpretation**  
**WIOX Objects, Images, and Buildings in Oxford**

## **WIOX Approaches to the History of Art**

**WIOX Further Subjects in Art**  
*Anglo–Saxon Archaeology of the Early Christian Period (History FS)*  
*The Carolingian Renaissance (History FS)*  
*Northern European Portraiture, 1400–1800*  
*Culture and Society in Early Renaissance Italy, 1290–1348*  
*Flanders and Italy in the Quattrocento, 1420–1480*  
*Court Culture and Art in Early Modern Europe (History FS)*  
*Intellect and Culture in Victorian Britain (History FS)*

**WIOX Classical, Pre–Modern or Non–Western Art Option**  
*Greek Art and Archaeology, c.500–300 BC*  
*Art Under the Roman Empire, AD 14–337*  
*The Formation of the Islamic World, AD 550–950*  
*Byzantine Art: The transition from Antiquity to the Middle Ages, 500–1100*  
*Gothic Art through Medieval Eyes*  
*Art in China since 1911*  
*Material Culture and the Anthropology of Things*  
*Egyptian Art and Architecture*

**WIOX Modern Art Option**  
*Literature and the Visual Arts from Diderot to Zola*  
*German Expressionism in Literature and the Visual Arts*  
*European Cinema*  
*Modernism and After*  
*Material Culture and the Anthropology of Things*  
*The Experience of Modernity: visual Culture, 1880–1925*  
*Art in China since 1911*

**WIOX Special Subjects in Art History**  
*Royal Art and Architecture in Norman Sicily, 1130–1194*  
*Painting and Culture in Ming China*  
*Politics, Art and Culture in the Italian Renaissance: Venice and Florence, c.1475–1525*  
*English Architecture 1660–1720 (Tyack)*  
*A study of the principal buildings of Wren, Hawksmoor, Jones and Vanburgh in relation to the contemporary historical background.*  
*Prerequisites: ArH 101 and 102. Lectures: MT, HT. Tutorials: any term.*  
*Art and its Public in France, 1815–67*

### **WIOX Historiography and Methodologies of Art History**

An overview of the development of the History of Art as a discipline. The course surveys influential projects of the field and the methods it has adopted for executing them. Topics include: style and periodization; iconography, semiotics; narratology, spectatorship; the social functions of images and the social history of art; art and the market;

gender and sexuality; and art–historical narrative as representation. With permission of the Art Department, counts as ARTH 301.

Prerequisites: ARTH 101–102. Lectures: MT and HT, with permission. Tutorials: depending on availability, any term.

## **WIOX Human Sciences**

### **WIOX The Biology of Organisms including Humans**

#### **WIOX Genetics and Evolution**

#### **WIOX Society, Culture, and Environment**

#### **WIOX Sociology and Demography**

#### **WIOX Quantitative Methods for the Human Sciences**

### **WIOX Behaviour and its Evolution: Animal and Human**

#### **WIOX Human Genetics and Evolution**

#### **WIOX Human Ecology**

#### **WIOX Demography and Population**

#### **WIOX Anthropological Analysis and Interpretation**

#### **WIOX Sociological Theory**

## **WIOX Law (Jurisprudence)**

<http://www.law.ox.ac.uk/>

Please refer to the Undergraduate Student Handbook at <http://denning.law.ox.ac.uk/published/ughandbook.pdf> for a detailed introduction to the subject and courses.

### **WIOX Constitutional Law**

### **WIOX Criminal Justice**

### **WIOX Jurisprudence**

### **WIOX International Public Law**

### **WIOX Contract**

### **WIOX Tort**

### **WIOX Land Law**

### **WIOX European Community Law**

### **WIOX Trusts**

### **WIOX Administrative Law**

## **WIOX Materials Science**

### **WIOX I. Structure of Materials**

### **WIOX II. Properties of Materials**

### **WIOX III. Transforming Materials**

### **WIOX Mathematics for Materials and Earth Science**

### **WIOX Structures and Transformations**

### **WIOX Electronic Properties of Materials**

### **WIOX Mechanical Properties**

### **WIOX Engineering Applications of Materials**

## **WIOX Materials, Economics, and Management**

## **WIOX Mathematics**

<http://www.maths.ox.ac.uk/>

Please visit <http://www.maths.ox.ac.uk/current-students/undergraduates/handbooks-synopses> for a summary of undergraduate courses offered at Oxford.

### **WIOX Abstract Algebra**

Algebra is the study of properties and characteristics of sets with one or two operations: groups, rings, and fields; investigation may lead to the insolubility of the classical construction problems or to the rudiments of Galois theory. Counts as Math 312 at Williams. Prerequisites: Math 209, 251, or Stat 201. Lectures: MT (Part A: Rings and Arithmetic); HT (Part A: Introduction to Fields; Groups Theory).

Tutorials: MT or HT (depending on prior background).

### **WIOX Topology**

Topology is the study of when one geometric object can be continuously deformed and shaped into another object; topics may be drawn from point-set, algebraic, or geometric topology, and from homotopy theory. Counts as Math 324.

Prerequisites: Math 301, 305, or 312. Lectures: First 2 weeks of MT (Part A: Analysis (topology of  $\mathbb{R}$ ,  $\mathbb{R}^2$ ), HT (Part A: Topology). Tutorials: HT.

### **WIOX Probability**

Motivated by historical gaming questions, modern probability is concerned with random variables, distribution and expectation, laws of large numbers, and the Central Limit Theorem, with applications from classical and newer fields of study. Counts as Math 341.

Prerequisites: Math 211 or 251. Lectures: HT (part A: Probability). Tutorials: HT.

### **WIOX Number Theory**

Analytic or algebraic number theory treats the integers and generalizations thereof with explorations of topics such as primes, divisibility, and congruence along with applications. Counts as Math 313.

Prerequisite: Math 211 or 251. Lectures: TT (Part A: Number Theory). Tutorials: TT.

### **WIOX Applied Analysis**

The theory of calculus as applied in the calculus of variations to various topics which may include geodesics, harmonic functions, minimal surfaces, optimal economic strategies, and general relativity. Counts as Math 305.

Prerequisites: Math 105 and 211. Lectures: MT (Part A: Diff'l Eqns), HT (Part A: Calculus of Variations). Tutorials: HT.

### **WIOX Algebra, Analysis and Differential Equations**

## **WIOX Mathematics and Computer Science**

## **WIOX Mathematics and Philosophy**

### **WIOX Philosophy of Mathematics**

## **WIOX Mathematics and Statistics**

## **WIOX Medical Sciences**

### **WIOX Neuroscience**

### **WIOX Molecular Medicine**

### **WIOX Myocardial, Vascular and Respiratory Biology**

### **WIOX Infection and Immunity**

### **WIOX Signaling in Health and Disease**

## **WIOX Modern Languages**

<http://www.mod-langs.ox.ac.uk>

### **WIOX Language Papers**

### **WIOX Linguistic Studies**

### **WIOX Period of Literature or Period Topics**

### **WIOX Early Texts**

### **WIOX Modern Prescribed Authors**

### **WIOX Early Modern Literary Texts**

### **WIOX Special Subjects**

### **WIOX General Linguistics**

## **WIOX Modern Languages and Linguistics**

## **WIOX Music**

### **WIOX Topics in Music History before 1750**

### **WIOX Topics in Music History after 1700**

### **WIOX Techniques of Composition I**

### **WIOX Techniques of Composition II**

### **WIOX Musical Analysis and Criticism**

### **WIOX Musical Thought and Scholarship**

### **WIOX Orchestration**

### **WIOX Music Theory ?**

## **WIOX Oriental Studies**

<http://www.orinst.ox.ac.uk/>

Courses offered by the Faculty of Oriental Studies include language, literature, history and culture, and there are a wide range of options in such fields as art and archaeology, history, literature, philosophy, religion and modern social studies. Some of these courses may require knowledge of the primary



sources. It is imperative that students possess the requisite language skills before requesting any of these courses.

### **WIOX Arabic and Islamic Studies**

Please visit the following link for a brief course outline on Islamic Studies: [https://beta.weblearn.ox.ac.uk/access/content/group/a55c44d3-9f21-4dec-b48c-2dc6fa4e4bee/Handbooks/Handbook\\_BA\\_Islamic.pdf](https://beta.weblearn.ox.ac.uk/access/content/group/a55c44d3-9f21-4dec-b48c-2dc6fa4e4bee/Handbooks/Handbook_BA_Islamic.pdf)

*Arabic*

*Persian*

*Turkish*

*Arabic Literature*

*Islamic History, 570–1500*

*Islamic Religion*

Further Subjects:

*Hadith*

*Early Islamic Monetary History*

*Classical Arabic literary texts*

*The Ethos of the jahiliya in the Muallaqa of Imru' al-Qays*

*Early Islamic historiography*

*Early Islamic art and archaeology, 550–1250*

*Muslims and Christians in Sicily, 827–1246*

*The rise of the Sufi orders in the Islamic world, 1200–1500*

*Sufism*

*Ghazali, Munqidh*

*Ibn Tufayl, Hayy ibn Yaqzan*

*Ibn al-Arabi Fusus al-Hikam*

*Religion and politics during the Mongol period*

*Ottoman state and society, 1566–1700*

*History of the Middle East in the late Ottoman age, 1750–1882*

*A modern Islamic thinker (e.g., Sayyid Qutb, Mohamed Talbi, Rashid Rida)*

*Modern Arabic vernacular literature, 1900 to the present day*

*Society and Culture in the Modern Arab World*

*History of Jewish–Muslim Relations*

*Later Islamic art and architecture, 1250–1700*

### **WIOX Chinese**

Information on core courses offered can be found at [https://beta.weblearn.ox.ac.uk/access/content/group/a55c44d3-9f21-4dec-b48c-2dc6fa4e4bee/Handbooks/Handbook\\_BA\\_Chinese.pdf](https://beta.weblearn.ox.ac.uk/access/content/group/a55c44d3-9f21-4dec-b48c-2dc6fa4e4bee/Handbooks/Handbook_BA_Chinese.pdf)

*Modern Chinese prose composition*

*Spoken Chinese*

*Unprepared translation from Modern Chinese*

*Classical Chinese I*

*Classical Chinese II: Narrative Prose*

*Special Texts*

*Modern Chinese*

*History of Chinese in the 19th and 20th Centuries*

### **WIOX Egyptology and Ancient Near Eastern Studies**

#### **WIOX Hebrew**

*Biblical and Rabbinic Hebrew*

*Medieval and Modern Hebrew*

Please visit the following link for a guideline on undergraduate courses offered in Hebrew: [https://beta.weblearn.ox.ac.uk/access/content/group/a55c44d3-9f21-4dec-b48c-2dc6fa4e4bee/Handbooks/Handbook\\_BA\\_Hebrew.pdf](https://beta.weblearn.ox.ac.uk/access/content/group/a55c44d3-9f21-4dec-b48c-2dc6fa4e4bee/Handbooks/Handbook_BA_Hebrew.pdf)

#### **WIOX Japanese**

*Japanese*

Information on core courses offered can be found at [https://beta.weblearn.ox.ac.uk/access/content/group/a55c44d3-9f21-4dec-b48c-2dc6fa4e4bee/Handbooks/Handbook\\_BA\\_Japanese.pdf](https://beta.weblearn.ox.ac.uk/access/content/group/a55c44d3-9f21-4dec-b48c-2dc6fa4e4bee/Handbooks/Handbook_BA_Japanese.pdf)

*Japanese Prose Composition*

*Japanese unprepared translation I: classical and modern literature*

*Japanese unprepared translation II: modern non-fiction*

Special Texts:

*Classical Literature*

*Theatre*  
*Modern Literature*  
*Politics*  
*Society and social history*  
*Economics*  
*Linguistics*

**Special Subjects:**

*Japanese art*  
*Japanese history I: to 1185*  
*Japanese history II: feudal Japan*  
*Japanese history III: the emergence of modern Japan, 1868–1972*  
*The government and politics of Japan*  
*The intellectual history of the Tokugawa period*  
*The history of modern Japanese literature to the end of the Tokugawa period*  
*The history of modern Japanese literature from the beginning of the Meiji period*  
*Modern Japanese economic history*  
*The modern Japanese economy*  
*Japanese theatre*  
*Japanese linguistics*

Korean is only offered as a minor at Oxford, as a subsidiary language to Chinese or Japanese majors. However, Williams students can choose from one of the three papers (courses) that are offered: Korean Language, Korean Text Reading and Korean History and Culture.

*Korean History I: to 1392*  
*Korean History II: 1392 to 1876*  
*Korean History III: 1876 to the present*

**WIOX Jewish Studies**

The following courses are offered under Jewish Studies and may require knowledge of biblical or modern Hebrew.

*Biblical History*  
*Biblical Archaeology*  
*Biblical Narrative*  
*Biblical Prophecy*

*Second Temple Judaism*  
*Second Temple History*  
*History of the Talmudic Period*  
*Mediaeval Jewish History*  
*Jewish Aramaic Literature*

*Haskalah*  
*Modern Jewish Society*  
*State of Israel*  
*Modern Hebrew Literature*  
*Yiddish Literature*

*History of Jewish–Christian Relations*  
*History of Jewish–Muslim Relations*  
*History of Jewish Bible Interpretation*  
*Hebrew Texts for Jewish Studies*

*Biblical Religion*  
*Mediaeval Jewish thought*  
*Modern Jewish History*  
*Modern Judaism*

For more information, please read the Jewish Studies Handbook at: [https://beta.weblearn.ox.ac.uk/access/content/group/a55c44d3-9f21-4dec-b48c-2dc6fa4e4bee/Handbooks/Handbook\\_BA\\_Jewish\\_Studies.pdf](https://beta.weblearn.ox.ac.uk/access/content/group/a55c44d3-9f21-4dec-b48c-2dc6fa4e4bee/Handbooks/Handbook_BA_Jewish_Studies.pdf)

**WIOX Persian**

*Persian prose composition and unprepared translation*  
*Spoken Persian*  
*Classical Poetry: Lyric Genres*  
*Classical Poetry: Narrative Genres*  
*Classical Prose*  
*Modern Literature*  
*Modern social and political writing*

### *Persian History and Culture: General Questions*

*Iranian history from 1501 to 1722*

*Iranian history from the rise of the Qajars to the end of the Constitutional Revolution*

*Iranian history from 1921 to 1979*

*The development of Shi'ism up to the late 19th century*

*Modern Shi'ism*

### **WIOX Turkish**

*Unprepared translation from Ottoman and modern Turkish*

*Translation into Turkish and essay in Turkish*

*Spoken Turkish*

*Ottoman historical texts*

*Turkish political and cultural texts, 1860 to the present*

*Modern Turkish literary texts*

*Turkish and Ottoman literary texts, 1300–1900*

*Turkish literature: general questions*

*Turkish language reform and language politics from 1850 to the present day*

*Islamic History, 570–1500*

*The Ottoman Empire, 1300–1566*

*The Ottoman Empire, 1566–1807*

*The Ottoman Empire and the Republic of Turkey*

### **WIOX Additional Languages**

*Akkadian*

*Aramaic and Syriac*

*Armenian*

*Hindi*

*Old Iranian*

*Pali*

*Prakrit*

*Sanskrit*

*Tibetan*

### **WIOX Philosophy**

<http://www.philosophy.ox.ac.uk/>

The following link takes you to a complete listing of philosophy undergraduate courses:

[http://www.philosophy.ox.ac.uk/undergraduate/course\\_descriptions](http://www.philosophy.ox.ac.uk/undergraduate/course_descriptions)

Apart from 150, 198, and 199, most of the other courses are potentially open to Williams students.

Although Lectures and Tutorials are given term designations, students need to go to the Philosophy Faculty website to insure that these have not been changed.

### **WIOX The History of Philosophy from Descartes to Kant**

A consideration of the main philosophical ideas of the period, focusing in particular on the work of Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant.

No prerequisites. Lectures: MT and HT. Tutorials: any term.

### **WIOX Knowledge and Reality**

Knowledge and justification; perception; memory; induction; other minds; a priori knowledge; necessity and possibility; reference; truth; facts and propositions; definition; existence; identity; substances, change, events; properties; causation; space; time; essence; realism and idealism; primary and secondary qualities.

No prerequisites. Some background in Philosophy is useful. Lectures: MT and HT. Tutorials: any term.

### **WIOX Ethics**

Ethical concepts (obligation, goodness, virtue); objectivity and the explanation of value beliefs; moral psychology; freedom and responsibility; consequentialism and deontology; self-interest, prudence, and amorality; rights, justice, and equality; Kant; happiness, welfare, and a life worth living.

No prerequisites. Lectures: MT and HT. Tutorials: any term.

### **WIOX Philosophy of Mind**

The nature of persons; the relation of mind and body; self-knowledge; knowledge of other persons; consciousness; perception; memory; imagination; thinking; belief; feeling and emotion; desire; action; subconscious and unconscious mental processes.

Prerequisites: Philosophy 101 or 102, or WIOX 361 or 362. Lectures: MT and HT. Tutorials: any term.

### **WIOX Philosophy of Science and Philosophy of Psychology and Neuroscience**

A) The nature of theories; scientific observation and method; scientific explanation; the interpretation of laws and probability; rationality and scientific

change; major schools of philosophy of science.

B) philosophical issues arising from the history and practice of psychology and neuroscience.

### **WIOX Philosophy of Science and Social Sciences**

A) The nature of theories; scientific observation and method; scientific explanation; the interpretation of laws and probability; rationality and scientific change; major schools of philosophy of science. B) Social meaning; individualism; rationality; rational choice theory; the explanation of social action; prediction and explanation in economics; historical explanation; ideology.

Prerequisites: Philosophy 101 or 102, or WIOX 361 or 362. Lectures: HT. Tutorials: HT or TT.

### **WIOX Philosophy of Religion**

An examination of claims about the existence of God, and God's relation to the world; their meaning, the possibility of their truth, and the kind of justification which can or needs to be provided for them; the philosophical problems raised by the existence of different religions.

Prerequisites: Philosophy 101 or 102, or WIOX 361 or 362. Lectures: MT. Tutorials: any term.

### **WIOX Philosophy of Logic and Language**

Topics will include meaning, truth, logical form, necessity, existence, entailment, proper and general names, pronouns, definite descriptions, intentional contexts, adjectives and nominalization, adverbs, metaphor, and pragmatics.

Prerequisites: Philosophy 101 or 102, or WIOX 361 or 362. Lectures: HT. Tutorials: HT or TT.

### **WIOX Aesthetics and the Philosophy of Criticism**

The nature of aesthetic value; the definition of art; art, society, and morality; metaphor; criticism and interpretation; expression; pictorial representation. Focus on the principal authorities on the subject, including Plato, Aristotle, Hume, Kant.

Prerequisites: Philosophy 101 or 102, or WIOX 361 or 362. Lectures: HT. Tutorials: HT or TT.

### **WIOX Medieval Philosophy: Aquinas**

### **WIOX Medieval Philosophy: Duns Scotus, Ockham**

### **WIOX The Philosophy of Kant**

### **WIOX Post-Kantian Philosophy**

The main developments of philosophy in Continental Europe after Kant, excluding Marxism and analytical philosophy. Students choose to focus on one or more of the following philosophers: Hegel, Schopenhauer, Nietzsche, Husserl, Heidegger, Sartre, Merleau-Ponty.

Prerequisites: Philosophy 101 or 102, or WIOX 361 or 362. Lectures: all three terms. Tutorials: any term.

### **WIOX Theory of Politics**

The critical study of political values and of the concepts used in political analysis: the concept of the political; power, authority, and related concepts; the state; law; liberty and rights; justice and equality; public interest and common good; democracy and representation; political obligation and civil disobedience; ideology; liberalism, socialism, and conservatism. Prerequisites: Philosophy 101 or WIOX 363. Lectures: MT and HT. Tutorials: any term.

### **WIOX Plato**

### **WIOX Aristotle**

### **WIOX Frege, Russell, and Wittgenstein**

### **WIOX The Later Philosophy of Wittgenstein**

### **WIOX Formal Logic**

### **WIOX Intermediate Philosophy of Physics**

### **WIOX Advanced Philosophy of Physics**

### **WIOX Philosophy of Mathematics**

### **WIOX Philosophy of Science**

### **WIOX General Philosophy**

### **WIOX Moral Philosophy**

Where would Introduction to Politics: The Theory and Practice of Democracy go, including Theorizing the Democratic State and Analysis of Democratic Institutions?

### **WIOX Philosophy and Modern Languages**

## **WIOX Politics (PPE)**

<http://www.politics.ox.ac.uk/>

For a complete list of courses (Papers) offered, please visit [http://www.politics.ox.ac.uk/teaching/ug/reading\\_lists/](http://www.politics.ox.ac.uk/teaching/ug/reading_lists/)

### **WIOX Comparative Government**

Party and electoral systems; forms of government and the allocation of power between institutions; the political executive; the roles of legislatures; the structure and political power of bureaucracy; public policy-making; judicial review; regime transformation, civil-military relations; democratization.

Lectures: MT and HT. Tutorials: any term.

### **WIOX British Politics and Government Since 1900**

British politics (including major domestic political crises, ideologies and political issues) and the evolution of the British political and constitutional system (including elections and the electoral system, political parties, parliament, the cabinet system, and machinery of government) in the twentieth century.

Lectures: all three terms. Tutorials: any term.

### **WIOX Theory of Politics**

The critical study of political values and of the concepts used in political analysis: the concept of the political; power, authority, and related concepts; the state; law; liberty and rights; justice and equality; public interest and common good; democracy and representation; political obligation and civil disobedience; ideology; liberalism, socialism, and conservatism. Prerequisites: Philosophy 101 or WIOX 363. Lectures: MT and HT. Tutorials: any term.

### **WIOX Modern British Government and Politics**

The course aims to provide a specialist knowledge of contemporary British government and politics. It provides candidates with both an awareness of the most significant debates in the academic literature and of different methodological approaches to the subject and a thorough understanding of the issues and controversies surrounding the operation of British government. This involves the study of the UK electoral system, political parties and voting behaviour; of the organisation and political activities of the executive, legislature, judiciary and civil service; of the powers of Parliament and local government; of the devolution of power to regions of the UK; and of the political influence of the media and pressure groups. The interaction of these political institutions with the European Union is also studied. Current and recent proposals for reforming the constitution are a particular focus of attention. The course includes the examination of a wide range of primary documents, including parliamentary papers and government reports. It aims to provide candidates with the ability to retrieve and analyse official information and other primary documents and to place them in historical and political context. On completion of the course students will be familiar with the detailed workings of British governmental institutions, with decision-making processes in government and the evolution of strategies for managing the public sector, and with the political dynamics of the system.

Lectures: all three terms. Tutorials: any term.

### **WIOX Government and Politics of the United States**

The constitution; federalism and separation of powers; the presidency; congress; the federal courts; the federal bureaucracy; parties and the party system; electoral politics; mass media; interest groups; state and local politics; processes of policy formation and implementation; political culture.

### **WIOX Government and Politics in Western Europe**

Comparative focus on governmental structures and political processes in at least three Western European nations, normally France, Germany, and Italy.

Lectures: MT. Tutorials: any term.

### **WIOX Politics in Europe**

This paper is a comparative study of the national party and institutional systems of Europe, and of comparative issues in European politics, including democratization, institutional relations political economy and party politics.

### **WIOX Russian Government and Politics**

The government and politics of the Soviet Union (especially 1953–1991) and of post-Soviet Russia, focusing on the changing relationships between political institutions and on the process of political transformation. Topics include: political leadership; ideology and political culture; the national question and federalism; the relationship between economic and political power.

Lectures: HT and TT. Tutorials: HT and TT.

### **WIOX Politics in Sub-Saharan Africa**

Students will learn about the politics of the countries of Sub-Saharan Africa with respect to their political institutions, political sociology, and political economy. The following topics may be considered: nationalism; forms of government, civilian and military; parties and elections; conditions for democracy; class, ethnicity, religion, and gender; business, labour and peasantry; structural adjustment and agricultural policies; the influence of external agencies.

### **WIOX Politics in Latin America**

Students will learn about politics in Latin America; the structure of government of the major states of the area; their political sociology and political economy. The following topics may be considered: presidential systems; the role of congress; public administration; party and electoral systems; the politics of major groups such as the military, trade unions and business groups, and the churches; political ideologies; political movements; the politics of economic stabilization; the politics of gender; theories of regime breakdown, and of democratic transition and consolidation; the influence of exter-

nal factors.

### **WIOX Politics in South Asia**

Students will learn about political developments in South Asian countries since their independence, with regard to their political institutions, political sociology, and political economy. The following topics may be considered: the nature of the state; government and political institutions; party and electoral systems; politics in the provinces or states of a federation; the evolution of political ideologies; the politics of gender, caste, religion, language, ethnic regionalism, and national integration; the political economy of development, social change, and class relations; 'New' social movements and Left politics; regional conflicts in South Asia and the influence of external factors on South Asian politics. South Asia is taken to include India, Pakistan, Sri Lanka, and Bangladesh.

### **WIOX Politics in the Middle East**

Students will learn about political developments in South Asian countries since their independence, with regard to their political institutions, political sociology, and political economy. Topics to be considered may include the emergence of the state system in the modern Middle East; the influence of colonialism and nationalism in its development; the military in state and politics; party systems and the growth of democratic politics; the politics of religion; women in the political sphere; the influence of major inter-state conflicts and external factors on internal politics. The Middle East is taken to comprise Iran, Israel, Turkey, and the Arab States.

### **WIOX International Relations in the Era of the Two World Wars**

The relations between the major powers; the 20th century origins of the First World War and the origins of the Second World War; war aims, strategies, and peace-making; the disintegration of war-time alliances; the League of Nations and the establishment of the United Nations; the impact of major political movements (Communism, Fascism, nationalism) on international society; monetary and economic developments as they affected international politics.

Lectures are usually in MT and HT.

### **WIOX International Relations in the Era of the Cold War**

The relations among the major powers, 1945–91, including domestic and external factors shaping foreign policy: the origins and course of the Cold War, including détente and the end of the Cold War; East–West relations in Europe with particular reference to the foreign policies of France and the Federal Republic of Germany; European integration; the external relations of China and Japan, especially with the USA and USSR; decolonization; conflict in the developing world.

Lectures: MT and HT. Tutorials: any term.

### **WIOX International Relations**

The primary topics will be: the competing approaches to the study of international relations; the principal institutions of international relations; contemporary patterns of war and peace; globalization. Other topics will include: law and norms, order, self-determination, security, war and conflict resolution, foreign-policy analysis, international political economy, regional integration, and international institutions.

Lectures: all terms. Tutorials: any term.

### **WIOX Political Thought: Plato to Rousseau**

A critical study of the classical political theorists, including Plato, Aristotle, Aquinas, Machiavelli, Hobbes, Locke, Montesquieu, Rousseau, and Hume.

Lectures: MT and HT. Tutorials: any term.

### **WIOX Political Thought: Bentham to Weber**

A critical study of modern social and political theorists, including Bentham, Mill, Hegel, Saint-Simon, Tocqueville, Marx, Weber, and Durkheim.

Lectures: MT and HT. Tutorials: any term.

### **WIOX Marx and Marxism**

The study of the ideas of Marx and Engels, of later Marxists and the critics of Marxism. Students will be expected to study Marxism as an explanatory theory, and also to examine its political consequences.

### **WIOX Sociological Theory**

Theoretical perspectives including rational choice; evolutionary psychology; interpersonal interaction; social integration and networks; functionalism. Substantive problems including stratification; gender; race and ethnicity; collective action; norms; ideology.

### **WIOX The Sociology of Industrial Societies**

Candidates will be expected to show knowledge of the following aspects of the social structure of urban-industrial societies: occupation and economic structure; social stratification and mobility; education and the family; the social significance of gender and ethnicity; the social structure of religion; the social context of politics and the impact on society of the state. Candidates must have knowledge of modern Britain and at least one other industrial society, and of the main general theories of industrial society.

Lectures: MT, HT. Tutorials: MT, HT, TT.

### **WIOX Political Sociology**

In this Final Honour School subject students will study in more detail the major theoretical approaches to social class, race and ethnicity, gender, religion, nationality, states, interest groups including unions, parties, movements and single issue campaigns, and the interrelationships between culture, economy, social structure, and political processes and institutions. The theoretical approaches will be critically assessed in the light of empirical evidence from a range of countries, and also put in the context of the philosophically rigorous analysis of power and change. To aid students in attaining a comprehensive grasp of the field of study, they will have the opportunity

to look at 'approaches' such as structuralism, rational choice theory, political culture theory, and the historical and comparative perspective as such, as well as studying the application of these to the specific topics mentioned. Thus by the end of the course students should have an understanding of recent sociological explanations of political processes and events, a grasp of the competing approaches in the field, an understanding of the main methods of data collection and analysis, and an appreciation of the role of models and theories in sociological knowledge.

### **WIOX British Society in the Twentieth Century**

The course aims to introduce undergraduates to issues and controversies in modern British social history and to the types of evidence and modes of analysis employed by social historians. Candidates have some freedom to select themes for study but they must familiarise themselves with the main features of social change – for example, in demography, class structure, gender, living standards and urban and rural development. They must also acquire a critical knowledge of the recommended documents that have a bearing on their chosen topics. By the end of the course they should be able to give their own account of patterns and processes of social change, making use of primary sources and taking an informed view on controversial questions. The course is administered by the Faculty of History.

### **WIOX Labour Economics and Industrial Relations**

#### **WIOX The Government and Politics of Japan**

This course provides a study of one of the very few nations outside the Western world whose politics appears to be stably based on democratic principles and a democratic constitution. It introduces students to Japanese political history since 1945 and the social context of Japanese institutions and policy-making, enabling them to understand the vicissitudes of Japanese experience in the last twenty years: from the 1980s, when Japanese exports were seen as threateningly ultra-competitive in Europe, North America and elsewhere, through the more difficult 1990s and 2000s which have precipitated a concentrated debate on "restructuring" both of the economy and of the political system. The course covers the constitutional framework and structure of government; parliamentary and local politics; the electoral and party systems; the role of corporate interests and pressure groups; the bureaucracy; foreign policy. It aims to provide an understanding of the major debates on the nature of Japanese liberal democracy, and to some of the main interpretive models: "bureaucratic polity", "developmental state", "irontriangle dominance by bureaucrats, business leaders and politicians", "patterned pluralism" etc. The underlying principle of the course is that Japanese politics is just as capable of being understood empirically as is any other political system, so long as preconceptions are not allowed to get in the way of understanding. No previous knowledge of Japan is required.

#### **WIOX Social Policy**

The course enables students to develop a critical understanding of welfare states, different approaches to social policy, and definitions and explanations of problems such as poverty, deprivation, and social exclusion. It permits students to draw on different perspectives in their previous study of, for example, public economics or political theory. Students are expected to read widely in the empirical research literature on policy formulation and implementation and to make themselves familiar with current statistics and reports. The course encourages students to engage with both theoretical principles and empirical evidence across a range of issues and policy areas such as: the development and problems of welfare states; voluntary effort and the informal sector; the mixed economy of welfare; citizenship, rights, markets and welfare; the impact of demography on social policy; poverty, inequality, deprivation and social exclusion; urban policy and inner cities; underclass and welfare dependency; income maintenance; family policy; health policy; housing policy and homelessness; education policy; ageing societies. Principles, concepts and institutions are analysed on a cross-national basis. Where specific policy areas are examined, the focus is on contemporary Britain. However, the policies of EU member states and other countries are considered when these have a bearing on British arrangements.

### **WIOX Comparative Demographic Systems**

#### **WIOX Quantitative Methods in Politics and Sociology**

Students will be expected to develop an understanding of applications of quantitative methods in politics and sociology including the following: the principles of research design in social science: data collection, the logic of causal inference, and comparative method; major statistical methods and concepts: types of random variables, independence, correlation and association, sampling theory, hypothesis testing, linear and non-linear regression models, event-history analysis, and time-series. Candidates will also be expected to interpret information and show familiarity with major methodological debates in Politics and Sociology.

#### **WIOX Politics in China**

This course will enable students to acquire a knowledge and understanding of the recent history and contemporary politics of China. China has been in transition from the long rule of Mao Zedong since 1978, and its politics and society have transformed radically during that period. Students will gain an understanding of the Chinese Communist party (the most powerful Communist party left in the world), looking at its historical background before analysing its current strategy to remain in control of China in the post-Cold War era. The reform era under Deng Xiaoping and Jiang Zemin will be analysed through a variety of themes, including elite politics and the Tian'anmen crisis of 1989, rural reforms, urban culture, and gender. China's new status as a regional power in international relations will also be examined, as well as its relations with Taiwan and Hong Kong, two very different Chinese societies. This course will allow students to develop a strong knowledge of one of the world's most important countries, and could serve as stimulation for further work in and about China in journalism, business, government, NGOs and academic research. Please note that demand sometimes outstrips teaching supply on this paper.

#### **WIOX The Politics of the European Union**

The history and development of the institutions of European integration since the 1950s; the structure and power of the Council, the Commission, and the Parliament; growth and expansion into Eastern Europe; monetary integration and the advent of the Euro; future prospects.

Tutorials: any term.

### **WIOX Philosophy and Theology**

#### **WIOX The Gospels and Jesus**



**WIOX God, Christ, and Salvation**  
**WIOX The Development of Doctrine in the Early Church to 451**  
**WIOX Christian Moral Reasoning**

## **WIOX Physics and Astrophysics**

<http://www.physics.ox.ac.uk/>  
<http://www-astro.physics.ox.ac.uk/>

Students can access the list of courses at [http://www.ox.ac.uk/admissions/undergraduate\\_courses/courses/physics.html](http://www.ox.ac.uk/admissions/undergraduate_courses/courses/physics.html)

### **WIOX Thermal Physics**

The course includes statistical methods and probability distributions, the Boltzmann distribution, the Maxwell–Boltzmann velocity distribution function, molecular effusion, collision times and transport processes (viscosity, thermal conductivity and self-diffusion), the laws of thermodynamics, energy, entropy, equations of state, thermodynamic potentials, chemical potential and phase changes.

Prerequisites: Physics 210.

### **WIOX Electromagnetism and Optics**

Similar to the counterpart at Williams, we study electromagnetic phenomena and their mathematical description. Topics include electrostatics, magnetic fields, electromagnetic induction, DC and AC circuits, electromagnetic properties of matter, mutual inductance and the transformer, Maxwell's equations, displacement current and electromagnetic waves in vacuum.

Prerequisites: Physics 201. Recommended Physics 202.

### **WIOX Quantum Physics**

Synopsis of the course: Amplitudes, quantum states, the energy representation, Operators and observables, The TDSE, the position representation, Particle dynamics, Two slits revisited, extensions to three dimensions, composite systems, Harmonic oscillator: the stationary states, Dynamics of oscillators, Motion in a magnetic field, Transformations and observables: transformations of kets, Transformations and observables: transformations of operators, Symmetries & conservation laws, geometry and commutators, The square well, A pair of square wells, ammonia maser, Reflection by a square well or barrier, tunneling, Eigen values of  $J_z$  and  $J^2$ , spectra of diatomic molecules, Orbital angular momentum, generation of circular translations, tangential KE, Eigenvalues of  $L_z$  and  $L^2$ , The 3d harmonic oscillator (time permitting), Spin, Addition of angular momentum, Gross structure of hydrogen, Spare

Prerequisites: Physics 141 and Physics 210. Recommended: Physics 142 and Physics 201.

### **WIOX Atomic Structure, Special Relativity, and sub-Atomic Physics**

#### **WIOX Condensed Matter Physics and Photonics**

#### **WIOX Astrophysics and Atmospheric Physics**

#### **WIOX Mathematical Physics**

#### **WIOX Astrophysics**

#### **WIOX Laser Science and Quantum Information Processing**

#### **WIOX Condensed Matter Physics**

#### **WIOX Particle Physics**

#### **WIOX Physics of Atmospheres and Oceans**

#### **WIOX Theoretical Physics**

#### **WIOX Biological Physics**

### **WIOX Stellar Structure and Cosmology?**

## **WIOX Physics and Philosophy**

## **WIOX Physiological Sciences**

### **WIOX Physiology and Pharmacology of the Systems of the Body**

#### **WIOX Neuroscience**

#### **WIOX Biochemistry and Cell Biology**

## **WIOX Psychology, Philosophy, and Physiology**

<http://www.psy.ox.ac.uk/>

The list of courses usually pursued by Oxford students can be found at [http://www.psy.ox.ac.uk/undergrad/coursestructure\\_PPP](http://www.psy.ox.ac.uk/undergrad/coursestructure_PPP) and [http://www.psy.ox.ac.uk/undergrad/coursestructure\\_EP](http://www.psy.ox.ac.uk/undergrad/coursestructure_EP).

### **WIOX Introduction to Psychology**

Methods and Topics in: individual differences; social behaviour; animal behaviour; the neural basis of behaviour; perception; learning; memory; language; cognition; skills; abnormal behaviour

### **WIOX Developmental Psychology**

Psychological development: the biological and physiological, environmental and hereditary influences which affect development in humans; evidence

from comparative studies; development of intelligence and personality; sex differences; developmental aspects of perceptual and cognitive processes.

Prerequisite: Psychology 101. Lectures: MT and TT. Tutorials: TT recommended.

### **WIOX Social Psychology**

The biological and cultural background to social behavior; comparison of animal and human social behavior; communication and social interaction; behavior in organizations; social relationships and exchange processes; cognitive social psychology.

Prerequisite: Psychology 101. Lectures: MT. Tutorials: MT recommended.

### **WIOX Individual Differences**

Origins and development of differences in human abilities, personalities, and attributes; their analysis, measurement, and understanding.

Prerequisite: Psychology 101. Lectures: MT and HT. Tutorials: HT recommended.

### **WIOX Psychological Disorders**

The "abnormal" nature of abnormal behavior; theories and classifications of abnormal behavior; causes and treatment.

Prerequisite: Psychology 101. Lectures: HT. Tutorials: HT recommended.

### **WIOX Brain and Behaviour**

### **WIOX Language and Cognition**

### **WIOX Multisensory Perception**

### **WIOX Psychology of Religion**

### **WIOX Cognitive Neuroscience**

### **WIOX Behavioural Neuroscience**

### **WIOX Human Experimental Psychology:**

### **WIOX Perception, Attention, and Information Processing;**

### **WIOX Language and Cognition**

### **WIOX Experimental Design and Statistics**

## **WIOX Theology**

<http://www.theology.ox.ac.uk/>

A full list of lecture courses can be found at <http://resources.theology.ox.ac.uk/lecseries.phtml>

### **WIOX God and Israel in the Old Testament**

### **WIOX Jesus and the Gospels**

### **WIOX Pauline Literature**

### **WIOX The Development of Doctrine in the Early Church to AD 451**

### **WIOX God, Christ, and Salvation**

### **WIOX Luke–Acts**

### **WIOX History and Theology of Western Christianity, 1040–1350**

### **WIOX History and Theology of Western Christianity, 1500–1619**

### **WIOX Christian Life and Thought in Europe and the English–Speaking World, 1789–1921**

### **WIOX Issues in Theology, 1789–1921**

### **WIOX Philosophy of Religion**

### **WIOX Christian Moral Reasoning**

### **WIOX The Nature of Religion**

### **WIOX The Formation of Rabbinic Judaism**

### **WIOX Judaism in History and Society**

### **WIOX The Classical Period of Islam**

### **WIOX Islam in the Modern World**

### **WIOX Early Buddhist Doctrine and Practice**

### **WIOX Buddhism in History and Society**

### **WIOX Brahminism**

### **WIOX Bhakti**

### **WIOX Old Testament Prophecy and Apocalyptic**

### **WIOX Old Testament Wisdom and Liturgy**

### **WIOX The Hebrew of the Old Testament**

### **WIOX Archaeology in Relation to the Old Testament**

### **WIOX Religions and Mythology in the Ancient Near East**

### **WIOX Hebrews to Revelation**

### **WIOX The New Testament in Greek**

### **WIOX Varieties of Judaism, 100 BC – AD 100**

### **WIOX The Beginnings of the Church and Its Institutions to AD 170**

### **WIOX Christian Liturgy**

### **WIOX Early Syriac Christianity**

### **WIOX History and Theology of the Church in the Byzantine Empire from AD 100 to AD 1453**

### **WIOX Science and Religion**

**WIOX Christian Spirituality**  
**WIOX The Sociology of Religion**  
**WIOX Psychology of Religion**  
**WIOX The Bible: Its Use and Influence**  
**WIOX English Church and Mission, 597–754**

**WIOX The Christian Doctrine of Creation**  
**WIOX The History of the Church from Nero to Constantine**  
**WIOX Introduction to the Study of Religions**  
**WIOX Aquinas**  
**WIOX Augustine**  
**WIOX Christology from Kant to Troeltsch, 1789–1914**

## **WIOX Theology and Oriental Studies**

**WIOX Buddhism**  
**WIOX Eastern Christianity**  
**WIOX Hinduism**  
**WIOX Islam**  
**WIOX Judaism**

### **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 which students may use. All rooms are fully wired for high-speed internet access and are fully equipped with furnishings, bed linens, and a telephone. The grounds include a courtyard, 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 Thursday, 1 October 2009—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, expects all applicants to have demonstrated capacity for rigorous independent work and extensive essay writing, and looks favorably on those students whose intellectual maturity, curiosity and enthusiasm would best prepare them for a demanding course of study in Oxford. All applicants must identify two Williams faculty members who are willing to provide references. Because of the emphasis at Oxford on weekly written work for each tutorial course, at least one of those faculty members should be able to offer an assessment of the applicant's writing ability.

## WILLIAMS-MYSTIC MARITIME STUDIES PROGRAM

Director, JAMES T. CARLTON

Faculty: JAMES T. CARLTON (Williams College), LISA GILBERT (Williams College; on assistant professor leave, 09–10), GLENN S. GORDINIER (University of Connecticut), CATHERINE ROBINSON HALL (Mystic Seaport Museum), MARY K. BERCAW-EDWARDS (University of Connecticut; Mystic Seaport Museum), RICHARD KING (Mystic Seaport Museum), DIANE BENNETT (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 Oceanography (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. 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@williams-mystic.org](mailto:admissions@williams-mystic.org), call (860-572-5359), visit the website ([www.williams.edu/williamsmystic](http://www.williams.edu/williamsmystic)), 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 (Same as Geosciences 210)

(See under Maritime Studies for full description.)

GILBERT

### MAST 231(F,S) Literature of the Sea (Same as English 231) (W)

(See under Maritime Studies for full description.)

KING

### MAST 311(F,S) Marine Ecology (Same as Biology 231)

(See under Maritime Studies for full description.)

CARLTON

### MAST 351(F,S) Marine Policy (Same as Environmental Studies 351)

(See under Maritime Studies for full description.)

HALL

### MAST 352(F,S) America and the Sea, 1600-Present (Same as History 352) (W)

(See under Maritime Studies for full description.)

GORDINIER

## WINTER STUDY PROGRAM

### REMINDERS ABOUT WSP REGISTRATION

All students who will be on campus during the 2010-2011 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 27, 2011. *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 30, 2010.

## AFRICANA STUDIES

### AFR 25 Miami: Gateway to the Caribbean (Same as Latina/o Studies 25, History 25 and Religion 26)

In this course, students will explore transnational Caribbean communities in Miami through participant observation, archival research, and experiential education. By studying the formation and internal dynamics of Cuban, Dominican, Haitian, and Puerto Rican diasporas in Miami, students will be challenged to think about what it means that these communities have built a home base within the nation-state of the United States. In particular, this course will pay attention to a range of interconnected themes, including: motivations behind migrating to Miami, immigration policies, city residential patterns, and community organizations that have both helped and hindered the development of these diverse communities in south Florida. We will also investigate the ways particular immigrant and exile populations have negotiated living in the same urban space, sometimes disagreeing over resources, while at alternate times forming tentative alliances with other Caribbean diasporas, African Americans, and North Americans. In advance of the two weeks of travel, students will be expected to read selected methodological pieces on participant observation and archival work as well as historical essays on the foundation of different communities in south Florida (for instance, Elizabeth Aranda and Mary Chamberlain in Caribbean Migration to Western Europe and the United States [Philadelphia: Temple University Press, 2009]). Once in Miami, students will: Attend an introductory session on participant observation research; visit and work in the University of Miami's Special Collections Archive; tour key neighborhoods (Little Havana, Little Haiti, Black Grove); visit various major religious and historical sites that serve as diaspora community centers, such as la Ermita de la Caridad, the Freedom Tower, and Vizcaya; and volunteer with local agencies that work around issues of (im)migration, elder care, and youth engagement in the various communities. Knowledge of Creole and/or Spanish will be useful for this type of ethnographic research and volunteer work.

Students will be expected to keep a journal of their experiences and complete a 10-page research paper that combines participant observation and/or oral histories with archival research about a particular Caribbean community in Miami. Method of evaluation (e.g., 10-page paper, final project, presentation, etc.): Students will be expected to keep a journal of their experiences and complete a 10-page research paper that combines participant observation and/or oral histories with archival research about a particular Caribbean community in Miami.

No prerequisites. Enrollment limit: 16. Not open to first-year students. If over-enrolled, selection will be based on application essays and interviews. Preference will be given to majors and concentrators in Africana Studies, Latino/a Studies, Religion, and History. Priority will also be given to students who can speak Creole and/or Spanish.

Estimated cost per student: \$2538.

BENSON and HIDALGO

### AFR 29 Eyewitness to the Civil Rights Movement: Mississippi, 1964-1965 (Same as History 29)

(See under HIST 29 for full description.)

**AFR 30 Senior Project**

To be taken by students registered for Africana Studies 491 who are candidates for honors.

**AMERICAN STUDIES****AMST 15 Contemporary American Songwriting (Same as Special 15)**

(See under SPEC 15 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 Internship**

A field placement at Berkshire Farm Center and Services for Youth in Canaan, New York. Berkshire Farm Center is a residential treatment facility for troubled, at-risk adolescent boys who have been remanded by the Family Court for treatment and intervention. These youths come primarily from lower socio-economic strata, are very ethnically diverse, and hail from both urban and rural areas throughout New York State. The issues that bring them to placement are mainly a result of the psychological scars developed from physical, emotional, and sexual abuse. The manifested behaviors include chemical dependency, juvenile delinquency, inability to function in the school setting, inability to follow the rules at home, running away and/or mental health issues. The residential treatment model is strength based and focuses on teaching healthy decision making.

Williams students will commute to Berkshire Farm and work under supervision in various settings including school, cottage life, substance abuse program, recreation, adventure-based therapy, performing arts, animal husbandry or individual tutoring. The students are responsible to be proactive in developing their learning experience.

Requirements: students will keep a journal reflecting on their experiences, and a weekly seminar with the instructor will draw on service learning experience. Students will also be required to submit a final 10-page paper at the end of the course.

Prerequisites: YOU MUST HAVE A TELEPHONE INTERVIEW WITH THE INSTRUCTOR, who can be reached at 518-265-6218. *Enrollment limit: 15.*

*Please note: all queries about this course should be directed to the instructor.*

Cost to student: \$25 to cover transportation to and from Berkshire Farm Center.

Meeting times to be arranged.

DONELLE HAUSER (Instructor)

FOIAS (Sponsor)

Donelle Hauser, LMSW, is the Non-Secure Detention Program Coordinator, Burnham Youth Safe Center, Berkshire Farm Center.

**ANSO 12 Children and the Courts: Internship in the Crisis in Child Abuse**

The incidence of reported child abuse and neglect has reached epidemic proportions and shows no signs of decreasing. Preventive and prophylactic social programs, court intervention, and legislative mandates have not successfully addressed this crisis. This course allows students to observe the Massachusetts Department of Social Services attorney in courtroom proceedings related to the care and protection of children. Students will have access to Department records for purposes of analysis and will also work with social workers who will provide a clinical perspective on the legal cases under study. The class will meet regularly to discuss court proceedings, assigned readings, and the students' interactions with local human services agencies. Access to an automobile is desirable but not required; some transportation will be provided as part of the course.

Requirements: full participation, a journal, and a 10-page paper to be submitted at the end of the course.

*Enrollment limit: 15. Please note: all queries about this course must be directed to the instructor, Judge Locke (phone messages may be left at 458-4833).*

Cost to student: \$25 for books and photocopies.

Meeting times to be arranged.

JUDITH LOCKE (Instructor)

FOIAS (Sponsor)

Judith Locke is Associate Justice of the Juvenile Court, Commonwealth of Massachusetts.

**ANSO 13 Trajectories of Economic Practices in India**

With much hubris, India is being hailed as an economic giant in the making. In this course, we will examine representations of Indian economic production and its spaces of consumption. This course will also examine economic themes in relation to South Asia through the lenses of economic sociology and anthropology in addition to history. The course will examine contemporary economic practices and set them against a canvas which links history, culture, and politics. Readings aim to push participants to study the workings of commonly assumed economic practices by pointing to their specificity in different parts of India and south Asia, and with an aim to interrogate popularized domains of economic activity that touch on information technology, industrial production, telephony etc. Participants will also view and discuss a selection of Indian films which serve to represent economic practices as being interwoven within everyday social routines and preoccupations.

Format: seminar. Requirements: full participation and attendance, class presentation, and an essay.

No prerequisites. *Enrollment limit: 15.*

Cost to student: a few selected texts and the reader.

Meeting time: afternoons.

VALIANI

**ANSO 14 Introduction to Go**

The game of Go (also known in China as wei qi and Korea as baduk) is one of the oldest continuously-played strategy games in the world and is played by millions in China, Korea, and Japan. Its popularity no doubt has arisen from an ideal combination of intense intellectual challenge and the meditative beauty of playing. The goal of Go is not to destroy a force (as in chess) or to run a race (as in backgammon). Instead, two players alternate in placing black and white stones on a wooden 19x19 grid with the aim of surrounding the most territory. Go is unique because its large board and minimally restrictive rules allow for complex strategy and expression of each players' personality. But Go is also more than a game. It is a cultural phenomenon with deep roots in Eastern history and an art form with intriguing implications for artificial intelligence and the nature of problem solving. In this course we will learn, study, and play a lot of Go, culminating in a class tournament. In addition, play will be supported by game analyses, novels, articles, and films. Expectations: 6 hours in class activities; 20 hours of work outside of class (reading, playing with other students and on-line, game problems, commentaries and analyses). Evaluation will be based on attendance (prompt attendance at all classes is mandatory), problem sets, game commentaries, and participation in discussions.

No prerequisites. *Enrollment limit: 14. Preference to first-year students and sophomores.*

Cost to student: approximately \$65 for books and supplies.

Meeting time: three 2-hour morning periods each week.

JUST

**ANSO 15 Foraging as Business Model: Sustainable Food Sourcing and the Triple Bottom Line (Same as Economics 13 and Environmental Studies 15)**

(See under ENVI 15 for full description.)

**ANSO 17 Learning Intervention For Troubled Teens (LIFTT) (Same as Special 17)**

(See under SPEC 17 for full description.)

**ANTHROPOLOGY****ANTH 31 Senior Thesis**

To be taken by students registered for Anthropology 493-494.

**SOCIOLOGY****SOC 31 Senior Thesis**

To be taken by students registered for Sociology 493-494.

## ARABIC

### 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 31 Senior Thesis

To be taken by students registered for ARAB 493-494.

## ART

### ART HISTORY

#### ARTH 10 Selling the Cow: Viewbook Design

Print may be dead, but college viewbooks are very much alive. By creating several sample spreads for a viewbook of Williams, students will explore basic design and communications concepts. We will begin by discussing purpose and audience, as well as examine past viewbook approaches by Williams and other colleges. Students will select and develop their own visual concept of what a viewbook can/should do, combining imagery (either self-generated photography, found photography, or illustration) with typography. Weekly presentation of work and verbal justification of approach will be expected. Original text content encouraged but not required. Class will meet for three hours twice a week, with extensive design exploration, research, and any photography or illustration expected to be done outside of class. Exhibition and explanation of work process on last day of class is mandatory.

Requirements: weekly presentations plus a final project consisting of several spreads.

No prerequisites, however, familiarity with digital photography and layout programs such as InDesign or Quark would be helpful. *Enrollment limit: 15. If overenrolled, students will be selected by a lottery.*

Estimated cost to student: \$50 for color lasers.

Meeting time: mornings.

HEIDI HUMPHREY (Instructor)

LOW (Sponsor)

Heidi Humphrey, graphic and environmental designer, has a bachelor's and master's degree in graphic design from Yale. She has been designing for nonprofits for over 35 years.

#### ARTH 31 Senior Thesis

To be taken by students registered for Arth 493, 494.

#### ARTH 33 Honors Independent Study

To be taken by candidates for honors by the independent study route.

### ART STUDIO

#### ARTS 11 Architectural Model Making

Architectural history is generally taught by slides, three-dimensional things compressed into two-dimensional projections. But describing the dynamic nature of architectural space with a flat image is like describing an ice cream flavor with a flow chart. In this course groups of four or five students will receive measured drawings of major American buildings and construct models at quarter-inch scale. Possible subjects include works by Jefferson, Richardson, Furness, Kahn and Wright. No previous architectural experience is necessary. After the initial two sessions, there will be two three-hour studio sessions each week where the instructor will critique the projects. At a final meeting, a jury will review the models.

No prerequisites. *Enrollment limit: 25.*

Cost to students: approximately 35\$ for materials.

LEWIS

#### ARTS 12 Advanced Painting

This course is for students who have completed an introductory course in oil or acrylic painting and would like to go the next step and immerse themselves in the practice. Six hours of class time will be spent painting "alla prima" (finished in one session), which is a great way to build confidence with technique and experiment with style and content. The alla prima sessions will address representational and abstract techniques focusing on the figure, still life and non-objective painting. In consultation with the instructor, students will design independent projects and pursue the projects for 18 hours a week as homework. The projects may address any subject in any style. An additional two hours of class time will be used for class critique of the projects. Students will be required to exhibit their alla prima work as well as their independent projects in the Wilde Gallery. Paper, gesso, and thinner will be supplied, but students are required to bring to class a basic palette of colors, medium, brushes, and knives. If students wish to work on a support other than paper for the independent project, they are responsible for ordering the materials. The instructor will send a list of required and suggested materials to students prior to the first class meeting.

Requirements: class work, independent project and final exhibition.

Prerequisites: Arts 241 or portfolio review. *Enrollment limit: 10. Preference based on seniority.*

Cost to student: \$150 lab fee.

Meeting time: one full day, 9 to 4, on Wednesdays and one evening session, 7 to 9 on Mondays.

GLIER

#### ARTS 13 Introduction to 35mm Film Photography

The digital SLR camera is a simulacrum of the 35mm film camera, with camera manufacturers charging extra for cameras which produce a frame with the same aspect ratio as the 35mm film frame. 35mm film is mid-20th century technology. In this course, students will learn to shoot and process 35mm black and white film, as well as learning the basics of black and white paper printing. A series of short assignments will guide students through the technical as well as the historical and aesthetic concerns of small format, roll film photography.

Requirements: portfolio and class participation in critiques.

No prerequisites or prior experience in art or photography are required. A willingness to go out in the cold of January to shoot and spend long hours in darkrooms with photographic chemicals, a must. *Enrollment limit: 10. If overenrolled, selection will be based on a lottery.*

Cost to student: not to exceed \$200.

Meeting time: MW 1:00-3:50 p.m. Additional 12 hrs/wk lab time.

LALEIAN

#### ARTS 14 Making Art Together: Collaborative and Collective Practices

What can grow out of making art collaboratively, and where can we find a place for it in our communities? In this course we will explore the rewards and challenges particular to making art as a group. We will also look at the history of collaborative art making and artist collectives in the 20th and 21st centuries. The course will begin with a communal 'project room' that we will design and build, then use as a hub from which to work. This room will be an open space for sharing ideas, books, images, music, etc. Each week students will work together to produce a zine, a small circulation publication reproduced via photocopier, to distribute throughout the community. The bulk of the course will be spent working on a large collaborative project that may take the form of a group performance, communal meal, published book, mural or sculptural installation. Throughout this process we will question what it means to work in collaboration, and how collective art making can provide a voice to marginalized groups.

We will look at collaborative art makers from Dadaism and Surrealism to Gilbert and George, the relational aesthetics movement, and DIY artist collectives including The Royal Art Lodge, Fort Thunder, and Vox Populi. As a group we will use these models as points of departure to define our own collective working system.

We will meet for six hours per week and students will be expected to work on their project for 4-5 hours outside of class. There will be a small reading list, several screenings, and the course will culminate in an exhibition of the major collaborative project. Because this class relies so heavily on a group dynamic, attendance is mandatory.

Requirements: attendance, participation, and collaborative project.

No prerequisites. *Enrollment limit: 16. If overenrolled, students will be chosen to create a group that is diverse in class years, majors and interests.*

Estimated cost to student: \$50.

Meeting time: M,W 1-4.

REBECCA SUSS '03 and ELIZA MYRIE '03 (Instructors)

LOW (Sponsor)

Rebecca Suss has an MFA from the University of California, Berkeley and a BA from Williams College. She was a member of artist collective Space 1026 for four years. Eliza Myrie has an MFA from Northwestern University and a BA from Williams College. She currently lives and works in Chicago, and has collaborated with various New York artists on issues of race and class.

### **ARTS 15 The Documentation of the Hopkins Observatory (Same as Astronomy 15 and History of Science 15)**

This course will focus on the documentation and analysis of the Hopkins Observatory (1838), the oldest existing astronomical observatory in the United States and one of the college's most familiar yet most obscure buildings. Students will document and analyze the building and its primary contents using both digital photography and measured CAD architectural drawings within the general guidelines of the Historic American Building Survey (HABS).

The documentary process may also include archival and historical research reflective of the unique collection of scientific instruments housed within the building. We will consider the building contextually, typologically, historically, culturally and as an aesthetic object on its own.

We will use the process of documentation as a discursive framework for the interpretation and analysis of the building, its contents and its place in the history of astronomical observatories. The project will conclude with an exhibition of drawings, photographs and interpretive texts.

This class will meet three mornings a week for two hours with field and studio work in the afternoons. Students will be encouraged to work on individual projects of their choice and to work as a group for the final presentation and exhibit.

Given the project's unique and wide-ranging issues--architecture, history, astronomy and history of science--we encourage students with a broad range of interests to participate.

Students will be evaluated on classroom and field participation and are required to submit examples of research and/or a final portfolio of photographs or drawings. All students will be expected to participate in the final exhibition.

No prerequisites. *Enrollment limit: 15.*

Cost to student: \$100-\$150.

Meeting time: mornings from 10-noon, 3 days a week with afternoon Studio and field work.

SCOTT WOOD (Instructor)

LEWIS (Sponsor)

Scott Wood is a graduate of Haverford College, studied Architectural History and Historic Preservation at the University of Pennsylvania and received his Masters of Architecture degree at Yale University. He is a practicing architect and photographer in New York and Connecticut.

### **ARTS 16 Glass and Glassblowing (Same as Chemistry 16)**

(See under CHEM 16 for full description.)

### **ARTS 25 Drawing and Painting in Egypt**

This course combines art-making with art-looking in the fascinating Upper Egypt Nile valley. Students will work in drawing and pastel to explore historical, architectural, and figurative gestures in the Theban landscape. During the trip, students will have opportunities to work with Egyptian students from the Faculty of Fine Arts in Luxor. Students will explore ancient Egypt through guided tours of the East and West Bank temples and tomb paintings; they will experience contemporary Egypt through cross-cultural dialogue with the Egyptian students and other local artists. Along with completing art assignments and participating on tours, students will document their experiences visually and in writing in sketchbook form. Prior to departure, students will complete required readings, and attend an orientation session and an initial studio class. Upon return to campus, students will participate in planning and presenting an exhibit of their artwork and experience for the Williams College community.

Students will be evaluated on successful completion of their sketchbooks, art assignments, and final paintings.

Prerequisites: letter of interest to instructor and letter of recommendation from campus source. While some drawing experience is helpful, this course is open to all but first-year students. *Enrollment limit: 10. If overenrolled, selection will be based on seniority and letters of interest (and interviews if needed). Please indicate art background, if any, in letter of interest.*

Cost per student: approximately \$3000.

JULIA MORGAN-LEAMON (Instructor)

H. EDWARDS (Sponsor)

Julia Morgan-Leamon is a painter, installation artist, and media producer. She received her MFA in Visual Arts from Vermont College of Fine Arts, and her BA in Studio Art from Mount Holyoke College. In 2009, she was one of 25 international artists invited to participate in the Luxor International Painting Symposium and residency.

## **ASIAN STUDIES**

### **ASST 31 Senior Thesis**

To be taken by all students who are candidates for honors in Asian Studies.

## **CHINESE**

### **CHIN S.P. Sustaining Program for Chinese 101-102**

Students registered for Chinese 101-102 are required to attend and pass the Chinese Sustaining Program. Classes meet Mondays, Tuesdays, and Thursdays from 9:00-9:50. Prerequisite: Chinese 101. Evaluation will be based on regular attendance and active participation. Cost to student: one xerox packet.

LANGUAGE FELLOWS

### **CHIN 10 Americans and Chinese: Case Studies of Cross-Cultural Communication**

Through film screening, role-play, skit performances, and discussions, students will learn to identify differences in the behavioral culture between Americans and Chinese. This course aims to bring students of different cultural backgrounds together and conduct cross-cultural comparison through observation, first-hand experience sharing, and critical analysis. It is designed to help Americans interact more effectively with Chinese people when visiting China or dealing with Chinese counterparts in their future careers. It will also help Chinese native speakers to better adjust to the American cultural environment. All course readings and the language of instruction will be English. All films are subtitled. Evaluation will be based on class attendance and active participation in class activities.

*Enrollment limit: 12.*

Cost to student: approximately \$20 for reading materials. Meeting time: mornings, 10-noon. Monday, Wednesday, and Friday.

YU

### **CHIN 31 Senior Thesis**

To be taken by all students who are candidates for honors in Chinese.

## **JAPANESE**

### **JAPN S.P. Sustaining Program for Japanese 101-102**

Students registered for Japanese 101-102 are required to attend and pass the Japanese Sustaining Program. Classes meet Mondays, Tuesdays, and Thursdays from 9:00-9:50. Prerequisite: Japanese 101. Evaluation will be based on regular attendance and active participation. Cost to student: one xerox packet.

YAGI

### **JAPN 10 Aikido: Towards an Economy of Human Motion**

Aikido is a 20th Century martial art invented by Morihei Ueshiba, (1883-1969) and practiced in one form or another by millions of people around the world. In the words of Ueshiba's son Kisshomaru (1921-99) it is a "...refinement of traditional martial techniques, combined with an exalted philosophy of the spirit."

This course will take a kinesthetic approach to training in fundamental techniques of aikido. In particular, we will begin by considering issues of the body in motion, including inter-dynamics of structure & posture, planes & axes of motion; and particular body landmarks of bones, joints and muscle groups. This broad-ranging practical and experiential kinesthetic inquiry will form a context for training in the fundamentals--including sitting and standing techniques, throws, and pins--of aikido. In other words, we will attempt to use the experiential physical practice as a means towards approaching the spiritual and other dynamics of the art. Particular attention will be given to the notion of ukemi, which refers not only to the ability to fall safely in any direction, but more specifically the ability to receive and blend with an attack.

The course will meet between 10-12 hours per week, and good-spirited daily participation is a must! It will be essential to cultivate a safe, cooperative and non-competitive view towards training with partners of different sizes and varying levels of physical strength. Other course requirements will include readings on topics including kinesiology and Japanese martial arts. Written work will include regular journal entries and brief abstracts in response to reading assignments. A final paper will take the form of an autoethnography, culling together your own experiential findings in the course while drawing from the readings and other



source materials. Altogether, it is expected that students will spend approximately 15 hours of work outside class, in addition to the in-class training. Method of evaluation: The instructor will make an assessment based on 1) consistency and dedication to in-class participation, 2) accuracy of technique, and 3) the timeliness and quality of written assignments. Prerequisites: good physical health and well-being; prior martial arts training is NOT necessary. *Enrollment limit: 12. If overenrolled, selection will be by lottery.* Cost to student: \$100 or less (for course packet and practice attire). Meeting times will be arranged around availability of appropriate studio space. THOMAS O'CONNOR (Instructor)  
CHANG (Sponsor)

Thomas O'Connor holds a shodan (first degree black belt) from the Aikido Hombu Dojo in Tokyo. He is also an actor and physical theatre practitioner, who for the last ten years has taken a kinesthetic approach to teaching stage movement and physical theatre techniques in conservatory and other settings.

### **JAPN 11 The Samurai in Japanese Films**

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 Kurasawa, Gosha, Kobayashi, Okamoto and Inagaki.

Students will write a 2- to 3-page evaluation after the completion of each film. Readings will be drawn from the Hagakure, a key document written in the 17th century that provided a guide for samurai behavior.

No prerequisites but class attendance and participation is required. *Enrollment limited to 15.*

Cost to the student: \$30.

Meeting time: MWF, 10-12, with additional film screenings to be announced.

FRANK STEWART (Instructor)

YMAMOTO (Sponsor)

Need 1 or 2 sentence bio.

### **JAPN 31 Senior Thesis**

To be taken by all students who are candidates for honors in Japanese.

## **ASTRONOMY**

### **ASTR 12 Mars!—A Passion for the Red Planet**

This course, meant for non-majors, will deal with scientific, historical, and literary aspects of the planet Mars. It will be based on the content of the instructor's book *A Passion for Mars: Intrepid Explorers of the Red Planet* (2008). Dreamers and space scientists, engineers and biologists, backyard astronomers and artists have devoted their lives—sometimes at the expense of their careers—to the quest for Mars. Over half a century, they have transformed the Red Planet from a projection of our wildest fantasies into an even more amazing *real* place of spectacular landscapes, beguiling mysteries, and fantastic possibilities—as an abode for life, and even as a second home for humanity. In *A Passion for Mars*, Andrew Chaikin, who covered Mars exploration as a science journalist and took part in the first Mars landing, chronicled this epic quest and the enduring dream of going there. Based on first-person interviews and animated by the author's own passion, this Winter Study Course will deal with the story of Earthbound explorers and their robotic surrogates caught in the irresistible pull of the Red Planet. The humans include astronomer Carl Sagan, fierce champion of the search for life; rocket scientist Wernher von Braun, who envisioned human Mars expeditions years before the space age; and science-fiction titan Ray Bradbury, standard-bearer for Mars as human destiny. The course will discuss four decades of photographs and other observations sent back by robotic explorers as well as visionary artwork that renders our Martian future.

Meeting time: two 2.5-hour classes per week one additional 2-hour session per week for Mars-related videos.

No prerequisites. *Enrollment limit: 10. If overenrolled, selection will be on the basis of emailed student description of experience or interest in the topic.*

ANDREW CHAIKIN (Instructor)

PASACHOFF (Sponsor)

Andrew Chaikin is the author of numerous books and articles on space exploration. His book *A Man on the Moon: The Voyages of the Apollo Astronauts* (1994) has been called the definitive account of the Apollo missions. Chaikin is a commentator for National Public Radio's Morning Edition, and is an advisor to NASA on space policy and public communications. While studying geology at Brown University, he participated in the Viking 1 Mars landing. A former editor of Sky and Telescope magazine, he has written about astronomy and space exploration for three decades.

### **ASTR 15 Documentation Hopkins Observatory (Same as ArtS 15 and History of Science 15)**

(See under ARTS 15 for full description.)

### **ASTR 31 Senior Research**

To be taken by students registered for Astronomy 493, 494.

## **ASTROPHYSICS**

### **ASPH 31 Senior Research**

To be taken by students registered for Astrophysics 493, 494.

## **BIOLOGY**

### **BIOL 10 Observational Drawing from the Natural World**

This is a drawing course for science students and others who are interested in developing their skills in drawing from nature. Much of the class work will deal directly with drawing from plant forms and the animal world. Beyond the subject matter at hand, assignments will also address and analyze the more formal aspects of drawing and two-dimensional design. One class meeting will be held at the Berkshire Museum to observe and draw from their collection.

Evaluation will be based on completion of in-class work and outside drawing assignments with a focus on the depiction of content, effort, and development of the work. Evidence of technical and skill development as well as attendance and participation will also be taken into consideration. Exhibition and review of work at the final class meeting is required.

No prerequisites. *Enrollment limit: 20. If overenrolled, selection will be based on seniority.*

Cost to student: \$75.

Meeting time: 3 hours, twice a week.

JOHN RECCO (Instructor)

DEWITT (Sponsor)

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.

### **BIOL 11 Project BioEyes: Zebrafish Genetics and Development in the K-12 Classroom**

Project BioEyes brings tropical fish to 4th and 11th grade classrooms in Williamstown and beyond, in a science teaching workshop. Elementary and high school students will breed fish in the classroom, then study their development and pigmentation during one week per school. Williams students will write lesson plans that adapt the project to the science curriculum for the grades we visit, work with classroom teachers to introduce concepts in genetics and development, help the K-12 students in the classroom, and assess 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 about supporting the K-12 curriculum 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.

Requirements: 8-page paper.

No prerequisites. *Enrollment limit: 8. Preference to seniors.*

Cost to student: none.

Meeting time: TBA, depending on needs of schools and on laboratory requirements

JENNIFER SWOAP (Instructor)

DEWITT (Sponsor)

Jennifer Swoap, an elementary school teacher, currently coordinates Williams Elementary Outreach, where Williams students teach hands-on science lessons at area elementary schools.

### **BIOL 21 Science Beyond Williams**

Are you interested in hands-on experience in a science-related field beyond the Purple Valley? Are you curious to explore science in a university or medical school research lab, a government agency, or a not-for-profit organization? This course is designed to help students take part in scientific work or research going on outside of Williams in order to provide them with a broader sense of what it is like to work in a professional scientific setting. Any field of science or technology can be explored via this course.

In consultation with the course instructor, students will use resources such as the Office of Career Counseling, science faculty members, and Williams alumni/ae to locate a mentor in the student's area of interest at a work site in the United States. Once the course instructor approves the arrangement for a mentored, hands-on experience for three weeks of Winter Study, the student will prepare for the internship by reading literature related to the project, and discuss the readings with a faculty sponsor here at Williams in November/December. Once on site, students must remain in contact with their Williams faculty sponsor by having a weekly phone conference. Participating students would not have to be on campus during WSP prior to beginning their fieldwork. Strong interest, enthusiasm and willingness to plan and prepare for the internship are required for this course.

Evaluation will be based on a 10-page paper and post-WSP public presentation to a relevant department or program on the goals and accomplishments of the project.

Prerequisites: two semesters of relevant course work in science and/or mathematics. *Enrollment limit: 10.*

DEWITT

### **BIOL 22 Introduction to Biological Research**

An experimental research project will be carried out under the supervision of Biology Department faculty. It is expected that the student will spend 20 hours per week in the lab at a minimum, and a 10-page written report is required. This experience is intended for, but not limited to, first-year students and sophomores. Interested students must submit an application form available on the Biology Department webpage: <http://www.williams.edu/Biology/Research/Winter/022Application/022application.shtml>.

Prerequisites: Biology 101. *Enrollment limit: 15.*

Cost to student: none.

Meeting time: mornings.

DEWITT

### **BIOL 31 Senior Thesis**

To be taken by students registered for Biology 493, 494.

## **CHEMISTRY**

### **CHEM 11 Science for Kids (Same as Special 11)**

Are you interested in teaching? Do you enjoy working with kids? Do you like to experiment with new things? Here is a chance for you to do all three! The aim of this Winter Study Project is to design a series of hands-on science workshops for elementary school children and their parents. Working in teams of 2-4, students spend the first two and a half weeks of Winter Study planning the workshops. This involves deciding on a focus for each workshop (based on the interests of the students involved) followed by choosing and designing experiments and presentations that will be suitable for fourth-grade children. On the third weekend of Winter Study (January 22, 23) we bring elementary school kids with their parents to Williams to participate in the workshops. You get a chance to see what goes into planning classroom demonstrations as well as a sense of what it's like to actually give a presentation. You find that kids at this age are great fun to work with because they are interested in just about everything and their enthusiasm is infectious. You also give the kids and their parents a chance to actually do some fun hands-on science experiments that they may not have seen before, and you are able to explain simple scientific concepts to them in a manner that won't be intimidating. It is a rewarding experience for all involved.

Evaluation is based on participation in planning and running the workshops. Each group is expected to prepare a handout with descriptions of the experiments for the kids, parents, and teachers.

No prerequisites. You need not be a science major; all that is needed is enthusiasm. *Enrollment limit: 25. If overenrolled, priority will be given to seniors, juniors, and then sophomores.*

Cost to student: none.

Meeting time: mornings. Classes meet three times a week for approximately three hours each session. The workshop is run on the third weekend of Winter Study (January 22, 23) 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.

JENNIFER MACINTIRE and BINGEMANN (Instructors)

Jenna Macintire is a lecturer for both the Biology and Chemistry Departments at Williams.

### **CHEM 14 Beyond Hooking Up: Creating Meaningful Relationships (Same as Psychology 14 and Special 14)**

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 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 and "How to Avoid Falling In Love with A Jerk," "Keeping the Love You Find" and PAIRS curricula will guide this interactive relationship mastery course through meaningful discussions and exercises that explore the common issues, dirty fighting tactics, hidden expectations 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 attendance, class participation, inventory completion, assigned readings, journaling, assignments, 1:1 consultations, and final 10-page reflective paper. Email your statement of interest to [ssmith@williams.edu](mailto:ssmith@williams.edu) if you are ready and willing to take your relationships to the next level.

Prerequisites: statement of interest. *Enrollment limit: 16. If overenrolled, selection will be based on statement of interest.*

Estimated cost to student: \$100.

Meeting time: TBA 6-8 hours per week.

SHERIE RACHELLE SMITH (Instructor)

RICHARDSON (Sponsor)

Rachelle Smith, MSW, is a holistic, strengths-based Clinical Social Worker, Consultant, Educator & Mentor bridging Relationships, Wellness, Childbirth, and Energy Psychology.

### **CHEM 16 Glass and Glassblowing (Same as ArtS 16)**

This course provides an introduction to both a theoretical consideration of the glassy state of matter and the practical manipulation of glass. We do flameworking with hand torches for at least 12 hours per week. While no previous experience is required, students with patience, good hand-eye coordination, and creative imagination will find the course most rewarding. The class is open to both artistically and scientifically oriented students.

Evaluation is based on class participation, exhibition of glass projects, a 10-page paper, and a presentation to the class.

No prerequisites. *Enrollment limit: 10. Preference is given to juniors, sophomores, and those who express the most and earliest interest and enthusiasm.*

Cost to student: \$75 for supplies.

Meeting time: 9:00 a.m. - noon, M-F.

THOMAN

### **CHEM 18 Introduction to Research in Biochemistry**

An independent experimental project in biochemistry is carried out in collaboration with a member of the Department with expertise in biochemistry. Biochemistry is a branch of chemistry that deals with the molecular details of living systems including the interaction of biologically important molecules. In the Chemistry

Department, studies are underway to investigate the structure/function relationship of proteins, the interaction between proteins and RNA and DNA, and the molecular basis of bacterial gene regulation.

Requirements: 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 limited to space in faculty research lab.*

Cost to student: none.

Meeting time: mornings.

GEHRING

#### **CHEM 20 Introduction to Research in Inorganic Chemistry**

An independent experimental project in inorganic chemistry is carried out in collaboration with a member of the Department with expertise in inorganic chemistry. Representative projects include a) the study of complexes of transition metals as catalysts for polymerization and oxidations, with applied and industrial significance and b) studies of self-assembling systems, focusing primarily on the design, synthesis, and characterization of new materials for use in organic solar cells and the testing of photovoltaic efficiencies. Students working in these areas gain expertise in the synthesis of a diverse range of compounds, including organic molecules, metal containing complexes, and polymers and their characterization by modern spectroscopic techniques.

Requirements: 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 limited to space in faculty research lab.*

Cost to student: none.

Meeting time: mornings.

C. GOH and L. PARK

#### **CHEM 23 Introduction to Research in Organic Chemistry**

An independent experimental project in organic chemistry is carried out in collaboration with a member of the Department with expertise in organic chemistry. Representative projects include: (a) The synthesis and evaluation of amphiphilic polymers as delivery vehicles. These self-assembled materials are loaded with protein or small molecule drugs for anti-cancer therapies. Depending upon the project, students use techniques in organic synthesis, materials characterization, biochemical assays, and cell culture. (b) Synthesis and evaluation of novel carbohydrate-terminated dendrimers. Projects include modifying carbohydrate structures with linkers, synthesizing and characterizing dendrimeric structures, and production and biological evaluation of a malaria parasite protein implicated in severe malaria. The goal is to probe the activity of the carbohydrate dendrimers as potential inhibitors of the parasite protein. Classical organic synthesis and biochemical techniques are used in these projects.

Requirements: 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 limited to space in faculty research lab.*

Cost to student: none.

Meeting time: mornings.

S. GOH and OYELARAN

#### **CHEM 24 Introduction to Research in Physical Chemistry**

An independent experimental project in physical chemistry is carried out in collaboration with a member of the Department with expertise in physical chemistry. Current research projects in the Department include computer modeling of non-linear, chaotic chemical and biochemical systems, molecular modeling of water clusters, laser spectroscopy of chlorofluorocarbon substitutes, and experimental studies of the oxidation of sulfur dioxide on atmospheric aerosols.

Requirements: 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 limited to space in faculty research lab.*

Cost to student: none.

Meeting time: mornings.

PEACOCK-LOPEZ

#### **CHEM 31 Senior Research and Thesis**

To be taken by students registered for Chemistry 493, 494.

### **CLASSICS**

#### **CLAS 10 Greek Myth and the Modern Cinema**

This course will examine the mythic narratives that formed the basis of ancient Greek religion and culture, especially those concerning cosmological and human origins, epic heroes, and trickster figures, for example, Hesiod's *Theogony*, Homer's *Odyssey*, and the *Homeric Hymn to Hermes*. We will explore these narratives by using a variety of theoretical approaches, including psychoanalytic and structural analysis, and by comparing them to other ancient texts like *The Epic of Gilgamesh* and the *Book of Genesis*. In tandem with this project, we will view and discuss several Hollywood films, such as *Star Wars: Episode IV* and *The Dark Knight*, in order gain to insight into the important similarities and differences between Greek myths and myths of contemporary American society.

Method of evaluation: class participation, several short writing assignments, and a final 10-page paper or a final project accompanied by a shorter paper.

No prerequisites. *Enrollment limit: 20. If over-enrolled, preference will be given to majors or prospective majors in Classics, Comparative Literature, English or another literature, and Religion.*

Meeting time: three afternoons a week.

Cost to student: approximately \$50-\$60.

RUBIN

#### **CLAS 11 Alexander the Great**

In this course we will be exploring the many different Alexanders that have existed over the centuries, and we will try to gain insight into his hold on our imaginations for over two millennia. In different places and ages he 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.

Readings include the ancient accounts of Alexander that are our primary sources for his life; selections from the Bible and Qur'an, from the medieval English Alexander tradition, and from the medieval Ethiopic, Armenian and Persian romances of Alexander; later works such as Racine's *Alexandre le Grande* and Kipling's "The Man Who Would Be King"; and selected works of modern scholarship, some of which has been surprisingly impassioned and argumentative. We will also examine visual representations of Alexander in ancient sculpture and coinage, Indian and Persian manuscripts, and European paintings of the Renaissance. We will encounter the musical Alexander in works from Handel to Iron Maiden, and films including Oliver Stone's idiosyncratic *Alexander*.

Method of evaluation: Two 3-page analyses of selected course materials and a final 5-page paper; occasional quizzes; preparation for and participation in class meetings.

No prerequisites other than a serious interest in Alexander and his multiform legacy. *Enrollment limited to 15. If the course is oversubscribed, preference will be given to majors in Classics, Comparative Literature, and Art History.*

Cost to student: approximately \$50.

Meeting time: afternoons, three days per week.

CHRISTENSEN

#### **CLAS 12 Plato's Symposium and Its Afterlife (Same as Comparative Literature 12)**

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 has been 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 its 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 will include texts from later antiquity to the Renaissance to modernity (e.g., Philo, Plotinus, Ficino, Shelley, Woolf, Mann, Forster) 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

appearance of the Symposium in the American courts (*Romer v. Evans*, 882 P. 2d 1335 Colorado Supreme Court, 1994).

Evaluation will be based on contributions to class discussion including oral reports, several short essays, final paper or project.

No prerequisites. *Enrollment limit: 15. Preference given to majors and intended majors in Classics, Comparative Literature, Philosophy, and Women's and Gender Studies.*

Cost to student: approximately \$25 for books and coursepack.

Meeting time: mornings.

WILCOX

#### **CLAS 31 Senior Thesis**

May be taken by students registered for Classics 493, 494.

### **COGNITIVE SCIENCE**

#### **COGS 31 Senior Thesis**

May be taken by students registered for Cognitive Science 494.

### **COMPARATIVE LITERATURE**

#### **COMP 11 Brazil (Same as Latina/o Studies 11, RLSP 11 and Special 23)**

Brazil will host the 2014 World Cup and the 2016 Olympics. This will bring the world's attention to all things Brazilian. Brazil is a dynamic society of contrasts sure to touch all who get to know it. This course will introduce students to significant ideas and issues in Brazilian culture with which they might be familiar: Carnaval, slavery, capoeira, samba, soccer, favelas/violence and super-models. They will also be exposed to concepts within Brazilian culture that might be less familiar such as *saudade* (akin to melancholy and/or nostalgia) and *antropofagia* (often translated as cannibalism). Through the analysis of literary texts, film and music deeper appreciation of this multicultural society will be attained.

Requirements: one 10-page paper.

No prerequisites. *Enrollment limit: 20.*

Cost to students: \$40 for books.

Meeting time: TBA.

VARGAS

#### **COMP 12 Plato's Symposium and Its Afterlife (Same as Classics 12)**

(See under COMP 12 for full description.)

#### **COMP 20 What Was Monet Thinking?—Understanding Art, for Non-Art Majors (Same as Special 20)**

This course will introduce non-art majors to the ways in which artists see and understand painting, both the meaning of the work (the art) and painting techniques (the craft). Following a traditional method, students will create two paintings (subject matter of their choosing) using the basic elements of visual art: line, composition, color, and value. Each of these elements of the painting process will be presented simply and in clearly defined steps through the use of visuals, demonstrations, and exercises. Supplementing the painting periods, the class will visit WCMA to examine and discuss how artists, from the Old Masters to contemporary artists, have approached the art and craft of painting. Students will begin to see paintings as artists do.

Evaluation will be based on the completion of two paintings by the student as well as a written analysis of one painting from the WCMA collection. The evaluation of the student's painting will be based not on artistic merit but on the effort made and understanding gained. There will also be outside reading requirements.

Because of the step-by-step methodology, class attendance will be mandatory.

No prerequisites. *Enrollment limit: 15. If overenrolled, selection will be based on seniority.*

Estimated cost to student: \$135 for supplies.

Meeting time: T,W,Th 1-4.

JOHN MACDONALD (Instructor)

NEWMAN (Sponsor)

John MacDonald, a painter and freelance illustrator, holds a BFA from Washington University in St. Louis and an MA from Purdue University. A member of the Graphic Artist Guild, Illustrators Partnership of America, and the Society of Illustrators, John is also a certified creativity coach.

#### **COMP 31 Senior Thesis**

To be taken by students registered for Comparative Literature 493, 494.

#### **LIT 31 Senior Thesis**

To be taken by students registered for Literary Studies 493, 494.

### **COMPUTER SCIENCE**

#### **CSCI 10 Designing and Building a Desktop Computer**

This course introduces the study of computer hardware and the methods used to construct a fully working system with an emphasis on the interconnection between the components and the operating system. There will be in-depth study of the purpose of each part and of the different options available when purchasing. Research will include finding suppliers to acquire the parts online and will require deciphering and explaining the jargon used. The students will have the choice of purchasing their own parts and ending up with their own computer which they can take home, or using existing spare parts from the OIT basement to end up with a computer suitable for donation off campus or to use as a campus email station. The class will be in a lab equipped with the hardware, spare parts and tools for assembly. Students will research and discuss Operating System considerations such as networking, firewalls, anti-virus and software productivity packages for Windows, Mac and Linux. A final step will be the installation of an operating system and finding or downloading appropriate drivers for the hardware. Evaluation will be based on research papers, quizzes, and the completion of a working system and presentation system.

There are no prerequisites as the class is aimed at the hardware novice, although familiarity with a screwdriver is recommended. *Enrollment limit: 15. If overenrolled, seniors will be given preference.*

Cost to student: none, unless the student chooses to build their own computer.

SETH ROGERS (Instructor)

MURTAGH (Sponsor)

Seth Rogers is the Director of Desktop Systems at the Office for Information Technology. He oversees the computer hardware and software support for personal computers at Williams.

#### **CSCI 11 Green Computing**

Computers consume energy...lots of energy. Recent estimates equate the carbon dioxide produced by two Google searches from a desktop computer to be roughly the same amount produced by boiling a kettle of water for a cup of tea. Google services over 300 million queries per day! As another example, using a character in Second Life for a year requires roughly 1750 kilowatt-hours of electricity, or the same amount used by an average Brazilian in a year. Studies have shown that computing infrastructure annually consumes over 1% of the United States total energy supply, and number is growing. Green computing studies the design of carbon-efficient hardware and software. This seminar will survey problems with the energy consumption of computing infrastructure, and discuss new techniques for mitigating those problems. We will also discuss how computers can be leveraged to improve energy-efficiency by automatically monitoring and adjusting energy usage in buildings, homes, etc.

Students will write 2-page summaries of the assigned readings before each class, and will take turns leading discussions. Class attendance and participation will be mandatory to receive a passing grade.

No prerequisites. *Enrollment limit: 20. Preference to computer science majors prioritized by seniority; the non-majors by seniority.*

Cost to student: \$25 for books.

Meeting time: ?.

DAVID IRWIN (Instructor)

MURTAGH (Sponsor)

David Irwin is a Postdoctoral Research Fellow in the Computer Science Department at the University of Massachusetts, Amherst, working in conjunction with the Center for Collaborative Adaptive Sensing of the Atmosphere (CASA) on the software architectures for geographically-dispersed sensor networks.

He received his B.S. in Mathematics and Computer Science from Vanderbilt University and his M.S. and Ph.D. in Computer Science from Duke University, where his dissertation research focused on novel system structures and policies for sharing networked resources in clusters and data centers.

#### **CSCI 14 LEGO Robotics**

In this course, students will explore the theory and practice behind the construction of autonomous robots. Working in small teams, students will construct robots from battery powered microprocessor control boards, assorted sensors and motors, and LEGO components, and will then program them. Control programs will be written in a subset of the C programming language. The majority of class time will be spent in the laboratory. Students will be expected to complete appropriate structured exercises to develop basic skills in robot construction and programming. By the conclusion of the course, each team will be required to construct a robot designed to perform a pre-determined task such as obstacle avoidance, maze navigation, etc. Each team's project goals will be selected with both the interests and prior backgrounds of the team members in mind. Each team will be required to give a brief presentation describing their final project (including a demonstration of their robot's performance) and to submit a written report summarizing the design process.

Prerequisites: previous experience with programming is helpful but not required. *Enrollment limit: 15. Preference will be based on class year (favoring upper-class students) and the desire to form working groups with appropriate levels of background knowledge.*

Cost to student: \$25 (reading packet).

Meeting time: mornings.

DANYLUK and MURTAGH

#### **CSCI 23 Introduction to Research and Development in Computing**

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 should consult with instructor as early as possible to determine details of projects that might be undertaken.

Requirements: final paper and presentation/demonstration.

Prerequisites: permission of instructor. *Enrollment limit: 10. Preference given to sophomores and juniors.*

Cost to student: none.

Meeting time: TBA.

FREUND

#### **CSCI 31 Senior Honor Thesis**

To be taken by students registered for Computer Science 493-494.

### **CONTRACT MAJOR**

#### **CMAJ 31 Senior Thesis**

To be taken by students registered for Contract Major 493, 494.

### **ECONOMICS**

#### **ECON 10 Dollars and Sense: Healthcare Coverage Before, After and Beyond the Obama Plan**

The delivery of the historic Obama healthcare legislation was a touch and go process resulting in a plan that is likely to encounter significant growing pains as it matures over the next decade. This course will look at where we've been and where we are headed when it comes to how healthcare services in this country are reimbursed. The class is designed to help pre-med students think about the financial realities of their careers, and to encourage economics and public policy students to think critically about this aspect of the country's economic future. Students should finish this winter study offering with basic background, vocabulary and insight that will enable them to think about and discuss the concept of universal healthcare coverage from an informed and creative perspective. To that end we will:

- 1) Ask students to analyze their own health coverage.
- 2) Discuss the pros and cons, myths and facts about how other Western countries-specifically Canada and the U.K.-- have achieved universal coverage.
- 3) Probe various key concepts in what is likely to be an ongoing debate, including (but not limited to) "open access" and "managed care;" the role of physician training and specialization; the notion of supply determining demand; the myth that more medicine is necessarily better medicine; and "monopoly medicine."
- 4) Discuss what might be essential elements of any U.S. plan that aspires to economic longevity.

Requirements: regular attendance, class participation, a field interviews and either a 10-page paper or a team project/presentation.

No prerequisites. *Enrollment limit: 20. Preference given to pre-med, economics and political economy students.*

Cost to student: approximately \$40 for reading materials.

Meeting time: mornings.

KAREN ENGBERG (MD) and DOUG JACKSON (MD) (Instructors)

S. SHEPPARD (Sponsor)

Doug Jackson, MD is Board Certified in Family Medicine and has been active on the boards of several IPAs. He has practiced in ER, solo, small group and large group healthcare settings in Los Angeles and Santa Barbara, and is currently the Medical Director of a small primary care group. Karen Engberg, MD is retired from the active practice of primary care medicine and is currently an administrative physician and the CEO of Jackson Medical Group, Inc.

#### **ECON 11 Public Speaking**

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.

Requirements: 5-6 oral presentations to the class, most of which will be videotaped and critiqued. Evaluation will be based on in-class presentations, class participation, and a 10page written critique of the student's own videotaped presentations.

No prerequisites. *Enrollment limit: 15. Preference given to juniors and seniors.*

Cost to student: approximately \$25 for materials.

Meeting time: mornings.

BRADBURY, LOVE, and SHORE-SHEPPARD

#### **ECON 12 So You Want to Start a Business Some Day---Understanding the Business Plan**

The course will meet three days a week for four hours. Classes will be spent reviewing the fundamentals of writing a business plan. Participants will receive workbooks and handouts as background which they will be expected to read. They will also be expected to do worksheets. Working in teams, the participants will be expected to research a business idea and write a draft of a business plan. They will also present the business plan to the class.

Evaluation will be based on class participation, presentations, and the business plan.

No prerequisites. *Enrollment limit: 12. If overenrolled, preference will be based on whether or not the student has a business idea he/she would like to analyze and develop.*

Cost to student: less than \$30.

Meeting time: noon-4 Tuesday-Thursday.

STEVEN FOGEL (Instructor)

S. SHEPPARD (Sponsor)

Steve Fogel is the Program Director of Berkshire Enterprises Entrepreneurial Training Program and has helped hundreds of people develop business plans and start businesses.

#### **ECON 13 Foraging as Business Model: Sustainable Food Sourcing and the Triple Bottom Line (Same as ANSO 15 and Environmental Studies 15)**

(See under ENVI 15 for full description.)

#### **ECON 14 Accounting**

The project will examine the theoretical and practical aspects of financial accounting. Although the beginning of the course will explore the mechanics of the information gathering and dissemination process, the course will be oriented mainly towards users, rather than preparers, of accounting information. The project will include discussion of the principles involved in accounting for current assets, plant assets, leases, intangible assets, current liabilities, stockholders' equity, the income statement and the statement of cash flows. Students will be expected to interpret and analyze actual financial statements. The nature of, and career opportunities in, the field of accounting will also be discussed. The project is a "mini course." It will present a substantial body of material and will require a considerable commitment of time by the student, including regular attendance and participation in discussion and homework cases and problems.

The course is a web-based course. The course website will include required readings from various linked web sites, additional downloadable reading material, required homework problems as well as self study material. The course grade will be determined on the basis of several quizzes and a written group report presenting an analysis of a company's annual report.

No prerequisites. *Enrollment limit: 30.*

Cost to student: possible cost of downloading about 200 pages of material from the course website.

Meeting time: the course will meet for two hours on each Monday, Tuesday and Thursday of every week of Winter Study except the last week when classes will meet on Monday, Tuesday and Wednesday.

LEO MCMENIMEN (Instructor)

S. SHEPPARD (Sponsor)

Leo McMenimen has taught in the Winter Study Program at Williams College since 1980. He retired as a professor emeritus from the School of Business, Montclair State University.

#### **ECON 15 Stock Market**

Elementary description and analysis of the stock market. Emphasis will be on the roles of the market in our economy, including evaluation of business firms and the success of particular capital investments, allocating savings to different types of investment, and providing liquid and marketable financial investments for individual savers.

The course will focus on the description of mechanics of trading on various exchanges and other markets, stock market indexes or "averages" (Dow-Jones, S&P, 500, etc.), how to read the financial news, historical rates of return on stocks and portfolios, role of mutual funds, beta coefficients, and "random walk" theory. The course will also involve a brief introduction to financial reports of firms and analysis of financial ratios.

The course is a web-based course. The course website will include required readings from various linked web sites and required homework problems.

Each student will participate in discussions, do some homework assignments and, as part of a team, give two presentations and write a 10-page report analyzing the wisdom or folly of having chosen a particular investment portfolio. The course grade will be determined on the basis of performance on several quizzes and a written group investment portfolio report.

No prerequisites; not intended for students who already know much about the stock market; students who have had Economics 317 not admitted. *Enrollment limit: 30.*

Cost to student: possible cost of downloading about 100 pages of material from the course website.

Meeting time: the course will meet for two hours on each Monday, Tuesday and Thursday of every week of Winter Study except last week when classes will meet Monday, Tuesday and Wednesday.

LEO MCMENIMEN (Instructor)

S. SHEPPARD (Sponsor)

Leo McMenimen has taught in the Winter Study Program at Williams College since 1980. He retired as a professor emeritus from the School of Business, Montclair State University.

#### **ECON 16 Mechanisms of Arbitrage**

Arbitrage is a central concept of economics. This course is an introduction to mechanisms in markets which cause arbitrage to occur in various markets, as well as those which limit arbitrage, particularly when a mechanism counteracts others. The emphasis will be on markets in public securities and the firms which may issue them as well as markets 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.

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.

No prerequisites. *Enrollment limit: 25. Priority in inverse order of years remaining to graduation.*

*Cost to student: none.*

*Meeting time: afternoons.*

PAUL ISAAC '72 (Instructor)

S. SHEPPARD (Sponsor)

Paul Isaac, Williams Class of '72 and a former Watson fellow, has 35 years of buy side investment experience in a broad range of securities and markets. He is currently Chief Investment Officer of an \$3 billion fund of hedge funds as well as an active portfolio manager. He served as Chair of the Security Industry Association's Capital Rules Committee.

#### **ECON 17 Entrepreneurship**

Designed for students interested in starting a company, this course will focus on the interface between entrepreneurs and venture capital investors with the aim of giving students an immersive, hands-on experience. Student teams will develop new company proposals based on seed concepts provided by local experts. The teams will then present ("pitch") their proposals to venture capitalists for critique and feedback. We will learn from case studies of both successful and failed early-stage companies. We will explore technical aspects of creating venture-backed start-ups, including capitalization, equity, intellectual property considerations, and returns on investment. Each team's final project shall comprise a mock prospectus (written) for its virtual company accompanied by a final presentation to potential investors. Student evaluations will be based upon their team's success in developing its seed concept, their team's final project and upon classroom participation. Most class meetings will include guest experts; attendance is required. The course will include a required two-day trip to Boston for meetings with venture professionals.

No prerequisites. *Enrollment limit: 12. Preference to upperclass students.*

Cost to student: approximately \$200 for Boston trip.

Meeting time: mornings MWF.

JEFFREY THOMAS (Instructor)

S. SHEPPARD (Sponsor)

Jeffrey Thomas holds M.D. and Ph.D. from Indiana University. He helped start two Cambridge, MA - based biotechnology companies, Millennium Pharmaceuticals and Genstruct.

#### **ECON 22 Volunteer Income Tax Assistance (VITA) (Same as Political Economy 22)**

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.

Evaluation is based on the results of the IRS certification test, students' work as tax preparers, and a ten-page analytical and reflective essay.

No prerequisites. *Enrollment limit: 14. If overenrolled, students selected via a VII How will students be selected if oversubscribed? written statement of interest.*

Cost to student: \$100 for texts and coursepack.

Meeting time: mornings, with the possibility of occasional afternoon meetings to accommodate guest speakers.

PAULA CONSOLINI and BAKIJA

### **ECON 23 Introduction to the Economics, Geography and Appreciation of Wine**

This course provides an introduction to the economics, geography and appreciation of wine. We will be studying the economics and geography of wine production, and will also learn to identify, understand and appreciate the major wine types of the world. The course will involve lectures, outside readings, and in-class wine tastings. We will focus primarily on the Old World wine styles and regions of France, Italy, Germany, Austria, Spain and Portugal. However, this year, for the first time, the course has been expanded to also cover some New World wine regions, including California, Oregon, Chile, Argentina, South Africa, New Zealand and Australia. 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. Requirements: short quizzes, including blind tastings, and either an oral presentation or 10-page paper. While this will be a fun and interesting course, it is also a serious course in which students are expected to learn the materials and skills presented in the lectures and wine tastings.

*Enrollment limit: 10. Since the course will include wine tastings, it will also be restricted to those who are of legal age for wine consumption by the date of the first class meeting. In the event that demand exceeds the maximum limit for the course, students will be selected on the basis of a mix of academic record and diversity of backgrounds and interests.*

Cost to student: approximately \$225 in the form of a course fee, to be used for the cost of wine purchases for the course.

Meeting time: evenings.

P. PEDRONI

### **ECON 25 Coping with Global Crisis: South Africa's Policy Responses and Their Impacts (Same as Political Economy 25 and Political Science 24)**

The recent global financial crisis and economic downturn have affected South Africa more than many other African countries. South Africa's policy choices after its first democratic elections in 1994 liberalized the financial system and opened the economy to the rest of the world. As a result, South Africa has been increasingly buffeted by global shocks. In response, South Africa has built one of the developing world's most effective social safety nets, employing social protection systems to not only achieve short term poverty reduction objectives but also to promote long term investments in education and other forms of human capital development. This course will provide students with an overview of South Africa's social, political and economic responses to the global downturn, and an opportunity to explore first hand the dilemmas policy-makers face. Through meetings with Parliamentarians and bureaucrats, businesspeople and social activists, teachers and students, labor leaders and health care workers, the participants in this travel WSP will learn about the challenges, successes and failures of South Africa's socio-economic responses and the political implications. South Africa is a country of contrasts: international polls rank Cape Town as one of the world's three most pleasant cities, yet minutes from the central business district smolder expanses of abject urban poverty. This course will investigate how such a skewed distribution of resources has evolved and increased vulnerability to global shocks, and what options a government has available in coping with this type of crisis. A major part of the course will focus on understanding the problem—visiting poor townships created as socially and economically vulnerable entities, investigating inequities in the provision of education and health care, and comprehending the predicament of the rural poor. The unifying theme of this course applies to South Africa as well as many other developing countries: responding to crisis with developmental social protection tackles not only the impact of the short term shocks but also contributes to long term human and national development. Using socio-economic data, first-hand observation and meetings with key stakeholders, students will better understand the options available to developing countries for tackling the perils of an increasingly globalized world, and building a foundation for pro-poor and inclusive economic growth and development.

Requirements: 10-page paper, presentations and seminar discussions.

No prerequisites. *Enrollment limit: 10. If overenrolled, selection will be based on an essay of motivation. Not open to first-year students.*

Cost to student: approximately \$3485.

SAMSON and KENNETH MAC QUENE

The trip will be led by Michael Samson and Kenneth Mac Quene, Executive Director of the Economic Policy Research Institute in Cape Town, who has co-led four prior travel WSPs to South Africa.

### **ECON 51 Law, Finance and Development**

Capital investment plays an important role in economic development. But how should firms and governments decide about which investments to undertake? How can and should domestic and multinational firms finance these investments? What government policies—such as legal institutions, policies towards corporate governance, financial regulations, and tax rules—affect investment and financing decisions in emerging market countries? The goal of this course is to examine public policies that facilitate investment in emerging markets. The course will primarily take a microeconomic (or firm-level) perspective on these issues. The course will introduce many basic principles of finance, including diversification, hedging, option values, the cost of capital, and asymmetric information in contracting. We will also discuss legal issues for corporate governance and investor protection. More importantly, we will examine the challenges of applying these principles in the context of developing and transition economies. The course will combine economic theory with a series of business case studies. The course will meet roughly 8 hours per week. Outside reading and preparation for case discussions will take at least 20 hours per week. Students will be evaluated on a series of case write-ups, problem sets, class participation, case presentations, and a five-page research paper.

Prerequisites: prior economics course (Economics 110 or 503), and one statistical methods class (Economics 253, 255, 510, 511 or Statistics 201). *Enrollment limit: 15. Preference will be given to CDE Fellows. Undergraduates interested in the course should discuss their plans with the instructor.*

Cost to student: approximately \$100 for reading packets and books.

Meeting time: mornings.

GENTRY

### **ECON 52 Micro-Simulation Modeling for Ex Ante Policy Analysis**

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 Fellows 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.

Requirements: micro-simulation model and reports.

No prerequisites. *Enrollment limit: 15. Preference to CDE students and essay of motivation.*

Cost to student: none.

Meeting time: WRF 2-4 p.m.

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 Journalism**

Acquaintance with the fundamentals of journalism is useful in dealing with the daily avalanche of news and information. An understanding of how news is gathered and presented in print promotes healthy skepticism, improves written communication skills and enhances the ability to think critically. Assignments will include writing news stories, features, obituaries, editorials, op-ed pieces and reviews. Students will explore interviewing techniques, the cultivation and evaluation of sources and other aspects of a newspaper reporter's job. They also will survey the current state of print journalism and examine the ways in which "tradi-



tional” journalistic techniques and practices are evolving to maintain their relevance in the digital age. In addition to current daily newspapers, magazines and on-line news sources, students will read and discuss examples of the journalistic forms under study. Several classes will focus on allied disciplines such as photo journalism, sports writing and criticism.

Evaluation will rely on class attendance and participation and timely completion of all assignments.

No prerequisites. *Enrollment limit: 14. Preference is given to first-year students.*

Cost to student: none.

Meeting time: mornings.

DUDLEY BAHLMAN (Instructor)

MURPHY (Sponsor)

Dudley Bahlman is a freelance writer and a columnist for The Berkshire Eagle. He was a news reporter for 28 years before retiring in 2005.

### ENGL 11 Your Favorite Director

This course gives students an opportunity to do research on their favorite film directors and in an oral presentation share what they have learned. The first half of the course will be devoted to developing a filmography and an annotated bibliography of 10 items (e.g., reviews, articles, books or chapters) on the director each student chooses. We will be working with a librarian to facilitate this part of the course. One reading about each director or one of his/her films will be recommended for reading by the whole class (this should be approximately 10-15 pages long). During this time, we will also screen one film by each director for the whole class to view. There will be oral presentations during the second half of the course, and students should also turn in their filmographies, bibliographies, and an outline of their oral presentation at the end of Winter Study. Students may choose to augment their oral presentations with video clips from the directors' films.

Requirements: annotated bibliography, filmography, oral presentation.

No prerequisites. *Enrollment limit: 8. Preference given to English majors.*

Cost to student: none.

Meeting time: afternoons.

BUNDTZEN

### ENGL 12 Emma and Anna

Sit before the fire reading long novels about miserable women. We will read two books that changed the course of world literature: Gustave Flaubert, *Madame Bovary*, and Leo Tolstoy, *Anna Karenina*; we will listen to recordings of the novels; we will watch film adaptations of the novels; we will read a choice sampling of critical writing about the novels; we will discuss the novels; we will respond to our reading of the novels in nontraditional, multimedia forms.

Requirements: shoebox dioramas, graphic novels, short movies, illustrated journals, anything but a 10-page paper.

No prerequisites. *Enrollment limit: 10. Preference given to English majors.*

Cost to student: none.

Meeting time: mornings.

CLEGHORN

### ENGL 13 Writing Home

What is a home? Nineteenth-century Americans spun visions of what a home looks like, what a family is, and why the spaces in which persons live are culturally meaningful which have had a lasting impact on American culture. For Emily Dickinson, the home is often a spare private room in which the artist's mind can roam freely, while for Harriet Beecher Stowe, home is a place to raise a family and foster an ideology of maternal power in counterpoint to capitalism and slavery. For Harriet Jacobs, home is first a place of enslavement and imprisonment—for very different reasons, Herman Melville also found domestic spaces imprisoning, and he writes of alternative homes found in the masculine world of the office or a whaling ship. For Henry David Thoreau, who actually lived much of his life in his parents' attic, home is in a real sense found not indoors but outdoors, in a nature filled with familiar spaces and sights. In addition to exploring how these authors shaped visions of home, we will consider how the spaces from which they wrote resonate with their writing. To that end, we will take field trips to local museums of Dickinson, Stowe, and Melville's homes, and discuss how the museums both preserve and refigure the meaning of home for each author. Students will write two short papers on topics of their choice.

No prerequisites. *Enrollment limit: 10. Preference given to English majors.*

Cost to student: \$60 (for transportation and museum admission).

Meeting time: mornings.

DAVIS

### ENGL 14 The Stories and Essays of Jorge Luis Borges

In this course, we will read almost all of the fiction, and a large number of the creative essays, of the Argentine writer Jorge Luis Borges, one of the most influential writers of the twentieth century. *All readings will be in translation.*

Evaluation will be based on contributions to the four weekly meetings, each one an hour and a half, and on a final paper of 10 pages.

No prerequisites. *Enrollment limit: 15. Preference is given to English majors.*

Cost to students: none.

Meeting time: afternoons.

LIMON

### ENGL 15 Talking Animals

This course will explore models for understanding communication between humans and animals, ranging from Descartes' theory of mind to Alex, the talking parrot. We'll concentrate especially on relations between humans and dogs, asking what it means, biologically and philosophically, to domesticate a species, to bring it into the home. If humans and dogs are, in Meg Wolfert's words, literally made for each other, what can we learn about ourselves and presuppositions, from looking in that furry mirror?

Course texts may include Vicki Hearne's *Adam's Task*; Irene Pepperberg's *Alex & Me*; Temple Grandin's *Animals In Translation*; Cheney & Seyfarth's *Baboon Metaphysics: The Evolution of a Social Mind*; recent experimental work in bird behavior; and exemplary films and novels assaying the nature of animal minds.

Students will be required to present final presentations to the class, and to complete a 10-page paper on a topic that grows out of our coursework.

No prerequisites. *Enrollment limit: 15. Students with pets; with farm experience; or with training in neuroscience will be selected first for this course.*

Cost to student: \$90.

Meeting time: MWR 1-3 p.m.

ROSENHEIM

### ENGL 16 Further Studies in the Undead

Vampires are back. Gone, mostly, are the zombies of the last decade—the dilatory, the dawdling, the pointlessly milling dead. Pop culture once again prefers its ghouls to have purpose and penetrating stares. We'll watch a dozen or so vampire movies, some eighty years worth, the better to anatomize this newest breed, including the sparkly and crepuscular. Questions: What's the difference between vampires and other genera of the undead? When we find ourselves briefly creeped out by vampires, these nonexistent things, what are we scared of really? And why have they suddenly become datable? Movies: *Dracula*, *The Last Man on Earth*, *Blade*, *Twilight*, a few episodes of *True Blood*, *Let the Right One In*, &c.

Requirements include a film journal and a high tolerance for vulgar Nietzscheanism; regular attendance and a film journal.

No prerequisites. *Enrollment limit: 30. Preference given to English majors and first-year students.*

Cost to student: none.

Meeting time: afternoons.

THORNE

### ENGL 17 Hamlet

This course is an opportunity to immerse yourself in one of the most innovative and celebrated literary works, Shakespeare's *Hamlet*. We will read and reread the text, practice reading speeches aloud, and watch and discuss film versions and adaptations. Students who wish may also rehearse and perform scenes from the play.

Requirements: regular attendance at class and scheduled screenings plus a 10-page paper.

No prior literary or theatrical experience is required. *Enrollment limit: 10. Preference given to English and Theatre majors.*

Cost to student: \$50.

Meeting time: afternoons.

I. BELL

### ENGL 18 Making Pottery on the Potter's Wheel

Each class will begin with a lecture-demonstration, followed by practice on the potter's wheel. Each student will have the use of a potter's wheel for each class. We will work with stoneware and porcelain clays on mugs, bowls, pitchers, plates, jars, lids, vases, and bottles, and will finish these shapes as required by trim-

ming and adding handles, lugs, lids, spouts, and knobs. We will also work on several different handbuilding projects. After the tenth class session, all class work will be biscuit-fired. The eleventh class will be devoted to glazing the biscuit-fired pieces. Glazing techniques will include pouring, dipping, layering, brushing, and stamping, and using wax resist and other masking techniques to develop pattern and design. The completed work will then be glaze-fired. The last meeting will be devoted to a "final project" gallery show of your best work. Woven into lecture-demonstrations will be presentations on various topics relating to the science and history of pottery making.

Requirements: attendance at all class sessions and enthusiasm for learning the craft of pottery making.

No prerequisites or pottery-making experience necessary. *Enrollment limit: 9. Preference will be given to English and Art majors.*

Cost to student: \$275 lab fee, plus makeup class fees (\$42.00 per class) if applicable.

Meeting time: mornings.

RAY BUB (Instructor)

MURPHY (Sponsor)

Ray Bub is a ceramic artist and teacher at Oak Bluffs Cottage Pottery in Pownal, Vermont, 10 minutes north of the Williams College campus. All classes except the final project exhibition take place at Oak Bluffs Cottage Pottery.

### **ENGL 29 Peer Writing Tutor Workshop (Same as INTR 29)**

The purpose of this course is to train peer writing tutors and assistants to be more effective reviewers and editors of student work. Format: workshop/discussion. Students will read and discuss literature on the teaching of writing; they will also do analytical writing assignments, which they will then bring into the workshop. Evaluation will be based on analytic writing assignments and course participation. Students who complete this training will be eligible for assignment as Writing Workshop tutors and/or as Writing Assistants for selected Williams classes.

Prerequisites: admission to Williams Writing Pilot or by permission of the instructor. *Enrollment limit: 15.*

Cost to student: under \$50.

Meeting time: MWF 2-4.

TBA, Writing Coordinator at Williams

### **ENGL 30 Honors Project: Specialization Route**

Required during Winter Study of all seniors admitted to candidacy for honors via the specialization route.

### **ENGL 31 Honors Project: Thesis**

Required during Winter Study of all seniors admitted to candidacy for honors via the thesis route.

## **ENVIRONMENTAL STUDIES**

### **ENVI 10 The Winter Naturalist's Journal**

This course will explore the tools for studying the natural world through various uses of writing, literature, and drawing. Students will spend time outdoors learning the ecosystem of the Williamstown area and time indoors doing observational drawing, reflective writing, and reading and discussions of nature literature. The writing component of the journal will be the equivalent of a 10-page paper. The drawing part will consist of ongoing entries contained in a nature journal, to be displayed and discussed as part of the final project. Designed for students with interests in environmental studies, natural history writing, and drawing.

No prerequisites. *Enrollment limit: 12. If overenrolled, students will be chosen based on seniority and the need to create a group that is diverse in majors and interests.*

Cost to student: \$50 for books and art supplies.

Meeting time: mornings.

CHRISTIAN MCEWEN and BARBARA BASH (Instructors)

FRENCH (Sponsor)

Christian McEwen is the editor of "Jo's Girls: Tomboy Tales of High Adventure," True Grit & Real Life", and co-editor of "The Alphabet of the Trees: A Guide to Nature Writing". She has recently completed a non-fiction book, "Ordinary Joy: the Necessary Art of Slowing Down". Barbara Bash is an illustrated journal keeper and calligrapher. She has written and illustrated a number of children's books on natural history for Sierra Club. Her most recent book for adults is "True Nature: An Illustrated Journal of Four Seasons in Solitude". She lives in the Hudson Valley of New York.

### **ENVI 11 Winter?!**

This course will investigate the winter season, in all its various facets, using readings, discussions, media and field trips. We will consider this extreme season in the context of global climate change: what will be the future of winter in New England and how will its denizens be affected? The course explores topics such as the factors that determine our climate and winter weather; how these factors have affected the landscape; the different strategies used by various plants and animals to cope with the extremes of winter; and how humans in northern climates have adapted to life in the cold—from their lifestyles to architecture to civic planning. The class will spend significant time outdoors observing winter up close: Winter botany, tracking and viewing wildlife, and looking at how winter has shaped the natural and human environment. Accordingly, students should be prepared to spend hours coping with the elements. The class will take an overnight field trip outside of our local area that requires students to be away beyond normal Winter Study class hours.

Each student will undertake an independent project on some aspect of Winter, and will produce the equivalent of a 10-page paper and give a class presentation.

No prerequisites. *Enrollment limit: 20. Preference given to first-year students.*

Cost to student: \$100.

Meeting time: mornings MWF and one weekend trip.

DREW JONES and ART

Drew Jones has been the Manager of Hopkins Memorial Forest for ten 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 (Same as Geosciences 12)**

(See under GEOS 12 for full description.)

### **ENVI 13 United States Environmental Law: Its Historic Roots, Its Uncertain Future (Same as Legal Studies 13)**

(See under LGST 13 for full description.)

### **ENVI 15 Foraging as Business Model: Sustainable Food Sourcing and the Triple Bottom Line (Same as ANSO 15 and Economics 13)**

Around the world, a growing number of forward-thinking institutions and businesses are reviewing their purchasing habits and incorporating environmental concerns into all stages of their procurements. These pioneering organizations are minimizing their planetary environmental footprints, in many cases improving their bottom lines, and serving as successful models for other institutions. In the face of the current, interrelated economic and environmental threats, business leaders are "greening" supply chains and utilizing the 'power of purchase' towards the achievement of a range of sustainable development goals, including a sustainable food system. Although not a panacea, consciously directing purchasing power may be one of the most powerful tools that business can employ to shift patterns of food production and consumption in a more sustainable direction.

Students in this course will both taste and think in new ways about their 'daily bread'. This course will act as a comparative overview to the principles and models of both large-scale industrial food systems and their smaller-scale counterparts. Students will examine how food supply chain reform is a critical mechanism for "triple bottom line" returns—sustainable economic, ecological and social development—and how food can bridge these sectors. They will look at the challenges and opportunities involved in several contemporary business models of sustainable sourcing and explore what models may be applicable at an institution such as Williams. They will discover the pivotal leadership role of civic institutions within the working rural landscape, and they will develop a theoretical approach for applying principles of food sustainability to their future business ventures.

As a final research project, students will start with an ingredient of a lunch, from the Williams cafeteria, and take an excursion from their taste buds back through the production, distribution and policy behind an 'ordinary' meal. They will trace each single ingredient to its source and critique it through cross-disciplinary lenses, as appropriate.

Method of evaluation: 10 page investigative research paper. Students will also present their findings to the class.

Required activities: "Sustainable Sourcing" will meet for two three-hour sessions per week. In addition, we will have three half-day field trips to community farms and/or businesses that work with sustainable food models.

No prerequisites. *Enrollment limit: 20.*

Cost to student: none.

Meeting time: TBD.

KATHARINE MILLONZI (Instructor)

GOLDSTEIN (Sponsor)

Katharine Millonzi is an eco-gastronome who has worked in sustainable supply chain development with a range of businesses and organizations worldwide. She was a Fulbright Fellow to Italy, where she conducted research on traditional agriculture and regional food production, and studied with the University of Gastronomic Sciences, founded by Slow Food International. She is currently the Sustainable Food Program Manager at Williams College.

### **ENVI 25 Sustainable Eleuthera: Reviving Island Agriculture**

The students in this class will learn about food, farmers, and farming in Eleuthera, a small, outer Bahama Island. Historically, islanders were subsistence farmers and the island produced fruits and vegetables for export. In recent decades, farming and home gardening has significantly decreased and although there is abundant land, it is mostly fallow. Farming skills are being lost and generational knowledge is not being passed down. Most families rely on canned and boxed food. There are some new farming initiatives on the island and growing interest in locally grown food. This class will research four food and farming issues on Eleuthera: 1) the decline of subsistence and truck (market) farming, 2) the reliance on expensive, low quality food imports, 3) food policy issues, including import and export policies, and 4) the poor nutrition and high incidence of diabetes and other diet related diseases.

The class is structured as an experiential group project and the students and professor will work as a research team. We will immerse ourselves in farming and in the community. Our days will include hands-on gardening in the campus orchard and vegetable garden, touring farms and interviewing farmers, talking with residents, researching past and present food production on the island, attending farmers markets, and conducting the first steps of a food security assessment for the island. A community food assessment includes a profile of general community characteristics and community food resources, household food security, food availability and affordability, food production resources, and the agricultural capacity of the island. Students will learn a variety of skills, including survey design, interview technique, field research, data analysis, report writing and some film editing.

Two island organizations are concerned about these issues and the class will work in conjunction with them: The Cape Eleuthera Institute and the Bahamas Agricultural and Industrial Corporation. On the last day on the island, the class will give a presentation of research findings to members of these organizations. Back on campus the following week, we will finalize the written report and presentation for submittal to the island organizations. The class will give a presentation on campus in February.

Requirements: active and involved participation in group research project, including conducting interviews, farm tours, group discussions, taking photos and film footage, conducting primary research, data analysis, writing group report, and preparing and delivering two public presentations. Last week of winter study class meets on campus finalizing written report and power point presentation and/or film.

No prerequisites. *Enrollment limit: 10. Selection will be based on relevant coursework or extracurricular involvement in environmental, sustainability or agriculture projects. Not open to first-year students.*

Cost to student: approximately \$2200 (airfare, room and board, course packet).

Class will meet full-time during the trip; class will have two to three 2-hour meetings during the last week on campus. Travel: 1/5-1/19; on-campus, 1/20-1/27. GARDNER

### **ENVI 27 Sustainable Agriculture: On The Farm (Same as Special 27)**

(See under SPEC 27 for full description.)

### **ENVI 31 Senior Research and Thesis**

To be taken by students registered for Environmental Studies 493-494.

## **GEOSCIENCES**

### **GEOS 10 Ultimate Wellness: Concepts for Living a Happy Healthy Life (Same as Maritime Studies 10)**

(See under MAST 10 for full description.)

### **GEOS 12 Landscape Photography (Same as Environmental Studies 12)**

This class will broaden students' appreciation for the appearance and history of the landscape and teach the skills of making a successful photograph. Williamstown, situated in a valley between the Green and Taconic Mountains and bisected by the Green and Hoosic Rivers, is a place of great natural beauty. The local landscape is a subject that inspires both professional and amateur photographers alike. While Williamstown will be the subject of most of our work, we will use it to learn principles of universal application. Students will discover the importance of light in making a photograph. They will also learn camera skills and the mechanics of 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 medium format, view cameras, and panorama cameras. 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/>. Students will submit short written explanations with each of their photographic assignments.

Evaluation will be based on attendance, the student's photography, and their presentation.

Prerequisites: students will need a digital single lens reflex camera (DSLR). See <http://digital-photography-school.com/blog/how-to-buy-a-dslr-camera/>. *Enrollment limit: 15. Preference given to first-year students and sophomores.*

Cost to student: \$50.

Meeting time: mornings.

NICHOLAS WHITMAN (Instructor)

DETHIER (Sponsor)

Nicholas Whitman is a professional photographer and the former Curator of Photography at the New Bedford Whaling Museum. A 1977 graduate of the Rochester Institute of Technology, he has honed his craft to make landscape photographs of power and depth. See more at [www.nwphoto.com](http://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 to student: approximately \$5 for photocopied materials.

Meeting time: mornings, three times a week 9-9:50 a.m.

### **GERM 10 Marx and Nietzsche**

Though radically opposed in their basic world views, Karl Marx (1818-83) and Friedrich Nietzsche (1844-1900) exhibited striking similarities in their critiques of modern bourgeois society as it emerged in the nineteenth century. Their analyses of the religious, economic, political, sexual and linguistic predilections of the rising middle-class continue to exert enormous influence, even as the middle class reigns triumphant. We will compare and contrast their ideas in the context of German society from the final defeat of Napoleon (1815) to the start of the First World War (1914). We will also consider whether their relevance today can extend beyond the academic bubble. Among works to be read: by Marx, *Early Writings*, *The Communist Manifesto*, *Capital* (selections), and by Nietzsche, *On the Use and Abuse of History*, *Beyond Good and Evil* (selections), and *The Anti-Christ*.

Evaluation will be based on participation and two 5-page papers. We will meet three times a week for ninety-minute sessions.

No prerequisites. *Enrollment limit: 15.*

Cost to student: \$30 for books.

Meeting time: 10:30-noon, MWR.

B. KIEFFER

### **GERM 11 A Taste of Austria (Same as Mathematics 11)**

(See under MATH 11 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 10 American Autobiography

Autobiography is an ancient and honorable form of literary expression. It is also an exceptionally revealing one, giving us, as it does, insights both into individual lives and how people living in different eras and circumstances attempted to understand and interpret their experiences. Autobiographies, too, are unusually plentiful in American literature. Over the period of Winter Study we will read three American autobiographies, including Benjamin Franklin's *Autobiography*, Barack Obama's *Dreams from My Father*, and a third example chosen from a list of other possibilities. Broadly speaking, we will consider how these autobiographies differ from one another, what they may have in common, and finally what, if anything, identifies them as particularly American.

Evaluation will be based on class participation and a final writing assignment - the preparation of a chapter of your own autobiography.

No prerequisites. *Enrollment limit: 30. Preference given to juniors and seniors.*

Cost to students: about \$30-40 for books and course packet.

Meeting time: afternoons.

DALZELL

### HIST 13 The Historian as Detective

This course will bring students into close physical and intellectual contact with the papers of notable eighteenth and nineteenth-century Americans: Presidents, literary figures, and leading social reformers. Students will have a rare opportunity to work with original manuscripts of people like Governor Thomas Hutchinson, Thomas Jefferson, John Quincy Adams, Abraham Lincoln, Theodore Roosevelt, William Cullen Bryant, John Brown, and Dorothea Dix, to cite a few representative examples. We will also use letters and documents of little known people, be they slaves, war widows, soldiers, homemakers, or working men, whose manuscript relics provide interesting lights on significant topics. All documents are part of the Chapin Library's manuscript holdings, and all work for this course will be done in Williamstown. Research into any historical topic requires some knowledge of what historical editors do and frequently calls for editing on the part of the researcher. It is detective work that begins with the simple existence of a document but then turns it over, analyzes it, relates it, evaluates it, and finally draws conclusions. In this course students will learn to transcribe a document accurately and to make sense of it as well. In the first week daily classes will introduce past and present editorial practices and rationales and allow work on more easily read Presidential letters. In sessions during each of the second and third weeks, additional points of historical editing will be discussed, while work is done on somewhat more challenging letters in Presidential, Civil War, and literary collections, and in the remarkable "reformer files" of the Julia Ward and Samuel Gridley Howe papers. Class sessions will be held at the end of the fourth week in which students will present and discuss an important historical or literary document or letter series each has earlier selected for editing.

Evaluation: students will be expected to attend all class meetings and present a medium-length paper on the document or letter series each student selects as his or her special editing project. The instructors also expect everyone who registers for this course to commit themselves to the hard work and high research standards required in serious historical editing.

No prerequisites. *Enrollment limit: 8.*

Cost to students: less than \$50 for books and photocopied materials.

Meeting time: every morning for the first five days, and thereafter every other morning; the final day we will meet both morning and afternoon for a total of five hours for a unified presentation of the student-edited manuscripts. Classes and daily afternoon consultation time with the original documents and discussions with Mr. Volz and Prof. Dew will be in the temporary quarters of the Chapin Library at 96 School Street (on the corner with Southworth Street, located just down a block from Dodd House).

CHARLES DEW and ROBERT VOLZ (Instructors)

### HIST 16 Genealogy

In this course, students will become familiar with the basic methodology of genealogical research and use this information to create a family history. Students will conduct research using primary and secondary sources, including vital records (birth, marriage and death certificates), federal and state census records, immigration records, military service and pension records, naturalization records, probate and court records, newspapers, city directories, and published genealogies. Students will index vital records in a community in Berkshire County, Massachusetts, to learn what information is included in the records and become familiar with computerized databases. The course will include field trips to local libraries, local town clerks offices and the National Archives and Records Administration in Pittsfield. Students will complete a family history using both secondary and primary sources. They will become familiar with the process of historical research including formulating theories, finding evidence through various media (including oral interviews, records, ephemera, and published sources), and drawing conclusions based on that research.

Evaluation: students will complete a family history from 1850 to present.

No prerequisites (although students should have some basic family knowledge, such as names and locations of grandparents in 1930). *Enrollment limit: 11. If overenrolled, preference will be given to History majors and to students by seniority.*

Cost to student: approximately \$50.

Meeting time: mornings, three times a week.

ALAN DOYLE HORBAL (Instructor)

WATERS (Sponsor)

Alan Doyle Horbal has worked as a volunteer at the National Archive and Record Center in Pittsfield, Massachusetts since 2001 and has previously offered this WSP several times at Williams.

### HIST 17 The Abortion Debate: The Politics of Abortion in the United States, 1973-Present (Same as Women's and Gender Studies 17)

This course will examine the history of abortion law and politics in recent U.S. History. Students will read historical scholarship on the history of pregnancy, abortion, and reproductive rights before Roe v. Wade, but the course will focus on the ways that abortion law and politics have intersected with and influenced American political culture for the past forty years. We will ask how race, sexuality, class, religion, and gender have shaped abortion politics; consider debates about fetal rights, disability rights, and new reproductive technologies; and examine how the abortion debate has intersected with party politics, and influenced issues ranging from health care reform to foreign policy.

Evaluation will be based on class participation and a final, 10-page paper.

No prerequisites. *Enrollment limit: 20. If oversubscribed, preference will be given to seniors and then juniors.*

Cost to students: approximately \$75.00 for books and course packet.

Meeting time: afternoons, two sessions per week.

DUBOW

### HIST 23 Investigative Tips for the Incurably Curious

Whether you are an enterprising journalist, suspicious partner or nosy neighbor, you'll love this introduction to the many tools used by investigative reporters. Willy Stern, '83, a veteran investigative journalist, will show you that no matter what your lawyer, teacher or mother told you, no document is off limits, and no secret secure from a journalist who knows how to dig up the dirt—and all in an ethical fashion. We'll use case studies, movies, and scavenger hunts on campus. Evaluation will be based on class participation and a 24-hour take-home group investigative project/scavenger hunt.

Prerequisites: curious mind. *Enrollment limit: 30 (chosen by seniority).*

No cost to student.

Meeting time: one long afternoon and one morning a week.

WILLY STERN (Instructor)

WATERS (Sponsor)

Veteran investigative reporter, Willy Stern, '83, has reported from six continents. Over the years, he has been variously harassed, sued, arrested, detained without trial and even tossed out of a country.

### HIST 25 Miami: Gateway to the Caribbean (Same as Africana Studies 25, Latina/o Studies 25, and Religion 26)

In this course, students will explore transnational Caribbean communities in Miami through participant observation, archival research, and experiential education. By studying the formation and internal dynamics of Cuban, Dominican, Haitian, and Puerto Rican diasporas in Miami, students will be challenged to think about what it means that these communities have built a home base within the nation-state of the United States. In particular, this course will pay attention to a range of interconnected themes, including: motivations behind migrating to Miami, immigration policies, city residential patterns, and community organizations that have both helped and hindered the development of these diverse communities in south Florida. We will also investigate the ways particular immigrant and exile populations have negotiated living in the same urban space, sometimes disagreeing over resources, while at alternate times forming tentative alliances with other Caribbean diasporas, African Americans, and North Americans. In advance of the two weeks of travel, students will be expected to read selected methodological pieces on participant observation and archival work as well as historical essays on the foundation of different communities in south Florida (for instance, Elizabeth Aranda and Mary Chamberlain in *Caribbean Migration to Western Europe and the United States* [Philadelphia: Temple University Press, 2009]). Once in Miami, students will: Attend an introductory session on participant observation research; visit and work in the University of Miami's Special Collections Archive; tour key neighborhoods (Little Havana, Little Haiti, Black Grove); visit various major religious and historical sites that serve as diaspora community centers, such

as la Ermita de la Caridad, the Freedom Tower, and Vizcaya; and volunteer with local agencies that work around issues of (im)migration, elder care, and youth engagement in the various communities. Knowledge of Creole and/or Spanish will be useful for this type of ethnographic research and volunteer work. Students will be expected to keep a journal of their experiences and complete a 10-page research paper that combines participant observation and/or oral histories with archival research about a particular Caribbean community in Miami. Method of evaluation (e.g., 10-page paper, final project, presentation, etc.): Students will be expected to keep a journal of their experiences and complete a 10-page research paper that combines participant observation and/or oral histories with archival research about a particular Caribbean community in Miami.

No prerequisites. *Enrollment limit: 16. Not open to first-year students. If over-enrolled, selection will be based on application essays and interviews. Preference will be given to majors and concentrators in Africana Studies, Latino/a Studies, Religion, and History. Priority will also be given to students who can speak Creole and/or Spanish.*

Estimated cost per student: \$2538.  
BENSON and HIDALGO

### **HIST 26 Tourism and Historical Memory in Vietnam**

This travel course to Vietnam will focus on how the Vietnamese state has developed its tourist industry and made efforts to influence foreign visitors' historical memories of several prominent aspects of the country's heritage, including its long resistance to Chinese domination, its wars for independence, its central role in the Cold War, its ethnic heritage, and more. Prior to embarking upon the trip, students will be required to read Scott Laderman's *Tours of Vietnam: War, Travel Guides, and Memory* and a brief selection of other recent works on tourism and historical memory in Vietnam. We will travel from south to north, stopping at several key locations along the way to explore this theme. Students will be expected to arrive in Ho Chi Minh City on January 2 and will return to the US on January 21.

Evaluation: students will be expected to undertake the initial readings for the course, participate fully in the planned activities in Vietnam, and write a 10-page paper at the end of the course.

No prerequisites, however, you will be REQUIRED to attend an informational meeting on September 15th in order to be eligible for this class (watch for details in the daily message); you must have a valid passport in order to be accepted into the course. (Students on leave fall semester who are interested in the class should contact the instructor BEFORE September 15th.) *Enrollment limit: 10 students from Williams. (This winter study travel course will be conducted in tandem with another historian of Vietnam, Professor Matthew Masur of St. Anselm College, with a maximum of ten spaces for St. Anselm students and ten for Williams students.) The course is open to all except first-year students, but should it be oversubscribed interviews of interested students will be undertaken and preference will be given to students who have taken a course at Williams on the Vietnam War.*

Cost to students: approximately \$2,810 (including airfare and all accommodation) and an additional \$200 for incidentals.

CHAPMAN and MATHEW MASUR (Instructors)

### **HIST 27 Opium Bonds: Linking India and China in the Early Nineteenth Century**

At the turn of the nineteenth century opium grown in India and sold in China was the most valuable commercial crop in the world. This course examines not only the trade in this drug (organized under the British East India Company), but the economic, social, and cultural linkages it established between these two broad regions. Readings will include historical works on both countries' involvement in the opium trade, selected primary sources, and Amitav Ghosh's recent novel *Sea of Poppies*.

Evaluation will be based on participation in discussion, short response papers, and a final project.

No prerequisites. *Enrollment limit: 20 (decision based on discretion of the instructor).*

Cost to students: approx. \$40 for books and course packet.

Meeting time: 2-3 afternoon meetings per week.

A. REINHARDT

### **HIST 28 Sex and the Constitution (Same as Women's and Gender Studies 28)**

This course will introduce students to the history and current law regarding First Amendment protections for sexual expression. Historical background, including the suppression of sexuality education and the Hays Code regulating sexual content in films, will be reviewed. Students will learn the legal distinction between obscenity and pornography, and current legal approaches to child pornography, virtual child pornography, nudity and other material that has sexual content or overtones. The course will also address the continuing legal and cultural conflict over sexual speech, as manifested in federal mandates for "abstinence-only-until-marriage" sex education, efforts to remove books like Judy Blume's novel *Forever* from public school libraries, and censorship of art work depicting nudity.

Evaluation will be based on class participation and several short papers.

No prerequisites. *Enrollment limit: 20 (chosen by seniority).*

Cost to students: approximately \$50.

Meeting time: Monday and Friday afternoons.

JOAN BERTIN (Instructor)

WATERS (Sponsor)

Joan Bertin is currently Executive Director of the National Coalition Against Censorship and was formerly on the national legal staff of the ACLU. She is a member of the faculty at Columbia University and held the Joanne Woodward Chair in Public Policy at Sarah Lawrence College in 1995-1997.

### **HIST 29 Eyewitness to the Civil Rights Movement: Mississippi, 1964-1965 (Same as Africana Studies 29)**

During sixteen months in 1964-1965, I worked as a civil rights organizer in rural Mississippi with the Student Non-violent Coordinating Committee (SNCC). I witnessed and aided in the heroic efforts by black citizens to dismantle the pervasive structure of Jim Crow that had oppressed them for generations. I met relatively uneducated people with the stature of giants. What I encountered was an apartheid America—a vicious police state reinforced by government and random violence—beyond the understanding of most Americans and certainly beyond the imagination of young people today. This course will explore this transformative moment in recent American history, largely through discussion. Topics will include nonviolence, the role of the black church, black nationalism, Malcolm X and Black Power, the role of women, the role of whites, the third party politics of the Mississippi Freedom Democratic Party and the actions of the federal government during the civil rights era. The course will examine how these events and issues have played out over the ensuing decades, up to and including the election of Barack Obama. It is the intent of the instructor to convey the immediacy that only first person experience can invoke. Reading materials will include *Coming of Age in Mississippi* by Anne Moody, *Local People: The Struggle for Civil Rights in Mississippi* by John Dittmer, *Letters From Mississippi*, edited by Elizabeth Martinez, and *Freedom Summer: The Savage Season That Made Mississippi Burn and Made America a Democracy* by Bruce Watson. Documentary films *Eyes on the Prize* and *Freedom on My Mind* as well as music from the time will be utilized. Other veterans of the civil rights movement will visit the class to tell their stories.

Evaluation will be based on class participation and a final project in any media approved by the instructor.

No prerequisites. *Enrollment limit: 30 (chosen randomly if the course is oversubscribed).*

Cost to students: approximately \$125.

Meeting time: afternoons, three hours three times a week.

CHRIS WILLIAMS (Instructor)

WATERS and L. BROWN (Co-sponsors)

Chris Williams is the College architect. He has recently returned from a tour of the Deep South, where the events in this course took place. He has offered Winter Study courses at Williams on previous occasions and has taught courses in architecture at the Pratt Institute and Parsons School of Design in New York City.

### **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.

WATERS

## **HISTORY OF SCIENCE**

### **HSCI 15 Documentation Hopkins Observatory (Same as ArtS 15 and Astronomy 15)**

(See under ARTS 15 for full description.)

## **INTERNATIONAL STUDIES**

### **INST 30 Senior Honors Project**

To be taken by candidates for honors in International Studies.

## INTERDISCIPLINARY STUDIES

### **INTR 25 Incarceration, Immigration and Policing: Texas as a Case Study**

Prior to departure, students will be asked to read assigned materials. During their stay in Austin, they will interact with campus faculty and students in formal/informal discussion groups. They will also volunteer with local nonprofit organizations. Emphasis will be on on-line readings issued by the Texas state government or its nonprofits.

Requirements: volunteer with nonprofits; 10-page analysis/project.

No prerequisites. *Enrollment limit: 4. Not open to first-year students.*

Cost to student: approximately \$1000 to be covered by the instructor.

JAMES

### **INTR 29 Peer Writing Tutor Workshop (Same as English 29)**

(See under ENGL 29 for full description.)

## LATINA/O STUDIES

### **LATS 11 Brazil (Same as Comparative Literature 11, RLSP 11 and Special 23)**

(See under COMP 11 for full description.)

### **LATS 13 Beyond El Día de los Muertos: Latina/o Rituals of Mourning en el Teatro (Same as Women's and Gender Studies 13)**

Moving away from Sigmund Freud's foundational essay "Mourning and Melancholia," students will critically question its so called universality. In doing so, students will unpack how Latina/o theatre and performance constitute an in-between cultural domain where rituals of passage and structures of feelings are contested and negotiated. Each act of mourning within the Latina/o cultural landscape is not only experienced both physically and emotionally, but also an articulation of an alternative politics of mourning. As such, this mourning is historically situated in given discursive formations and social practices. Migdalia Cruz's *Miriam's Flowers* highlights intimate injury and dysfunctional mourning. Cherrie Moraga's *Heroes and Saints* showcases the passage from grief to activist grievance. Eddie Sánchez's *Unmerciful Good Fortune* centerstages anticipated mourning through serial killing and euthanasia. Elaine Romero's *Walking Home* awakens the dead that haunts ancestral land. Evelina Fernandez's *Dementia* gives voice to the undead in a celebratory AIDS "going away for good party;" and Wilma Bonet's *Good Grief*, *Lolita* memorializes the premature death of her daughter. These ex-centric practices of mourning make visible the ambivalent and ambiguous condition of mourning as a process that troubles, disrupts, and subverts Freud's insistence on the resolute termination and unbelatedness of mourning.

Requirements: class discussion, presentations, and final 10-page paper.

Prerequisites: interest in Latina/o Studies and performance. *Enrollment limit: 20. Preference given to Latina/o Studies concentrators and Women's and Gender Studies majors.*

Cost to student: \$30.

Meeting time: TWR, 2-4 p.m.

ALBERTO SANDOVAL-SÁNCHEZ (Instructor)

WHALEN (Sponsor)

Alberto Sandoval-Sánchez is Professor of Spanish and U.S. Latina/o literature at Mount Holyoke College since 1983. His extensive publications explore Latina/o Theater in the US, Cultural Studies, Women's and Queer Studies, and AIDS Discourse and Representation.

### **LATS 25 Miami: Gateway to the Caribbean (Same as Africana Studies 25, History 25, and Religion 26)**

(See under AFR 25 for full description.) BENSON and HIDALGO

### **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**

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. We will examine the changing role of lawyers in advising and guiding their clients. We will look at environmental issues from the perspective of both private institutions and government regulators. We will discuss issues facing leaders in higher education. We will look at questions of responsibility facing political leaders at the state level in our federal system. And we will examine some of the most difficult leadership issues involving national security in the post-9/11 environment, particularly the use of torture in interrogation of detainees. 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. Evaluation will be based on attendance and participation in class discussions, and a final 10-page paper.

No prerequisites. *Enrollment limit: 20. Preference given to Leadership Studies concentrators.*

Cost to student: approximately \$30 for reading materials.

Meeting time: mornings.

EARL C. DUDLEY and FRED HITZ (Instructors)

MCALLISTER (Sponsor)

Earl C. Dudley and Fred Hitz teach at the University of Virginia Law School.

### **LEAD 12 The Roosevelt Century**

How did three members of a wealthy New York "Knickerbocker" family rise above the narrow, elitist interests of their social class to become the great political and moral leaders of the twentieth century? In this course we will focus on the political careers and lives of Theodore Roosevelt, his niece Eleanor, and his fifth-cousin Franklin. Theodore and Franklin both graduated from Harvard to become lawyers, assistant secretaries of the Navy, governors of New York, and American presidents of unusual ability and accomplishments. Eleanor Roosevelt, a tireless advocate for the rights of working men and women of all races, led in the drafting of the United Nations Universal Declaration of Human Rights. The three Roosevelts were committed to an inclusive, egalitarian, and progressive democracy. Through readings, documentary films, guest lectures, and class discussions, we will explore the intertwining lives and ideas of the Roosevelts.

Requirements: there will be three class meetings a week; students will give several oral reports and write one 15-page research paper.

*Enrollment limit: 12.*

Cost to students: books.

Meeting time: afternoons.

DUNN

### **LEAD 18 Wilderness Leadership**

This Winter Study project is for students who would like to participate in an off-campus experiential education opportunity. Students will be required to research an appropriate accredited program i.e. National Outdoor Leadership School, Outward Bound etc., that will provide a suitable learning environment and be at least 22 days in length. The Director of the Williams Outing Club will assist students in their search if necessary. Upon choosing a program and being accepted, students will meet with the Director in a pre-program meeting in December to create a framework for observing group dynamics and studying a variety of leadership styles. A required 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. 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.

SCOTT LEWIS, Director of the Outing Club

## LEGAL STUDIES

### **LGST 13 United States Environmental Law: Its Historic Roots, Its Uncertain Future (Same as Environmental Studies 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 forty years since the modern era of environmental law began. As a preface, we will consider the significantly more

limited influence of environmental law in our national affairs before 1970 and some of the historical and political reasons for that situation. We will examine 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.

This course will begin by tracing the development of an American consciousness towards the environment through an examination of our law and our literature. The term "law" includes state and federal judicial decisions and legislation, particularly during the presidency of Theodore Roosevelt and during the decades which followed the year 1970 when much of the legal basis for the American environmental protection movement was established. The term "literature" includes not just the written word (the first book we look at is "The Lorax" by your favorite childhood author, Dr. Seuss) but also painting, sculpture, and music. Nothing too heavy! We will examine the historical and legal choices we as Americans have made which have put our environment on trial. What has occurred in our development as a people that explains this quintessentially American phenomenon? Our journey begins with the Puritans of New England and the planters of Virginia and their predecessors in the New World and then moves swiftly to the beginning of the modern era in environmental law and to its now uncertain future. In light of this historical situation students will examine state and federal legislative and judicial attempts to address environmental problems and then try to reach informed, rational conclusions as to whether those attempts were successful. What were the political, social and economic issues involved and, ultimately, how did their context affect the legal solutions imposed. Cases decided at the appellate level will be introduced and examined through their trial court memoranda opinions in order to observe how the legal system actually works and how frequently the reasoning behind the trial judge's decision changes as the case works its way through the appellate process.

This course will be presented from a litigator's point of view, that is to say, both the practical and the theoretical, emphasizing what is possible to achieve in the litigator's real world as informed by what the academician would present from the security of the classroom. Evaluation will be based on attendance and classroom participation. Students will prepare several short papers, including single page "clerk's notes," which will present one or more sides of an issue and form the basis for classroom discussion. They will be asked to defend or reject the conclusions reached or approaches taken by our courts and legislatures and by our literature, as broadly defined, on environmental issues.

No prerequisites. *Enrollment limit: 12. This course is appropriate for students eager to explore the material presented and prepared to argue assigned positions on important legal, literary and historical issues.*

Cost to students: approximately \$60 for books and materials.

Meeting time: mornings, 3 two-hour sessions a week.

PHILIP R. MCKNIGHT '65 (Instructor)

KAPLAN (Sponsor)

Philip R. McKnight '65 is a trial and appellate attorney. At Williams he completed the honors program for both American History and Literature and European History. He earned his law degree from The University of Chicago Law School and then practiced in the state and federal courts of New York and Connecticut, as well as in Europe.

#### **LGST 14 The Work of the Supreme Court: A Simulation**

The aim of this course is to provide a sense of the personal, theoretical, and institutional characteristics of judicial decision making at the highest level. At the beginning of the course, all students will be furnished with a set of the briefs for an actual pending Supreme Court case. Four students (two per side) will be assigned to make oral arguments to the "Court," which will be composed of eight students, each playing a role of a sitting justice, and the instructor, who will act as chief justice for purposes of coordination. After hearing arguments, the "Court" will confer and prepare majority and other opinions and announce them in "open courts" at the conclusion of the term.

Evaluation will be based on the overall credibility in assigned role; effective argument, questions, performance in conference, drafting, etc. and a 3- to 5-page "reflective" essay in which students will be expected to identify and comment on some aspect of the work of the Court.

No prerequisites. *Enrollment limit: 12.*

Cost to student: less than \$30.

Meeting time: afternoons.

JOHN NELSON '70 and THOMAS SWEENEY '70 (Instructors)

L. KAPLAN (Sponsor)

Tom Sweeney, Williams Class of '70, is a partner in a New York law firm and practices in both state and federal courts.

John (Jay) Nelson, Williams Class of '70, has taught a number of Winter Study courses and practices law in Houston, Texas. He is a member of the Texas and District of Columbia bars and has taught at the University of Texas Law School.

### **MARITIME STUDIES**

#### **MAST 10 Ultimate Wellness: Concepts for Living a Happy Healthy Life (Same as Geosciences 10)**

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 be approaching post-modern Integrative Nutrition concepts such as: Bio-individuality, crowding out, deconstructing cravings, and primary food through discussion, reading material, and videos. Students will develop a healthy eating and feasible living approach that includes: Menu planning, food label reading, navigating the grocery store, overcoming sugar addiction, self-care, physical activity, journaling, and achieving balance.

Evaluation will be based on completion of assignments, class participation, final paper, 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 get out of it. In the event of over-subscription, these statements will be used in the selection process.

No prerequisites. There will be several books, videos, grocery store field trip and simple cooking required for this class. *Enrollment limit: 10.*

Cost to student: \$75-100 for books and materials.

Meeting time: mornings, twice a week for three-hour sessions.

NICOLE ANAGNOS (Instructor)

KARABINOS (Sponsor)

Nicole Anagnos is a local Health Coach and the founder and director of Zen Tree Wellness. She also holds a masters degree in education.

### **MATHEMATICS and STATISTICS**

#### **MATH**

##### **MATH 11 A Taste of Austria (Same as German 11)**

This course introduces students to and advances their proficiency in the German language through discussions and presentations of elements of the Austrian culture around the turn of the 19th century. Students will learn about significant contributions to the arts and science from Austrians such as Gustav Mahler, Gustav Klimt, Karl Landsteiner, and Stefan Zweig. Other activities include learning how to dance the Viennese waltz composed by Johann Strauss (in case you want to attend Austria's main annual society event, the Opernball in Vienna) and how to bake Sachertorte (the delicious cake offered by the Hotel Sacher in Vienna). We will also pursue typical Austrian winter activities such as down hill or cross country skiing, sledding or ice skating. The course will be conducted in German and English to also welcome beginning German speakers.

Evaluation will be based on attendance, small weekly group presentations (on some topic of Austrian significance) followed by class discussions, reading assignments and a ten page paper.

No prerequisites. *Enrollment limit: 12. If overenrolled, selection will be random.*

Cost to student: \$90 (lift ticket plus equipment rental for skiing; \$30 if no lift ticket is purchased).

Meeting time: mornings.

SOPHIA KLINGENBERG (Instructor)

GARRITY (Sponsor)

Sophia Klingenberg was born in Graz, Austria. She graduated from the Vienna University Medical School with a doctorate degree in Medicine in 2004. Sophia worked at the University of Florida, Department of Pathobiology as a research scholar for three years. She has experience in teaching senior medical students in a child birthing class, and second year veterinary medicine students in Microbiology laboratory courses. Sophia worked in the Opera House of Graz in Austria as an extra for 10 years.

##### **MATH 12 Beginning Modern Dance**

This course is an introduction to modern dance for those who have never taken a modern dance or ballet class, but who want to give it a try. (Those with more experience might consider MATH 13 *Modern Dance—Muller Technique*). The technique for the course is based on a combination of styles from the companies



that Dick De Veaux worked with while he toured as a professional dancer. The course includes both flexibility and strength training as well as dance instruction. We will work on the basics of movement through space and the different efforts and shapes that are used to propel us. Students with previous dance experience should enroll in *Modern Dance—Muller Technique*.

Requirements for the course will include participation in the class, short essays on assigned videos and readings, and participation in an end of term lecture demonstration that we will present to the public.

No prerequisites. *Enrollment limit: 25. If overenrolled, selection will be based on individual statements of interest.*

Cost to student: none.

Meeting time: mornings, 1 1/2-2 hours a session 4 times a week, MTRF. Overall, the class will meet 6-8 hours each week.

DEVEAUX

### **MATH 13 Modern Dance—Muller Technique**

This dance class will be based on the modern dance technique developed by Jennifer Muller, with whom I danced professionally for 5 years in New York City and in Europe. Jennifer Muller was a soloist in the dance company of José Limon before she started her own company in 1974. She has added her own style of movement to the Limon technique, creating an expansive, free-flowing dance that is wonderful to do and to watch. The class will be multi-leveled and open to both men and women alike. Previous dance experience preferred. Students with no dance experience should enroll in *Beginning Modern Dance*.

Students will have the opportunity to choreograph a short piece either as a soloist or in small groups. We will finish the course with a short lecture-demonstration illustrating what we have learned.

Previous dance experience preferred. *Enrollment limit: 24. If overenrolled, students will be referred to MATH 12 Beginning Modern Dance.*

Cost to student: none.

Meeting time: mornings, 10-noon, MTRF.

SYLVIA LOGAN (Instructor)

GARRITY (Sponsor)

Sylvia Logan received her B.A. in Slavic Literature from Stanford University. She danced professionally with the Jennifer Muller Dance Company, a modern company based in New York City for five years.

### **MATH 14 Introductory Photography: People and Places**

This is an introductory course in photography, with an emphasis on color photography and using the digital camera. The main themes will be portraiture and the landscape. No previous knowledge is assumed, but students are expected to have access to a 35 mm (or equivalent) digital camera, 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 the program Photoshop, and will work on their own pictures with this program. Evaluation will be based on class participation, an in-class quiz and a final project.

No prerequisites. *Enrollment limit: 10. If overenrolled, selection will be based on individual statements of interest.*

Cost to student: \$50.

Meeting time: mornings.

C. SILVA

### **MATH 30 Senior Project**

To be taken by candidates for honors in Mathematics other than by thesis route.

### **MATH 31 Senior Thesis**

To be taken by students registered for Mathematics 493-494.

## **STAT**

### **STAT 10 Displaying Multivariate Data**

Ever wished you could go beyond the capabilities of your current software and actually create the graph or display you had in mind for a particular data set? We are going to introduce the free statistical software program R (google "R") and a very powerful add-on called Lattice to create beautiful (and correct!) graphs, starting with simple histograms and barcharts for one-dimensional and scatterplots and time series plots for two-dimensional data. We will finish with three-dimensional surface plots or plots that show the distribution of a variable over a map (the states) of the U.S. Examples of graphs can be found at <http://lmdvr.r-forge.r-project.org/figures/figures.html>. In the first two weekly meetings, we will use the textbook by the author of Lattice to introduce the many ways (multivariate) data can be displayed effectively and how this is coded in R. The third meeting each week is dedicated to student presentations, where students present their "graph of the week" (and the corresponding R coding steps) based on a data set of their interest.

Requirements: weekly presentation and paper. Evaluation based on final grade will depend on performance on the weekly project and paper and on class participation.

Prerequisites: no formal prerequisites, but no fear of computer programming. *Enrollment limit: 30. If overenrolled, students will be selected at random (using R).*

Cost to student: \$70

Meeting time: mornings, TWR.

KLINGENBERG

## **MUSIC**

### **MUS 10 Classical Chamber Orchestra**

A classical chamber orchestra will be formed to read and perform symphonies of Haydn and Mozart. Performing music of this period demands a high level of technical ability. Proficiency in performance practice and understanding the idiomatic style of this period and with these composers is essential. The important issues of intonation, articulation, balance, bowing, dynamics, tempo, and interpretation will be the backbone of the training. Haydn was the first composer to define the classical symphonic style. The trio of symphonies, 'Le Matin', 'Le Midi', and 'Le Soir' ('Morning', 'Noon', and 'Evening'), were symphonies composed in this new contemporary style. We will be performing 'Le Midi' of this triptych. Mozart continued the development of the classical symphonic style. The orchestra grew in size on Mozart's watch fueled by his need for more dramatic contrast and a richer harmonic language. We will be performing Symphony no. 35, K385. I will choose two student conductors to conduct the orchestra, one from my Fall conducting class as well as one from the Student Symphony. They will be responsible for conducting the orchestra, acting as personnel managers and librarians. They will be coached on every aspect of producing a symphonic performance. There will be a final recorded and videotaped concert at the end of Winter Study.

BSO and SS members are welcome.

Evaluation based on attendance and preparation.

*Enrollment limit: Strings; 12 violins, 5 violas, 4 cellos, 2 basses, Winds; 2 flutes, 2 oboes, 2 clarinets, 2 bassoons, 2 horns, 2 trumpets, timpani.*

Meeting time: MWF, 7-9 p.m.

FELDMAN

### **MUS 11 Contemporary Music Performance Practice**

Students enrolled in Contemporary Music Performance Practice will rehearse and prepare music written by living composers in preparation for several performances in January and February 2011. Students will participate in a variety of performance settings including large wind band (Symphonic Winds), large chamber ensemble (Opus Zero Band), Percussion Ensemble, and student-led small chamber ensemble (Iota). Students will be responsible for organizing the Iota concert, preparing their individual parts (including both instrumental practice and required listening/reading), attending all rehearsals and composer lectures to which they are assigned by the instructor, and leading occasional sectionals. A specific, detailed schedule will be constructed once the repertoire is determined; however, rehearsals/lectures will most likely be scheduled on Monday-Thursday afternoons and Sunday evenings. Students should be expected to be in rehearsal for on average 5-10 hours each week; for every hour of rehearsal time, students will be expected to have prepared for approximately 1-2 additional hours, as necessary. Evaluation will be based on individual performance and preparation, and, as necessary, written assignments. Repertoire will be selected based on enrollment. Repertoire to be studied during Winter Study may include music of by student composers and Louis Andriessen, Cornelis de Bondt, Klas Torstensson, Michel van der Aa, Paula Matthusen, Chen Yi, Susan Botti, Tania Leon, Armando Bayolo, and Ileana Perez-Velazquez.

The class is open to students of all musical abilities, including wind, brass, and percussion players, as well as composers, vocalists, string players, and pianists. Instructor permission is necessary to enroll in this winter study course. *Enrollment limit: 30. Preference is given to students who have performed in Symphonic Winds and Percussion Ensemble previously.*

Cost to student: none.

Meeting time: afternoons.

BODNER

### **MUS 12 Classic American European Musical Theatre (Same as Theatre 12)**

This Winter Study will give participants an opportunity to study and perform numbers for one or more singers in great American musicals and European light operas. You have sung a solo, you have sung in chorus—now practice the exacting art of singing an ensemble on stage. Selections from *Man of La Mancha* will be a special focus. The course will culminate with a performance of ensembles, solos, and duets from a variety of musical theater shows. Other ensembles from European models may also be included. Singers, actors, and pianists are all welcome to participate.

The course is intended especially for singers who wish to have some stage time, and for actors who wish to work on their singing.

A student may fulfill the requirements of the course by performing, writing a 10-page discursive paper, or some combination of the two approved by the teacher.

No prerequisites. *Enrollment limit: 15. The instructor will communicate with those wishing to register either in person or via email.*

Cost to student: none.

Meeting time: afternoons, MWF.

KEITH KIBLER (Instructor)

KECHLEY (Sponsor)

Keith Kibler has performed under some of the finest directors currently working including David Alden, Peter Sellars, Galina Vishnevskaya. He sang a major role in Kurt Weill's "Die Kleine Mahagonny" under Alvin Epstein with the American Repertory Theatre. He has been a featured soloist with the Boston Pops in American theater music. Keith Kibler is an adjunct teacher of singing at Williams College. He can be reached at [kibler@verizon.net](mailto:kibler@verizon.net)

### **MUS 13 Voice Workshop**

Singers of all levels of experience will increase their skills in vocal technique, interpretation and performance. In a combination of private voice lessons, coaching with an accompanist, and a performance/discussion workshop session, students will immerse themselves in repertoire towards the goal of performing comfortably in a concert at the end of Winter Study. Preference will be given to students currently studying voice or with some vocal or musical background. Pianists interested in accompanying singers are also welcome.

Evaluation will be based on attendance, effort, performance.

*Enrollment limit: 10. Students are encouraged to email the instructor if they are particularly eager to take the course.*

Cost to student: none.

Meeting time: M, W; lessons, coaching, separate workshop time.

KERRY RYER-PARKE (Instructor)

KECHLEY (Sponsor)

Kerry Ryer-Parke is known as an skilled and intuitive performer of many musical styles. She is a frequent soprano soloist, the Director of the Bennington Children's Chorus, and maintains a private teaching studio as well as serving as an Adjunct Instructor of Voice at Williams

### **MUS 14 Comedy in Music**

Why does some music make us laugh? Humor in songs often issues from the lyrics, as with Tom Lehrer's "Lobachevsky," about the 19th-century Russian mathematician's recipe for success: "Plagiarize!" In opera, it stems from the nature of the characters and dramatic action; when three conniving women stuff the huge-bellied, pompous title character of Verdi's *Falstaff* into an oversized laundry basket and then arrange for him to be tossed into the river, audience members inevitably chuckle. But music itself can produce comic effects, as evidenced by both vocal and instrumental works in classical as well as popular idioms. Composers of comic music have many means of inducing mirth: vocal lines delivered at breakneck speeds, odd juxtapositions of high and low styles, unexpected harmonic maneuvers, exaggerated gestures, text-music mismatches, imitations of real-world sounds, unusual instrumental effects, parodies, portrayals of compositional incompetence, and even "giggles" written right into the score. The humor may be blatant or subtle, the compositional techniques simple or sophisticated. Performers also have an array of comic tricks, as when Victor Borge plays a piano piece with the music turned upside down, or P. D. Q. Bach announces Beethoven's 5th Symphony as if it were a baseball game. Through lectures, discussion, and guided listening, this course explores a broad cross-section of comic musical works ranging in tone from the hilarious to the witty to the bittersweet to the sardonic. Music to be studied includes works by Bach, Haydn, Mozart, Rossini, Berlioz, Verdi, Mahler, Gilbert and Sullivan, Prokofiev, Stravinsky, Berlin, Porter, Lehrer, and Sondheim.

Evaluation based on attendance and participation, several short quizzes and papers, and a final exam. If possible, we will take a field trip to see a performance of a comic opera.

No prerequisites; an ability to read music is not required. *Enrollment limit: 15. Preference given to freshmen and students with a demonstrated interest in music.*

Cost to student: \$75.

Meeting time: TWF, 10-noon.

M. HIRSCH

### **MUS 15 Contemporary American Songwriting (Same as American Studies 15 and Special 15)**

(See under SPEC 15 for full description.)

### **MUS 16 Cuban Popular Music and Culture**

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 that has resulted, and Spanish influence on the *PuntoCubano* or *PuntoGuajiro* that flourished at the end of the 18th century as a family-neighborhood activity. We will discuss the connection between folk music and the utilization of European techniques that gave as a result the *danzon*, the *mambo*, and the *cha cha cha*, as well as multiple genres of the Cuban *cancion* (song). We will also discuss the strong bonds between Cuban music and North American music during the 20th and 21st century including *afrocuban jazz* and Cuban hip hop. Other topics of discussion will include how the combination of folk music/professional music imparts a dynamic to contemporary Cuban classical music. We will talk about Cuban culture and how music is very much part of their daily life.

Evaluation based on a class presentation during the last week of classes and a ten pages long paper on the same subject of your class presentation.

No prerequisites; no need to be able to read and write music to take this class.

Cost to student: none.

Meeting time:?

PEREZ VELAZQUEZ

### **MUS 17 Vocal Jazz Ensemble/Jazz Choir**

This class will give vocalists an opportunity to rehearse and perform in a jazz choir format accompanied by a rhythm section. The rhythm section will consist of piano, bass, drums and guitar. The rhythm section players will have the valuable experience of accompanying vocalists. The class will explore the standard repertoire of jazz, including arrangements by Lambert, Hendricks & Ross, New York Voices, Take 6, Manhattan Transfer, and others. Some of the possible arrangements are Duke Ellington's *Caravan* and *In a Mellow Tone*, songs from the Count Basie band, Miles Davis' *Boplicity* and *Freddie Freeloader*, a Paul Simon composition arranged by New York Voices, music by Claire Fisher and others. Vocalists will have the opportunity to explore the vocal traditions of scat singing, vocalese, and improvisation. The focus will be on ensemble singing with four- and five-part harmony. Each vocalist will have the opportunity to explore soloing with a rhythm section. CD and DVD performances of various vocal groups will be shown and discussed.

Evaluation will be based on attendance, preparation for rehearsal, and performance

Prerequisites: students will be required to have basic reading skills. *Enrollment limit: 15. If overenrolled, selection will be based on overall musicianship.*

Cost to student: none.

Meeting time: afternoons.

TERI ROIGER (Instructor)

KECHLEY (Sponsor)

Teri Roiger is a professional musician (vocalist, pianist) and composer. She has over 16 years experience teaching Jazz Studies and over 13 years teaching vocal ensembles. She has recorded two CDs and performs regularly in New York and worldwide.

### **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 Foucault' Late Course Lectures

We will devote the seminar to reading the several of Foucault's late course lectures at the College de France: *The Birth of Biopolitics*, *The Hermeneutics of the Subject*, *Government of Self and Others*.

Prerequisites: some experience reading Foucault. *Enrollment limit: 10. Preference will be given to Philosophy and Women's and Gender Studies majors.*

Cost to student: \$50.

Meeting time: 1-4, MR.

SAWICKI

### PHIL 12 Bioethics According to The Simpsons

Active Euthanasia? Okely Dokely! Human cloning? Don't have a cow, man! Over the past twenty years *The Simpsons* has included a healthy dose of stinging and sometimes surprisingly illuminating critique of numerous bioethical issues. In this winter study course we will use clips and episodes from the classic animated series as a launch pad for investigating the deeper philosophical concepts and ethical questions involved in a variety of bioethical topics. Good comedy has a way of driving straight to the core of contested issues and painful circumstances, providing a point of entry for students in the class to more serious, academic material. Along the way, the course will also investigate what makes *The Simpsons*'s treatment of these bioethical issues \*funny\*--how its satire plays on common misunderstandings, contradictions and inconsistencies in social policy and individual decisions, and how serious issues drive the comedic effect. During the first portion of the course, the instructor will present selections from *The Simpsons* that take up several core bioethical issues, paired with related readings from the bioethics literature and possibly from the philosophical literature on "funny." In the second portion of the course, the students themselves will identify and present clips pertaining to bioethical issues and will be responsible for leading the discussions about them. The final project for the course will be collaborative in nature: small groups of students will be asked to develop and pitch (to the other class members) a storyline for a *Simpsons* episode (or portion thereof) that centers on a bioethical topic. Classes will meet two or three afternoons each week, and students will be expected to read a substantial amount of philosophical material in preparation for these meetings. In addition, students will need to spend significant amounts of time outside of class viewing videos and developing their final projects.

Evaluation will be based on class participation, one in-class presentation, and the final collaborative project. There are no prerequisites for the course. *Enrollment limit: 12 Preference in enrollment will be given to students who indicate intellectual "seriousness" about philosophical bioethics.*

Cost to students: \$20-\$30 for reading packet; students may also wish to obtain their own copies of relevant video material, although one copy of all episodes should be available on library reserve or freely available on the internet.

Meeting time: ?.

J. PEDRONI

### PHIL 13 Philosophy and Race

In the 19th century, both science and common wisdom held that the world's population was divided into several "great races". These racial groups were held to be natural groups whose existence did not depend on human classificatory practices. Contemporary science has challenged the idea that racial groups are natural kinds. But socially, we still recognize racial differences.

In this course, we will engage in a philosophical examination of race and questions raised by racial phenomena (such as "passing"). What is it to have a race? Are races real? Are races socially constructed? If race is not "real", what are the social implications?

Possible readings for this course include works by: W.E.B. DuBois, Adrian Piper, Charles Mills, Lucius Outlaw, Anthony Appiah, Naomi Zack, and Sally Haslanger.

Cost: approximately \$50 to \$80 for books.

CATHERINE MCKEEN (Instructor)

GERRARD (Sponsor)

Catherine McKeen is a visiting scholar at Williams College. McKeen holds a Ph.D. in Philosophy from Rutgers University and has taught at Clark University, Williams College, and SUNY College at Brockport.

### PHIL 23 Gaudino Winter Study Fellows Program

The Gaudino Winter Study Fellow designation is available to up to ten students who create their own independent projects that involve critical, reflective, and experiential learning during Winter Study. Each student works independently under the direction of a faculty sponsor, who will help shape and monitor the project. The project must receive approval from the Winter Study Committee, as well as from the Gaudino Scholar and Gaudino Board of Trustees. 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. Projects must be academically rigorous and worked out carefully with faculty sponsors. Projects should also entail systematic self-reflection on how the experiences affect students personally, and students may be asked to discuss their project with the Gaudino Board after it is completed. The Gaudino Scholar will meet with students as a group before and after Winter Study. All students whose projects are 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 PHIL 23. More information about the Gaudino Fellows Winter Study Program and guidelines for applying can be found at: <http://www.williams.edu/resources/gaudino/overview.php>.

DUDLEY

### PHIL 26 Resettling Refugees in Maine (Same as Special 26)

(See under SPEC 26 for full description.)

### PHIL 31 Senior Thesis

To be taken by students registered for Philosophy 493-494.

## PHYSICS

### PHYS 10 Light and Holography

This course will examine the art and science of holography. It will introduce modern optics at a level appropriate for a non-science major, giving the necessary theoretical background in lectures and discussion. Demonstrations will be presented and students will make several kinds of holograms in the lab. Thanks to a grant from the National Science Foundation, we have 7 well-equipped holography darkrooms available for student use. At the beginning of WSP, the class will meet for lecture and discussion three mornings a week and for lab 2 afternoons a week. Later classes will be mainly laboratory.

Students will be evaluated on the basis of regular attendance, completion of 4 laboratory exercises, and a holography laboratory project or a 10-page paper. Attendance at all classes and labs is required for a passing grade.

No prerequisites. *Enrollment limit: 30. Preference will be given to students with no previous college course in physics more advanced than Physics 109.*

Cost to student: about \$50 for holographic film, chemicals, and photocopies.

Meeting time: lectures for all students will be in the morning. Labs (2 sections) will be in the afternoon.

WOOTTERS

### PHYS 12 Meet the Right Side of Your Brain: Drawing as a Learnable Skill

Representational drawing is not merely a gift of birth or a magical ability, but a learnable skill. If you ever wanted to draw, but doubted you had the ability or believed you could not learn, then this course is for you. This intensive course utilizes discoveries in brain research along with traditional drawing exercises to teach representational drawing. By using simple techniques and extensive exercises you will discover and develop the perceptual shift from your symbol based left hemisphere to your visually based right hemisphere. This cognitive shift enables you to accurately see and realistically represent the physical world. You will learn to draw a convincing portrait, self-portrait, and still life. This course is designed to develop your powers of observation and enhance your innate creative problem solving abilities, which are applicable in any field. Students need no previous artistic experience, just the willingness and desire to learn a new skill. Students will be expected to attend and participate in all sessions. They will also be required to keep a sketchbook recording their progress and complete a final project. Evaluations will be based on participation, effort, and development.

No prerequisites. *Enrollment limit: 18. If overenrolled, selection will be based on seniority.*

Cost to student: textbook and \$5 for materials.

Meeting time: mornings and afternoons; the class will meet two times per week with substantial additional independent student work. There will be an exhibition of coursework on the final day of Winter Study.

STELLA EHRICH (Instructor)

JONES (Sponsor)

Stella Ehrich lived in Italy for sixteen years, where she spent seven years studying figurative realism in the atelier of Nerina 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 Media Immersion: Creativity Through Multimedia Animation and Video Production**

This course is designed to introduce concepts and workflows associated with multiple formats of video production, ranging from still image and 2D animation to live footage mixed with 3D modeling. Class time will consist of lecture mixed with hands-on instruction/participation in concepts of project management, script-writing, storyboarding, copyright and fair use considerations, content research and creation, multimedia editing and digital publishing. We will frontload the course with critical analysis and deconstruction of examples of the various media formats we will be producing and allow students to explore the technical workflow, equipment and software required to produce each format. Midway, we will form groups to undertake production of a five-minute piece in the format of their choosing. Weekly assignments will be completed during (and outside of, as needed) three 2-hour lab sessions each week. Software introduced includes: iMovie, Final Cut Pro, Motion, Flash, Soundtrack, Photoshop.

No prerequisites. *Enrollment limit: 15. If overenrolled, selection will be done by lottery.*

Cost to student: \$25 for blank media.

Meeting time: 3, two-hour sessions each week (lecture and workshop) with an additional required lab/production time (minimum of 6 hours/week, additional during final project weeks).

TAMRA HJERMSTAD and TREVOR MURPHY (Instructors)

K. JONES (Sponsor)

Trevor Murphy has been an Instructional Technology Specialist at Williams College for 9 years. He has taught two winter study courses in the past that focused on video and animation.

Tamra Hjermstad has been an Instructional Technologist and media production consultant for more than 14 years at both Williams and Mount Holyoke colleges. She has created and delivered course integrated workshops and multi-part learning modules on digital media production.

### **PHYS 14 Electronics**

Electronic instruments are an indispensable part of modern laboratory work throughout the sciences. This course will cover the basics of analog electronic circuits, including transistors and operational amplifiers, and will briefly introduce digital circuits. Students will build and test a variety of circuits chosen to illustrate the kinds of electronic devices and design problems a scientist is apt to encounter.

Evaluation will be based on participation, completion of both laboratory work and occasional homework, and the quality of the final project or paper.

Prerequisite: Mathematics 104 or equivalent calculus. No prior experience with electronics is required. *Enrollment limit: 16. If overenrolled, selection will be based on seniority.*

Cost to student: \$50 for course packet and electronic parts.

Meeting time: afternoons, for a mixture of lab, lecture, and discussion, providing ample opportunity for hands-on experience. In the last week, students will design and build a final project, or will write a 10-page paper.

STRAIT

### **PHYS 22 Research Participation**

Several members of the department will have student projects available dealing with their own research or that of current senior thesis students. Approximately 35 hours per week of study and actual research participation will be expected from each student.

Students will be required to keep a notebook and write a five-page paper summarizing their work. Those interested should consult with members of the department as early as possible in the registration period or before to determine details of projects then expected to be available.

Prerequisites: permission of instructor. *Enrollment limit: 1 or 2 per project.*

Cost to student: none.

Meeting time: to be arranged with instructor.

K. JONES and members of the department

### **PHYS 31 Senior Thesis**

To be taken by students registered for Physics 493, 494.

## **POLITICAL ECONOMY**

### **POEC 21 Fieldwork in Public Affairs and Private Non-Profits (Same as Political Science 21)**

This course is a participant-observation experience in which students work full-time for a governmental agency, 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 association). In 2009, students are especially encouraged to train and become certified IRS Volunteer Income Tax Preparers through a special section of the course. 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 contacts 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 instructors verifying the placement and describing the nature of the work to be performed by the student. Students will read a few short articles distributed at the beginning of Winter Term and must agree to keep a journal, maintain weekly contact with the instructors, and write a final paper summarizing and reflecting upon the experience. A group meeting of all students will occur after winter study to discuss the experiences. Requirements: 90 hours of fieldwork; satisfactory evaluation from the institutional sponsor; 10-page final paper or equivalent; participation in final meeting.

At the time of registration, interested students should send a resume and letter of interest to Paula Consolini.

No prerequisites. *Enrollment limit: 30.*

Cost to student: approximately \$15 for readings, student covers transportation costs to and from internship site.

PAULA CONSOLINI (Instructor)

PAUL (Sponsor)

Paula Consolini, Ph.D., (UC Berkeley, 1992) is the Coordinator of Experiential Education at Williams and supervisor of the North Berkshire Volunteer Income Tax Assistance Program.

### **POEC 22 Volunteer Income Tax Assistance (Same as Economics 22)**

(See under ECON 22 for full description.)

### **POEC 23 Institutional Investment**

This course is an internship with the Williams College Investment Office in Boston. It is part of a structured program designed to give students an overview of endowment and investment management. Students will gain a better understanding of investments as well as sharpen professional skills that could be applied in the investment or financial sector, either in the for-profit or non-profit realm. Topics include portfolio construction, endowment investment management, and relations with College administration. The instructors are employees in the Williams College Investment Office in Boston.

The work will be based in Boston and will run for four weeks (January 3-January 27). Students are expected to work at the office for a minimum of 32 hours a week (four days), complete a set of relevant readings, keep a journal, and write an analytic essay.

No prerequisites are required. Relevant knowledge is an advantage to selection.

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](mailto:investmentoffice@williams.edu) by 11:59 PM ET on Sunday, October 31, 2010. *Enrollment limit: 2. If oversubscribed, students will be selected via interviews.*

Students are responsible for the cost of housing, food, and incidentals. The Investment Office will provide help in locating low- cost/no-cost housing in the Boston area if needed.

COLLETTE CHILTON, Chief Investment Office (Co-instructor)

ABIGAIL WATTLEY, Associate (Co-instructor)

THOMAS MUCHA, Investment Analyst (Co-instructor)

### **POEC 25 Coping with Global Crisis: South Africa's Policy Responses and Their Impacts (Same as Economics 25 and Political Science 24)**

(See under ECON 25 for full description.)

SAMSON and KENNETH MAC QUENE

### **POEC 31 Honors Thesis**

To be taken by students registered for Political Economy 493.

## **POLITICAL SCIENCE**

### **PSCI 10 Political Campaign Ads as Political Rhetoric**

The focus of this winter study course is on campaign television ads. Some ads have, it is often claimed, determined the outcome of elections. Lyndon Johnson's famous 1964 campaign ad showing a young girl plucking flower petals while a narrator counts down to a nuclear explosion, shown only once, or the George H.

W. Bush's campaign ad for Willie Horton in 1988, are two such examples. The course will examine campaign ads, and current research on when, how, and why, they work (or don't). One of the charges often leveled against democracy is that people are too easily seduced by clever and devious leaders, by the power of rhetoric and especially emotional images to mislead. But, what does it mean to delude or mislead? What can an effective campaign ad accomplish? Do campaign ads delude or do they educate, or both? Each student will write a 10-page paper analyzing a selected series of campaign ad of their choosing.

No prerequisites. *Enrollment limit: 20. If overenrolled, preference given to Political Science majors.*

Cost to student: under \$100.

Meeting time: four times a week, 10-11:30 a.m.

MARCUS

### **PSCI 11 Hate Crime: Racial Hierarchy**

This course probes the nature and functions of hate speech and hate crime in the U.S. by examining the laws, enforcement practices and social policies in response thereto. We explore the interrelationships among the occurrences of hate crime and speech incidents to determine which are so harmful as to require proscription and which are protected communication. We consider which kinds of hateful expressions contribute to the maintenance of racial hierarchy, which religious, ethnic, racial, sexual orientation groups have been victimized because of their identities and what remedies are available for their protection. The course explores basic concepts of criminal and constitutional law to determine what kinds of such communication and conduct is deserving of criminal punishment and with what kind of sanctions. We analyze excerpts from state and federal statutes, judicial opinions, journal articles and scholarly studies of the subject to assess the social policy implications of the enforcement of hate crime laws. Class will meet 6 hours per week and as much time as necessary to address individual and group student questions about the required writing. It is estimated that up to 2 hours per class hour will be required for preparation for in-class discussion. Outside-of-class work will include viewing recorded hate crime conference film, commercial films and assigned readings in scholarly books, articles and excerpts from the unpublished manuscript, "Patterns of Hatred" written by the instructor.

Each student will be required to write a 3- to 5-page paper on a suggested topic, make an in-class presentation on the topic and submit a final paper of 10 to 15 pages for completion of the course.

Prerequisites: a basic social science course (e.g., sociology, psychology, political science). *Enrollment limit: 30. If overenrolled, selection will be at the discretion of the instructor.*

Cost to student: \$25 for Reader.

Meeting time: TBA.

CHARLES JONES (Instructor)

MAHON (Sponsor)

Charles Jones taught courses in Criminal Law, Constitutional Law, Race Law Theory and seminars on Hate Crimes and the First Amendment at Rutgers Law School, a course on Racially Motivated Violence and the Law at Harvard Law School and was a litigator of civil rights cases with the NAACP Legal Defense and Education Fund.

### **PSCI 12 Civil Rights Law**

This course will examine contemporary civil rights law including application of constitutional and statutory law to modern civil liberties issues. The course will examine the role of the judiciary in adjudicating civil rights disputes. The course will address discrimination, employment, privacy, sexual harassment, ethnic profiling and police conduct issues. The course will emphasize analysis of cases, statutes and related legal materials. Most of the class time will be devoted to discussion of the cases and statutes. A model civil rights case will be analyzed to demonstrate application of the law to a civil rights dispute.

The class will begin with an introduction to legal research principles including traditional and electronic legal research. Students will analyze appellate court decisions and related materials, primarily U.S. Supreme Court decisions and select federal statutes including the Americans With Disabilities Act and the Civil Rights Act of 1964.

Reading assignments will mostly involve analysis of appellate cases and statutes.

Requirements: a research paper addressing a civil rights topic to be decided by student and instructor. Evaluation will be based on the analysis of a student paper and class participation. There are no prerequisites, although an interest in civil rights issues is recommended.

No prerequisites. *Enrollment limit: 20. If overenrolled, selection will be based on seniority.*

Cost to student: \$90 for books.

Meeting time: three mornings per week.

J. MICHAEL MCGUINNESS (Instructor)

MAHON (Sponsor)

J. Michael McGuinness has litigated civil rights cases for over twenty years including before the United States Supreme Court. He has taught civil rights law at the college and law school levels. [jmichael@mcguinnesslaw.com](mailto:jmichael@mcguinnesslaw.com) Mr. McGuinness has offered this course in three prior winter terms.

### **PSCI 13 Economic and Political Thought of Keynes**

The recent financial crisis and the general recession have revived interest in the thought of John Maynard Keynes. He influences debates about economic stimulus programs, financial regulation, and the operation of financial markets. Ironically, Keynes is invoked more frequently than he is read. To correct that, this course will read what Keynes actually wrote in two of his main works – The General Theory of Employment, Interest and Money and Essays in Persuasion. The course will address both his economic thought and the politics that is associated with it.

Requirements: 10-page paper.

No prerequisites. *Enrollment limit: 15. If overenrolled, selection will be at the discretion of the instructor.*

Cost to student: \$50.

Meeting time: mornings.

M. MACDONALD

### **PSCI 14 The West Wing**

Critically acclaimed and wildly popular, Aaron Sorkin's Emmy-winning presidential drama *The West Wing* (1999-2006) was more than merely imagery and rhetoric. Indeed, perhaps unique among television programs, it was also a creative mode of political science education and a remarkably successful attempt by Hollywood to make sense of Washington. Proceeding from that foundation, this course focuses on *The West Wing* as a unique tool for teaching and learning about the principles, structures, and dynamics of the American political system. Among the subjects we might consider are the scope and limits of presidential authority (including the veto and the "bully pulpit"), the relationship between the president and Congress over lawmaking, the politics of Supreme Court nominations, the role of public opinion polling and political consulting, the challenges and strategy of presidential campaigns, the internal organization of the White House, America's role in the world, and public policy issues ranging from taxes to abortion. For each, we will cull out the didactic potential of the show by pairing episodes with associated political science scholarship. Along the way, we will also read interviews with cast and crew as well as assorted assessments of the show more broadly, seeking to uncover the ways in which *The West Wing* not only explained politics but also shaped public conceptions of and discourse about it.

Requirements: class participation and a 10-page paper.

No prerequisites. *Enrollment limit: 15. If overenrolled, preference to Political Science majors.*

Cost to student: \$30 for readings.

Meeting time: mornings.

CROWE

### **PSCI 15 Grave Breaches**

Customary and contemporary international law limit what states-people acting on behalf of states-may do to people during war or peace. We will read the core documents outlining these limits, prominently the Nuremberg statutes, Geneva, Genocide and Torture Conventions, and International Criminal Court statute, and try to make something of them.

Requirements: two six-page papers.

No prerequisites. *Enrollment limit: 15. If overenrolled, preference to 1st and 2nd year students.*

Cost to student: none.

Meeting time: mornings.

SHANKS

### **PSCI 16 Political Aikido—Persuasion, Inspiration, and Strategic Dominance**

The most effective strategy for victory is that which leaves the least opposition in its wake while using the minimum of resources. This is true for political conflict as well as armed combat. While the Powell Doctrine may correctly call for the use of overwhelming force in war as a way to minimize opposition and prevent lingering struggle, the political equivalent is rarely available in a multi-party democracy. Long-term success in politics - both international and domestic - is much more likely with persuasion than coercion, and when the rhetoric and tactics used emphasize shared values rather than divisive stances. 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, it

addresses situations of conflict that manifest themselves physically, but also offers insight into how to prevent or redirect the energies - social, political, or psychological - that might otherwise become conflict in one or another aspect of our lives. As a martial art, Aikido teaches more than simply how to survive; it also teaches us how to physically express our noblest intentions—our compassion—in movements that protect not only ourselves but the attacker as well. Put another way, Aikido is ethical persuasion made physical.

This course will have both physical and academic components. The physical training (two hours daily on mats 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. Some of the mat time each week will be shared with students of the other WS Aikido course taught by Thomas O'Connor Sensei, and some will be on our own.

The academic component of the course will engage with how the physical training resonates with the tactical practices of Mohandas Gandhi and Martin Luther King, and will review the martial arts-influenced literature on Politics (Sun Tzu's Art of War, Miyamoto Musashi's Book of Five Rings) as well as Gene Sharp's The Politics of Nonviolent Action. Discussion sessions over lunch will provide students the chance to articulate what their bodies are learning in a way that does not interfere with the primacy of the uncognitized physicality of the training sessions themselves. Particular emphasis will be placed on Aikido's contribution to the virtues of calmness, centeredness, and creativity which allow a practitioner, or a politician, to catalyze significant change with what seems like minimal effort. Additional relevant experiences, such as meditation practice, misogi, Samurai films, and a chance for the bold to try live-steel tameshigiri will be an integral part of the course.

Students will be evaluated on the quality of their participation in both physical and intellectual course components, and a final project equivalent in scope to a 10-page paper. Students interested in the course should visit <http://www.aikidokids.com/williamsaikido.htm> before registration begins.

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: 25.

Cost to student: approximately \$100 for uniform and wooden training weapons. \$35 for books.

Meeting time: Aikido sessions 2 hrs/day (probably 10-12), presumably in Currier Ballroom. Discussion groups will meet at least two hours each week with the instructor, typically over lunch.

ROBERT KENT '84 (Instructor)

MAHON (Sponsor)

Robert Kent '84 spent 3 years in Kyoto, Japan earning his Sho Dan (first degree black belt), directly after majoring in both Philosophy and Religion at Williams. He currently holds a Yon Dan rank (Fourth degree black belt), having studied since 1991 at Aikido West in Redwood City under Frank Doran Shihan, where he helped run the youth program for 18 years. He is currently 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 founding coordinator for 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 fifth time he has offered an Aikido-based Winter Study course.

### **PSCI 21 Fieldwork in Public Affairs and Private Non-Profits (Same as Political Economy 21)**

(See under POEC 21 for full description.)

### **PSCI 24 Coping with Global Crisis: South Africa's Policy Responses and Their Impacts (Same as Economics 25 and Political Economy 25)**

(See under ECON 25 for full description.)

SAMSON and KENNETH MAC QUEENE

### **PSCI 25 Eye Care and Culture on the Atlantic Coast of Nicaragua**

Continuing the model of recent eye care winter studies in Nicaragua, the trip will follow a similar protocol. In cooperation with Ray Hooker, President of FAD-CANIC (The Foundation for the Autonomy and Development of the Caribbean Coast of Nicaragua) who has assisted us in all of our previous courses as well as professors of the New England College of Optometry who have previously trained our students in the prescription of reading and distance glasses and have accompanied our trips. We are proposing a follow up course continuing our work of prescribing glasses and also the training of local medical personnel to prescribe and distribute glasses as a sustaining project. At the conclusion of our 2010 trip, we left a small amount of glasses and other materials and supplies in Pearl Lagoon and Bluefields for future work.

After a partial week of classes on campus on the culture and politics of Nicaragua and a weekend of training in the prescribing of glasses we would travel to Managua for a day of cultural visits (national museum, Masaya Volcano, Huembes market). Following our cultural visits we would travel by bus to the city of Rama, where we visited last year and were overwhelmed by the needs of this important river head community. We will conduct clinics for two days and then take the "Bluefield Express" (a large river boat) to Bluefields. We will conduct clinics in Bluefields for 2.5 days and then travel by panga (fiberglass boat) to Pearl Lagoon. Haulover, Kukra Hill and possibly Wawashan where there is an experimental project and school educating local teenagers in basic high school subjects as well as how to tend and manage Coco farms, an important cash crop for the region. We will visit some off shore islands for a day of recreational and cultural activities before return to Managua and back to the U.S. The course will conclude at Williams with the turning in of our journals as well as discussions and evaluations of our insights about the developing world and our personal reactions to the experience.

*Enrollment limit: 12. Not open to first-year students.*

Cost to student: \$2500.

ROBERT PECK (Instructor)

MAHON (Sponsor)

Dr. Robert Peck, retired Director of Athletics at Williams (1971-2000), is a 24-year visitor and observer of Nicaraguan politics and culture.

### **PSCI 26 US-Mexico Border Issues**

This course takes a close look at life and issues along the US -Mexico border, specifically the border with Arizona. The first week (on campus) will be devoted to investigating the political-economy of global immigration, cultural flows and identities, social transformations and domestic political coalitions, security concerns in the wake of 9/11, and US immigration policy and practice, all with specific reference to US-Mexican immigration. The objective is to provide students with background and references in preparation of their experiential learning in Arizona and Mexico.

The two-week travel portion of the course will be organized through the Borderlinks program, a non-profit that specializes in academic programs on the Arizona/Mexico borderlands ([www.borderlinks.org/](http://www.borderlinks.org/)). Students will extend their understanding of the immigration issues on-site with the Borderlinks delegation and then profit from a service-learning component where they volunteer in Arizona and/or Mexico with non-profit groups involved in border issues. Upon their return to campus, students will meet with the instructors to evaluate their experience in light of the reading they did before departing.

Each

student will complete a 10-page paper on some facet of US-Mexico immigration and the borderlands.

No prerequisites. *Enrollment limit: 10. Not open to first-year students.*

Cost to student: approximately \$2345.

JANE CANOVA and SAM CRANE (Instructors)

### **PSCI 31 Senior Thesis**

To be taken by students registered for Political Science 493-494.

### **PSCI 32 Individual Project**

To be taken by students registered for Political Science 495 or 496.

## **PSYCHOLOGY**

### **PSYC 10 Introduction to Complex Skill Acquisition**

Come learn how to juggle. Beginners welcome. Learning to juggle is fun, but it is also a highly complex procedural learning task. We will talk about factors that affect skill learning and design experiments, which we will conduct on ourselves, to learn more about what makes skill acquisition effective. There might also be unicycle access.

Students will be evaluated based on a) attendance, b) skill development, and c) a paper on the research we conduct. The paper will require an introduction that provides background and motivation for the question we're asking, a method section, and a results/discussion section describing our findings.

No prerequisites. *Enrollment limit: 16. Preference will be given to non-jugglers.*

Cost to student: approximately \$15 for bean bags.

Meeting Time: 9:00-10:30 am, Monday-Thursday.

KORNELL

### **PSYC 11 Rat Olympics**

Behaviorism is a school of psychological thought founded on the idea that the expression of a particular behavior is the consequence of stimulus-response experiences. For example, the behaviorist might argue that people engage in particular behaviors because doing so has been associated with reinforcement in the past.

Over the course of Winter Study, we will read classic writings from the founders of Behaviorism (e.g., John Watson, B.F. Skinner) and we will consider ways in which these principles apply to our everyday lives. Students will use behaviorist principles to modify human behavior. We will also use these principles to train rats to perform amazing feats. The course will culminate in a "Rat Olympics" in which the success of the conditioning efforts will be assessed in head-to-head competition of conditioned animals. We will meet as a class for 3 separate 2 hour blocks per week. Extensive time will be spent outside of class working on the assigned projects (conditioning changes in human behavior and conditioning rats). Evaluation: Students will be evaluated on a written report of their experiences conditioning a change in human behavior as well as a written report of the conditioning methods used in training their rat Olympians. The Olympics will be held on the final day of Winter Study.

No prerequisites. *Enrollment limit: 15. Preference given to sophomores and juniors.*

Cost to student: none.

Meeting time: 10 a.m.-12 p.m. MWF.

N. SANDSTROM

### **PSYC 12 Alternative Birth Choices (Same as Women's and Gender Studies 12)**

This course will consider the range of women's experiences surrounding pregnancy and childbirth. Among the topics we will cover are: alternative birthing choices (midwifery, homebirth, water-birth), the medicalization of childbirth, and attitudes regarding breastfeeding. We will view documentaries about pregnancy and childbirth, including films of labor and delivery; hear from a number of local professionals, such as a midwife, a doula, a childbirth educator, and a lactation consultant; and take a tour of a birthing center.

Requirements: class presentation and participation in class discussions.

No prerequisites. *Enrollment limit: 10. If overenrolled, selection will be based on seniority.*

Cost to student: \$30 for photocopying expenses.

Meeting time: mornings.

KRISTEN SAVITSKY (Instructor)

ZIMMERBERG (Sponsor)

Kristen Savitsky holds a Bachelor's of Science degree in nursing and has worked as a labor and delivery nurse.

### **PSYC 13 Coming Down from the High: 12 Step Recovery and Counseling**

This course will explore the history and culture of the 12 Step Recovery Movement as well as diagnosis rubrics and methods of counseling/interventions that are commonly used at clinics and Employee Assistance Programs throughout the world. Students will read the text *Slaying the Dragon*, a variety of texts published by different 12 Step groups and watch movies such as *Days of Wine and Roses*, *My Name is Bill*, *Clean and Sober*, and *When Love is not Enough: The Lois Wilson Story*. Students will be expected to attend and report on their impressions on two different 12 Step meetings that they attend per week. This class is designed to help familiarize students with the disease model of addiction and help act proactively and with understanding with addicts, be it personally, socially, or professionally.

No prerequisites. *Enrollment limit: 25.*

Cost to students: approximately \$50.00 for books and course packet.

Meeting time: afternoons, two sessions per week.

RICK BERGER (Instructor)

DEAN OF FACULTY (Sponsor)

Rick Berger earned his M.A. in 2009 from Hazelden Graduate School of Addiction Studies.

### **PSYC 14 Beyond Hooking Up: Creating Meaningful Relationships (Same as Chemistry 14 and Special 14)**

(See under CHEM 14 for full description.)

### **PSYC 15 Ephquilts: An Introduction to Traditional Quiltmaking**

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 (two field trips inc), 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.

No prerequisites. *Enrollment limit: 15.*

Cost to student: \$200 for materials and supplies.

Meeting time: 1-3 p.m., MWF.

DEBRA ROGERS-GILLIG (Instructor)

ZIMMERBERG (Sponsor)

Debra Rogers-Gillig, one of the top quilters in New England, has been quilting for 32 years, and teaching classes and coordinating shows and exhibits for 27 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 Statistics in Psychological Research, Media, and Everyday Life**

This is a course about data. We will consider data from psychological research that is reported in journal articles, data reported in the mass media, and even some data generated by a study of our own design. Along the way, we will think about the principles of research in psychology-the logic and methodology of experimentation, and the concepts and techniques of statistical inference. We will cover a variety of statistical methods, emphasizing both how to conduct your own analyses and how to interpret the analyses conducted/reported by others. In other words, this is partly a course on how to do statistics and partly a course on how to think about statistics. No math background is assumed. This course is appropriate for students with no previous coursework in statistics or for students who have taken a course in statistics, managed to forget nearly everything they learned, and are seeking a refresher.

Evaluation will be based on readings, active class participation and attendance, 10-page paper.

No prerequisites. *Enrollment limit: 10. If overenrolled, priority will be based on seniority.*

Cost to student: none.

Meeting time: afternoons.

KENNETH SAVITSKY

### **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.

Requirements: 10-page minimum final paper summarizing the student's experiences and reflections, a journal kept throughout the experience, and the supervisor's evaluation.

Prerequisite: approval of Professor Heatherington is required. *Enrollment limit: 20.*

Cost to student: travel expenses in some cases.

HEATHERINGTON

### **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.

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.

Requirements: a minimum of 20 hours per week of research participation will be expected of each student.

Prerequisite: permission of instructor. *Enrollment limit: space available in faculty research labs. Student selection will be based on evaluation of departmental application and number of faculty available as mentors.*

Cost to student: none.

Meeting time: mornings.

HANE

### **PSYC 31 Senior Thesis**

To be taken by students registered for Psychology 493-494.

M. SANDSTRÖM

## **RELIGION**

### **REL 12 Wellness, Yoga, and the Art of Fully Thriving**

The art and science of yoga invites us into an ongoing conversation of what we do, who we are, and how we manage our energy. Inquire into the rich fabric of your life as you explore the power of healthy food and conscious nutrition, the stress reductive effects of breath, meditation and yoga, and practical tools to align what you think, feel, say and do to live the life you have always wanted. This course includes weekly yoga classes (*no prior experience needed*), meditation, breath work, a field trip to Kripalu Center for Yoga & Health, film viewing, final project/presentation, and two mandatory reading books (*Nourishing Wisdom* by Marc David and *Nourishing the Teacher: Inquiries, Contemplations, & Insights on the Path of Yoga* by Danny Arguetty).

Evaluation will be based on the final project/presentation and a 5- to 10-page research paper on a topic related to the course.

No prerequisites. *Enrollment limit: 30. If overenrolled, students will be selected based on an essay explaining why they want to take the course.*

Cost to student: \$50 plus yoga mat and blanket.

Meeting time: mornings, three times per week for three hours.

DANNY ARGUETTY (Instructor)

BUELL (Sponsor)

Danny Arguetty, M.A. is a yoga teacher, nutrition & health counselor, and philosophy lecturer at Kripalu Center for Yoga & Health in Stockbridge MA. Danny has been studying the art and science of yoga for over ten years, attended the institute for integrative nutrition in New York City, and works privately with clients on nutrition and health. He is passionate about supporting people on their path of greater awareness and potent vitality.

### **REL 25 Jerusalem: One City, Three Faiths, Many Narratives**

Jerusalem excites the imagination, the emotions, and the spiritual aspirations for many people. An ancient city that was the locus of holiness and conflict for one hundred generations still retains that description today. Through the first half of Winter Study, we will engage readings, (Innocents Abroad by Mark Twain, Karen Armstrong's JERUSALEM), class discussions, and additional study, to prepare for travel to Jerusalem. We will leave Williamstown on January 16, taking up residence in Jerusalem on Monday morning, the 17th, through Thursday the 27th. Our study in Jerusalem will feature many walking tours to various neighborhoods and historic sites, and will bring Christian, Jewish, and Muslim teachers to present the complicated series of narratives that describe the mosaic of Jerusalem's three thousand year history. We'll even learn from a naturalist about the importance of Jerusalem as a flyway for millions of birds! Our educational program in Jerusalem will be led by Ophir Yarden, education director for the Interreligious Coordinating Council of Israel. When this course was offered in 2007 and 2009, many students agreed that it was "the most amazing experience of my life!" Students will submit a 10- to 12-page reflection paper discussing the meaning of Jerusalem. In mid- to late February, there will be a "reunion gathering" for the students to revisit the papers they wrote immediately after the trip, as an opportunity to revisit and further reflect on their January experience.

*Enrollment limit: 10. Not open to first-year students.*

Cost to students: approximately \$3000.

Cantor BOB SCHERR, Jewish Chaplain for the College

### **REL 26 Miami: Gateway to the Caribbean (Same as Africana Studies 25, History 25, and Latina/o Studies 25)**

(See under AFR 25 for full description.)

BENSON and HIDALGO

### **REL 31 Senior Thesis**

To be taken by students registered for Religion 493 or 494.

## **ROMANCE LANGUAGES**

### **FRENCH**

#### **RLFR S.P. Sustaining Program for French 101-102**

Students registered for 101-102 are required to attend and pass the sustaining program during the Winter Study period. There are three 50-minute meetings per week.

Meeting time: mornings; 9-9:50 a.m.

TBA (Teaching Associates)

#### **RLFR 10 "Astérix the Gaul: French Culture through the Prism of the Comic"**

The longevity and popularity of the Astérix comic strip series over successive generations of an international readership can be explained, in part, by its subtle and penetrating rendering of Europeanism through caricature. This course will examine some of the most enduring texts in the Astérix saga as interpretations, first, of French culture and the way the French view themselves with respect to the rest of Europe and, second, of the way they view Europe in dialogue with French cultural norms. Such issues as "la Patrie" (homeland), linguistic characteristics, the idea of France, French provincial distinctiveness, France's view of a homogeneous national character seen through its own cultural diversity, and the relationship of France to other specific regional cultures will be studied as a way not only of defining the nation's historic legacy, but of coming to terms with the way it sees its place within the vision of the European Union. Among the texts to be studied will be *Astérix the Gaul*, *Astérix and the Normans*, *Astérix and the Mansions of the Gods*, *Astérix in Corsica*, *Astérix in Britain*, *Astérix in Switzerland*, *Astérix and the Goths*, and *Astérix in Belgium*. Analysis of the primary texts will be complemented by secondary cultural readings, especially those of Fernand Braudel and other prominent interpreters of French culture. Readings will be in English, but those students who wish to read the texts in the original French should make arrangements in advance with the instructor. *Conducted in English*

Requirements: class participation and a 10-page paper.

No prerequisites. *Enrollment limit: 10.*

Cost to student: books and reading packet only.

Meeting time: mornings, 3 two-hour sessions per week.

NORTON

#### **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 11 Brazil (Same as Comparative Literature 11, Latina/o Studies 11 and Special 23)**  
(See under COMP 11 for full description.)

**RLSP 12 Exploring Mexico/Contemporary Mexican**

This course will provide students with the opportunity to view a variety of contemporary films and documentaries directed in Mexico by prominent contemporary Mexican filmmakers. These films and documentaries will be used as a spring-board to explore and discuss how these filmmakers use this media to portray Mexico's culture, values, as well as the country's handling of social issues such as migration, colonialism, resistance, gender and education, among others. This class will be taught in Spanish. The theoretical and background reading will be provided both in English and Spanish, however most of the films and documentaries to be screened are in Spanish.

Evaluation will be based on class participation and a final 8- to 10-page paper that will be due at the end of the course.

No prerequisites but students must have a basic proficiency in language. *Enrollment limit: 12.*

Cost to student: none.

Meeting time: TR.

PAULINA SALAS-SCHOOFIELD (Instructor)

ROUHI (Sponsor)

Paulina Salas-Schoofield is resident of Oaxaca, Mexico. During the past 14 years she has taught courses on Mexican Culture and Spanish Language at the Language Center of the Benito Juarez University, the Canadian International College and the Instituto Cultural Oaxaca. Paulina Salas-Schoofield studied art history at the Instituto de Cultura Superior in Mexico City, and film studies at Edinburgh University.

**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.

INYASHKIN

**RUSS 12 Introducing American Sign Language (Same as Special 12)**

This course introduces students to basic knowledge about American Sign Language and deaf people. Emphasis in this preliminary introduction to ASL is on developing rudimentary receptive, expressive, and interactive skills through an intensive immersion in ASL. Students will also be introduced to deaf history, culture, and politics. This course is designed to help nonsigners develop rudimentary skills, to introduce them to the complexity of ASL, and to cultivate interest in further study of the language.

Evaluation will be based on attendance, participation, quizzes, and student projects or student produced videotapes of their own expressive skills. Students will also be expected to spend an hour outside of class each week viewing videos of native ASL signers.

No prerequisites. *Enrollment limit: 15.*

Cost to students: \$50.

Meeting time: 3 two-hour meetings per week in the afternoon.

LAURIE BENJAMIN (Instructor)

CASSIDAY (Sponsor)

Laurie Benjamin is a nationally certified ASL interpreter with training and extensive experience in legal and mental health interpreting as well as video-relay interpreting. She has taught in deaf schools. She has also taught winter study at Williams on and off since the early 1990s.

**RUSS 25 Williams in Georgia (Same as Special 25)**

Williams has a unique program in the Republic of Georgia, which offers students the opportunity to engage in three-week-long internships in any field. Our students have worked in the Georgian Parliament, helped in humanitarian relief organizations like Save the Children, interned in journalism at The Georgian Times, taught unemployed women computer skills at The Rustavi Project, documented wildlife, studied with a Georgian sculptor, done rounds at the Institute of Cardiology, and learned about transitional economies at the Georgian National Bank. In addition to working in their chosen fields, students experience Georgian culture through museum visits, concerts, lectures, meetings with Georgian students, and excursions. Visit the sacred eleventh-century Cathedral of Sveti-tskhoveli and the twentieth-century Stalin Museum, take the ancient Georgian Military Highway to ski in the Caucasus Range, see the birthplace of the wine grape in Kakheti and the region where Jason sought the Golden Fleece. Participants are housed in pairs with English-speaking families in Tbilisi, Georgia's capital city. At the end of the course students will write a 10-page paper assessing their internship experience.

Knowledge of Russian or Georgian is not required.

No prerequisites. *Enrollment limit: 8. Not open to first-year students.*

Cost to student: approximately \$2000.

GOLDSTEIN

**RUSS 30 Honors Project**

May be taken by candidates for honors other than by thesis route.

**RUSS 31 Senior Thesis**

To be taken by students registered for Russian 493-494.

## SOCIOLOGY—See under ANTHROPOLOGY AND SOCIOLOGY

## THEATRE

**THEA 10 Staging Non-Dramatic Texts**

This studio course will examine aspects of the staging and performance of "texts" not initially meant for production. Inspiration for these pieces may come, for example, from literature (poetry, stories, aphorisms), the visual arts, or music. In performance, lab students will develop and experiment with their pieces while attempting to embody the "meaning" of the original into palpable stage form. The focus will be clearly on process rather than product, but if modest performance of the pieces is warranted, there will be a showing at the end of the WSP.

Students will be asked to perform in one another's pieces as they develop, so that the official class meetings (6 hours/week in the Studio) will have to be supported by a substantial commitment to collaborative work and rehearsal.

*Enrollment limit: 12. Preference to students who have taken at least one Theatre course.*

Cost to student: none.

Meeting time: 10-noon, MWF.

BUCKY

**THEA 12 Classic American European Musical Theatre (Same as Music 12)**

(See under MUS 12 for full description.)

**THEA 13 Making a Career in Performance**

In this course, students will learn practical steps in making a career in theatre. How do you introduce your talent to the professional world? How do you find an agent, auditions, director and inspiring collaborators? How do you deal with anxiety and stay active creatively? What should be done or avoided? These and other questions will be addressed through research, discussion, exploration exercises and meeting professional theatre artists.

Evaluation: discussion and final research presentation.  
No prerequisites. *Enrollment limit: 12.*  
Cost to student: none.  
Meeting time: TW 1-4 p.m.  
SANGARE

#### **THEA 14 Digital Sketching**

Photoshop, 3D modeling software, CAD drafting and other digital tools are increasingly used as supplements to (or in lieu of) the traditional, pencil-and-paper, methods of rendering visual ideas. But digital media is often regarded as finishing or presentational tools, rather than a medium to be worked in organically throughout the entire creative process. Digital media can just as easily be a supplement to the battered sketchbook traditionally carried around by an artist or designer-but now a "sketchbook" that can be emailed, uploaded, and printed with ease! This class will focus on the use of Photoshop and SketchUp as creative development tools in imagining three dimensional space, media for both the hasty sketching out of ideas, and revising, refining, and finalizing those initial impulses-all from your laptop.

We will meet twice a week for three-hour sessions, with additional supervised lab times as needed. Most research, sketching, and rendering work will take place outside of class time (estimated 20 hours per week.) No previous experience with the software is required.

Evaluation will be based upon the effort put into, and the development process of, several digital design projects. Attendance and participation in critiques will also be seriously considered. Final project (a digital design of an imagined architectural space) will be the majority of the grade, with earlier assignments and participation taken into account.

No prerequisites. *Enrollment limit: 10. If overenrolled, selection will be random*

Cost to student: \$25.

Meeting time: MW or TR 1-4 p.m.

MORRIS

#### **THEA 15 What is Playing in America and the World**

This course will look at what plays are being performed in theatres across the United States and in several other countries as well. We will identify several of America's top regional theatres, and try to establish a pattern in the decisions taken by artistic directors and producers. We will speculate on the conditions which play a part in the process of deciding on a season of plays. Students will be expected to read some of the plays that are being performed.

Evaluation: presentation.

No prerequisites. *Enrollment limit: 10. Students will be selected based on Theatre experience.*

Cost to students: none.

Meeting time: Monday/Thursday 1-4 p.m.

EPPEL

#### **THEA 32 Senior Honors Thesis**

See description of Degree with Honors in Theatre.

### **WOMEN'S AND GENDER STUDIES**

#### **WGST 12 Alternative Birth Choices (Same as Psychology 12)**

(See under PSYC 12 for full description.)

#### **WGST 13 Beyond El Día de los Muertos: Latina/o Rituals of Mourning en el Teatro (Same as Latina/o Studies 13)**

(See under LATS 13 for full description.)

#### **WGST 17 The Abortion Debate: The Politics of Abortion in the United States, 1973-Present (Same as History 17)**

(See under HIST 17 for full description.)

#### **WGST 28 Sex and the Constitution (Same as History 28)**

(See under HIST 28 for full description.)

#### **WGST 30 Honors Project**

To be taken by candidates for honors other than by thesis route.

### **SPECIALS**

#### **SPEC 10 Quest for College: Early Awareness in Berkshire County Schools**

Today's extremely competitive higher education market places significant pressure on students nationwide to start planning for college at an increasingly early age while simultaneously demanding ever-higher standards of excellence for admission to top schools. "Early Awareness" initiatives aim to educate middle school students as to what lies ahead on the college horizon, empowering them to make sound academic and extracurricular choices that will keep open a maximum of options. The first week of this course will be spent in the classroom, exploring and discussing problems and issues germane to the national trends towards greater (and earlier) college-related pressures. Students will respond to a series of readings dealing with such issues as tracking, paid test preparation and untimed testing, early decision, parental and peer pressures, special interests, misrepresentation of information, independent counseling, and others. Class time will also be devoted to familiarizing students with both the nuances of the college admission process, visiting other higher educational institutions in Berkshire County, and learning how to facilitate the early awareness game, Quest for College. Students will spend the next two weeks visiting 10-12 Berkshire County middle classes, administering the game. If student and community interest is sufficient, the course may culminate in a public presentation and open forum regarding early college awareness initiatives.

Evaluation will be based on completion of field work (school visits), organization and a final paper (approximately 10 pages) reflecting on a course-related issue of the student's choosing.

No prerequisites. *Enrollment limit: 8. Preference given to a) students with prior experience working with middle school aged youth, b) students who can be approved to operate college vehicles c) juniors and seniors. Interested students must consult with the instructor prior to registration.*

Cost to student: reading packet and meals while off campus.

Meeting time: mornings.

GINA COLEMAN '90 (Instructor)

WSP COMMITTEE (Sponsor)

Gina Coleman '90 is Associate Dean of Students and Head Women's Rugby Coach. Coleman, who holds a Ph.D. in Educational Leadership and Policy from the University of Nebraska, designed the early college awareness board game used in the course, Quest for College.

#### **SPEC 11 Science for Kids (Same as Chemistry 11)**

(See under CHEM 11 for full description.)

#### **SPEC 12 Introducing American Sign Language (Same as Russian 12)**

(See under RUSS 12 for full description.)

#### **SPEC 13 Literary Journalism in Practice**

What are the best ways to use long-form journalism to get at a subject? In this course, we'll explore ways to tell a story in depth, by using tactics and techniques borrowed from fiction, academic disciplines, and the arts. Classwork will include a number of brief assignments to focus on specific elements--ways to physically describe something, overhearing and transcribing dialogue, conducting interviews, and finding the right tone of voice. During our meetings, we'll read and critique each other's work to assess what works and what doesn't. We'll include regular readings from masters of nonfiction--ranging from early and overlooked pioneers like Mark Twain and Jack London, through popular writers like Tom Wolfe, Hunter S. Thompson, Ron Rosenbaum, and David Foster Wallace.

The final piece will be a minimum 10-page profile of a person or institution around campus that will go through several revisions.

No prerequisites. *Enrollment limit: 15. Preference for students with a demonstrated interest in a career in journalism.*

Cost to student: \$75.

Meeting time: afternoons.

CHRISTOPHER MARCISZ (Instructor)

DEAN OF FACULTY (Sponsor)

Christopher Marcisz is a freelance writer based in Williamstown whose recent work has appeared in The Boston Globe, The International Herald Tribune, and the Moscow News. For many years he was a reporter for the Berkshire Eagle, where he wrote arts and cultural features and editorials, and later worked as an editor. He is a graduate of University of Pennsylvania and the Columbia University Graduate School of Journalism.

**SPEC 14 Beyond Hooking Up: Creating Meaningful Relationships (Same as Chemistry 14 and Psychology 14)**  
(See under CHEM 14 for full description.)

**SPEC 15 Contemporary American Songwriter (Same as American Studies 15 and Music 15)**

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, recording and 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 in not usable). Students will be guided to create both music and lyrics. They may also be required to participate in a co-write session. One of these songs will be presented during the final performance, preferably by the student. Attendance at classes, feedback sessions, and final presentation is mandatory. Please note: this class meets every day. A short writing assignment will be passed in on the last day of class.

No prerequisites. Students with a musical background and the ability to play an instrument may be given preference, but anyone interested is encouraged to register. (Bernice.Lewis@williams.edu). *Enrollment limit: 15.*

Cost to student: books plus \$35 lab fee for recording and xeroxing costs.

Meeting time: M, Tu, W, Th, F 10 a.m.-noon.

BERNICE LEWIS (Instructor)

DEAN OF FACULTY (Sponsor)

Bernice Lewis is an accomplished singer, songwriter, producer and educator. She has been a national touring artist for over twenty years and has performed at the Kerrville Folk Festival, PBS's Mountain Stage, and the Kennedy Center in Washington, D.C. She was recently chosen by the National Park Service to be an Artist in Residence. She has released six recordings of original material.

**SPEC 16 Peer Support/Counseling Skills Training**

Are you the person your friends come to for support? Good listening and communication skills are of benefit to everyone and for students interested in the helping professions, in particular. This course will prepare you to be an active listener, to help others feel more comfortable and confident with social, academic, and personal relationships, to assist others in making decisions without giving advice, and to assess risk. We will consider the relevance of values and beliefs, the influence of family and family concerns, and the interplay of biases and stereotypes we hold as they affect our interactions with others. You will learn how to communicate about sensitive issues and deepen your identity in the helping role. Emphasis will be given to learning one's limits within various situations, knowing when to refer to other resources, and what resources are available to students. This course will teach you broadly applicable helping skills that you can apply in any interpersonal role such as Peer Health, Junior Advisor, or Baxter Fellow. We will meet twice weekly for 3 hour sessions. This is an experiential training augmented by relevant readings and out-of-class assignments designed to deepen your understanding of yourself and your communication and helping skills. Evaluation will be based on participation, attendance, and submission of a 10 page paper consisting of journal entries and reflections of your experience and growth throughout the course.

No prerequisites; open to first years, sophomores and juniors. *Enrollment limit: 18.*

Cost to students: \$25.

Meeting time: ?

KAREN THEILING (Instructor)

HARRISON (Sponsor)

Karen Theiling is a Licensed Mental Health Counselor with 10 years experience as a psychotherapist. I have taught and facilitated in a number of different types of groups, including those designed to improve communication skills. I led one such group twice a year for UMass Amherst's *Every Women's Center* for 3 years. This will be the third time I have offered the course at Williams for Winter Study

**SPEC 17 Learning Intervention For Troubled Teens (LIFTT) (Same as ANSO 17)**

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 and meet with their teenagers three times a week, as well as keep a journal detailing the meetings.

Evaluation will be based on the quality of the log, the Williams students own topic presentations, and a final paper about the experience, with a focus on how to improve the program, the juvenile sentencing system, and what they learned about the social and psychological repercussions of adolescent crime.

No prerequisites. *Enrollment limit: 8. Preference to sophomores, juniors and seniors.*

Meeting time: TBA.

MICHAEL WYNN '93 (Instructor)

ENGEL (Sponsor)

Mr. Wynn was a police officer for 15 years, and taught at as adjunct instructor in management and leadership at Roger Williams University. He's a Williams alum, class of 1993.

**SPEC 18 Nonviolence and Noncoercion**

When is violence or the threat of violence morally acceptable? Do violent means lead to peaceful ends? In this course we will examine the relationship between nonviolence and noncoercion in moral and political contexts. Principled nonviolence, or ahimsa in Gandhi's writings, implies among other things that one must not harm others, even one's violent oppressors, as a means of affecting social or political change. In contrast, the noncoercion principle is a moral position that one must not initiate the use of force against another person. Although nonviolence and noncoercion are related, for historical reasons their philosophical literatures have remained almost entirely separate. We will survey both literatures, including selections from Ballou, Gandhi, King, Nozick, Rothbard, Ruwart, Thoreau, and Tolstoy, and use class discussion to bring out their similarities and differences.

Evaluation will be based on class attendance and participation, and a 10-page paper.

No prerequisites. *Enrollment limit: 20. If overenrolled, selection will be based on seniority.*

Meeting time: afternoons, two hours three times per week.

Cost to student: less than \$50 for books.

KIRBY

**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 to student: local apprenticeships: required vaccinations, local transportation and possibly lunches. Distant apprenticeships: costs will vary based upon location.

TEACHING ASSOCIATES (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 MATTSO, D.V.M.; MARK MCDERMOTT, M.D.; RONALD MENSCH, 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.; THE-MARGE SMALL, M.D.; ANTHONY SMEGLIN, M.D.; ANNE MARIE SWANN, M.D.; ELIZABETH TOOMAJIAN, N.P.; 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.  
JANE CARY Health Professions Advisor

**SPEC 20 What Was Monet Thinking?—Understanding Art, for Non-Art Majors (Same as Comparative Literature 20)**

(See under COMP 20 for full description.)

**SPEC 21 Experience the Workplace; an Internship with Williams Alumni/Parents**

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 in two distinct ways: some students live on campus and are matched with local professionals, while others make independent arrangements to work with a distant professional. 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. 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.

Requirements: 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.

Prerequisites: interested students must attend an information meeting in early October, and meet individually with John Noble to go over the details of their placements. Preference for placements will be given on the basis of seniority and demonstrated interest in the profession of interest.

Enrollment is limited by the number of available teaching associates (instructors). Student selection criteria: Preference for placements will be given on the basis of seniority and demonstrated interest in the profession of interest.

Cost to students: local apprenticeships—local transportation. Distant apprenticeships—costs will vary based upon location, but are the responsibility of the student.

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 a training packet and individual orientations with the course director in person or via telephone conference.

Meeting time: 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.

JOHN NOBLE (Sponsor) Director of the Office of Career Counseling

**SPEC 23 Brazil (Same as Comparative Literature 11, Latina/o Studies 11 and RLSP 11)**

(See under COMP 11 for full description.)

**SPEC 25 Williams in Georgia (Same as Russian 25)**

(See under RUSS 25 for full description.)

**SPEC 26 Travel Course: Resettling Refugees in Maine (Same as Philosophy 26)**

Sponsored by the Gaudino Scholar and the Gaudino Fund in 2008, 2009, and 2010, this Winter Study travel course will allow a small group of students to live in Portland, Maine for the month of January 2011, where they will experience and explore the impact of over thirty years of refugee resettlement in the 'whitest' of the United States. Each student will live with a refugee family from one of the dozens of countries represented by the refugee communities of Portland, and during her or his home stay will encounter first-hand the issues confronting recent immigrants to the United States from Southeast Asia, Africa, Eastern Europe or Latin America. While only 4 hours from Williams, Portland students speak almost 60 languages in the school system. WSP students will keep a daily journal to record their experiences with their refugee family and working weekdays the schools or nonprofit organizations that serve them. Students will be exposed to such issues as race, ethnicity, and national identity; the interplay of public and private values; and the wide variety of educational, health, governmental, and religious agencies and providers serving refugee families. Students meet weekly with the course instructor to discuss how their experiences are going; they will also attend arranged community meetings or events. Students as a group will also have time in Maine at the beginning of the program for an orientation session, and at the conclusion to share experiences with each other and write a short reflection paper.

No prerequisites. If student interest exceeds the enrollment limit, preference will be given to those students who demonstrate, in a short conversation with and essay submitted to the instructor, their interest in experiential learning generally and the problems confronting recent immigrants to the United States specifically.

*Enrollment limit: 6; not open to first year students.*

Cost to students: There will be a small per diem paid to each host family for room and board. For financial aid students, costs for this WSP travel course will be paid by the Gaudino Fund.

JEFF THALER '74 (Instructor)

DUDLEY (Sponsor)

Jeff Thaler '74 participated in Williams-at-Home with Professor Robert Gaudino in 1971-72. After Professor Gaudino's death in 1974, Jeff and some other alumni developed an initiative that eventually became the Gaudino Memorial Fund. Jeff served on the Board of the Fund for many years, including service as its Chair; in 2010 he was elected to come back onto the Board. Since 1974, Jeff graduated from Yale Law School in 1977, worked as a public defender in New York City from 1977-79, and has lived in Maine since 1979, where he has worked as a trial and environmental attorney. He has taught a course on refugee issues as an adjunct professor at the University of Southern Maine, as well as courses at Maine Law School and Bowdoin College. Jeff directed this WSP in January 2008, 2009 and 2010; has volunteered with many refugee groups in Portland; was elected in 2009 to the Williams College Tyng Scholarship Committee; and has worked as a group facilitator for the past nine years at the Center for Grieving Children.

**SPEC 27 Sustainable Agriculture Course (Same as Environmental Studies 27)**

Understanding and getting involved in our food production chain is of growing interest to those with concerns about their own ecological footprint, maintaining personal physical health, the humane treatment of animals, sustainable local economies, social justice or other issues. Sustainable agriculture comes in many forms, reflective of the given ecological/economic/cultural/historic/

personal context of a farm. To truly understand this most important issue, just like all matters of ecology, we must go deeper than the overarching theories and find out what the relationships are on the ground. Through class visits to local farms, reading and a reflective journal, students will gain hands-on experience exploring the day-to-day operations and guiding principles of some local sustainable agricultural enterprises. While January is generally thought of as a time of reflection and planning on the farm, there is still work to be done both outside and inside. Find out what goes on in a dairy enterprise, a mixed vegetable operation, a sugar bush, a highly diversified family farm, a pastured and foraging mixed animal farm or an orchard during the "off-season". Meet the farmers, ask the questions, learn skills and lend your help to the task at hand. Because January is the time of reflection and planning, we will join the farmers in a little reading and reflection of our own. Members of the class will engage in a brief survey of agriculturally relevant literature including popular non-fiction, journals, newsletters and informational publications as suggested by the instructor and the farmers visited.

Students will respond to our experiences, discussions and readings in a reflective journal. Students will also write short essays, and have a final project of either a paper or presentation. Reading will be handed out weekly to gain a broader understanding of sustainability.

The field trips will be four hours on Monday. We will visit two different farms in that time. We will then hold a lecture on Wednesday to further discuss agricultural practices and the farms we visited. As per the field nature of this course, students will be responsible for dressing appropriately for January weather on a farm. Appropriate attire might include boots, hat, gloves, coat, etc, that you're not afraid to get dirty.

CHUCK CURRIE and LISA MACDOUGALL (Instructors)

WINTER STUDY COMMITTEE (Sponsor)

Chuck Currie and Lisa MacDougall will be the teachers for the course. They own and operate Mighty Food Farm, an organic vegetable and chicken egg farm in Pownal, VT. They have degrees in Plant, Soil, and Insect Science from the University of Massachusetts at Amherst and have been running Mighty Food Farm for four years.

**SPEC 28 Teaching Practica in New York City Schools**

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. *Enrollment limit: 12.*  
Cost to student: \$400.  
Meeting time: off-campus fieldwork: daily 8:30 a.m.-3 p.m. and weekly seminar dinners.  
TRACY FINNEGAN (Instructor)  
WINTER STUDY COMMITTEE (Sponsor)

Tracy Finnegan is a master's level teacher with training and teaching experience in a variety of approaches and settings.

### **SPEC 39 "Composing a Life:" Finding Success and Balance in Life After Williams**

To be at Williams you have learned to be a successful student, but how do you learn to be successful in life? How will you define success in both your career and in your personal life? How will you achieve balance between the two? In short, what will constitute the "good life" for you? We borrow the concept of "composing a life" from Mary Catherine Bateson, as an apt metaphor for the ongoing process of defining success and balance in life. This course is designed: (1) To offer college students an opportunity to examine and define their beliefs, values, and assumptions about their future personal and professional lives before entering the "real" world; (2) To encourage students to gain a better understanding of how culture, ideology, and opportunity affect their life choices; (3) To provide an opportunity for students to consider different models of success and balance through "living cases" (in the form of guests from various professions and lifestyles); and (4) To aid students in contemplating their career options through individual advising and introducing various career and life planning resources. Using selected readings, cases, and guest speakers, we will explore both the public context of the workplace as well as the private context of individuals and their personal relationships in determining life choices.

Requirements: regular attendance, class participation, field interview, and a 10-page final paper. Weekly assignments include cases and readings from a variety of related fields, and some self-reflection exercises.

No prerequisites. *Enrollment limit: 15.*

Questions about the course: please contact Michele Moeller Chandler at (413) 458-8106 or michele.chandler2@verizon.net

Cost to student: approximately \$35 for cases/reading materials.

Meeting time: mornings, two-hour classes three times a week.

MICHELE MOELLER CHANDLER and CHIP CHANDLER (Instructors)  
TOOMAJIAN (Sponsor)

Michele Moeller Chandler ('73) and Chip Chandler ('72) have taught this Winter Study course for the past fourteen years. They have been both personally and professionally engaged in the course topic. 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.

## **WILLIAMS PROGRAM IN TEACHING**

Students interested in exploring one or more of the following courses related to teaching and/or working with children and adolescents should contact Susan Engel, Director of Education Programs, who will be able to help you choose one that best suits your educational goals.

### **ANSO 12 Children and the Courts: Internship in the Crisis in Child Abuse**

(See under ANSO 12 for full description.)

### **BIOL 11 Project BioEyes: Zebrafish Genetics and Development in the K-12 Classroom**

(See under BIOL 11 for full description.)

### **CHEM 11 Science for Kids (Same as Special 11)**

(See under CHEM 11 for full description.)

### **SPEC 17 Learning Intervention For Troubled Teens (LIFTT) (Same as ANSO 17)**

(See under SPEC 17 for full description.)

### **SPEC 28 Teaching Practica in New York City Schools**

(See under SPEC 28 for full description.)

## **WILLIAMS-MYSTIC PROGRAM IN AMERICAN MARITIME STUDIES**

An interdisciplinary one-semester program co-sponsored by Williams College and Mystic Seaport which includes credit for one winter study. Classes in maritime history, literature of the sea, marine ecology, oceanography, and marine policy are supplemented by field seminars: offshore sailing, Pacific Coast and Louisiana. For details, see "Williams-Mystic Maritime Studies Program" or our website: [www.williams.edu/williamsmystic](http://www.williams.edu/williamsmystic).

## **PRESIDENTS OF WILLIAMS**

Ebenezer Fitch, D.D., 1793-1815  
Zephaniah Swift Moore, D.D., 1815-1821  
Edward Dorr Griffin, D.D., 1821-1836  
Mark Hopkins, M.D., D.D., LL.D., 1836-1872  
Paul Ansel Chadbourne, D.D., LL.D., 1872-1881  
Franklin Carter, Ph.D., LL.D., 1881-1901  
John Haskell Hewitt, LL.D., Acting President, 1901-1902  
Henry Hopkins, D.D., LL.D., 1902-1908  
Harry Augustus Garfield, L.H.D., LL.D., 1908-1934  
Tyler Dennett, Ph.D., Litt.D., LL.D., 1934-1937  
James Phinney Baxter, 3rd, Ph.D., Litt.D., L.H.D., D.Sc., LL.D., 1937-1961  
John Edward Sawyer, M.A., LL.D., Litt.D., L.H.D., 1961-1973  
John Wesley Chandler, Ph.D., LL.D., L.H.D., 1973-1985  
Francis Christopher Oakley, Ph.D., L.H.D., Litt.D., LL.D., 1985-1993  
Harry Charles Payne, Ph.D., Litt.D., LL.D., 1994-1999  
Carl William Vogt, LL.B., LL.D., 1999-2000  
Morton Owen Schapiro, M.A., Ph.D., LL.D., L.H.D., 2000-2009  
William Gilson Wagner, B.Phil., D.Phil., Interim President, 2009-2010  
Adam F. Falk, Ph.D., 2010-

## **TRUSTEES 2010-2011**

Adam F. Falk, Ph.D., LL.D., *President*  
Gregory M. Avis '80, M.B.A., Palo Alto, California, *Chairman of the Board of Trustees*  
William E. Simon, Jr. '73, J.D., A.M.P., Los Angeles, California  
Michael B. Keating '62, LL.B., Boston, Massachusetts  
Laurie J. Thomsen '79, M.B.A., Concord, Massachusetts  
A. Clayton Spencer '77, M.A., J.D., Cambridge, Massachusetts  
Jonathan A. Kraft '86, M.B.A., Foxboro, Massachusetts  
Stephen Harty '73, M.P.P.M., Irvington, New York  
Robert G. Scott '68, M.B.A., New York, New York  
Barbara A. Austell '75, B.A., Villanova, Pennsylvania  
Yvonne Hao '95, M.A., New York, New York  
Valda Clark Christian '92, J.D., Miami, Florida  
David C. Bowen '83, M.B.A., Brooklyn, New York  
Michael R. Eisenson '77, M.B.A., J.D., Boston, Massachusetts  
Glenn D. Lowry '76, M.A., Ph.D., New York, New York  
Frederick M. Lawrence '77, J.D., Washington, D.C.  
Fred Nathan, Jr. '83, J.D., Sante Fe, New Mexico  
Sarah Keohane Williamson '84, M.B.A., Boston, Massachusetts  
Kate L. Queeney '92, Ph.D., Amherst, Massachusetts  
Joey Shaista Horn '87, M.B.A., Oslo, Norway  
Patrick F. Bassett '70, M.A., Washington, D.C.  
Eric L. Cochran '82, M.S., J.D., New York, New York  
Robin Powell Mandjes '82, M.B.A., Cambridge, Massachusetts



## TRUSTEE COMMITTEES 2009-2010

Reported below are the committee appointments for 2009-2010. Changes in the 2010-2011 assignments will be posted in the fall.

Executive Committee: The President\*, Gregory M. Avis, *Chair*; Yvonne Hao, Stephen Harty, Michael B. Keating, Jonathan A. Kraft, Robert G. Scott, William E. Simon, Jr., Laurie J. Thomsen.

Investment Committee: Michael R. Eisenson, *Chair*; Gregory M. Avis, E. David Coolidge III, Jonathan A. Kraft, William E. Simon, Jr., Laurie J. Thomsen, Sarah K. Williamson.

Faculty and Instruction Committee: Stephen Harty, *Chair*; César J. Alvarez, Michael R. Eisenson, Yvonne Hao, Frederick M. Lawrence, Glenn D. Lowry, Kate L. Queeney, A. Clayton Spencer.

Committee on Institutional Advancement: Valda Clark Christian, *Chair*; César J. Alvarez, E. David Coolidge III, Delos M. Cosgrove III, Yvonne Hao, Frederick M. Lawrence, Glenn D. Lowry, Fred Nathan, Jr., Sarah M. Underhill.

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\*On leave 2010-2011

\*\*On leave first semester

\* \*\*On leave second semester

\* \* \*\*On leave calendar year (January-December 2010)

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Appointments and Promotions: Lee Park, D. L. Smith, Denise Buell, William Wagner\*, Adam Falk\*.

Athletics: Noah Sandstrom, *Chair*, Jessica Chapman, David Dethier, Christie Kelsey, Gage McWeeny, Michelyn Pinard.

Book Store Advisory: Jim Shepard, *Chair*, Edan Dekel, Alan White.

Calendar and Schedule: Jon Bakija, *Chair*, Susan Loepp, Amanda Wilcox, Bud Fisher\*, Stephen Sneed\*, Barbara Casey\*, students to be announced.

Campus Environmental Advisory: Hank Art, *Chair*, Dieter Bingemann, Alison Case, Ken Savitsky.

College and Community Advisory: Amie Hane, Ken Kuttner, Stevc Levin.

Compensation Committee: Ronadh Cox, Jennifer Crosby, Bill Gentry, Bernhard Klingenberg, Christopher Nugent, Chris Pye, Justin Crowe, Lisa Melendy, Anne Skinner.

Diversity and Community: to be announced, *Chair*, faculty to be announced, students to be announced.

Educational Policy: Guy Hedreen, *Chair*, Mea Cook, Chip Lovett, Jim Mahon, Brian Martin, Gail Newman, Tara Watson, Sarah Bolton\*, William Wagner\*, Charles Toomajian Jr.\*, Adam Falk\*, students to be announced.

Faculty Review: Robert Baker-White, Edan Dekel, Steve Gerrard, Christopher Goh, Tiku Majumder, Christopher Nugent, Allison Pacelli, Merida Rua, Olga Shevchenko, Mihai Stoiciu, Janneke van de Stadt.

Honorary Degrees: Lisa Corrin, James McAllister, Jay Pasachoff, Jefferson Strait\*, Keli Kaegi\*, students to be announced.

Honor System-Discipline: Peter Just†, *Chair of Discipline Committee* and *Chair of Honor Committee*, Marsha Altschuler, Donny Brooks, Theo Davis†, Dave Edwards, Brent Heeringa†, Peter Pedroni, Cheryl Shanks†, Sarah Bolton†\*, students to be announced.

Information Technology: Kevin Jones, *Chair*, David Morris, Oyinda Oyerlalan, Michael Rolleigh, William Lenhart\*, David Pilachowski\*, Dinny Taylor\*, Charles Toomajian Jr., Thomas Dwyer, students to be announced.

Lecture: Olga Shevchenko, *Chair*, Carol Ockman, Christian Thorne, Heather Williams, students to be announced.

Library: Marjorie Hirsch, *Chair*, Anne Reinhardt, Fre Strauch, William Lenhart\*, David Pilachowski\*, Robert Volz\*, students to be announced.

Priorities and Resources: Cathy Johnson, *Chair*, Ilona Bell, David Love, Morgan McGuire, John Malcolm\*, Keith Finan\*, William Wagner\*, Steve Klass\*, students to be announced.

Steering: Eiko Siniawar, *Chair*, Colin Adams, Ali Garbarini, Sarah Goh, Bernie Rhie, Janneke van de Stadt.

Undergraduate Life: Marlene Sandstrom, *Chair*, Joe Cruz, Sarah Dubow, Christopher Goh, Dan Greenberg, students to be announced.

Winter Study Program: Ollie Beaver, *Chair*, Nate Kornell, Ward Lopes, Ben Rubin, Kasumi Yamamoto, Barbara Casey\*, Paula Consolini\*, Jonathan Morgan-Leamon\*, Jodi Psoter\*, students to be announced.

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\* Ex-officio

† Honor Subcommittee

## SPECIAL ADVISORS 2010-2011

*Architecture:* Ann K. McCallum

*Business Schools and Business Opportunities:* Robin Meyer

*Divinity Schools:* Richard E. Spalding

*Engineering:* Jefferson Strait

*Faculty Fellowships:* William G. Wagner

*Federally Funded Faculty Fellowships (NSF, Fulbright, HHMI, etc.):* Keith Finan

*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:* Gina Coleman  
*Law Schools:* Dawn Dellea  
*National Science Foundation:* Department Chairs  
*Peace Corps:* Dawn Dellea  
*Public and International Affairs Schools and Foreign Service:* James McAllister  
*Special Academic Programs:* Molly L. Magavern  
*Student Writing Tutorial Program:* Joyce P. Foster  
*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 harassment and other discrimination advising.

Gina Coleman, *Associate Dean, Hopkins*  
 David Johnson, *Associate Dean, Hopkins*  
 Laura McKeon, *Associate Dean, Hopkins*  
 Charles Toomajian, *Associate Dean of the College and Registrar, Hopkins*  
 Justin Adkins, *Queer Life Coordinator, MCC, Jenness*  
 Marcela Peacock, *Program Coordinator, MCC, Jenness*  
 Liliana Rodriguez, *Director, MCC, Jenness*  
 Arif Smith, *Assistant Director, MCC, Jenness*  
 Michael Reed, *Vice President for Strategic Planning and Institutional Diversity, Hopkins*  
 Carmen Whalen, *Associate Dean for Diversity, Hopkins*  
 Martha Tetrault, *Director, Human Resources, B&L Building*  
 Robert Wright, *Associate Director, Human Resources, B&L Building*  
 Richard Spalding, *Chaplain, Paresky Center*  
 Donna Denelli-Hess, *Health Educator, Thompson*  
 Ruth Harrison, *Director of Health Services, Thompson*  
 Two students TBA  
 Laurie Heatherington, *Psychology, Bronfman*  
 Enrique Peacock-Lopez, *Chemistry, Bronfman*  
 Paula Moore Tabor, *Alumni Relations, Mears*  
 Bruce Wheat, *Information Technology, Jesup*

## 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:** Edan Dekel, Steve Gerrard, Christopher Goh, Tiku Majumder, Allison Pacelli, Merida Rua, Olga Shevchenko, Mi-hai Stoiciu, Scott Wong, three students TBA.

**Provost's Panel:** Michael Frawley, Gary Guerin, Robin Kibler, Richard Nesbitt, Elizabeth Reynolds, Charles Toomajian.

**Vice President for Operations' Panel:** Heather Clemow, Marc Field, Kelly Kervan, Jeanette Kopczynski, Beatrice Miles, Paula Moore Tabor.

**College Council Panel:** six students TBA.

**Minority Faculty-Staff Representatives:** Appointed by the President.

**Faculty Chair:** Appointed by President.

**Staff Chair:** Appointed by President.

# OFFICES OF ADMINISTRATION 2010-2011

## Office of the President

Adam F. Falk, *President*

B.S. (1987) University of North Carolina; Ph.D. (1991) Harvard

Keli A. Kaegi, *Assistant to the President and Secretary of the College*

B.A. (1988) Wellesley College; M.S. (1991) University of Rochester

## Office of the Provost

William J. Lenhart, *Provost and Treasurer*

B.S. (1977) St. Joseph's College (Philadelphia); A.M. (1979) Dartmouth; Ph.D. (1983) Dartmouth

Keith C. Finan, *Associate Provost*

B.A. (1976) Miami University, Ohio; M.A. (1979) Binghamton University

Thomas J. Dwyer, *Budget Director*

B.A. (1995) Pomona College; M.B.A. (2001) Harvard Business School

Chris Winters, *Director of Institutional Research*

B.A. (1995) Williams; M.S./M.B.A. (1996) Northeastern University, GSPA

Kristan Renish, *Budget and Planning Analyst*

B.A. (1981) Bates College

Kathleen L. Therrien, *Trust Administrator*

B.S. (1997) Massachusetts College of Liberal Arts

Anita Gutmann, *Administrative Coordinator*

A.S. (1976) Berkshire Community College

## Office of the Dean of the Faculty

William G. Wagner, *Dean of the Faculty*

B.A. (1972) Haverford; B. Phil. (1974) Oxford University; D.Phil. (1981) Oxford University

John P. Gerry, *Associate Dean of the Faculty*

A.B. (1984) Grinnell College; Ph.D., A.M., A.L.M. (1993) Harvard University

Sally L. Bird, *Administrative Coordinator of Faculty Affairs*

Paula M. Consolini, *Coordinator of Experiential Education*

A.B. (1981) Lafayette College; Ph.D. (1992) University of California, Berkeley

Carolyn Greene, *Academic Program Coordinator*

B.A. (2002) Williams

## Office of the Dean of the College

Sarah R. Bolton, *Dean of the College*

B.S. (1988) Brown; Ph.D. (1995) University of California, Berkeley

David C. Johnson, *Associate Dean for First-Year Students*

B.A. (1971) Williams; M.A. (1995) Williams

Stephen D. Sneed, *Associate Dean*

B.S. (1971) Western Michigan University; Ed.D. (1979) West Virginia University

Charles R. Toomajian, Jr., *Associate Dean and Registrar*

A.B. (1965) Bowdoin; Ph.D. (1974) Cornell

Gina Coleman, *Associate Dean*

B.A. (1990) Williams; M.Ed. (2000) Massachusetts College of Liberal Arts; Ph.D. (2007) University of Nebraska

Laura B. McKeon, *Associate Dean and Director of International Study*

B.A. (1969) University of Chicago; Ph.D. (1980) University of Chicago

Katerina P. King, *Director of Fellowships*

B.A. (1988) McGill University; Ph.D. (1998) Harvard University

Cynthia G. Haley, *Executive Assistant to the Dean*

## Office of the Vice President for Alumni Relations and Development

Michael E. Reed, *Interim Vice President for Alumni Relations and Development*

B.A. (1975) Williams; M.A. (1979) Howard University

Juan G. Baena, *Assistant Director of Alumni Relations and Director of Technology/Affinity Programs*

B.A. (2007) Williams College

Robert V. Behr, *Alumni Travel Coordinator*

B.A. (1955) Williams; Ed.M. (1962) Harvard

Pam Besnard, *Director of Major Gifts*

B.A. (1984) Williams

Crystal A. Brooks, *Director of Research, Development Office*

B.A. (1995) Skidmore College

Kimberly A. Brown, *Manager of Mailing Services*

B.S. (1982) Massachusetts College of Liberal Arts

Michael A. Burdick, *Web Manager*

Elizabeth B. Burnett, *Senior Development Officer*

B.A. (1994) Williams College; M.F.A. (1999) University of Montana

Patricia M. Burton, *Assistant Director of Donor Relations*

B.A. (1984) Hartwick College

Mary Ellen Czerniak, *Director of Corporate and Foundation Relations*

B.A. (1972) DePaul University; B.A. (1977) University of Wyoming

David B. Dewey, *Senior Development Officer*

B.A. (1982) Williams

Diana M. Elvin, *Director of Donor Relations*

B.A. (1971) Wheaton College; M.A. (1990) Assumption College

Patti J. Exster, *Stewardship Officer*

Lewis E. Fisher, *Director of Major Reunion Giving Programs*

B.A. (1989) Williams



Brooks L. Foehl, *Director of Alumni Relations and Secretary of the Society of Alumni*  
B.A. (1988) Williams

Virginia N. Gaskill, *Executive Assistant*

Gillien Graye, *Development Research Specialist*  
B.A. (1988) Bard College; M.S. (1991) S.U.N.Y., New Paltz; M.L.S. (1998) St. John's University

Jennifer E. Grow, *Assistant Editor of Alumni Publications*  
B.A. (1994) Mt. Holyoke College

B. Thomas Henry, *Senior Development Officer*  
B.A. (1976) Princeton; M.L.A. (1979) Harvard University

Angela E. Hillman, *Development Research Assistant*  
B.S. (2001) Trinity College; M.A. (2005) Arizona State University

Elizabeth L. Howard, *Development Officer, Alumni Fund*  
A.B. (1977) Earlham College

Cindy L. Kimball, *Manager of Bio Administration*

Peter R. Landry, *Manager of Gift Administration*  
A.S. (1991) Berkshire Community College

Dalit Lederman, *Events Manager*  
B.S. (2002) Adelphi University

Amy T. Lovett, *Editor of Alumni Publications*  
B.A. (1994) University of Richmond; M.A. (2000) S.U.N.Y., Albany

Rexford Lybrand, *Assistant Director of Alumni Relations and Director of Classes and Reunions*  
B.S. (1999) Kennesaw State University

Sheila Mason, *Assistant Director of Major Reunion Giving Programs*  
B.A. (1990) Massachusetts College of Liberal Arts

Margaret A. McComish, *Associate Director of Planned Giving*  
B.A. (1991) University of Pennsylvania; M.A.R. (1993) Yale; J.D. (1998) University of Connecticut

Julie J. Menard, *Assistant Director of Advancement Information Systems*  
B.S. (2000) Massachusetts College of Liberal Arts

Jane Nicholls, *Director of Parents Fund*  
B.A. (1977) Pennsylvania State University; M.S. (1999) Oxford

Heather L. O'Brien, *Development Officer, Alumni Fund*  
B.A. (1995) Trinity College, Burlington

Michael A. Reopell, *Director of Advancement Information Systems*  
B.S. (1985) Massachusetts College of Liberal Arts; M.B.A. (1994) Western New England College

Elizabeth W. Reynolds, *Development Officer, Alumni Fund*  
B.A. (1995) Williams

Donna M. Richardson, *Coordinator of Donor Relations Systems*  
A.S. (1988) Berkshire Community College

Christine A. Robare, *Development Officer, Alumni Fund*  
B.S. (1994) Massachusetts College of Liberal Arts; M.B.A. (1999) Western New England College

Rob P. Swann, *Assistant Director of Alumni Relations and Director of Off Campus Programs*  
B.A. (1990) Williams; M.A. (1997) American University

Paula Moore Tabor, *Associate Director of Alumni Relations and Director of Lifelong Learning*  
B.A. (1976) Williams; Ed.M. (1989) Harvard

Stephen M. Tomkowicz, *Assistant Director of Advancement Information Systems*  
B.S. (1985) Massachusetts College of Liberal Arts

James H. Trapp, *Director of Annual Giving*  
B.A. (1976) Williams

Christopher J. Vadnais, *Programmer/Analyst*

Teresa J. Waryjasz, *Production Manager*  
A.S. (1980) Berkshire Community College

Robert H. White, *Director of Communications*  
B.A. (1977) Colgate

Alice E. Wilson, *Director of 25th Reunion Program*  
B.A. (1971) University of Iowa

Catherine M. Yamamoto, *Senior Development Officer*  
B.B.A. (1973) University of Wisconsin

#### **Office of the Vice President for Operations**

Stephen P. Klass, *Vice President for Operations*  
B.A. (1975) Hobart College; M.S. (1994) University of Rochester

Adriana B. Cozzolino, *Assistant Vice President for Operations*  
B.S. (1989) S.U.N.Y., Albany; C.P.A. (1994)

Jeffrey F. Jones, *College Counsel*  
B.A. (1966) Williams College; J.D. (1973) Harvard Law School

Joseph M. Moran, *Manager of Safety and Environmental Compliance*  
A.S. (1998) Berkshire Community College

Mireille S. Roy, *Executive Assistant and Mortgage Administrator*  
A.S. (1969) Berkshire Community College; Real Estate Paralegal (2003)

#### **Office of the Vice President for Strategic Planning and Institutional Diversity**

Michael E. Reed, *Vice President for Strategic Planning and Institutional Diversity*  
B.A. (1975) Williams; M.A. (1979) Howard University

#### **Office of Admission**

Richard L. Nesbitt, *Director of Admission*  
B.A. (1974) Williams; M.S.Ed. (1985) University of Pennsylvania

Frances B. Lapidus, *Associate Director of Admission*  
B.S. (1966) Maryland; M.Ed. (1978) Massachusetts College of Liberal Arts

Sean M. Logan, *Acting Associate Director of Admission*  
B.A. (1988) Williams

Karen J. Parkinson, *Associate Director of Admission*  
A.B. (1970) Mount Holyoke; M.Ed. (1976) University of Rochester

Liliana Rodriguez, *Associate Director of Admission*  
B.A. (2001) Williams; M.S. (2004) University of Massachusetts, Amherst

Constance D. Sheehy, *Associate Director of Admission for Operations*  
B.A. (1975) Williams; M.Ed. (1995) Massachusetts College of Liberal Arts

Robert Rivas, *Assistant Director of Admission*  
B.A. (2001) Williams

Elizabeth Tilley, *Assistant Director of Admission*  
B.A. (2001) Williams

Sergio N. Marte, *Admission Intern*  
B.A. (2008) Williams

Sulgi Lim, *Assistant Director of Admission*  
B.A. (2006) Williams

Derrick Robertson, *Assistant Director of Admission*  
B.A. (2001) Southern University and A & M College

### **Office of Campus Life**

Douglas J. B. Schiazza, *Director of Campus Life*  
B.A. (1993) Hope; M.A. (1997) Geneva

Aaron B. Gordon, *Assistant Director of Campus Life—Residential Programs and Housing*  
B.A. (2001) Franklin & Marshall; M.B.A. (2005) Union

Jessica A. Gulley, *Assistant Director of Campus Life—Student Activities*  
B.A. (1998) Castleton State; M.Ed. (2008) Antioch

### **Office of Campus Safety and Security**

David J. Boyer, *Interim Director of Campus Safety and Security*  
B.S. (1982) Westfield State College

### **Office of Career Counseling**

John H. Noble, *Director of Career Counseling*  
A.B. (1975) Harvard; M.S. (1980) Bank Street College of Education

Jane D. Cary, *Associate Director of Career Counseling and  
Director of Science and Health Professions Advising*  
B.A. (1977) Bates College; M.A. (1981) Columbia University, Teachers College

Dawn M. Dellea, *Assistant Director of Career Counseling*  
B.S. (1992) Northeastern University; M.Ed. (2003) Cambridge College

Ronald L. Gallagher, *Assistant Director of Career Counseling*  
B.S. (1976) Springfield; A.S. (1974) Springfield Technical College

Kristen McCormack, *Assistant Director of Recruiting*  
B.S. (1987) Ithaca College; M.S. (1992) Lesley College

Robin L. Meyer, *Associate Director of Career Counseling*  
B.A. (1991) Gustavus Adolphus College; M.S. (1996) Mankato University

### **Office of the Chaplains**

Richard E. Spalding, *Chaplain to the College and Coordinator of Community Service*  
B.A. (1976) Yale; M. Div. (1981) Yale Divinity School; S.T.M. (1986) Union Theological Seminary (NY)

Gary C. Caster, *Catholic Chaplain*  
B.A. (1988) Catholic University of America; Licentiate (1989) Catholic University of America; M.A. (1992) Mt. St. Mary's University; M.Div. (1992) Mt. St. Mary's University

Robert S. Scherr, *Jewish Chaplain*  
B.A. (1968) University of California, Berkeley; M.A. (1971) California State University (San Francisco); M.T.S. (2001) Harvard Divinity School

### **Office of the Chief Investment Officer**

Collette Chilton, *Chief Investment Officer*  
B.S. (1981) University of California, Berkeley; M.B.A. (1986) Amos Tuck School of Business Administration at Dartmouth

Bradford Wakeman, *Director, Investment Operations and Risk Management*  
B.S. (1986) Bentley College

Timothy Joeng, *Investment Officer, Non-Marketable Securities*  
B.E. (1997) Cooper Union; M.S. (1999) Columbia University

Shawn Donovan, *Investment Officer, Marketable Securities*  
B.S. (1994) University of Notre Dame, C.F.A. (1999)

Abigail Wattley, *Investment Associate*  
B.S. (2005) Williams College; M.B.A. (2010) Harvard Business School

Thomas Mucha, *Investment Analyst*  
A.B. (2003) Harvard College

Kristin Corrigan, *Office Manager/EA*  
B.S. (1993) Bentley College

### **Office of the Controller**

Susan S. Hogan, CPA, *Controller*  
B.S. (1980) Syracuse

Karen P. Jolin, *Director of Financial Information Systems*  
B.S. (1982) Massachusetts College of Liberal Arts

David W. Holland, *Bursar*  
B.S. (1967) Suffolk University

Kelly F. Kervan, *Assistant Controller*  
B.S. (1990) North Adams State College

Robert Seney, *Investment Accountant*  
B.S. (1985) North Adams State College; M.B.A. (1989) University of Lowell

Lisa A. Gazaille, *Accounting Systems Technical Coordinator*  
B.S. (1993) North Adams State College

Christina M. Gregory, *Accountant*  
B.A. (2001) Massachusetts College of Liberal Arts

### **Office of Financial Aid**

Paul J. Boyer, *Director of Financial Aid*  
B.A. (1977) Williams

Betsy Hobson, *Associate Director of Financial Aid*  
B.S. (1989) University of Colorado

Candace L. Marlow, *Assistant Director of Financial Aid*  
B.A. (2002) Williams

### **Office of Health**

Ruth G. Harrison, *Director of Health Services*  
B.S. (1973) Hunter College; M.A. (1982) New York University

John A. Miner, M.D., *Psychiatrist*  
B.S. (1973) University of South Dakota; M.D. (1975) University of Minnesota

Craig Piers, Ph.D., *Psychotherapist*  
B.A. (1986) Salve Regina University; Ph.D. (1993) New School for Research

Karen Theiling, L.M.H.C., *Psychotherapist*  
M.A. (2000) Antioch College

Judith Win, Ph.D., *Psychotherapist*,  
B.A. (1966) Bates College; Ph.D. (1998) The Fielding Institute

Margaret H. Wood, L.I.C.S.W., *Psychotherapist*  
B.A. (1968) Eckerd College; M.S.W. (1987) S.U.N.Y., Albany

Donna M. Denelli-Hess, *Health Educator*  
B.A. (1975) Massachusetts College of Liberal Arts; M.S.P.H. (1978) University of Massachusetts

Alyssa Sporbert, *Health Educator*  
B.A. (1992) North Adams State College; M.Ed. (2000) Cambridge College

Deborah J. Flynn, F.N.P., *Nurse Practitioner*  
B.S.N. (1983) University of Massachusetts, Amherst; M.S.N. as F.N.P. (1996) University of Massachusetts, Amherst

Maria Cruz, R.D., L.D.N., *Nutritionist*  
B.S. (1990) University of Wisconsin, Madison

### **Office of Human Resources**

Martha R. Tetrault, *Director of Human Resources*  
B.A. (1977) Springfield College; M.A. (1985) S.U.N.Y., Albany

Robert F. Wright, *Associate Director of Human Resources*

Rosemary K. Moore, *HRIS Manager*  
B.A. (1968) Viterbo College; M.S. (1974) S.U.N.Y., Albany

Richard B. Davis, *Payroll Manager*  
B.A. (1971) Lowell Tech; M.B.A. (1981) University of Massachusetts

Kristine A. Maloney, *Benefits Administrator*  
B.S. (2002) Business Administration, Massachusetts College of Liberal Arts

Danielle Gonzalez, *Employment Manager*

### **Office for Information Technology**

James F. Allison, *Project Manager*  
B.S. (1972) Tufts; M.B.A. (1994) Clark

Cheryl Brewer, *Budget and Facilities Administrator*

Peter Charbonneau, *Senior Networks and Systems Administrator*  
B.S.E.E. (1984) University of Colorado

Mark R. Connor, *Senior Desktop Systems Specialist*  
B.A. (1983) Berkshire Community College

Gretchen Eliason, *Database Administrator*  
B.A. (1990) Boston University; M.S. (1998) Boston University

Ashley W. Frost, *Senior Networks and Systems Administrator*  
B.A. (1992) Williams

John B. Germanowski, *Project Manager*  
B.A. (1986) Williams

Todd M. Gould, *Networks and Systems Administrator*  
B.A. (1996) Massachusetts College of Liberal Arts

Tamra L. Hjermstad, *Media Studios and Technologies Coordinator*  
B.A. (1990) Williams

Mika Hirai, *Instructional Technology Specialist*  
B.A. (1989) Obirin University, Japan; M.A. (2001) University of Iowa

Terri-Lynn Hurley, *Senior Desktop Systems Specialist*  
B.S. (1992) Westfield State College

Maggie Koperniak, *Project Manager*  
B.A. (1979) Massachusetts College of Liberal Arts; M.B.A. (1999) University of Massachusetts, Amherst

Kate Krolicki, *Web, Print and Training Specialist*  
B.A. (1995) Williams

Criss S. Laidlaw, *Director of Administrative Information Systems*  
B.A. (1982) Carleton College

James Lillie, *Media Services Assistant*

Gabriel McHale, *Networks and Systems Administrator*

Lynn M. Melchiori, *Desktop Systems Specialist*  
B.A. (1978) University of Massachusetts, Amherst; M.Ed. (2001) Massachusetts College of Liberal Arts

Sharron J. Macklin, *Instructional Technology Specialist*  
B.S. (1972) University of Massachusetts, Amherst; M.S. (1996) University of Maine, Orono

Jonathan Morgan-Leamon, *Director of Instructional Technology*  
B.A. (1989) Colgate, M.S. (2007) University of Massachusetts, Amherst,

Trevor Murphy, *Instructional Technology Specialist*  
B.A. (1994) S.U.N.Y., Potsdam.; M.S. (1996) Oregon State University

Edward S. Nowlan, *Director of Networks and Systems*  
B.S. (1985) Southern Connecticut State University

Todd Noyes, *Desktop Systems Specialist*  
B.A. (2007) Massachusetts College of Liberal Arts

Guy Randall, *Desktop Systems Specialist*

Philip F. Remillard, *Media Services Specialist*  
B.A. (1978) Massachusetts College of Liberal Arts

Michael Richardson, *Desktop Systems Specialist*

Seth Rogers, *Director of Desktop Systems*  
B.A. (1989) Reed College

Douglas A. Rydell, *Project Manager*  
B.A. (1980) St. John's

Paul J. Smernoff, *Networks and Systems Administrator*

Dinny S. Taylor, *Chief Technology Officer*  
B.A. (1968) Connecticut College; M.Ed. (1970) Lesley

Jianjun Wang, *Senior Instructional Technology Specialist*,  
B.A. (1982) Shanghai International Studies University, China; M.A. (1994) University of Connecticut, Storrs

Christopher S. Warren, *Database Integration Specialist*  
B.A. (1996) Williams

Bruce Wheat, *Media Service Specialist*  
B.M. (1973) Eastman School of Music

### **Office of Physical Education, Athletics and Recreation**

Lisa Melendy, *Interim Director of Athletics*  
M.S. (1985) University of Massachusetts

TBA, *Assistant Director of Athletics/Finance*  
B.S. (1988) Temple University

Michael J. Frawley, *Director of Sports Medicine*  
B.S. (1987) Bridgewater State; M.S. (1988) Old Dominion

Gary J. Guerin, *Associate Director for Operations, Athletics*  
B.S. (1975) Boston University

### **Office of Public Affairs**

James G. Kolesar, *Assistant to the President for Public Affairs*  
B.A. (1972) Williams

Heather H. Clemow, *Assistant Director of Public Affairs*  
B.A. (1975) Stephens College; M.S. (1976) Nova University

Kristian S. Dufour, *Assistant Director of Sports Information*  
B.A. (1990) S.U.N.Y., Old Westbury

Skye Johnson, *Web Developer*  
B.I.T. (2003) University of Ballarat (Victoria, Australia)

Dick Quinn, *Assistant Director of Public Affairs, Director of Sports Information*  
B.A. (1973) Holy Cross; M.S. (1989) Iona

### **Office of the Registrar**

Charles R. Toomajian, Jr., *Associate Dean of the College and Registrar*  
A.B. (1965) Bowdoin; Ph.D. (1974) Cornell

Barbara A. Casey, *Associate Registrar for Student and Faculty Services*  
B.A. (1983) Williams

Mary L. Morrison, *Associate Registrar for Records and Registration*  
B.A. (1974) Mount Holyoke; M.B.A. (1989) S.U.N.Y., Albany

### **Special Academic Programs Office**

Margaret L. Magavern, *Coordinator of Special Academic Programs*  
B.A. (1983) Wesleyan University; Ed.M. (1996) North Adams State College

### **Academic Resources**

Joyce P. Foster, *Director of Academic Resources*  
B.A. (1973) Northeastern University; Ph.D. (1997) Brown

### **Center for Development Economics**

Gerard Caprio, Jr., *Chair, Executive Committee*  
B.A. (1972) Williams; Ph.D. (1976) University of Michigan

Thomas S. Powers, *Director*  
B.A. (1981) Williams; M.B.A. (1987) Harvard University

Rachel J. Louis, *Assistant Director*  
B.A. (1992) Kenyon College; M.A. and M.E.S. (1999) Yale University

### **Center for Environmental Studies**

Jennifer L. French, *Director*

B.A. (1995) College of William and Mary; Ph.D. (2001) Rutgers

Sarah S. Gardner, *Associate Director*

B.A. (1985) Smith College; Ph.D. (2000) City University of New York

Andrew T. Jones, *Hopkins Memorial Forest Manager*

B.A. (1986) Macalester College; M.F. (1994) Duke

### **Center for Foreign Languages, Literatures, and Cultures**

Jane Canova, *Administrative Director of the Center for Foreign Languages, Literatures and Cultures*

B.S. (1976) Georgetown; M.S.W. (1980) New York University

### **Multicultural Center**

Edward A. Epping, *Faculty Director of the Multicultural Center*

B.A. (1970) Western Illinois University; M.F.A. (1973) University of Wisconsin

Gail Bouknight-Davis, *Director of the Multicultural Center*

B.A. (1988) Brandeis; Ph.D. (1997) Brown

Arif Smith, *Assistant Director of the Multicultural Center*

B.A. (2002) Oklahoma State University

Marcela Villada Peacock, *Multicultural Center Program Coordinator*

### **Oakley Center for the Humanities and Social Sciences**

Michael F. Brown, *Director*

A.B. (1972) Princeton; Ph.D. (1981) University of Michigan

### **Academic Support**

Bryce A. Babcock, *Coordinator of Science Facilities and Staff Physicist*

B.S. (1968) University of Michigan; Ph.D. (1972) University of Michigan

Mary K. Bailey, *Systems Support Specialist*

B.S. (1983) University of New Hampshire; M.M. (1988) University of Massachusetts

Susan L. Engel, *Director of Education Programs*

B.A. (1980) Sarah Lawrence; Ph.D. (1986) C.U.N.Y.

Linda A. Reynolds, *Visual Resources Curator*

B.S. (1970) University of Connecticut; M.A. (1979) New York University; M.A. (1993) Williams

Anne R. Skinner, *Safety Officer*

B.A. (1961) Radcliffe; Ph.D. (1966) Yale

### **Dining Services**

Robert Volpi, *Director of Dining Services*

A.S. (1973) Hudson Valley; A.S. (1974) Weber State University; B.S. (1976) Southern Vermont College

I. Chris Abayasinghe, *Assistant Director, Student Dining*

B.A. (2002) Eastern Connecticut State University

Jeanette Kopczynski, *Assistant Director, Faculty House/Catering*

A.S. (1992) Berkshire Community College

Mark Thompson, *Executive Chef*

Sharon Marceau, *Assistant to the Director*

A.S. (1984) Berkshire Community College

Erwin Bernhart, *Manager, Faculty House/Catering*

B.S. (1993) College of the Hague, The Netherlands

Molly O'Brien, *Manager, Mission/Dodd*

B.S. (2002) Johnson & Whales

Gayle L. Donohue, *Manager Driscoll*

B.A. (1984) University of Denver

Jerry D'Acchille, Jr., *Manager, Paresky Center*

A.O.S. (1983) Culinary Institute of America

### **Facilities**

Diana Prideaux-Brune, *Associate Vice President for Facilities*

B.S. Arch. (1982) University of Virginia; M.S. (1989) Cornell University

Jose V. Fierro, *Director of Facilities Operations*

B.S. (1982) National University of Colombia; M.S. (1991) State University of New York at Binghamton

Beatrice M. Miles, *Director of Facilities Services*

Timothy J. Reisler, *Assistant Director for Administrative Services*

B.A. (1983) Wheaton College; M.B.A. (1992) Western New England College

Mary Kate Shea, *Director of Conferences and Events*

B.A. (1981) Williams College; M.S. (1983) University of Massachusetts

Thomas A. Bona, *Architectural Maintenance Supervisor*

B.S. (2000) Westfield State College

Edward Bourdon, *Custodial Supervisor*

B.A. (1974) North Adams State College

Michael R. Briggs, *Senior Project Manager*

Donald B. Clark, *Utility Program Manager*

B.S. (1971) St. Lawrence University

Bruce J. Decoteau, *Senior Project Manager*

David F. Fitzgerald, *Horticulturist and Grounds Supervisor*

B.S. (1980) University of Massachusetts; M.S. (1982) Washington State University

Kenneth L. Jensen, *Mechanical Maintenance Supervisor,*

David Lamarre, *Custodial Supervisor*

A.S. (1980) Berkshire Community College; (1991) New England Culinary Institute

Thomas R. Mahar, *Project Manager*  
A.S. (1999) Berkshire Community College

Peter Mason, *Custodial Supervisor*

Jason Moran, *Project Manager*  
B.S. (2001) Worcester Polytechnic Institute

Jean F. Richer, *Conferences and Events Facilitator*  
A.S. (1967) St. Joseph College

Christopher Williams, *Assistant Director for Architectural Services*  
B.F.A. (1978) Pratt Institute

### **'62 Center for Theatre and Dance**

Cosmo A. Catalano, Jr., *Production Manager for the Theatre Department, Lecturer and, Technical Supervisor for the '62 Center for Theatre and Dance*  
B.A. (1976) University of Iowa; M.F.A. (1979) Yale

Deborah A. Brothers, *Costume Designer and Lecturer*  
B.A. (1976) University of New Orleans; M.F.A. (1979) California Institute of the Arts

Maia Robbins-Zust, *Technical Director, Department of Theatre*  
B.F.A. (2000) Massachusetts College of Liberal Arts

Nathaniel T. Weissner, *Technical Director, MainStage*  
B.A. (2004) Trinity College

### **Williams College Museum of Art**

Suzanne Augugliaro Silitch, *Director of Communications and Strategy*  
B.A. (1995) Mary Washington College; M.F.A. (2000) S.U.N.Y., Stony Brook

Lisa Corrin, *Director*  
B.A. (1982) Mary Washington College

Elizabeth Gallerani, *Coordinator of Mellon Academic Programs*  
B.A. (2003) Cornell University; M.A. (2005) University of Massachusetts, Amherst

Joann Harnden, *Coordinator of Education Programs*  
B.A. (1998) Colby College

Diane Hart, *Museum Registrar*  
B.A. (1977) Virginia Tech; M.A. (1986) Virginia Commonwealth University

Nancy Mowll Mathews, *Eugénie Prendergast Senior Curator of 19th and 20th Century Art and Lecturer in Art*  
B.A. (1968) Goucher College; Ph.D. (1980) N.Y.U. Institute of Fine Arts

Christine Naughton, *Director of Museum Donor Relations*  
B.A. (1999) Massachusetts College of Liberal Arts

Hideyo Okamura, *Exhibition Designer and Chief Preparator*  
B.A. (1984) Eastern Oregon State College; Diploma, Studio Program (1986); Certificate, Traveling Scholars Program (1987) School of the Museum of Fine Arts

Vivian L. Patterson, *Curator of Collections*  
B.A. (1977) Williams; M.A. (1980) Williams

Kathryn Price, *Interim Associate Curator*  
B.A. (2000) The College of Wooster; M.A. (2002) Williams

John R. Stomberg, *Deputy Director and Senior Curator for Exhibitions and Lecturer in Art*  
B.A. (1987) Georgetown University; M.A. (1990) Boston University; Ph.D. (1999) Boston University

Rachel Tassone, *Associate Registrar*  
B.F.A. (1991) Colby-Sawyer College

Raymond Torrenti, *Museum Membership and Special Events Manager*  
B.A. (1977) Barrington College; M.Div. (1984) Weston School of Theology; Ph.D. (1985) Boston University

Cynthia Way, *Director of Education and Visitor Experience*  
B.A. Brown University; M.F.A. Columbia University

### **Zilkha Center for Environmental Initiatives**

Stephanie Boyd, *Director*  
B.Eng. (1983) Dalhousie University; M.B.A. (1990) Memorial University of Newfoundland; LEED AP

## **DEGREES CONFERRED JUNE, 2010**

### *Conferring of the Degree of Master of Arts*

Emily Gayle Arensman  
Erika Hope Cohn  
Charles Changduk Kang  
Bree Elizabeth Lehman  
Laura Marian Lesswing  
Gillian Anne Pistell  
Brooks Howard Rich  
Jamie Lynn Rosenow  
Alice Isabella Sullivan  
Elizabeth Georgina Tunick  
Kjell Magne Wangenstein  
Sara Catherine Woodbury  
Katia Zavistovski  
Rong Zhao

### *Conferring of the Degree of Master of Arts in Policy Economics*

Muhammad Akmal  
Kendall Curl Alexander  
Ziya Aliyev  
Sara Bahaa Hamed Al Nashar  
Jalal Baghishov  
Bumi Camara  
Tashi Dorji

Mohammad Waheed Etabar  
 Nadine Gebara  
 Ahmed Geldiyev  
 Goga Gugava  
 Khaled Ali Ali Hamid  
 Hiba Sabih L. Ismail  
 Abdul Jamil  
 Asad Jan  
 Agnes Kanyangeyo  
 Latifa Khanam  
 Thi Ha Lien Le  
 Nokwazi Makanya  
 Ayan Mao  
 Gilbert José Masís-Quesada  
 Bakhodur Mengliev  
 Ia Mikhelidze  
 Utara Norng  
 Zuhro Qurbonova  
 Nadir Ramazanov  
 Shereen Mohamed Saleh Sorour  
 Veronika Sargsyan  
 Nan Aye Aye Thwe  
 Grace Ainomugisha Tinyinondi

## *Bachelor of Arts*

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\* Phi Beta Kappa  
 + Sigma Xi

---

### *Bachelor of Arts, Summa Cum Laude*

\*+Christopher Alan Chudzicki, *with highest honors in Physics*  
 \*Kristine Grønning Ericson, *with highest honors in Art*  
 \*Ruth Madeline Ezra, *with highest honors in Art*  
 \*Cristina M. Florea, *with highest honors in History*  
 \*Andrew Lawrence Forrest  
 \*Sophie Ariel Glickstein  
 \*Yibai Li  
 \*Zachary Clair Miller, *with highest honors in History*  
 \*+Ralph Elliott Morrison, *with highest honors in Mathematics*  
 \*+Kathleen Malone Palmer, *with highest honors in Neuroscience*

### *Bachelor of Arts, Magna Cum Laude*

Kristen Michele Baldiga  
 \*+Emily Silberstein Barrios, *with highest honors in Psychology*  
 \*Eric Osborne Beam  
 \*+Alexander Nathaniel Beecher, *with honors in Chemistry*  
 \*Madeline Farver Berky  
 \*Chloe Alexandra Harkness Blackshear, *with highest honors in Comparative Literature*  
 David Graham Blitzer, *with highest honors in English*  
 \*Eva Kern Breitenbach  
 \*Elizabeth Bailey Brickley, *with honors in Biology*  
 \*Ethan Peter Buchsbaum, *with highest honors in Art*  
 \*Ireane Si-Ru Cao, *with highest honors in Art*  
 \*Karen Chiu, *with highest honors in Chemistry*  
 \*Miriam Elinor Chotiner-Gardner  
 \*Carolyn Anne Clark, *with honors in English*  
 \*John Paul Comforto  
 \*Alexander Louis Creighton, *with honors in English*  
 \*Yang Du, *with highest honors in Economics*  
 \*Colleen Mary Farrell, *with highest honors in Women's and Gender Studies*  
 \*Julianne Leigh Feder  
 \*Matthew Murphy Furlong, *with highest honors in Sociology*  
 \*Jonathan Michael Galinsky  
 \*Desire Tatenda Gijima, *with highest honors in Chemistry*  
 \*Hanna Lee Gisell  
 \*+Allison Rachel Goldberg, *with honors in Geosciences*  
 \*Taylor Maxwell Goller, *with honors in Biology*  
 Michael Samuel Grover  
 \*Charlotte Alexandra Healy, *with highest honors in Art*  
 \*Whitney Lynne Hitchcock  
 Lauren Morgan Hobby  
 \*Allegra Mary Hyde  
 \*+Benjamin William Iliff, *with highest honors in Biology*  
 \*Elizabeth Joanna Irvin, *with highest honors in Music*  
 \*+Steven Ratcliffe Jackson, *with honors in Physics*  
 Connor McDonald Kamm  
 Rebecca Andree Kane, *with honors in English*  
 \*Leah Corinne Katzelnick, *with honors in Anthropology*  
 Whitney Mayfield Kelly  
 \*Lina Maliha Khan, *with highest honors in Political Science*  
 \*Stephanie Haewon Kim, *with honors in English*  
 \*+Jamie Lee Lahvic, *with highest honors in Biology*  
 \*Sarah Sun Lee, *with honors in Political Science*  
 \*+Kefei Lei, *with highest honors in Computer Science*  
 \*Jacob Joseph Friedman Levin, *with honors in Religion*  
 \*+Jun Liu, *with honors in Biology*  
 \*Joseph Brooks Lorenz  
 \*Trevor Clark Lynch  
 José Ciro Martínez, *with highest honors in Political Science*  
 \*Petya Pankova Miteva  
 \*+David Andrew Moore, *with honors in Computer Science*  
 \*+Edward Souder Newkirk, *with honors in Mathematics*  
 \*+Scott Wilder Olesen, *with highest honors in Physics*  
 Perri Joanna Rose Osattin  
 \*Ma Khin Pyi Son, *with highest honors in Biology*  
 \*Patrick Daniel Rouhselang Rhine  
 \*Thomas Rubinsky  
 \*Danielle Celia Selcer, *with honors in German*  
 Teresa Shirkova  
 \*Lauren Elizabeth Sinnenberg, *with honors in Biology*



Joya Claire Sonnenfeldt  
 Kathryn Aldrich Stephens, *with honors in Art*  
 \*Susan Shau Ming Tan, *with highest honors in English*  
 \*Fida-e-Tashfia, *with highest honors in English*  
 \*Alexander Perry Taylor  
 \*Elly Jane Teitsworth  
 \*Stephen Patrick Vrla  
 \*Amanda Clark Widing  
 \*John Roderick Withers  
 \*Leiyu Xie, *with highest honors in Economics*  
 \*Kate Louise Yandell, *with honors in English*  
 Casey Elizabeth York, *with highest honors in Theatre*  
 Margaret DeHaven Zisser

### *Bachelor of Arts, Cum Laude*

Samim Abedi  
 Robin Blaise Allemand  
 Eric Scot Anderson  
 Lindsay Elizabeth Aubin  
 Caleb Canby Balderston  
 Audrey Elizabeth Bell  
 +Nathan Benaich, *with highest honors in Biology*  
 Isaac Noah Bernstein  
 Margot Danielle Bernstein, *with honors in History*  
 Timothy George Bishop  
 Kathleen Deighan Blankshain  
 William Oliver Sweetwater Parker Bobseine  
 Chad William Brown  
 Chloe Carter Brown, *with honors in Religion*  
 Gabrielle Groves Campo  
 Samantha V. Carouso  
 Steven Pui Sum Cheng  
 Michele Sara Chinitz, *with highest honors in English*  
 Patricia Bo Cho, *with honors in Asian Studies*  
 Jung-Hoon Choi  
 Benjamin Sklaroff Cohen  
 Anthony Brice Coleman, *with highest honors in Africana Studies*  
 Andrea Colby Currie  
 Emma Lee Davenport  
 Ben Max Davidson, *with highest honors in History*  
 Mia Susan DeSimone, *with honors in Anthropology*  
 Michael Garrett Drzyzga  
 +Jennah Lee Durham, *with highest honors in Neuroscience*  
 Sarah Caitlin Howett Eley  
 Tarik Ali Elhussein  
 Tracey Elizabeth Ferriter  
 Bolton Xavier Ford  
 Sarah Westphal Franklin  
 Jimmy Gonzalez  
 Andrew Lawrence Graham  
 Krista Marie Grande  
 Elizabeth Christine Hansen, *with honors in Economics*  
 Alison Lee Hansen-Decelles, *with honors in Philosophy*  
 Jamie Ann Havlin  
 Katherine Lindsay Hawkins  
 Rachel Anne Hudson  
 Amanda Elizabeth Huey, *with honors in Chemistry*  
 Tanvir Manzoor Hussain  
 +Amulya Mani Iyer, *with honors in Biology*  
 Samuel Clark Jackson  
 Elizabeth Marie Johnson  
 Eben Rastaban Joondeph Hoffer  
 Elizabeth Bradshaw Kapnick, *with honors in Economics*  
 Majida Kargbo  
 Elizabeth Gwen Kaufer  
 +Tahsin Muhammad Khan, *with honors in Biology*  
 Simon Nikolaus Kloeckner  
 Kaitlin Brooke Konkel, *with honors in Political Science*  
 Amanda Frances Korman, *with highest honors in English*  
 Shuntu Kuang, *with honors in Political Science*  
 Chelsea Cameron Kubal  
 Christopher John Law  
 Matthew James Law  
 Silvia Bettina Solbakken Lawrence, *with honors in Philosophy*  
 +Jessica Eva LeClair, *with honors in Biology*  
 Mireenae Lee  
 +Dani Fara Levine, *with highest honors in Neuroscience*  
 Jonathan Lewis Barfod Levinsohn, *with honors in Biology*  
 Christina Tina Liu  
 +Emily Tompkins Maclary, *with honors in Biology*  
 Jessica Lauren Mahoney, *with honors in Political Science*  
 Maki Matsui  
 Kerani Alysa McClelland, *with honors in Chemistry*  
 Michael Jude McGuire, *with highest honors in Economics*  
 Steven James Menking  
 Christina Ann Metcalf, *with honors in Psychology*  
 Brittnei Mae Micham  
 Elizabeth Ann Miller  
 +Nora Catherine Mitchell, *with honors in Biology*  
 Arjun Ravi Narayan  
 +Alice Heller Nelson, *with highest honors in Geosciences*  
 Meghan Nicole Nidever, *with highest honors in Art*  
 +Anne Melissa O'Leary  
 +Annie Shinyoung Park, *with honors in Biology*  
 Sara Elizabeth Plunkett  
 Emily Lydia Porter, *with honors in Biology*  
 Samantha Marlena Post  
 Shirish Poudyal, *with honors in Physics*  
 +Jessica Elaine Ray, *with highest honors in Biology*  
 Emily Mae Rockett, *with honors in English*  
 Sharon Eve Ron  
 +Hannah S. Rosenthal, *with honors in Biology*  
 Elizabeth Ruebush

Sy Frorer Schotz  
 Claire Werthan Schwartz, *with highest honors in Africana Studies*  
 Hanna Bradley Chung Seifert  
 Komal K. Shah  
 Asheque Elahi Shams  
 Nathan Lamb Shippee III  
 Charlotte Anne Silverman, *with highest honors in English*  
 Erica Fay Siwila-Sackman  
 Natalie Anne Smith  
 Hannah Smith-Drelich, *with honors in English*  
 Harsh Sodhi  
 Gean Yevgeniya Spektor, *with honors in Economics*  
 +Bolor Turmunkh, *with honors in Mathematics*  
 Corey David Watts  
 Faye Charlesie Whiston, *with honors in Latina/o Studies*  
 Kristen Renee Williams  
 Bernard Robert Yaros Jr.  
 Lauren Ackerland Yeiser  
 Lily Chang Zhou

### *Bachelor of Arts*

Kayla Meg Agar  
 Alan Bernard Arias  
 Rebecca Ann Bacchioni  
 Cassandra Bonilla Bagay  
 Bethany Anne Baker  
 Samantha Jon Baldwin  
 Grace Anderson Baljon  
 José Javier Balmaceda Bianchi  
 Holti Banka  
 Lydia Comfort Barnett-Mulligan, *with honors in Theatre*  
 Adam Michael Baron, *with honors in Religion*  
 Andrew Haffenreffer Bartsch  
 Achbold Battogtokh  
 Annick Marcela Benavides  
 Adam James Benjamin  
 Laura Adrienne Biggers  
 Henry Geer Blackford  
 Samuel Howard Blackshear  
 Sam Blum  
 Carl Dexter Breitenstein  
 Kieran Patrick Brennan  
 Stephanie Shamiram Brooks  
 Alexandra Zouikin Budden  
 Evita Doreen Bullen  
 Paul Joseph Burgdorf III  
 Todd Andrews Bustard  
 Laura Marie Caccamo  
 Alisha Ann Cahlan  
 David Thomas Caparrelli Jr.  
 Adam Alexander Capulong  
 Adam Colby Carman  
 Nicholas John Caro  
 Ashley Madeline Carrera, *with honors in Art*  
 George Carstocca, *with highest honors in Art*  
 James Everett Case  
 Robert Charles Cates Jr.  
 Patrick Ian Chaney  
 Aditi Chaturvedi, *with honors in Philosophy*  
 Kimberly Cheng  
 Eunah Hannah Cho  
 Eunhae Cho  
 Jaehong Cho  
 Daniel Tzu-Hong Chu, *with honors in English*  
 Lisa Pei Chu, *with honors in Biology*  
 Jeffrey Harrison Churchill  
 Brian Michael Citro  
 Jessica Daniells Clarke, *with honors in Political Science*  
 Brookes Lydia Melissa Clemmons  
 Janay Lasuntra Clyde  
 Thomas Anthony Coleman  
 Peter Jason Copelas, *with honors in Economics*  
 Jenny Marcela Coronel  
 Cynthia G. Cortes, *with honors in Biology*  
 Jennifer Alford Coxie  
 Meredith Ruth-Ann Craven  
 Charles William Crawford, *with honors in History*  
 Kathleen Anne Creel  
 William Alexander Cronin  
 Jessica Swan Cross  
 Alexander Mansfield Crowell, *with honors in Biology*  
 +Lisa Danielle Cucolo, *with honors in Chemistry*  
 Virginia Ashleigh Cumberbatch  
 Elizabeth Whitten Curtiss, *with highest honors in Theatre*  
 Nicholas Samuel Daen  
 Andrew Peter D'Ambrosio, *with honors in Art*  
 April Francetta Davison  
 Matthew John Deady  
 Kevin Delucio, *with honors in Latina/o Studies*  
 Alessandra Hayden DeMarchis  
 Marco Antonio DeMeireles  
 Anne Duryee de Saint Phalle  
 Kevin Lee Dewar  
 Cristina Diaz-Dickson  
 Jessica Alicia Diehl  
 John Christopher Dingee  
 +Christophe Alexander Dorsey-Guillaumin, *with honors in Mathematics*  
 Krystal Jillisa Duffus  
 James Reid Dunn  
 Kevin Michael Dunn  
 +Katherine Marie DuPré, *with honors in Astrophysics*  
 Robert Alexander Dyroff, *with honors in History*  
 David Lee Edwards

Kayla Ruth Elliott  
 James Bruce Entwisle  
 Elizabeth Nicole Esparza  
 Caitlin Arthur Eusden  
 Jennifer Daniel Ewing  
 Toby Robin Eyre  
 Daniel Palm Fast  
 Tarik Mohamed Fayad  
 Yanie Fecu  
 Kyra Elizabeth Ferber  
 Gregory David Ferris  
 Benjamin Philip Fields  
 Crosby Ferris Fish  
 Eva Ann Flamm  
 Paul Lawrence Fraulo  
 Sheriney Latishia Frederick  
 +Marcus Jerome Freeman, *with honors in Astrophysics*  
 Natalie Harold Friedman  
 +Allison Mae Gardner, *with honors in Biology*  
 +Gabriel Mauricio Garza Sada, *with honors in Psychology*  
 Andrew Lee Gatewood  
 Mary Kate Gelber  
 Joseph Ezio Pinza Geoghegan  
 Rebecca Brinton Gilbert  
 Sarah Elizabeth Ginsberg  
 Ryan Mackenzie Glassett, *with honors in Chinese*  
 David Louis Golkin  
 Mayada Gonimah  
 Jesse Jerome Gordon, *with honors in Theatre*  
 Joseph Russell Gross  
 Daniel Alden Gura  
 +Burcu Gürçay, *with honors in Psychology*  
 Schuyler Alexander Hall  
 Julia Speer Haltermann  
 Miju Elizabeth Han  
 William Culvahouse Hardy  
 Emily Kate Heaslip  
 Gilles Reginald Heno-Coe, *with highest honors in Art*  
 Caroline Elizabeth Henry  
 Christian Robbins Henze  
 Genesis Herrera  
 Jaimie Marie Herrmann  
 Nicholas Alexander Herzik  
 Hnin Wai Hnin  
 Alyson Marie Hoffman, *with honors in Chemistry*  
 Joanna Carolyn Hoffman  
 Teresa Lynn Hoffman  
 Adam Gregory Hollander  
 Jordan Michael Hollander  
 Owen Payson Holm  
 Peter David Houston  
 Claude Alexandre Howard  
 Alexandra Kilner Hunt  
 Giana Nicole Hutton  
 Ikenna Enyinna Iheoma  
 Himilcon Jose-Manuel Inciarte  
 Ana Maria Inoa  
 Abigail Sneath Islan  
 Molly Elizabeth Jackson  
 Gary Jin  
 Elise Janeé Johnson  
 Christine Marie Jones  
 Lindsey Katherine Jones, *with honors in History*  
 Octavian Florian Victor Jordan  
 Esther Jun  
 Benjamin Van Dusen Kelley  
 +Melissa Elizabeth Kemp, *with honors in Biology*  
 Richard Curtis Kennard III  
 Courtni Heather Kerr  
 Alexander Kevkhishvili  
 Elizabeth S. Kiehm  
 In Daniel Kim  
 James Yongmin Kim  
 Stephanie J. Kim  
 Jordan Ann Marie King  
 Wisa Kitichaiwat  
 John Robert Kleinert  
 Eric Huang Koenigsberg  
 +Lahari Koganti, *with honors in Biology*  
 Charles Ashley Kollmer  
 Olga Kondratjeva, *with honors in Economics*  
 Edgar Kiprof Kosgey  
 Jacob Michael Kravetz, *with honors in Chemistry*  
 Gretchen Elizabeth Krieg  
 David Spencer Kulik  
 Elizabeth Louise Laurin  
 Kristen Leigh Layden  
 Edwin Tower Layng  
 Jason Alexander Leacock  
 Nicholas Galanter Lebedoff  
 +Andrew Scott Lee, *with honors in Mathematics*  
 +Emma Maxwell McClure Lehman, *with honors in Astrophysics*  
 Andrew Zachary Lepore  
 Kelsey Levine  
 Christopher Paul Liguori  
 Hyang Gi Lim  
 Ina Teresa Liu  
 Genevieve Eleanor Loomis  
 Nancy Ma  
 Margaret Ruth Macdonald  
 Ben O'Connor Mackinnon  
 +Noel Frances MacNaughton, *with honors in Mathematics*  
 Makisha Pokhrel Sorjuana Maier

+Heather Brooke Makover, *with honors in Psychology*  
 Jane Elizabeth Manfred  
 Michael Paul Marchinetti  
 Timothy Palmer Marinelli  
 Sophie Elizabeth Mason  
 +Alexandre David Massicotte, *with honors in Physics*  
 Joseph Edward Mastracchio, *with honors in English*  
 Alexander Ryan Mathews  
 Edward Russell Mazurek, *with honors in English*  
 Shawna Rae McArdle  
 Zacharias Herculese McClendon, *with honors in Chemistry*  
 Elizabeth Ann McClure, *with honors in Biology*  
 John Curtis McLeod  
 John Thomas McSwiggin Jr.  
 Sidhant Mehra  
 Pierre-Alexandre Charles Meloty-Kapella  
 Omar Isaías Mendez, *with highest honors in Art*  
 Lindsay Reid Merrell  
 Rousseau With Mize  
 Hristo Hristov Milev  
 Christopher David Milliken  
 Alexis Nathan Mokover, *with honors in Contract Major: Cultural Studies*  
 Juanita Andrea Monsalve  
 Henry Haynes Montalbano  
 Michael Chase Moorstein, *with honors in Political Economy*  
 Marcus Vincent Morrisette  
 Anna Simpson Moseley  
 Tina Motazedi, *with honors in Chemistry*  
 Catherine Hart Mullen  
 Brady Christopher Murphy  
 Mohamed Musthag  
 Cristina Bosch Nawrocki  
 Jarret Nathaniel Nelson  
 Peyton Elizabeth Newquist  
 Anthony Viet Nguyen  
 Hai Le Trung Nguyen, *with honors in Economics*  
 Jimmy Phan Nguyen  
 Kristin Elise Nottebohm  
 Madeleine Lea Nyhagen  
 Mathew Kubasu Obengo  
 Tara Lisa Oberg  
 Lawrence Andrew O'Boyle  
 Kaitlyn E. O'Brien  
 Amanda Marie O'Connor  
 +Olufolajimi Oke, *with honors in Physics*  
 Lindsey Alexandra Parham  
 Andrea Da-Hae Park  
 Narae Park  
 Daniel Mauricio Perez  
 Jeffrey Wang Perlis  
 Benjamin Isaac Peskoe  
 William Walker Pettengill  
 Rebecca Jamieson Pickard  
 Ryan Edmondson Powell  
 Vince Manatsa Powell-Newman  
 Devereux Gong Powers  
 Marc Selig Pulde  
 Melissa Ann Pun  
 James Sehl Quella  
 Jared Philip Arthur Quinton  
 Julia Alice Reiser  
 Richard Hanson Reuter  
 Jacquita Marraine Richardson  
 Martin Nicolas Rios  
 Dylan Kyle Rittenburg  
 Cullen Fullerton Roberts  
 Adrian Rodrigues  
 Jessica Yvonne Rodriguez  
 Gustavo Mateus Rosa  
 Rachel Marie Rosten  
 Alexander William Rubin  
 +Jose Raul Ruiz, *with honors in Biology*  
 John Jaciel Salcedo  
 Colette Ashley Salemi  
 Quinn Christianna Sanborn Brueggemann  
 Marco Patrick Sanchez, *with honors in Art*  
 Christina Feliz Sanders  
 Rolando Santisteban  
 Nordia Elizabeth Savage  
 Rachel Alexandra Savain  
 Jenny Alexandra Schnabl  
 Blake Joseph Schultz  
 Katherine Coomey Schwed  
 Andrea Marie Scioscia  
 Bret Rogayan Scofield, *with honors in Art*  
 Sarah Katrina Sedney  
 Evan Sloane Seely  
 Samantha Pirushka Segan  
 Sophia Almeida Sequeira, *with honors in Biology*  
 Charles Frederick Shafer  
 Neeceia Morgan Shaw  
 Amy Dorothy Siedlecki  
 Brian Thomas Simalchik, *with highest honors in Music*  
 Cameron McGowan Skinner  
 +Joseph Michael Skitka, *with honors in Physics*  
 Matthew Adam Skoryk  
 Aaron Michael Slater  
 Alexander Smigelski III  
 Conor Nelson Smith  
 Robert Fleming Smith, *with honors in Political Science*  
 Douglas Howell Smythe  
 Scott Murdock Sobolewski, *with honors in Economics*  
 Joshua Andrew Solis

Sarah Nicole Sotelo  
 Nora Haber Spiegel  
 Austin Trevor Stanley  
 Emma Wood Steinkraus, *with highest honors in Art*  
 Jeffrey Edward Stenzel, *with honors in Biology*  
 Petra Anais Szilagyí  
 Daniel Yi Tao  
 Farkhondeh Ivy Taraz  
 Torrey Elizabeth Taussig  
 Michael Samuel Tcheyan  
 Whitney Bruce Thayer  
 Ambika Clare Thoreson  
 +Peter Ward Tierney, *with honors in Geosciences*  
 +Erik James Tillman, *with honors in Biology*  
 Ethan Rhys Timmins-Schiffman  
 Christopher Ting  
 Nathan Heller Tone  
 Eloy Toppin  
 +James Richard Trotta, *with honors in Geosciences*  
 Maria Basilia Montenegro Tucker, *with honors in Religion*  
 Michael Paul Vandenberg  
 Sophia Irene Vargas  
 Catalina J. Vielma  
 Salvador Padilla Villa  
 Tracey Elizabeth Vitchers, *with honors in Women's and Gender Studies*  
 Sarah Katharine Walmsley  
 Tyler Stewart Ware  
 Christopher Edward Warren, *with honors in Economics*  
 Ellie Marie Wawrzaszek  
 Sarah Lynn Webb  
 Jeremy Franklin Weinberger  
 William Bertrand Whiston  
 Ariel Nikkia Williams  
 Keenan LaMar Williams  
 Michelle Elizabeth Williamson  
 Brianna Ilyse Wolfson  
 Abigail Margaret Wood  
 Kallan Ki Wood  
 Bryan Henry Wrapp  
 Jason Yeoun  
 Moira Potter Yoe  
 Andrew Eliot Yoo, *with honors in Chemistry*  
 Susan Ju-Young Yoon  
 Lauren Elizabeth Young  
 Anya Zaitsev  
 Matthew Byron Zanedis  
 Alexander Zhdanov  
 +Tatyana Yevgenievna Zhuravleva, *with honors in Psychology*  
 Frank Robert Zimmerman

## CONFERRING OF HONORARY DEGREES

Wayne Clough	D.Sc.
Martha Coakley	LL.D.
Adam Falk	LL.D.
Jay Mcinerney	D.Litt.
Stephanie Wilson	D.Sc.

## PRIZES AND AWARDS—2009-2010

OLMSTED PRIZES—Awarded for excellence in teaching to four secondary school teachers nominated by the Williams Class of 2009. These prizes were established in 1984 through the estate of George Olmsted, Jr., 1924. Thomas J. Cambisios, teacher of history at Maumee Valley Country Day School, Toledo, Ohio; Sophia Gershman, teacher of physics at Watchung Hills Regional High School, Warren, New Jersey; Maria Kraevska, teach of English as a foreign language at Plovdiv Language School, Plovdiv, Bulgaria; Christopher McGrath, teacher of mathematics at Rockbridge County High School, Lexington, VA.

### Prizes Awarded in 2009-2010

John Sabin Adriance, *Class of 1882, Prize in Chemistry*: Karen Chiu '10  
 Charles R. Alberti, *Class of 1919, Award*: Joya C. Sonnenfeldt '10  
 Charles R. Alberti, *Class of 1919, Award*: Claire W. Schwartz '10  
 Robert G. Barrow Memorial Prize for Music Composition: Alexander L. Creighton '10  
 Beinecke Memorial Scholarship: Charles P. Rousseau '11  
 The Michael Davitt Bell Prize: Daniel S. Grossman '12  
 The Erastus C. Benedict, *Class of 1821, Prize in Biology (First Prize)*: Benjamin W. Iliff '10  
 The Erastus C. Benedict, *Class of 1821, Prize in Biology (Second Prize)*: Tahsin M. Khan '10  
 The Erastus C. Benedict, *Class of 1821, Prize in Classics (Greek: First Prize)*: David A. Kealhofer '13  
 The Erastus C. Benedict, *Class of 1821, Prize in Classics (Latin: First Prize)*: Jacob Gelman '13  
 The Erastus C. Benedict, *Class of 1821, Prize in Classics (Latin: Second Prize)*: Bryan H. Chow '13  
 The Erastus C. Benedict, *Class of 1821, Prize in Classics (Greek: Second Prize)*: Jennifer M. Gossels '13  
 The Erastus C. Benedict, *Class of 1821, Prize in French (French: Second Prize)*: Thammika Songkhaeo '11  
 The Erastus C. Benedict, *Class of 1821, Prize in French (French: First Prize)*: Madeleine G. Haff '11  
 The Erastus C. Benedict, *Class of 1821, Prize in German (German: First Prize)*: Danielle C. Selcer '10  
 The Erastus C. Benedict, *Class of 1821, Prize in German (German: First Prize)*: Cristina M. Florea '10  
 The Erastus C. Benedict, *Class of 1821, Prize in History (First Prize)*: Zachary C. Miller '10  
 The Erastus C. Benedict, *Class of 1821, Prize in History (Second Prize)*: Cristina M. Florea '10  
 The Erastus C. Benedict, *Class of 1821, Prize in Mathematics (Second Prize)*: Ji Won Ahn '12  
 The Erastus C. Benedict, *Class of 1821, Prize in Mathematics (First Prize)*: Praphruetpong Athiwaratkun '12  
 The Erastus C. Benedict, *Class of 1821, Prize in Mathematics (First Prize)*: Liyang Zhang '12  
 Gaius C. Bolin, 1889, *Prize in Africana Studies*: Anthony B. Coleman '10  
 Gaius C. Bolin, 1889, *Prize in Africana Studies*: Claire W. Schwartz '10  
 Russell H. Bostert Fellowship: Mary T. Freeman '11  
 Russell H. Bostert Fellowship: Ariel S. Kavoussi '11  
 Russell H. Bostert Fellowship: Anthony R. Raduazo '12  
 Russell H. Bostert Thesis Prize in History: Ben M. Davidson '10  
 Kenneth L. Brown, *Class of 1947, Prize in American Studies*: Allegra M. Hyde '10  
 Kenneth L. Brown, *Class of 1947, Prize in American Studies*: Lauren M. Hobby '10

Sterling A. Brown, *Class of 1922, Citizenship Prize*: Janay L. Clyde '10  
 The Bullock Poetry Prize of the American Academy of Poets: Rebecca A. Kane '10  
 W. Marriott Canby, *Class of 1891, Athletic Scholarship Prize*: Zachary C. Miller '10  
 Class of 1945 Florence Chandler Fellowship: Yanie Fecu '10  
 Chinese Government Scholarship: Andrew L. Gatewood '10  
 Chinese Government Scholarship: Steven P.S. Cheng '10  
 David Taggart Clark Prize in Latin: David P. Zackheim '12  
 Horace F. Clark, 1833, Prize Fellowship: Andrew L. Forrest '10  
 Class of 1925 Scholar–Athlete Award: Lauren E. Sinnenberg '10  
 Class of 1945 Student World Fellowship: Newton L. Davis '12  
 Class of 1945 Student World Fellowship: Xin Zeng '11  
 Class of 1945 Student World Fellowship: Fiona M. Moriarty '11  
 Class of 1945 Student World Fellowship: Yue–Yi Hwa '11  
 Class of 1945 Student World Fellowship: Alec M. Blanz '12  
 Class of 1945 Student World Fellowship: Julian A. Century '12  
 Class of 1945 Student World Fellowship: Zeynep Coskun '12  
 Class of 1945 Student World Fellowship: Aayush Khadka '12  
 Class of 1981 Most Valuable Player Award (women's basketball): Jill Greenberg '12  
 Williams College Community Builder of the Year: Claire W. Schwartz '10  
 Williams College Community Builder of the Year: Natalie H. Friedman '10  
 The James Bronson Conant and Nathan Russell Harrington, *Class of 1893, Prize in Biology*: Jamie L. Lahvic '10  
 Henry Rutgers Conger Memorial Literary Prize: Chloe C. Brown '10  
 Henry Rutgers Conger Memorial Literary Prize: Allegra M. Hyde '10  
 DAAD German Academic Exchange Study Scholarship: Jamie L. Lahvic '10  
 Garrett Wright DeVries, *Class of 1932, Memorial Prize in Romance Languages*: Connor M. Kamm '10  
 Garrett Wright DeVries, *Class of 1932, Memorial Prize in Romance Languages*: Faye C. Whiston '10  
 Dewey Prize: Zachary C. Miller '10  
 Henry A. Dwight, *Class of 1829, Botanical Prize*: Nora C. Mitchell '10  
 U.S. English Language Teaching Assistantship: Elizabeth M. Johnson '10  
 Environmental Studies Committee Award: Daniel A. Gura '10  
 The Nicholas P. Fersen Prize in Russian: David G. Blitzer '10  
 Henry N. Flynt, Jr., 1944 Graduate Fellowship: Ma Khin Pyi Son '10  
 Freeman Foote Prize in Geology: Alice H. Nelson '10  
 French Ministry of Education Teaching Assistantship: Margot D. Bernstein '10  
 Robert W. Friedrichs Award in Sociology: Matthew M. Furlong '10  
 Fulbright Grant: Alan B. Arias '10  
 Fulbright Grant: Patrick D. R. Rhine '10  
 Fulbright Grant: Eric O. Beam '10  
 Fulbright Grant: John J. Salcedo '10  
 Fulbright Grant: Jessica L. Mahoney '10  
 Fulbright Grant: Kristine G. Ericson '10  
 Fulbright Grant: Lauren M. Hobby '10  
 Fulbright Grant: Sarah S. Lee '10  
 Fulbright Grant: Benjamin S. Cohen '10  
 Fulbright Grant: Brittini M. Micham '10  
 Fulbright Grant: Jessica E. LeClair '10  
 Fulkerson Award for Leadership in the Arts: Ethan P. Buchsbaum '10  
 Gilbert W. Gabriel, *Class of 1912, Memorial Prize in Theatre*: Casey E. York '10  
 Gates Cambridge Scholarship: Nathan Benaich '10  
 Sam Goldberg Colloquium Prize in Computer Science: Kefei Lei '10  
 Sam Goldberg Colloquium Prize in Mathematics: David A. Moore '10  
 Sam Goldberg Colloquium Prize in Mathematics: Ralph E. Morrison '10  
 Patricia Goldman–Rakic Prize in Neuroscience: Jennah L. Durham '10  
 Barry M. Goldwater Scholarship: Antal B. Spector–Zabusky '12  
 Frank C. Goodrich 1945 Award in Chemistry: Alexander N. Beecher '10  
 Frank C. Goodrich 1945 Award in Chemistry: Clarissa C. Andre '12  
 William C. Grant Jr. Prize in Biology: Taylor M. Goller '10  
 The Arthur B. Graves, *Class of 1858, Essay Prize in Art*: Ruth M. Ezra '10  
 The Arthur B. Graves, *Class of 1858, Essay Prize in Economics*: Tanvir M. Hussain '10  
 The Arthur B. Graves, *Class of 1858, Essay Prize in History*: Charles W. Crawford '10  
 The Arthur B. Graves, *Class of 1858, Essay Prize in Philosophy*: Alison L. Hansen–Decelles '10  
 The Arthur B. Graves, *Class of 1858, Essay Prize in Political Science*: Lina M. Khan '10  
 Arthur B. Graves, *Class of 1858, Essay Prize in Religion*: Chloe C. Brown '10  
 The Graves Prize for Delivery of Essay: Andrew L. Forrest '10  
 The Graves Prize for Delivery of Essay: Schuyler A. Hall '10  
 The Graves Prize for Delivery of Essay: Stephanie J. Kim '10  
 The Graves Prize for Delivery of Essay: Frank R. Zimmerman '10  
 The Graves Prize for Delivery of Essay: Christopher J. Law '10  
 Grosvenor Memorial Cup: Elizabeth B. Brickley '10  
 Frederick C. Hagedorn, Jr., *Class of 1971, Premedical Prize*: Ma Khin Pyi Son '10  
 G. Stanley Hall 1867 Prize in Psychology: Gabriel M. Garza Sada '10  
 Tom Hardie, *Class of 1978, Memorial Prize in Environmental Studies*: Benjamin S. Cohen '10  
 C. David Harris, Jr., *Class of 1963, Prize in Political Science*: Jose C. Martinez '10  
 Sinclair Hart Award: Chessie Jackson '11  
 Kate Hogan 25th Anniversary of Women in Athletics Award: Quinn C. Sanborn Brueggemann '10  
 Hoop Group Purple and Gold Award (women's basketball): Elizabeth Hansen '10  
 Willard E. Hoyt, Jr., *Class of 1923, Memorial Award*: Corey D. Watts '10  
 Charles W. Hufford Book Prize: Kaitlin B. Konkel '10  
 Charles W. Hufford Memorial Fellowship: Yue–Yi Hwa '11  
 Francis Sessions Hutchins, *Class of 1900, Memorial Fellowship Prize*: Yanie Fecu '10  
 Francis Sessions Hutchins, *Class of 1900, Memorial Fellowship Prize*: Ethan R. Timmins–Schiffman '10  
 Hubbard Hutchinson, *Class of 1917, Memorial Fellowship (Art)*: Emma W. Steinkraus '10  
 Hubbard Hutchinson, *Class of 1917, Memorial Fellowship (Dance)*: Kallan K. Wood '10  
 Hubbard Hutchinson, *Class of 1917, Memorial Fellowship (Writing)*: Daniel T. Chu '10  
 Hubbard Hutchinson, *Class of 1917, Memorial Fellowship (Theatre)*: Eben R. Joondeph Hoffer '10  
 Hubbard Hutchinson, *Class of 1917, Memorial Fellowship (Music)*: Brian T. Simalchik '10  
 Jeffrey Owen Jones 1966 Fellowship in Journalism: Kathleen M. Palmer '10  
 Arthur Judson Prize in Music: Elizabeth J. Irvin '10  
 Lawrence J. and Carolyn M. Kaplan Prize: Dani F. Levine '10  
 Arthur Kaufmann, *Class of 1899, Prize in English*: Michele S. Chinitz '10

Muhammad Kenyatta, Class of 1966, Community Service Prize: Corey D. Watts '10  
 William W. Kleinhandler Prize for Excellence in Music: Chloe A. H. Blackshear '10  
 William W. Kleinhandler Prize for Excellence in Music: Yanie Fecu '10  
 William W. Kleinhandler Prize for Excellence in Music: Hannah Smith-Drelich '10  
 William W. Kleinhandler Prize for Excellence in Music: Marco P. Sanchez '10  
 William W. Kleinhandler Prize for Excellence in Music: Alexander P. Taylor '10  
 William W. Kleinhandler Prize for Excellence in Music: Jason A. Leacock '10  
 William W. Kleinhandler Prize for Excellence in Music: Olufolajimi Oke '10  
 Robert M. Kozelka Prize in Statistics: Ville A. Satopaa '11  
 Robert M. Kozelka Prize in Statistics: Hannah Erin Hausman '12  
 Richard Krouse Prize in Political Science: Lily C. Zhou '10  
 Jack Larned, Class of 1942, International Management Prize: Yang Du '10  
 Richard Lathers, Class of 1877, Essay Prize in Government: Patrick I. Chaney '10  
 Mary and Nathaniel M. Lawrence Travel Fellowship: Mohammed A. Lotif '11  
 Mary and Nathaniel M. Lawrence Travel Fellowship: Chandler E. Sherman '11  
 Lawrence S. Graver Prize in Theatre: Benjamin H. Kaplan '11  
 Linen Grant for Summer Travel in Asia: Nina G. Piazza '12  
 Linen Grant for Summer Travel in Asia: Diqian Wang '12  
 Linen Grant for Summer Travel in Asia: Lily V. Wong '12  
 Linen Grant for Summer Travel in Asia: Charlotte A. Kiechel '12  
 Linen Grant for Summer Travel in Asia: Julian A. Century '12  
 Linen Grant for Summer Travel in Asia: Guannan Lu '12  
 Linen Senior Prize in Asian Studies (Japanese): Hyang G. Lim '10  
 Linen Senior Prize in Asian Studies (Asian Studies): Patricia B. Cho '10  
 Linen Senior Prize in Asian Studies (Chinese): John R. Withers '10  
 Linen Senior Thesis Prize in Asian Studies: Ryan M. Glassett '10  
 H. Ganse Little, Jr. Prize in Religion: Julianne L. Feder '10  
 David N. Major, Class of 1981, Memorial Prize in Geology: James R. Trotta '10  
 Marshall Scholarship: Ruth M. Ezra '10  
 Allen Martin Fellowship: Zachary C. Miller '10  
 Williams College Multicultural Center Student of the Years: Nordia E. Savage '10  
 Leverett Mears Prize in Chemistry: Desire T. Gijima '10  
 John W. Miller Prize in Philosophy: Aditi Chaturvedi '10  
 Mellon Mays Undergraduate Fellowship: Newton L. Davis '12  
 Mellon Mays Undergraduate Fellowship: Laura L. Dos Reis '12  
 Mellon Mays Undergraduate Fellowship: Jennifer A. Monge '12  
 Mellon Mays Undergraduate Fellowship: Amanda M. Reid '12  
 Mellon Mays Undergraduate Fellowship: Taisha Rodriguez '12  
 Morgan Prize in Mathematics: Chad W. Brown '10  
 Nancy McIntire Prize in Women & Gender Studies: Tracey E. Vitchers '10  
 National Science Foundation Fellowship: Ralph E. Morrison '10  
 James Orton Award in Anthropology: Mia S. DeSimone '10  
 James Orton Award in Anthropology: Leah C. Katzelnick '10  
 Frederick M. Peyser Prize in Painting: Audrey E. Bell '10  
 Ursula Prescott Essay Prize in Political Science: Jose C. Martinez '10  
 Purple Key Trophy: Blake J. Schultz '10  
 Purple Key Trophy: Elise J. Johnson '10  
 Robert Ikemori Quay '04 Outing Club Memorial Fellowship: Noah L. Wentzel '13  
 Robert F. Rosenberg Prize in Environmental Studies: Christopher J. Law '10  
 Robert F. Rosenberg Prize for Excellence in Mathematics: Ralph E. Morrison '10  
 Muriel B. Rowe Prize: Ralph E. Morrison '10  
 Ruchman Student Fellowship: Charles P. Rousseau '11  
 Ruchman Student Fellowship: Hari N. Ramesh '11  
 Sidney A. Sabbath Prize in Political Economy: Hnin W. Hnin '10  
 Bruce Sanderson, Class of 1956, Prize in Architecture: Julia A. Reiser '10  
 Ruth Scott Sanford Memorial Prize in Theatre: Elizabeth W. Curtiss '10  
 Ruth Scott Sanford Memorial Prize in Theatre: Lauren E. Young '10  
 Scheffey Award: Joya C. Sonnenfeldt '10  
 Robert C. L. Scott Prize in History: Zachary C. Miller '10  
 Robert C. L. Scott Prize for Graduate Study in History: Cristina M. Florea '10  
 Sentinels of the Republic Advanced Study Prize: Lauren M. Anstey '11  
 Sentinels of the Republic Essay Prize in Government: April F. Davison '10  
 Shirin Shakir, 2003, Prize in Political Science: Christian R. Henze '10  
 Edward Gould Shumway, Class of 1871, Prize in English: Fida-E Tashfia '10  
 James F. Skinner Prize in Chemistry: Alexander N. Beecher '10  
 Dr. Herchel Smith Fellowship: Scott W. Olesen '10  
 Dr. Herchel Smith Fellowship: Elizabeth B. Brickley '10  
 Dr. Herchel Smith Fellowship: Leah C. Katzelnick '10  
 Dr. Herchel Smith Fellowship: Susan S.M. Tan '10  
 Dr. Herchel Smith Fellowship: Asheque E. Shams '10  
 Dr. Herchel Smith Fellowship: Nathan Benaich '10  
 Dr. Herchel Smith Fellowship: Jun Liu '10  
 Dr. Herchel Smith Fellowship: Ruth M. Ezra '10  
 Dr. Herchel Smith Fellowship: Jose C. Martinez '10  
 Elizur Smith Rhetorical Prize: Andrew T. Nguyen '12  
 Howard P. Stabler Prize in Physics: Scott W. Olesen '10  
 Howard P. Stabler Prize in Physics: Olufolajimi Oke '10  
 Shirley Stanton Prize in Music: Kathleen M. Palmer '10  
 Shirley Stanton Prize in Music: Connor M. Kamm '10  
 Stanley R. Strauss, Class of 1935, Prize in English: Michele S. Chinitz '10  
 Taiwan Ministry of Education Mandarin Scholarship: Patrick D. R. Rhine '10  
 Harry S. Truman Scholarship: William Lee '11  
 William Bradford Turner Citizenship Prize: Anthony B. Coleman '10  
 William Bradford Turner, Class of 1914, Prize in History: Zachary C. Miller '10  
 Morris K. Udall Undergraduate Scholarship: Jennifer M. Rowe '11  
 Morris K. Udall Undergraduate Scholarship: Joseph J. Augenbraun '11  
 Carl Van Duyne Prize in Economics: Alexa B. Lutchen '11  
 Carl Van Duyne Prize in Economics: Gea Hyun Shin '11  
 Carl Van Duyne Prize in Economics: Wentao Xiong '11  
 Carl Van Duyne Prize in Economics: Zhaoning Wang '11



A.V.W. Van Vechten, 1847, Prize for Extemporaneous Speaking: Sean C. Pegado '11  
 Laszlo G. Versenyi Memorial Prize: Aditi Chaturvedi '10  
 Benjamin B. Wainwright, Class of 1920, Prize in English: Alexander L. Creighton '10  
 Harold H. Warren Prize in Chemistry: Tarjinder Singh '12  
 Thomas J. Watson Fellowship: Corey D. Watts '10  
 Thomas J. Watson Fellowship: Jose C. Martinez '10  
 David A. Wells Prize in Political Economy: Leiyu Xie '10  
 Karl E. Weston, Class of 1896, Prize for Distinction in Art (Art Studio): Omar I. Mendez '10  
 Karl E. Weston, Class of 1896, Prize for Distinction in Art (Art History): Gilles R. Heno-Coe '10  
 Karl E. Weston, Class of 1896, Prize for Distinction in Art (History and Practice): Kristine G. Ericson '10  
 Williams in Africa Post Graduate Fellowship: Elizabeth A. Miller '10  
 Williams Teaching Fellowship, United College, Chinese University of Hong Kong: Gabrielle G. Campo '10  
 Williams College Undergraduate Research Fellowship: Kesi A. Augustine '12  
 Williams College Undergraduate Research Fellowship: Allan Gonzalez '12  
 Williams College Undergraduate Research Fellowship: Megan T. Behrend '12  
 Williams College Undergraduate Research Fellowship: Christian A. Torres '12  
 Williams College Undergraduate Research Fellowship: Asvelt J. Nduwumwami '12  
 Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship: Patricia J. Klein '11  
 Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship: Candace O. Gibson '11  
 Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship: William A. Harron '11  
 Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship: Christopher J. Fox '11  
 Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship: Burge Abiral '11  
 Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship: Evelyn C. Denham '12  
 Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship: Marissa A. Kimsey '11  
 Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship: Jennifer M. Rowe '11  
 Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship: Brittany A. Baker-Brousseau '11  
 Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship: Joseph J. Augenbraun '11  
 Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship: Bryant D. Renaud '11  
 Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship: Connor K. Olvany '11  
 Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship: Adam J. Stoner '11  
 Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship: Benjamin H. Kaplan '11  
 Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship: Ivan Contreras '11  
 Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship: Iliyana K. Hadjistoyanova '11  
 Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship: Mopati M. Morake '11  
 Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship: Sabine R. Chishti '12  
 Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship: Noah A. Schechter '12  
 Carroll A. Wilson Fellowship: Zachary C. Miller '10  
 Witte Problem Solving Prize: Nicholas A. Amosti '11  
 Woodrow Wilson-Rockefeller Brothers Fund Fellowship for Aspiring Teachers of Color: Himilcon J.M. Inciarte '10  
 Wyskiel Williams Math Award: Katherine L. Hawkins '10  
 Wyskiel Williams Math Award: Caleb C. Balderston '10

#### Athletic Prizes Awarded in 2009-2010

Belvidere Brooks Football Medal: Simon Kloeckner '10  
 Brzesinski Women's Track and Field Prize for Loyalty, Perseverance, and Desire: Nora Mitchell '10  
 J. Edwin Bullock Wrestling Trophy (men): Ryan Malo '11 and Dylan Rittenburg '10  
 W. Marriott Canby, Class of 1891, Athletic Scholarship Prize: Zachary Miller '10  
 Class of 1925 Scholar-Athlete Awards: Lauren Sinnenberg '10  
 Dr. Edward J. Coughlin, Jr. Bowl (Football): Nick Caro '10  
 Daniel A. Creem '82 Memorial Track and Field Prize for Loyalty: Corey Watts '10 and Jeffrey Perlis '10  
 Dr. I.S. Dribben '24 Award (men's golf): Jake Wagner '11  
 Brian Dawe Men's Crew Award: "2010 Relentless" ECAC Championship Crew Team  
 Richard J. Farley Award (football): Will Cronin '10  
 Fox Memorial Soccer Trophy (men): Peter Houston '10  
 Matthew Godrick Team Spirit Award (men's basketball): Charlie Cates '10  
 High Point Swimming Award (men): Paul Dyrkacz '13  
 High Point Swimming Award (women): Caroline Wilson '13  
 Robert W. Johnston Memorial Award (baseball): Al Mathew '10  
 Kate Hogan 27th Anniversary of Women In Athletics Prize: Quinn Brugemann '10  
 Nickels W. Huston Memorial Hockey Award: Michael J. Brofft '13  
 Lee F. Jackson '79 Leadership Prize (men): Cullen Roberts '10  
 Lee F. Jackson '79 Leadership Prize (women): Katherine DuPré '10  
 Kieler Improvement Award (men): Christian Henze '10  
 William E. McCormick Coach's Awards (The Coaches Award): Alex Smigelski III '10 and Evan S. Seely '10  
 Men's Hockey Most Valuable Player Award: Alex Smigelski III, '10  
 Franklin F. Olmsted Memorial Award (cross-country men): Corey D. Watts '10  
 Oarswoman of the Year: Madeline Berkley '10  
 Outstanding Sr. Oarswomen: Julia Halterman '10 Anthony Plansky Track Award: Connor Kamm '10  
 Purple Key Trophy (men): Blake Schultz '10  
 Purple Key Trophy (women): Elise Johnson '10  
 Rockwood Tennis Cup (men): Felix Sun '13  
 Edward S. Shaw '62 Memorial Squash Trophy (men): Bernard Yaros '10 and Ethan Buchsbaum '10  
 John A. Shaw Rowing Award: Gregory Ferris '10  
 Simon Most Improved Squash Player Award (women): Jennifer Coxie '10  
 The Squires Cup (women): Julia Reiser '10  
 Squash Racquets Prize (men): Ethan Buchsbaum '10  
 Michael D. Rakov Memorial Award (football): Mike McGuire '10  
 Charles Dewoody Salmon '52 (football): Chris Cameron '13  
 Matthew H. Stauffer '96 Award: Conor Smith '10  
 Oswald Tower Most Valuable Player Award (men's basketball): Blake Schultz '10  
 Dorothy Towne Award (women's track): Elise Johnson '10  
 Ralph Townsend Carnival Award: Dimitri Luethi '10  
 Ralph Townsend Ski Award (men): Robert A. Dyroff '10 and Alex Taylor '10  
 Robert B. Wilson '76 Memorial Trophy (most improved player): Connor K. Olvany '11  
 Women's Alumnae Ski Award: Kelsey Levine '10  
 Women's Alumnae Soccer Award: Lauren Sinnenberg '10  
 Women's Hockey Most Valuable Player Award: Sara Plunket '10  
 Women's Squash Award: Jennifer Coxie '10  
 Young-Jay Trophy: Evan S. Seely '10 and Zachary C. Miller '10

## ENROLLMENT

### BY CLASSES, SEPTEMBER 2009

Graduate Students	56
Seniors	527
Juniors	541
Sophomores	547
First-Year Students	<u>553</u>
Total	2224

### BY CLASSES, FEBRUARY 2010

Graduate Students	56
Seniors	509
Juniors	542
Sophomores	541
First-Year Students	<u>556</u>
Total	2204

Of the 533 new first-year students who entered in the fall of 2003, 93% graduated from Williams within 4 years and 96% within 6 years; of the 532 who entered in 2004, 91% graduated 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	7
Alaska	11
Arizona	9
Arkansas	7
Armed Forces Europe	1
California	235
Colorado	27
Connecticut	133
Delaware	7
District of Columbia	14
Florida	51
Georgia	34
Guam	1
Hawaii	9
Idaho	4
Illinois	73
Indiana	9
Iowa	5
Kentucky	4
Louisiana	5
Maine	32
Maryland	56
Massachusetts	292
Michigan	20
Minnesota	19
Missouri	9
Montana	8
Nebraska	5
Nevada	4
New Hampshire	19
New Jersey	129
New Mexico	6
New York	406
North Carolina	34
North Dakota	1
Ohio	33
Oklahoma	5
Oregon	21
Pennsylvania	54
Puerto Rico	1
Rhode Island	10
South Carolina	9
South Dakota	1
Tennessee	12
Texas	57
Utah	3
Vermont	30
Virginia	41
Washington	39
West Virginia	4
Wisconsin	20

### International

Afghanistan	3
Albania	2
Argentina	1
Armenia	1
Australia	2
Austria	1
Bangladesh	2
Bermuda	1
Bhutan	1
Bosnia and Herzegovina	1
Botswana	6
Bulgaria	5
Burkina Faso	1
Burundi	2
Cambodia	1
Canada	20
China	25
Costa Rica	2
Ethiopia	2
Finland	1
France	2
Georgia	1
Germany	2
Ghana	3
Grenada	1
Guam	1
Guinea	1
Honduras	1
Hong Kong	7
Hungary	3
India	3
Israel	1
Jamaica	1
Japan	2
Jordan	3
Kenya	7
Republic of Korea	16

Kuwait	2
Kyrgyzstan	1
Lao People's Democratic Republic	1
Lesotho	1
Liberia	1
Libyan Arab Jamahiriya	1
Madagascar	2
Malaysia	2
Mauritius	1
Mexico	2
Mozambique	1
Nepal	10
Netherlands	1
Pakistan	8
Peru	2
Qatar	1
Romania	1
Russian Federation	1
Rwanda	1
Saudi Arabia	1
Senegal	1
Singapore	3
South Africa	1
Spain	1
Sri Lanka	1
Swaziland	2
Sweden	1
Switzerland	1
Taiwan	4
Tajikistan	1
United Republic of Tanzania	1
Thailand	5
Turkey	5
Uganda	3
Ukraine	1
United Arab Emirates	3
United Kingdom	7
Uzbekistan	2
Venezuela	1
Viet Nam	9
Zambia	2
Zimbabwe	5

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## CALENDAR 2010-2011

### 2010

Sept. 1- Sept. 7	Wednesday through Tuesday	First Days
September 7	Tuesday	First-Year Student Advising
		Organizational meetings 7-9 p.m.
September 8	Wednesday	First day of classes Fall Semester; <i>classes follow a "Thursday" schedule</i>
September 9	Thursday	No classes in observance of Rosh Hashanah
September 10	Friday	Classes resume a normal schedule
September 25	Saturday	Convocation
October TBA	One of the first three Fridays	Mountain Day
October 11-12	Monday & Tuesday	Fall Reading Period
October 22-24	Friday through Sunday	Class of 2014 Family Days
November 6	Saturday	Homecoming
November 24-28	Wednesday through Sunday	Thanksgiving Recess
December 10	Friday	Last day of classes Fall Semester
December 11-14	Saturday through Tuesday	Reading Period
December 15-20	Wednesday through Monday	Final Examinations
December 21	Tuesday	Vacation begins

### 2011

January 3	Monday	First day of Winter Study Period
January 27	Thursday	Last day of Winter Study Period
February 2	Wednesday	First day of classes Spring Semester <i>(classes to follow a Thursday schedule)</i>
February 3	Thursday	Claiming Williams Day, no classes
February 4	Friday	Classes resume a normal schedule
February 18-19	Friday & Saturday	College Holidays (Winter Carnival)
Mar. 19 - April 3	Saturday through Sunday	Spring Recess
April 23-24	Saturday & Sunday	Spring Family Days
May 13	Friday	Last day of classes Spring Semester
May 14-17	Saturday through Tuesday	Reading Period
May 18-23	Wednesday through Monday	Final Examinations
June 4	Saturday	Class Day
June 4	Saturday	Baccalaureate Service
June 5	Sunday, 10:00 a.m.	Commencement
June 9-12	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.